

# Integrating Appraisal and Grammatical Metaphor in SFL Genre-Based Writing Instruction

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## Abstract

Since M.A.K. Halliday introduced Systemic Functional Linguistics (SFL) over half a century ago, its various sub-theories have been widely applied in EFL writing instruction. In a previous study, the researcher conducted a case study on teaching Grammatical Metaphor within the framework of genre-based writing instruction for EFL students in China. Building on this, the present research integrates Appraisal Theory to examine the characteristics of appraisal resources in student writing across four genres of narration, description, exposition and argumentation. The findings show significant variations in the distribution of appraisal resources-attitude, graduation, and engagement-depending on the semantic features inherent to each genre. Furthermore, the study explores the statistical and semantic correlations between appraisal resources and Grammatical Metaphor. Based on these findings, a genre-based writing model was developed, combining instruction in the Appraisal system and Grammatical Metaphor. This model aims to enhance students' genre-based analytical skills and their ability to construct genre-appropriate texts with logical cohesive textual flow and sophistication, thereby empowering them to engage in critical thinking and independent writing practices in academic contexts.

**Keywords:** EFL writing, systemic functional linguistics, genre, appraisal system, grammatical metaphor

## 1. Introduction

Before the 1980s, EFL writing instruction predominantly focused on the writing product, placing emphasis on the final outcome. Writing was regarded as a means of uncovering meaning (Zamel, 1982). However, by the late 1980s, this focus began to shift, and EFL writing instruction increasingly turned its attention to the processes involved in writing (Krashen, 1984). By the 1990s, interest in the writing process had deepened further, as researchers began investigating the essence of writing by examining learners' cognitive and behavioral actions throughout the various stages of the writing process (Reid, 2001). This transition marked the official emergence of a process-centered phase in EFL writing research. The launch of journals such as Second Language Writing further contributed to the development of EFL writing research into a more structured and established field, providing a platform for scholars to exchange insights and discuss effective instructional strategies.

In the context of EFL writing in China, research has shown that many students produce writing in a rigid and monotonous style with heavily unbalanced information, focusing on narrow details and ignoring broader organizational features and generalizations. Although the Chinese English writing curriculum has recently expanded beyond simple composition and begun to assess students' ability to comprehend key information, use rich language, and think creatively and critically about their writing, instructional practices have lagged rather behind. Partly due to heavy reliance on test-driven teaching methods that require students to uncritically emulate and use language models provided in textbooks and also to a lack of understanding various discursive changes involved in different types of writing, students often focus solely on lexical and syntactical accuracy to pass exams while ignoring the semantic and interpersonal meanings of their texts (Bruce, 2013). This issue is further aggravated by the tendency wherein many EFL teachers in China undervalue writing instruction in the first place, operating under the assumption that writing proficiency will develop naturally along with the general foreign language development and thus disregarding the need for explicit skills training (Wu, 2022). This kind of blind reliance on model essays commit

students to rote memorization and learning prescribed lexical and grammatical patterns, ultimately restraining their ability to critically evaluate and appraise textual sources in their own writing as well as in provided language models.

We regard this foreign language (FL) learning issue as arising from the typical traditional perspective on language and pedagogy that treats language as being separated into the two broad teaching areas of words and grammar where the former are used as some kind of fillers that occupy various empty grammatical slots to convey meanings. Against this common tradition, Systemic Functional Linguistics (SFL) offers a transformative framework by shifting the focus on language from abstract grammar rules to language as a meaning-making system where meanings are derived from the actual social use of language and are reflected in both words and grammar. Rather than viewing language as a set of rigid structures, SFL encourages learners to understand how linguistic choices are determined by the social context and the specific communicative purpose and intention of the text (Halliday, 1978, 2014). By treating language as a set of contextually dynamic resources for constructing meaning, this approach helps EFL students move beyond rote learning and memorization to master the “meaning potential” necessary to navigate complex academic situations.

SFL views language as a “meaning-making” system where form, meaning, and context redound with each other. From this perspective, writing can be seen not as a mere “pile of grammatical sentences,” but as a “product of the situation,” reflecting Halliday’s (2014) view of language as “meaning potential” (p. 400). While recent research has increasingly focused on interpersonal management in EFL academic writing (Wu, 2007; Liu, 2013), Appraisal Theory (Martin & White, 2005) offers a more nuanced framework and potential for writing development. By examining discursive semantics and evaluative language chunks, this theory helps students move beyond rigid patterns of grammar to adopt a broader and more evaluative perspective.

As Hood (2009) demonstrates, academic writing necessitates the use of appraisals to convey stance, engage readers, and establish credibility. According to Wu (2020), applying Appraisal Theory can innovate L2 instruction by fostering three specific dimensions of interpersonal meanings:

- Attitude can enhance the diversity of attitudinal meanings expressing the writers’ feelings, judgment of others, and appreciation of events and phenomena;
- Engagement can expand both objective and subjective perspectives used in writing;
- Graduation can provide concrete strategies for emphasizing key elements.

Ultimately, mastering these appraisal resources allows writers to navigate discipline-specific expectations, maintain expected levels of academic formality, and construct compelling narratives (Xuan & Chen, 2024). By internalizing this system of interpersonal meanings, students can develop more sophisticated writing habits-ranging from better thematic organization to the nuanced expression of feelings, opinions, and ideas.

Despite its pedagogical potential, Appraisal Theory has not yet been fully integrated into FL language instruction, resulting in little research having been conducted on its integration with other teaching theories such as Task-Based Language Teaching, Communicative Language Teaching, and Content and Language Integrated Learning.

The current study applies Appraisal Theory within the framework of SFL genre-based process writing. While numerous researchers (Yang, 2013; Huang & Yu, 2021) have utilized Grammatical Metaphor (GM) in their research and teaching to enhance academic writing skills in EFL contexts, research that integrates both Appraisal Theory and GM into language instruction remains relatively limited. Furthermore, although corpus-based analyses have yielded teaching strategies based on these SFL frameworks, the majority of these findings have not yet been translated into practical, classroom-ready teaching models.

This study aims to fill this gap. Building on a previous investigation by one of the current researchers regarding the features of GM in EFL writing, the present research focuses on the linguistic features of Appraisal in the same context. By integrating the theories of GM and Appraisal into a teaching model, this study addresses the following research questions:

RQ1: What typifies specific Appraisal-related language features in participants’ writing samples?

RQ2: Is there a mutually influential relationship between the distribution of Grammatical Metaphors and the system of Appraisal in students’ writing samples?

RQ3: Can instructional procedures be developed to integrate the Appraisal system and Grammatical Metaphor within an SFL genre-based writing framework?

This study addresses these three research questions in a progressive manner, culminating in the development of a

SFL genre-based writing model. Grounded in an appraisal analysis of participants' writing samples, the model proposed here integrates Appraisal Theory and other functional grammar frameworks, such as Grammatical Metaphor, to guide students in producing contextually appropriate and rhetorically sophisticated texts.

## 2. Literature Review

### 2.1 An Overview of Appraisal Theory and Previous Studies

Systemic Functional Linguistics (SFL) views language as a multi-functional resource that derives meanings from the simultaneous interaction of three meta-functions: the ideational, the interpersonal, and the textual. That is, every instance of language is viewed to represent one's experience, enact social relationships, and to organize information into comprehensible messages. Ideational metafunction is concerned with the experiential content of language and represents human experience by focusing on processes, participants that enact processes, and circumstances in which processes occur. Interpersonal metafunction focuses on how social roles and relationships are enacted in the social world through interpersonal choices such as mood and modality. Textual metafunction organizes these two previous meanings into a coherent and relevant message or text.

Prior to the development of Appraisal Theory, systemic functional linguists primarily viewed the interpersonal meanings of language as being realized through the grammatical systems of mood and modality. While these systems effectively reveal interpersonal meanings based on the grammatical system of mood, they are rather limited in their ability to show how a speaker's specific (inter-)personal evaluations of a situation are realized through mechanisms other than the interpersonal Mood-Residue system. For instance, interpersonal metafunction and grammar are theorized to treat both experientially objective lexis and interpersonally subjective lexis as conveying the same interpersonal grammatical meaning, for example, Subject, Complement, etc. To differentiate ideational and interpersonal or evaluative lexical meanings and theorize these differences, Martin and White (2005) expanded the study of the interpersonal field by developing evaluative semantics and proposed Appraisal Theory. Appraisal encompasses linguistic resources used to express one's opinions, attitudes, and stances toward oneself, other people, and other things and social phenomena. The system of Appraisal is categorized into three primary subsystems: Attitude, Engagement, and Graduation (see Figure 1).

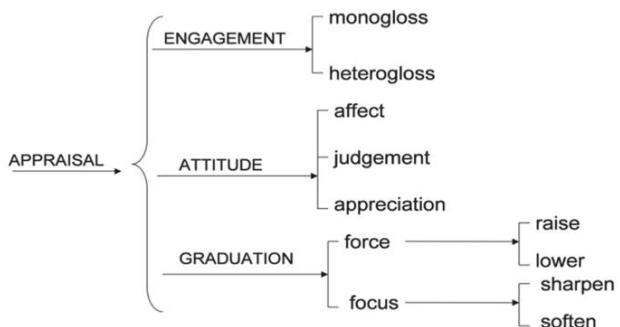


Figure 1. An overview of the Appraisal system (Martin & White, 2005, p. 38).

The main focus of the study is on attitude, which refers to the interpersonal relationship between people through oral or written language (Rahayu et al. 2020). The Attitude system is subdivided into the three primary domains of Affect, Judgment, and Appreciation. Affect belongs to the psychological domain and deals with the expression of personal emotions. The use of an Affect expression essentially invites the listener to share the same emotional response with the speaker as being appropriate, reasonable, and understandable. Semantically, Affect is further divided into the three aspects of love/hate, security, and satisfaction, and expresses positive feelings (like happiness, confidence, and interest) and negative feelings (such as sadness, anxiety, and boredom) that a person expresses toward particular phenomena. It is divided into four categories of emotions: inclination (the feelings of desire or aversion toward something, like hope, want, or reluctance), happiness (the experience of joy or sadness, and the tendency to like or dislike something, as in love, cheerfulness, hate, or sadness), security (the sense of safety or anxiety regarding one's environment, such as feeling confident, comfortable, fearful, or uneasy), and satisfaction (the feeling of achievement or frustration related to activities, including emotions like enjoyment, busyness, boredom, or anger). Affect can be realized linguistically in various ways: as a quality (through epithets and attributes), as a process (via effective or middle affective mental processes and affective behavioral processes), as a commentary (using modal adjuncts of desirability), and as a thing (through Grammatical Metaphor).

Affective expressions are further categorized into realis and irrealis. Realis refers to feelings and emotions that have already occurred in the past, while irrealis relates to the desire for or potential of future actions. Irrealis is divided into the two types of inclination and disinclination. The former represents the speaker's desire and wishes, and the latter, the speaker's fear or reluctance.

Another domain of Attitude is Judgment, and this is subdivided into social esteem and social sanction to evaluate social behavior and character. Social esteem is related to expressing the speaker's judgment of social and cultural qualities such as normality (how unusual one is), capacity (how capable one is), and tenacity (how committed one is). Social sanction focuses on socially sanctioned moral and legal standards such as showing the speaker's evaluation of social veracity (truthfulness) and propriety (ethical conduct). Unlike the informal nature of social esteem, social sanction is typically codified in writing through rules, regulations, and laws. In this domain, administrative duties and legal penalties are enforced based on a collective belief in shared moral values. The transition from social esteem to social sanction is often marked by the gravity of the behavior, shifting from what might be considered venial or minor social gaffes to mortal or serious legal violations. Lastly, Appreciation deals with the speaker's evaluation of things and phenomena on the basis of the speaker's external evaluation based on such external factors as the nature of things, composition, and attractiveness (Magfiroh et al., 2021). These three interpersonal and evaluation meaning areas can be represented as Figure 2:

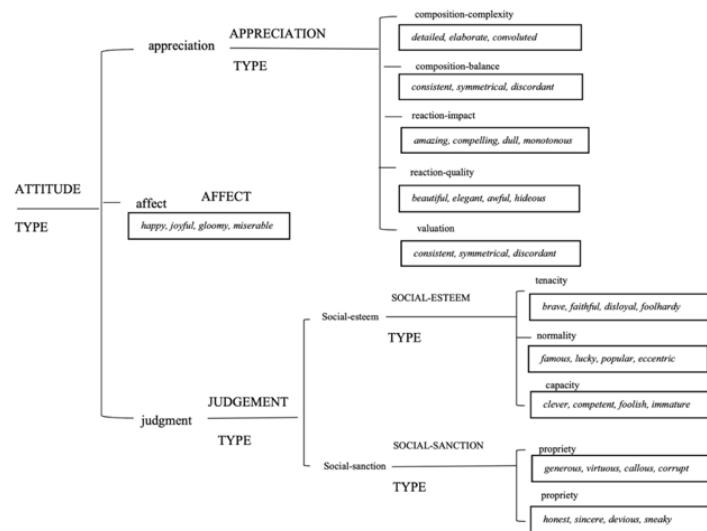


Figure 2. Types of Attitude System

The relationship among the three meanings areas is shown in Figure 3, where Affect is located as the heart or the focal resource of feelings and can be institutionalized socially as judgement and appreciation. That is, Judgement and Appreciation rework, recontextualize, and institutionalize Affect in the context of proposals and propositions concerning ethics and aesthetics.

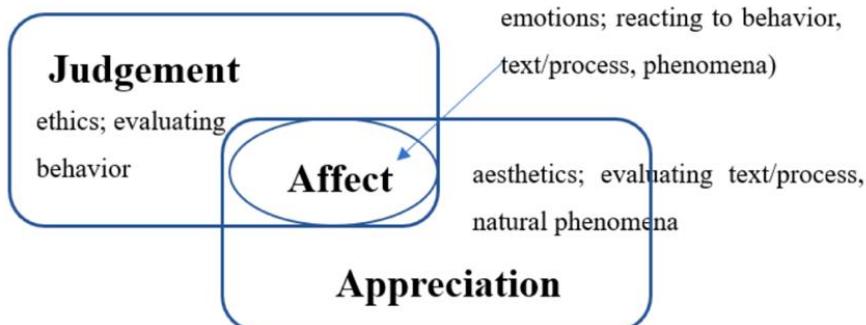


Figure 3. Relationship between judgments, affect, and appreciation (Martin & White, 2005)

Beyond the mere examination of affective language, appraisal analysis can critically reveal socially situated stances

implicitly embedded by speakers and authors toward their subject matter. By interweaving these evaluative positions with historical or descriptive accounts, for example, authors can implicitly invite readers to compliantly align their interpretations with the authorial perspective (Coffin, 2002; Hong, 2014, 2018; Miao, 2016).

This evaluative framework is particularly relevant to the critical review, a genre in which authors must summarize and assess the work of others (Fitriati & Ghasani, 2024). Consequently, the Appraisal system serves as a highly effective tool for analyzing and teaching genre-based writing within the EFL (English as a Foreign Language) context.

## 2.2 SFL Appraisal on AI

Recent research has increasingly explored the application of SFL appraisal theory to artificial intelligence (AI), particularly in the analysis of AI-generated discourse (Lam, 2020; Libunao & Morales, 2025). Existing studies mainly examine how evaluative resources, including attitude and interpersonal stance, are realized in machine-produced texts through comparisons with human-authored discourse (Yao & Liu, 2025). Findings indicate that while AI systems can reproduce basic evaluative patterns, nuanced interpersonal meanings may be simplified or altered (Križan & Barbič, 2025). With the emergence of large language models such as ChatGPT, scholars have begun to investigate the annotation and generation of appraisal resources in AI-generated texts (Imamovic et al., 2024). These studies suggest the potential of integrating SFL-based appraisal frameworks into AI to enhance interpretability and communicative authenticity.

## 3. Method

### 3.1 Research Design and Method

The primary method of this study is SFL Appraisal analysis, a specialized category of textual analysis, along with the UAM Corpus Tool. Central to this approach is the Appraisal framework developed by Martin and White (2005), which provides a fine grained system for examining evaluative meanings. This framework is particularly suited for this research as it offers a systematic way to map how writers negotiate social relationships and express their subjective positions through the three interacting domains of Attitude, Engagement, and Graduation.

The choice of Appraisal Theory as the main rationale stems from its potential to reveal the nuanced interpersonal meanings within academic discourse. While other linguistic models may focus on ideational content, Appraisal Theory makes it possible to conduct a precise investigation into how students construct an authorial voice, manage their commitments to propositions, and align or distance themselves from readers. By analyzing these evaluative resources, the study attempts to explain how micro-level linguistic choices function to convey complex social meanings within the text, such as establishing credibility or expressing solidarity.

In this paper, the Appraisal framework is utilized to identify the specific evaluative elements present in students' writing, providing a clear window into the social function of their language use. Furthermore, to provide a more comprehensive account of the students' linguistic development, the study employs quantitative correlation analysis to investigate the relationship between these Appraisal elements and Grammatical Metaphor (GM). This integrated analytical approach ensures a deeper understanding of how evaluative meanings and grammatical complexity interact and shape meaning-making in student prose. The specific results of this analysis are explained in the findings and discussion section.

### 3.2 Sampling Procedures and Participants

The study population comprised 52 sophomore English majors from the Class of 2022 at a public university in Xi'an, China, selected through the qualitative purposive sampling. Sophomore English majors were chosen because second-year Chinese EFL students are generally expected to possess sufficient language proficiency to comprehend and produce short texts across multiple genres, having completed foundational English courses. Following the sampling procedures, six second-year students were selected as participants ( $N = 6$ ; female = 4; male = 2). All participants signed informed consent forms, ensuring the protection of personal privacy and the authenticity of the collected data. Within the context of Chinese higher education, students are required to take the National Test for English Majors Band Four (TEM-4), a high-stakes standardized examination designed to evaluate their comprehensive foreign language proficiency at the end of their two-year study period.

A crucial component of the TEM-4 is the writing section, which assesses students' ability to produce coherent discourse in timed conditions. Specifically, the test requires students to compose a brief note of approximately 60 words and a formal essay of about 200 words, typically based on specific situational prompts or thematic topics (NACFLT, 2004a; 2004b). The essay task is particularly critical, as it demands that students first summarize and

evaluate provided reading materials before expressing their own argumentative responses. This requirement for critical evaluation and stance-taking provides an ideal entry point for applying Appraisal Theory as it forces students to utilize various evaluative resources to negotiate their writing positions.

### 3.3 Data Collection and Analysis

The primary data for this study comprises student-authored essays collected during the TEM-4 preparation phase. This research builds upon a previous SFL case study, in which the same participants had previously received instructions on SFL genre-based writing and the application of Grammatical Metaphor (GM). The current study analyzed how the EFL students deploy evaluative meanings across four distinct genres: description, narration, exposition, and argumentation.

The analytical process was conducted using the UAM Corpus Tool, a specialized software designed for the systematic annotation and statistical analysis of text data. The analysis focused on the three subsystems of Appraisal: Attitude, Engagement, and Graduation. Within these layers, the study analyzed how specific lexical choices realize Affect (evaluation of their own emotional responses), Judgment (evaluation of others' behaviors), and Appreciation (evaluation of things and phenomena). By utilizing the UAM Corpus Tool, the research could identify distinct lexical and feature patterns, providing a quantitative and qualitative mapping of how these students navigate the interpersonal demands of academic writing.

## 4. Results and Discussion

### 4.1 Results of the Appraisal Analysis

A descriptive analysis of the data was conducted using the UAM Corpus Tool, which facilitated the systematic categorization of texts according to the Attitude, Engagement, and Graduation subsystems. This analysis was guided by the Appraisal Theory framework (Martin and White, 2005; Thompson, 2014). The resulting distribution of these appraisal types across the four genres of student writing is summarized in Table 1.

Table 1. Frequency Use of Appraisal Items in Participants' Writing

APPRAISAL TYPE	Description		Narration		Exposition		Argumentation		Total Usage	
	N	%	N	%	N	%	N	%	N	%
- attitude	58	75	57	64	56	78	18	47	189	68
- engagement	7	9	9	10	8	11	12	32	36	13
- graduation	12	16	23	26	8	11	8	21	51	19
<b>TOTAL:</b>	<b>77</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>38</b>	<b>100</b>	<b>276</b>	<b>100</b>

Based on the specific characteristics of each genre, this Appraisal analysis categorizes description and narration as one comparative group, and exposition and argumentation as another. Within the first group, the frequency of Appraisal items is remarkably similar across both description and narration, with Attitude resources accounting for more than half of the evaluative language used. Graduation represents the second most frequent category at 16% and 26% respectively, while Engagement remains the least utilized, comprising only 9% to 10% of the total items. These patterns are largely driven by the thematic focus of the assignments-describing an impressive trip and narrating an unforgettable lesson-both of which necessitate extensive depictions of personal emotions and the qualities of people and things. This finding contrasts with the next group. While Attitude also constitutes the largest resources in the second group, the argumentation genre is distinguished by having the highest frequency of Engagement items across all four genres.

This heavy use of the Engagement system is reflected in the heavy use of projection clauses, which students employ to introduce both authorial and external argumentative statements. The prevalence of these structures suggests that pedagogical interventions should be designed to help students diversify their engagement strategies, thereby fostering more nuanced, less absolute assertions and encouraging open academic dialogue.

As for the graduation in this group, most of the usage comes from using the superlative adjective for emphatic purposes. Overall, attitude resources constitute the largest proportion within the appraisal system, and it is worthwhile to analyze each attitude resource from the perspective of affect, judgement, and appreciation.

Table 2. Attitude Types of Genres

ATTITUDE-TYPE	Description		Narration		Exposition		Argumentation	
	N	%	N	%	N	%	N	%
- affect	19	24.7	30	33.7	32	44.4	0	0
- judgement	5	6.5	12	13.5	6	8.3	3	7.9
- appreciation	34	44.2	15	16.9	18	25	15	39.5
TOTAL:	58	75.3	57	64.0	56	77.8	18	47.4

Table 2 illustrates the distinct distribution of Attitude types across the four genres, reflecting the distinct communicative goals of each type of writing. In descriptive writing, Appreciation emerged as the most dominant sub-type (N=34), as students utilized a wide array of adjectives to evaluate the qualities of the views and scenes encountered during their trips. Affect was the second most frequent category in this genre (N=19).

On the other hand, in narrative writing, Affect was the most prevalent category (N=30), and this highlights a semantic focus on the emotions and internal states of the characters represented in their writings. While the descriptive essays centered on the aesthetic evaluation of surroundings, the narratives prioritized the expression of people's personalities and emotional responses. In the description, students used a large number of adjectives to describe the views and scenes they saw during their trip, leading to a heavy use of appreciation. The most common type of attitude: appreciation is reflected in sentence (1):

(1) *I have such an experience falling in love with the beautiful view of Hainan.*

Such noun group (Adj+N) as the form of appreciation is widely used in the description such as a subtropical view, an excellent experience, a meaningful trip and unforgettable trip. In the description genre, affect is used to convey the authors' personal feelings and emotions regarding their journey, as exemplified in sentence (2):

(2) *The beautiful scenery along the way relaxes us.*

Besides the word relax, other common expressions such as interest, nervous, excitement and curiosity are used in the students' writing. Affect in the exposition is reflected by the feelings and attitudes of the participants when they encounter troubles. There is no affect used in the argumentation due to its generic feature that the participants only present facts and arguments objectively, without the need for them to express their inner feelings or emotions.

All the examples of judgment in the descriptive texts are identified through the authors' interactions with people during their trips. Compared with the description, the number of judgements in the narrative text is more than twice that counted in the descriptive texts. Students used judgment expressions as a means to form their image of a teacher.

(3) *She was so kind to find good points from students.*

Table 3 below presents the lexical data for these four genres as analyzed by the UAMC software:

Table 3. Wording chunks of Affects and Judgement in Genres

Genre	Wording chunks of Affects and Judgement
Description	fine girl, like, beautiful girl, greedy, desire to
Narration	kind, kindness, criticism, care, easing, cute, patient
Exposition	Anxious, laziness, sensitive, embarrassed, enthusiastic
Argumentation	beauty, subjective, careful

It is evident that over 90% of the lexical chunks express positive attitudes, which indicates that the people that students met on the trip or in class left a favorable impression in their writing. On the contrary, 40% of the appreciation items used in the narration are negative attitudes attributed to initial worries about English lessons

before meeting a good English teacher, and the remaining 60% are the positive attitudes resulting from their unexpected fairness.

In the exposition, more than 90% of the appraisals showed negative attitudes, as students primarily detailed the difficulties and struggles they faced in their personal lives. The remaining positive affect was used to describe how they eventually overcame these challenges. Finally, the attitudinal appraisal within the argumentation genre is determined by the authors' stance, where the supported viewpoint is presented as positive, while the opposing perspective is negatively presented.

#### 4.2 Correlation between Appraisal and GM

To address RQ2, this study combined the results of the previous Grammatical Metaphor (GM) analysis with those of the current Appraisal analysis to investigate the statistical and semantic correlations between these two variables. For this purpose, Pearson correlation coefficients were calculated using SPSS 26, as presented in Table 4.

Table 4. Pearson correlation between GM and Appraisal Items

		GM Items	Appraisal Items
GM Items	Pearson Correlation	1	.680
	Sig. (2-tailed)		.063
	N	8	8
Appraisal Items	Pearson Correlation	.680	1
	Sig. (2-tailed)	.063	
	N	8	12

As shown in Table 4, the p-value of .68 indicates that there is not much statistically significant correlation between the appraisal data and grammatical metaphor (GM). Despite this lack of statistical association, it is necessary to examine possible potential relations from a semantic perspective. Specifically, although instructing students to increase their use of GM results in altering both clausal and lexical structures, the underlying appraisal meanings in their writing remain consistent. For instance:

(4) *To be frank, I was so excited when I wrote this article.*

*To be honest, my excitement knew no bounds as I penned down this article.*

(5) *I am not very confident because I am losing my hair.*

*Hair problems cause my loss of self-confidence and a terrible mood.*

Having received the Systemic Functional Linguistics (SFL) writing instruction, the student changed the lexical item in (4) from the adjective "excited" to its noun form "excitement" to realize experimental Grammatical Metaphor (GM). This process of nominalization does not influence the item's identification as affect within the appraisal system; both are expressions of a positive Affect. Example (5) illustrates a logical GM, where "cause" links the elements, realizing a causal relationship. Despite this logical relation, the selected items, "confident" and "loss of self-confidence," are still identified as affect within the appraisal system.

That is, although our analysis of appraisal and GM correlation analysis does not show a statistically significant correlation, we may still argue that the differing generic features of the texts may nevertheless influence the authors' stance and perspective when using GM, which in turn causes shifts in attitudinal meanings. The findings from the Appraisal analysis of participants' writing suggest the need for a comprehensive teaching model that integrates both genre-based grammatical instruction and Appraisal-guided pedagogy.

#### 4.3 Design of the Writing Instruction Implementation

To address RQ3, the proposed framework for this teaching procedure draws upon genre-based process writing (Cai, 2012; Nagao, 2019; Mustafa & Syahriani, 2023) within the overarching SFL-GBA (Genre-Based Approach) framework (Martin, 2000; Halliday & Hasan, 2012), synthesized with Appraisal Theory (Martin & White, 2005) and Grammatical Metaphor (GM) instruction (Huang & Yu, 2021; Jodairi Pineh, 2022).

Building on previous research into teaching SFL items of GM, the instruction sequence incorporates a number of steps: introduction of GM, identification of GM and its resources, GM analysis of target essays, exercise for

sentential and lexical patterns of transitions between congruent and incongruent expressions, summarizing chunks of GMs, writing exercises, genre-based English writing technique instruction, and instructor feedback. This procedure can then be applied to teaching appraisal in the same sequence: introduction to appraisal theory → identification of appraisal items → analysis of appraisal items → summary of appraisal chunks → genre-based writing exercise of appraisal chunks. This procedure allows teachers to provide students with appraisal chunks to categorize, and this is followed by corresponding GM chunks based on specific meanings of each appraisal item.

Table 5. Appraisal chunks with GM expression

Appraisal types	Examples of appraisal chunks	GM expression of appraisal chunks
Attitude	It is important/of great importance/different/significant/easy for sb. to do sth.	The importance/ significance/ difference of sth shows/indicates that...
Engagement	In my opinion / It is believed that	As the saying goes that
Graduation	Slightly different, sort of, a bit different	The slightly difference provides that...

Lexical chunks are collected from textbooks and instructional handouts, and serve as the foundational elements of this language material. Within the framework of genre-based process writing, students gradually familiarize themselves with appraisal chunks in various genres following the introduction of Appraisal theory. Through this process, they can gain the ability to identify and evaluate individual appraisal items, eventually synthesizing them into coherent chunks of writing. These appraisal chunks are then interpreted through Grammatical Metaphor (GM) meanings derived from specific exercises for interpretation, leveraging the students' GM knowledge. By incorporating GM exercises, our proposed model aims to enhance both the diversity and complexity of linguistic expressions in student writings. While Appraisal theory provides students with the tools to express attitudes, emotions, and stances in their writing, Grammatical Metaphor fosters critical thinking and grammatical and textual sophistications. As a result, this approach may establish a cyclical teaching loop centered on genre-process writing, with Appraisal theory and Grammatical Metaphor serving complementary pedagogical roles.

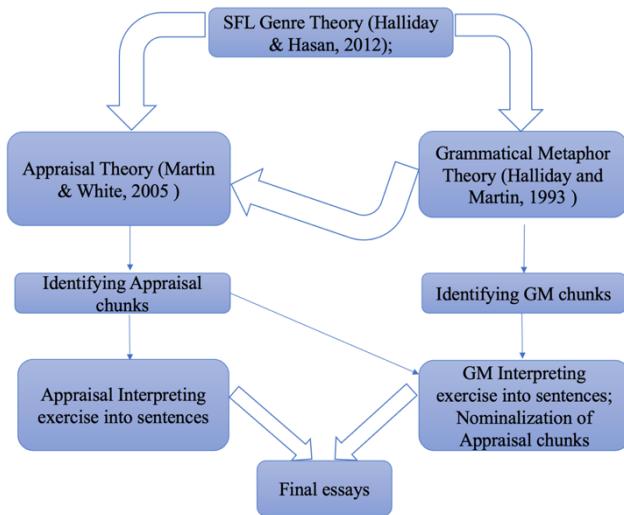


Figure 4. Teaching procedures between Appraisal system and Grammatical Metaphor under SFL genre theory

As illustrated in Figure 4, this conceptual framework is proposed to inform the development of a teaching model through a two-fold approach. On one hand, students are given an opportunity to identify a wide range of appraisal resources in sample texts, enabling them to focus on expressed opinions and evaluate people, objects, and phenomena more effectively. At the same time, they are encouraged to identify Grammatical Metaphor (GM) resources and cases of nominalizations to cultivate the critical and logical thinking necessary to both comprehend and produce writing expected at the college level. Collectively, these two procedures may empower students to navigate various genres with greater ease and proficiency.

## 5. Conclusion

This study began by examining through the lens of Appraisal Theory written texts across four genres authored by participants from earlier research. The analysis showed that attitude is the dominant appraisal category across all four genres, constituting over 50% of all items. The analysis further shows that attitude is the primary category in expository and argumentative genres, while engagement attains its highest frequency specifically in argumentation writing compared to the other text types. As Xuan & Chen (2024) note, engagement should be seen as a priority in the instructional design for argumentative essays.

In light of the fact that engagement and graduation resources affect the source and degree of attitude, effective use of attitude resources becomes increasingly important. Attitude resources can serve as an indicator of the students' evaluative consciousness. The quantitative analysis of the participants' text data, however, showed that there is not a statistically significant correlation between Appraisal resources and Grammatical Metaphor (GM) across all genres. Specifically, GM, particularly cases of nominalization, does not alter the fundamental nature of the Appraisal resources. For example, a sentence containing an affect chunk still retains that same evaluative meaning even after being nominalized.

Regarding theoretical implications of this paper, the Appraisal system is understood to be conducive to producing good writing habits in relation to theme writing, cohesion, coherence, and the direct or indirect expressions of ideas. It also helps students better grasp the interpersonal function of language and improve their overall writing skills. The integration of Appraisal Theory and Grammatical Metaphor as proposed in this paper may provide a more comprehensive approach to supporting EFL students' language learning, particularly in the context of academic writing, critical reading, and interdisciplinary language development. This integration highlights the interconnectedness of text structure, evaluative meaning, and grammatical and textual complexity at the level of discourse expected at a higher level of language learning, reflecting SFL's holistic view of language as a social semiotic system.

As for the pedagogical implications, the teaching procedures provided by the model proposed in this paper may guide students to transition from passive analysis to the active creation of academically sophisticated texts. By grounding exercises in genre-based lexicogrammatical theory, the model ensures that learners recognize how different genres demand distinct appraisal strategies and GM usage, allowing them to adapt their writing to meet genre-specific communicative goals.

In practical terms, language exercises that simultaneously combine Appraisal and GM may empower students to move beyond a reliance on formulaic templates and encourage them to analyze and organize their essays with greater critical and logical depth. However, due to limitations in our text and sample size, the appraisal features identified here may not be fully representative of student writing in general; therefore, future research may need to prioritize a broader and more diverse corpus for an analysis similar to ours. The outcome of the teaching model in our paper may bridge the gap theory and practice, providing EFL learners with tools necessary for critically and creatively navigating academic discourse. Additionally, with the widespread adoption of AI-assisted writing tools and their continuous technological advancements, future research may need to explore a deeper integration of the Appraisal and GM teaching model, the AI-assisted writing model, and corpus-driven genre pedagogy to mediate and enhance academic writing instruction.

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