

Highlighted actions, hidden actors
Linguistic text analysis on branding Finnish education
for purposes of Transnational education

Maria Haukilahti
Minor Subject Thesis
University of Turku
School of Languages and Translation studies
English
June 2021

The originality of this thesis has been checked in accordance with the University of
Turku quality assurance system using the Turnitin OriginalityCheck service

UNIVERSITY OF TURKU

School of Languages and Translation studies/Faculty of Humanities

HAUKILAHTI, MARIA: Highlighted actions, hidden actors. Linguistic text analysis on branding Finnish education for purposes of Transnational education

Minor Subject thesis, 47 p., 2 appendices.

English language

June 2021

Abstract

Finnish education has received global fame after excelling in the OECD's PISA studies in early 2000's. Success brought growing number of educational visitors to Finland and led eventually to the establishment of a national strategy of a new export branch, transnational education. The strategy was first implemented by the Finnish universities but is now accompanied by small and medium size companies, assisted by Education Finland, a governmental cluster programme. This thesis studies how Finnish education is presented and how the linguistic choices are used to promote Finnish education in a leaflet published by the cluster programme.

When promoting a national education system to global markets, national values and public sub-sector branding will stand in the focus point. Like transnational education, public sector branding is also rather a new phenomenon in the Finnish context. This thesis aims to fill the research gap in the intersection of these theories by discussing the linguistic possibilities in promoting the education sector. Similar studies have not been made by yet, but for instance evaluative language use has been studied in connection of country and university brands, and in promotional discourse in general.

This study is a quantitative and qualitative text analysis in which corpus methods have been utilized. The data is analysed in two sections, first with the lenses of Appraisal theory and further with Transitivity theory. The analysis revealed that Finnish education is presented mainly through facts and positive evaluations, and that the actors and organisers of the education have been faded to the background to forefront the most distinguishing aspects of Finnish education. The linguistic elements used for the promotion are evaluative adjectives, adverbials, and nouns, that partially derive their positive meaning from the context. Highlighting the goals and processes occurs through passive structures. The results indicate that the way of promoting Finnish education still follows the already laid path of country branding. The public sub-sector branding in Finland relies heavily on national core values which is also visible in the linguistic choices made in the leaflet. This thesis sheds light on a path to study more of both transnational education and public sub-sector branding in Finland, also in connection to linguistic approaches.

Keywords: education, evaluation, branding, public sub-sector

List of figures

- Figure 1: Finnish school system in brief
- Figure 2: Attitudinal resources in relation to discourse semantics and interpersonal meaning making.
- Figure 3: Most frequent content words
- Figure 4: Collocations for Education and School(s)
- Figure 5: Evaluative elements referring to Education and School(s)
- Figure 6: Collocative verbs to Education and School(s)

List of tables

- Table 1: Material, mental and relational processes
- Table 2: Appraisal references

List of abbreviations

- TNE Transnational education
- OECD The Organisation for Economic Co-operation and Development
- PISA Programme for International Student Assessment
- SFL Systemic functional linguistic paradigm

Table of contents

Lists of figures, tables, and abbreviations.

1. Introduction.....	1
2. From national needs to international interest.....	3
2.1. Finnish education system	3
2.2. Values embedded in Finnish Education	4
2.3. Transnational education	7
2.4. Finland's first steps to the global market	8
2.5. Education Finland.....	10
3. Evaluating language use in promotional texts	11
3.1. Branding a national feature and a public sub-sector	11
3.2. Linguistic aspects in branding and promotion	13
3.3. Theories for analysing promotional language use.....	14
3.3.1. Appraisal theory	15
3.3.2. Transitivity theory.....	17
4. Data and Method.....	20
4.1. Research material	20
4.2. Ethical questions, validity, and reliability	20
4.3. Research description.....	21
5. Analysis	23
5.1. Attitudes towards education and school	26
5.1.1. Benefit	27
5.1.2. Quality.....	28
5.1.3. Activities	30
5.1.4. Negative aspects.....	32
5.2. Grammatical processes regarding education and schools	33
5.2.1. Active part-taking.....	34
5.2.2. As a passive goal.....	35
5.2.3. Relations and attributes	37
5.3. Summary of findings	38
6. Conclusive discussion.....	40
List of references.....	43
Appendix 1: 60 most frequent words	
Appendix 2: Finnish abstract	

1. Introduction

In the past two decades, the Finnish education has received name and fame globally after excelling in the PISA studies in 2000's. Excellent results achieved by a small nation that provides tuition free basic, secondary, and higher education by having fully state-funded school system, raise curiosity towards a Nordic country that was previously known mainly among the fans of ice hockey and Nokia phones. This sudden increase of interest towards the educational system and teacher training in Finland led eventually export endeavours within the international field of transnational education (TNE, Knight, 2016). This study concentrates on the linguistics aspects in an informative leaflet *Education in Finland. Key to nation's success* that presents the past, current, and future aspects of the Finnish education system for promotional purposes in global education markets.

As this leaflet is created for promotional purposes, it contains evaluative language which is related to the sub-sector brand created around the Finnish education system. There is very little research about branding national sub-sectors or about evaluative language use in branding (e.g., Sataøen 2019). This study addresses these research gaps and discusses possible promotional aspects for Finnish transnational education endeavours in the future. This topic interests me both professionally and academically. Having the experiences of implementing Finnish educational knowledge in domestic and foreign contexts, has led me to study the aims and outcomes of a TNE project for another master's thesis at the University of Turku. In this thesis, I aim to know more about the promotional aspects of TNE through a linguistic text analysis.

Educational brands, as any brands, include evaluative language use (e.g., Thompson & Hunston 2003) which lies in the centre of this study. Evaluative language use includes attitudes and value settings which creates the centre of branding, and when a brand is then used for promotional purposes, these concepts will materialize in a text format through chosen linguistic elements such as evaluative vocabulary and grammar. Analysing attitudes and opinions reveals senders' feelings and values, but also something about the surrounding society as the discourse to the selected text, which can be assessed through the lenses of Appraisal theory (Martin & White 2007). Analysing grammar can also shed light on the roles of educational organisations in which Transitivity theory (Thompson 2014) is used. This quantitative and qualitative analysis utilized corpus linguistic methods together with the aforementioned qualitative frameworks. The aim of this study is to

assess the ways how Finnish education system is presented and how lexical and grammatical choices made within the text promote Finnish education.

Theoretical background is divided into two chapters. The second chapter of this thesis briefly presents the steps Finnish education system has taken since the independence to be a celebrated system in a global view. The Finnish core values are embedded in the system and used now used to promote the education system within global transnational education markets. A government led cluster programme, Education Finland, assists Finnish companies who wish to enter these markets. The selected material consists of a leaflet designed for the future clients of these companies. In the third chapter the research framework will be discussed, starting with national elements of sub-sector branding (e.g., Sataøen & Wæraas 2016), followed by the linguistic aspects in branding. The chapter ends with overviews of Appraisal theory (Martin & White 2007) and Transitivity theory (Thompson 2014). Fourth chapter presents the data and methodological steps of this thesis. The analysis of the data is displayed in the fifth chapter with a summary of the findings in the end. These findings are then discussed in the concluding chapter.

2. From national needs to international interest

The Finnish education system has been in international headlines after the country manage to reach top rankings in OECD's PISA tests in the beginning of 2000's. Finland's 100th year of independence was celebrated in 2017 which places the nation still among the youngest independent countries in Europe. What makes the story of Finnish education even more interesting is that the current comprehensive school system is even younger. It is quite remarkable how a small nation has been able to transform a unique system to provide education for all its citizen, but also compete in effectivity among other nations with old educational systems.

Today's education system in Finland got its foundation during the national movement the 19th century, when influential advocates highlighted the value of educating all citizens. The dream of educating the whole nations got fulfilled in 1921 when a law for compulsory 6-year basic education for all children was given. Still, the Finnish education system was in its infancy. After the Second world war, it became evident that the educational system did not serve the citizens equally. The parallel system of that time made 10-year-olds to decide whether to continue to the academical or vocational path. The decision making of the students was also influenced by the financial possibilities of family as the academic studies were not for free. National interest of a war-torn country was to utilize everyone's skills as well as possible. Thus, nation's leaders aspired to provide academic opportunities regardless the financial situation of the family but rather depending on child's motivation to learn. Political debates against and for a comprehensive educational system prevailed almost for two decades but from the 1960's onwards the current comprehensive school has gradually been developed into the form it is now: a fully tax-funded educational system that provides equal possibilities to choose academic or vocational education regardless of socioeconomic background or ethnicity.

2.1.Finnish education system

The special features of the Finnish education system (Figure 1, p. 5) are the simply but flexible structure of the education system and independent education providers. Main guidelines for the educational activities are stated in the national core curriculum, which includes the main objectives for teaching, assessing, and taking care of the student. Education providers establish their own school-based curriculum which teachers will then

implement according to their own wishes in their classrooms. (MEC, 2010.) This freedom lets education providers and teachers arrange educational activities in a way that best suits their students. This is one of the ways to provide childcentered education, a core value of a present-day education.

Education is free of charge from day-care to university studies. Children start their school path at the age of six in the pre-primary class, continuing then to nine-year compulsory basic education (Figure 1, p. 5). All subjects in grades 1-6 are taught by the classroom teacher and when the student proceeds to 7th grade, subject specific teaching begins. After the basic education, the students have two paths to choose from: upper secondary schools for general education or vocational institutes for vocational degrees. The students can change between these two schools or take courses from both. The skills and knowledge gained in these degrees will be tested either in the national matriculation examination upper secondary school or through a work demonstration. (MEC, 2010.) Finnish parliament decided in 2020 that the students are liable to participate on compulsory education until the age of 18 (FinPar 2020).

When students have graduated successfully from either of the aforementioned schools, they can continue to higher education institutes: universities or universities of applied sciences. Students are selected based either on their results in matriculation exams or entrance exams. Some universities of applied sciences can have other criteria as well. The study right for the higher education studies is 5-6 years. (MEC, 2010). University degrees in Swedish are provided e.g., by University of Helsinki, Åbo Akademi and Svenska Handelshögskolan. Universities of applied sciences around the country provide different fields of studies and in coastal cities also in Swedish. After attaining a master's degree, students can apply for doctoral degrees.

2.2.Values embedded in Finnish Education

Each nation has their own view what are the core values promoted within the legislation as well as education system. As a summary, Schatz (2016 p.60-63) identifies three components occurring in the research about Finnish education: 1) equality and equity within the school system, 2) autonomy and freedom, and 3) appreciation of teachers and trust in the educational system.

EDUCATION SYSTEM IN FINLAND

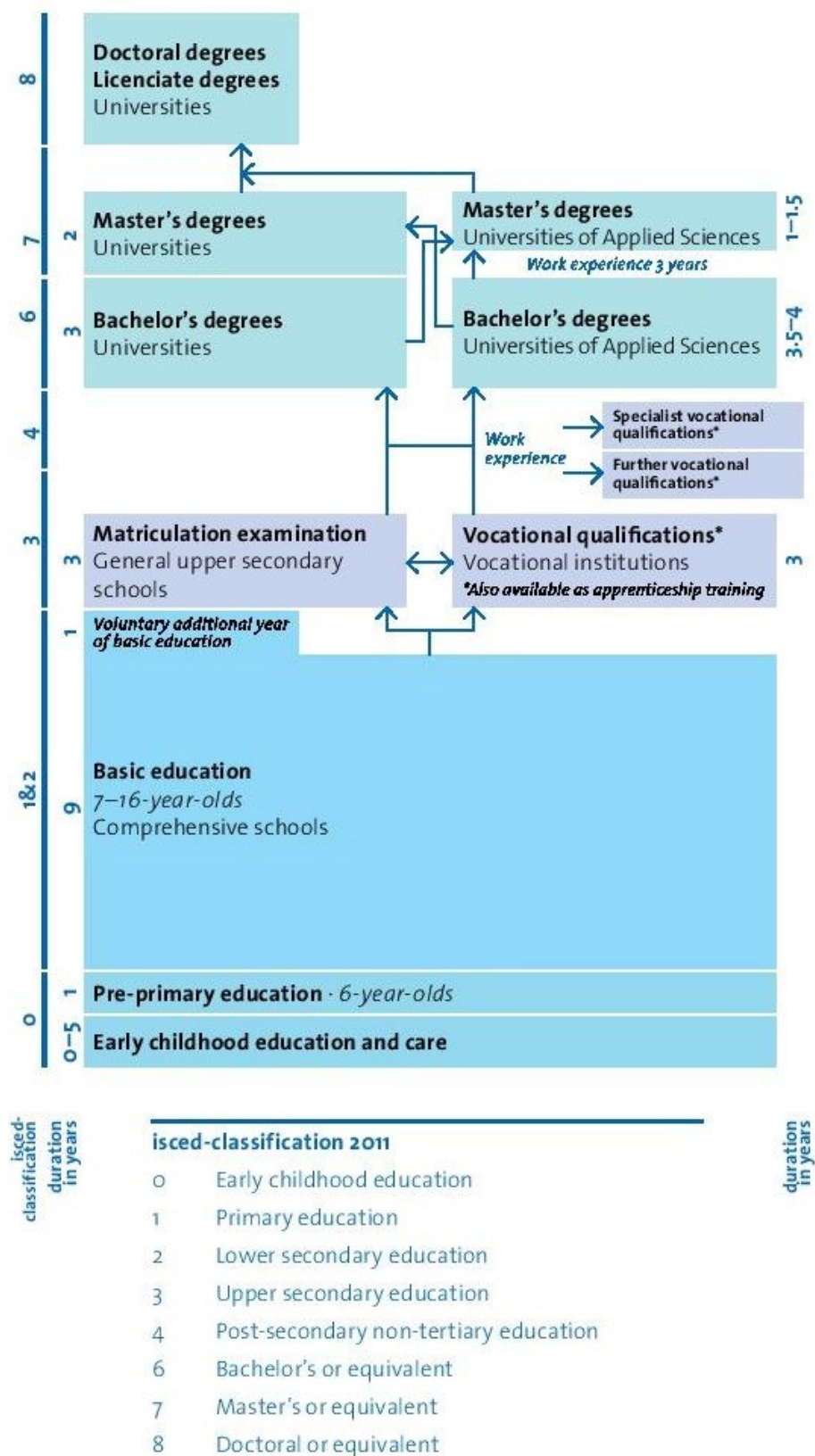


Figure 1: Finnish school system in brief, MEC 2012, p. 3

The goal of pupils' economic equality has been ensured by free education with associated meals and transportation and social equality by extending compulsory education to everyone until age of 16 (Niemi 2012), and from August 2021 until the age of 18 (FinPar 2020). As mentioned earlier, special education that is extended to basic and upper secondary/vocational education, is another way to enhance equality between pupils. Kivirauma and Ruoho (2007) recollected in their research that in 2002-2003, around 20% of the Finnish pupils had learning difficulties and around 10% of the teachers were special needs teachers. They argue that this sensitivity towards these special needs is one of the key factors when aiming to pupil equality. PISA studies gather data about pupil's social background, study performance and environment of the school, and for Finnish students, the variation was minute. This might then indicate that the Finnish education further improve educational equality among individuals. (Kivirauma & Ruoho, 2017.)

Referring to the presentation of Finnish education system, freedom and autonomy have already been raised as feature. Vitikka and colleagues (2012) observed that the freedom concern the funds and educational decision making. Municipalities receive funds to organize the education in their area autonomously. Municipalities give the money to school, which can then in turn decide in co-operation with the municipality how it will be distributed. The line of decision reaches all the way to the classroom as teachers are given the same freedom to implement curricula, choose their methods and materials. (Vitikka et al 2012). Kumpulainen and Lankinen (2012) state that autonomy is visible even in the evaluation of the education quality. Quality assurance is done in Finnish schools by themselves, led by the principal. Even if schools are being evaluated for e.g., research purposes, the schools in question do not have to adjust their educational decision to any direction if they don't want. (Kumpulainen & Lankinen 2021.)

Freedom and autonomy described earlier, are the signs of trust on teachers' professionalism and trust on the overall educational system. Toom and Husu (2012, p.46) noted that this trust and respect for learning has been there since the beginning of the independency of this country and "as a core of Finnish culture and the statehood of a developing nation". The trust and respect also translate into the high status of teachers in the society. Teacher's profession is lucrative and highly valued in Finland. Interest towards the profession is clear e.g., in the admission rates for class teacher training: Yearly only around 15% of the applicants are admitted (Niemi 2012). Such positive

views towards teachers' profession and education as a system serves also national interests to bring this educational knowhow to other nations.

2.3. Transnational education

Acquiring education across national borders started in 1950s when universities began to enrol international students into degree programmes e.g., by offering scholarships and as Knight (2016) states, recruiting individual students could already be somewhat regular activity nowadays. Thus, over decades, international competition has led universities to establish international campuses and twinning programmes in another countries. Put simply, movement of students got coupled with the movement of educational products and services.

In the early 2000s, several terms were used to describe this two-way mobility. Terms such as cross-border, transnational, offshore, and borderless education differed in theory but in practice they were often used interchangeably. Transnational education (TNE) is described by Knight (2016, p.36) as “the mobility of an education program or higher education institution (HEI) /provider between countries”. It can be divided into two main categories from the host country perspective: TNE can be collaborative when two or more foreign universities cooperate in providing academic studies together with the host country. TNE can also be independent when the host country is not included in the TNE activity. (Knight, 2016.)

An alternative term, education export, has been used in the simultaneously in the English-speaking countries (USA, UK, Canada, Australia, New Zealand). Adams (2007, p.410) defines education export in the context of Great Britain, Australia and New Zealand as “an educational services approach based on a public–private partnership with market driven services that may provide a surplus to the institution, high quality educational and pastoral services to students, and export income to the nation, within a strong national regulatory framework”. This term has been commonly used in the Finnish context as well, alongside the Finnish equivalent “koulutusvientti”, a direct translation from English. Schatz (2016, p. 16) described this term in the Finnish context to include: “1) Selling educational equipment to other countries, 2) Selling educational knowledge to other countries 3) Selling Finnish education know-how/programs/degrees to other countries (to non-Finns both outside and inside of Finland)”. This term highlights the market approach

to the movement of educational services. One of the latest additions to TNE research comes from Lönnqvist and colleagues (2018) who suggest that education export should be apprehended as intellectual capital transfer: this perception could assist in clarifying the goals and expectations, identifying underlying processes and practises in education, recognising risks, development possibilities and contextual dependencies as well as analysing the impact of an TNE programme.

2.4. Finland's first steps to the global market

Transnational education in Finland is a relatively new phenomenon. Possibly the biggest reason for endeavours within TNE lies on consecutive high rankings in PISA studies in the early 2000's. (e.g., Schatz 2016). Reinikainen (2013, p.3) stated that "this success has been a great joy to educational practitioners and decision makers in Finland. It has been amazing how the Finnish education system, with only average monetary investments, a very small amount of homework and lesson hours and extremely light education evaluation (no inspection system) can reach such results high quality and equality in international comparisons". Finnish educational organizations have welcomed an increasing number of foreign educational visitors after this success. The interest was directed towards the Finnish educational system as whole, which led the Finnish government to see new opportunities, and frankly, a completely new market field for the country.

The basis to productize educational knowhow differs between this newcomer and the Anglosphere. Finnish education system relies on public schools organizing education through taxation. From basic to higher education, it is free of charge for European citizens. In the English-speaking world, educational organizers have had different ways to fund their activities which had in time led to some discrepancies between public schools and private schools with substantial tuition fees. The higher education reform in Finland in 2009 guided the path for universities towards this kind of funding for the universities are now encouraged to search for new sources of income as they became independent legal entities. Currently the Finnish universities and universities of applied sciences can charge tuition fees from degree students coming outside of European Union and sell tailored educational services for foreign organizations (Cai, Hölttä & Kivistö, 2012). In February 2021, Opintopolku (a study portal organized by the Finnish National

Agency for Education) had 317 master's degrees in English open for applications in different fields, mainly in technology, natural sciences, and economics.

As the onset of nationwide organized activity can be regarded the strategy agenda of the Finnish Ministry of Education and Culture (MEC, 2010) in which the aim was to join the bigger educational actors in the field of TNE. After the Ministry published the TNE strategy, the universities began to find international partners in assisted by Finpro, an association providing internationalization services for small and medium size companies (Kantola & Kettunen, 2012). Later such services were provided by Future learning Finland and now Education Finland have been assisting different educational organizers through their own and Team Finland's network to find clients as well as business partners.

Critical voices have uttered some concerns about the phases of TNE regarding Finnish educational knowhow. Dervin and colleagues (2017) bring into discussion the "Finnish education myths" and call for a more realistic picture of the education in Finland, e.g., the ethos of equality and equity might not be as true as it seems. Schatz and colleagues (2017) highlight the same issue in the context of national education branding. Heterogenous features in the society and in the classrooms are easily overlooked in the current branding and this kind of hiding strategies are highly regulated in the business world. Schatz and colleagues (2017, p.181) argue that "while focusing on distinctive characteristics of products – special issues, strengths – is a common differentiation strategy, unfair comparative advertising is unacceptable and regarded as a penal offense - - - [thus] we propose that similar rules should be taken into consideration when branding education as well".

The challenges do not end in the marketing phase but continue in the adaptation as well. Chung (2017) observed the possibilities to transfer Finnish teacher education policies. She concluded that the transfer could happen only by adapting it into local context in co-operation of participating countries without any political pressure. She states that if a Finnish educational product is implemented in haste without any criticism, the product could not withstand in the new environment. Xing (2019) studied Sino-Finnish transnational education programmes in educational leadership in his dissertation and came to the same conclusion that educational differences must be critically reflected and adapted in order to meet the needs of the educational organizers in the target country. Thus, more research is needed to answer the adaptation challenges and provide

information to the executive individuals to make decisions that would benefit both the sender and target audiences.

2.5. Education Finland

One of the biggest operators in Finnish TNE field is Education Finland, a cluster programme coordinated by the Finnish National Agency for education. Funding for its operation comes from the Ministry of Education and Culture but collaborates with Ministry of Economic Affairs and Employment and Ministry of Foreign Affairs in Finland. The cluster programme co-operates with Finnish embassies and trade offices of Business Finland around the world. Education Finland provides services to promote national and international business with its members whose have ready educational and learning products. The services include assisting to find clients, collaboration with other members and localisation services globally. In their website, Education Finland provides general information about Finnish education system, detailed information about what Finnish companies have to offer for each school level (e.g., early childhood education, basic education, vocational education). Several similar leaflets to *Education in Finland. Key to nation's success* are available on the website. The leaflets cover different aspects of learning and educational activities. Short introductions of different educational provides are available as well. (EducationFinland, 2021.)

3. Evaluating language use in promotional texts

Texts produced for marketing purposes are descriptive and promotional by nature. Biber and Conrad (2019) state, “a topic is the most important situational factor influencing vocabulary choice; the words used in a text are to a large extent determined by the topic of the text [...] both at the level of general topic domains [...] and very specific topical domains” (p. 47-48). Choosing vocabulary when producing a text, is affected by communicative purpose, context of communication, channel, circumstances, relations between the participants as well as the intentions of the participants of the communicative event. (Biber & Conrad (2019.)) This thesis concentrates on positive and negative evaluations and roles regarding Finnish educational system promoted in a transnational education leaflet. The communicative purpose of the TNE products is to market a national sub-system by branding its values for promotional uses. Promotional aspects are realized through different lexical and grammatical features and by analysing these features, the underlying attitudes and roles can be identified.

3.1.Branding a national feature and a public sub-sector

Competition is one of the basic elements between buyers in market economy. This applies not only to companies and entrepreneurs but also to bigger units such as cities or countries. Branding is one of the important components in a marketing strategy, which is also been proven to provide competitive advantages. According to Lynch and de Chernatony (2004), the definition of a brand includes cluster of emotional and functional values that refers to a unique and appreciated experience or commodity that sellers offer, and buyers want. Brands, that tend to survive in the competitive market, should include abstract affective characteristics like image, trust, responsiveness, reputation, and reassurance. (Lynch and de Chernatony 2004). What comes to branding a country, it must distinct itself from other countries in the vast, global market, which is achieved through a country or nation brand that aims to attract different business, encourage investments, and create an overall positive attitude and perception towards it the possible clients (Hakala and Lemmetyinen, 2011) state. According to Fetscherin (2010), compared to product brands, branding a nation is regarded to be more extensive and complex because of the different various components and disciplines involved, which could include e.g., public diplomacy and international relations. Dinnie (2008) adds that the resources used

in the international market among nations, are national identities and values, which include historical, cultural, natural, and identity-related features.

Country branding in general is a relatively new phenomenon in Finland. The first official lines of thought for the Finnish country brand were given in 2010 and refined seven years later (FPB 2010; 2017). Research about Finnish country brand is also still taking its first steps. Valaskivi (2016) compared Finnish and Swedish national branding and discovered that in both countries share similar views how to conduct national branding. The study showed that both national brands emphasized core values (e.g. equality and safety) by underlining the stereotypical imagery of the nation and hiding uncomfortable features, such as immigration-related problems. One of the features of country brands seemed also to be emphasis of the nation performing better and differently whether this to be the truth or not. Hakala and colleagues (2013) studied the Finnish country image among potential visitors and customers and found out two essential aspects: 1) Visitors and customers must have awareness of the country and its image in order to have an opinion about it. 2) The country image is important part of the country's marketing plan that should include the attributes of the nation. These findings comply with the earlier research about nation branding and suggest that Finnish country brands follow the general ideas of branding. As Fetscherin (2010) states these features must appeal several stakeholders for a nation brand to be successful.

These stakeholders are not only the national authorities and international customers in the case of Finnish education, but also the nation's citizen and other actors within the national sub-sector. Public sub-sectors have a vast variety of tasks to conduct for different groups in the society. They also have varying reputations in the minds of stakeholders in- and outside of the nation's borders, for which strategic branding and communication are crucial in building their image (Sataøen & Wæraas 2016). Few studies about branding the educational sub-sector have been conducted in Finland. The research seems to focus on higher education and branding individual programmes and universities rather than the system as a whole: e.g., Suomi and colleagues (2013) studied branding of Finnish master's degree programmes and Aula and colleagues (2015) discussed the political aspects of university branding in Finland. The lack of research indicates that branding connected solely to the public sector is relatively new phenomenon in Finland. Sataøen (2019) studied sub-sector branding in international context and discovered that similarly to the country branding, sub-sector branding includes national values and characteristics.

Both Wæraas (2008) and Sataøen (2019) stated that the inconsistency of values and identities enclosed to public organizations could be seen, instead of a burden, more as a valuable asset and a way to innovations and change within the organisations. Thus, including the internal stakeholders of the educational sub-sector (e.g., teachers, headmasters) in the brand work and management, would bring valuable views to enhance and enforce the values embedded in the sub-sector brands.

3.2.Linguistic aspects in branding and promotion

Sub-sector brands, as described in the previous chapter, are part of the marketing strategies to attract customers as well as organisational buyers by communicating the emotive values embedded in the brand. These values should be conveyed effectively both internally and externally (Lynch and de Chernatony 2004). This communication can be done either by the sub-sector or an organisation presenting it. Finnish education as a brand includes several actors from national agencies to teachers as product providers and Education Finland as one of the representatives of the product. Thus, it is crucial for a brand to succeed, as Lynch and de Chernatony (2004) explain, that each of the actors share the same knowledge, understanding and commitment to the brand values.

Marketing of these values can take place through promotional texts, which belong to the promotional discourse. Bhatia (2005) emphasizes that the traditional form of “promotional discourse is found in advertisement, which is often viewed as a form of discourse intended to inform and promote in order to sell ideas, goods, or services to a selected group of people” (Bhatia 2005, p. 214). Same genres can appear in several disciplines (law, medicine, education), but there are three domain-specific categories (academic, reporting, promotional), or genre colonies, to identify in the world of discourse. Genres that connect to these genre colonies belong to the same discourse and have similar communicative functions, e.g., for the promotional genre those are description, evaluation, and explanation. Regarding the promotional genre colonies, there are primary members (e.g., advertisements and sale promotion letters) that reflect all the communicative functions of the genre, and secondary members (e.g., film reviews, public campaigns, and travel brochures) that are sub-genres for the primary members. (Bhatia 2004.)

Genres possess text-internal and text-external aspects that make them identifiable by e.g. lexico-grammatical, rhetorical, or contextual features. Despite the traditional boundaries, some features have been borrowed and introduced in another genres. The borrowed features are mainly from promotional genres that have successfully implemented in academic, journalistic, and political genres. Certain mixing of genres is unlikely, e.g., negative evaluation and promotion would be difficult to combine, but e.g., promotional functions appear often together with informative functions. Example of such genres that have mixed communicative function and embedded features are financial reports, academic forewords, brochures and leaflets and restaurant reviews. For instance, brochures and leaflets provide the information in a positive light with promotional intentions. In other words, they incorporate promotional and informative elements, which is also one of the most popular strategies within advertising. (Bhatia 2005.)

The combination of evaluative language use and branding has been studied by Ho and Suen (2017), who analysed higher education branding in Hongkong. They discovered that the core values of the city were highlighted in the branding of the education system mainly by appreciation of the values. Reich (2018) studied positive evaluative language in recruitment advertising and stated that vocabulary and lexis that appear often might be counterproductive to sender's purpose. Advertising is part of the company branding and the counterproductivity will also impact the brand. Both Reich (2018) and How and Suen (2017) used Appraisal theory in their analysis which will be further presented in the following chapter.

3.3.Theories for analysing promotional language use

In this chapter will be two theories discussed that can be used to reveal communicational intentions and attitudes embedded in a text. Appraisal theory concentrates on evaluative language use and with the help of transitivity theory, the roles and experiences embedded in the content can be analysed. Both Appraisal theory and Transitivity theory have their roots in the systemic functional linguistic paradigm (SFL) (e.g., Halliday & Matthiessen 2014) which recognizes textual, ideational, and interpersonal mode in meaning making. These modes appear simultaneously in every communicational act. Textual mode depicts how the information flow between interpersonal and ideational meanings are connected to semiotic aspects of the languages and to attendant modalities (e.g., music, image, action). Ideational mode concerns how the experience is constructed, answering to

who/what/when/how/why -questions regarding the action included in the utterance. Interpersonal mode concentrates on negotiation relations between the participants and their feelings in the interaction. These modes can be analysed through in regard of grammar and lexis semantically by using Appraisal theory, that concentrates on interpersonal mode, or Functional grammar that reveals the prevailing processes when studying the ideational mode.

3.3.1. Appraisal theory

Senders' attitude in a text is a semantic linguistic feature and researchers refer to these linguistic expressions of opinion with different terminology: Biber and Conrad (2019) talk about *stance*, Thompson and Hunston (2001) about *evaluation*, and Martin and White (2007) about *appraisal*. Theoretical differences between aforementioned concepts are not discussed here due to limited extend of this study. According to Hunston and Thompson (2003), there are enough similarities and overlapping aspects to consider them roughly as the same phenomenon in this section. This theory offers a broad framework especially for English language to assess grammar and lexis widely in regard of attitudes and emotions, and as Macken-Horarik and Isaac (2014) state, it regards the social context of expressions.

As Thompson and Hunston (2001) describe, assessing senders' opinion interest linguists as the opinions reflect values around the sender, create and sustain relation between the sender and receiver, and mapping out opinions can also clarify the discourse. The terms sender and receiver are used here to reflect both producing and receiving written and spoken text. Analysing the sender's intentions and thoughts could reveal values and ideologies in the society surrounding the sender. It could also be said that the society is in a way a sender of the text. Researching senders' opinion in a text can also reveal whether the sender tries to persuade or even manipulate the receiver through the text. This is linked to assessing the truth-value and certainty in the observed text. The receiver could have difficulties to challenge the persuasion and manipulation due to attitudes and values the sender and receiver share. (Thompson & Hunston 2001.)

Martin and White (2007) state that by evaluating attitudes and opinions in a text, it reveals senders' feelings and values, but also something about their status and relation to

receivers of the text. This relation is constructed in and by the text itself. They define the Appraisal theory as follows:

“is concerned with how writers/speakers approve and disapprove, enthuse and abhor, applaud and criticise, and with how they position their readers/listeners to do likewise. It is concerned with the construction by texts of communities of shared feelings and values, and with the linguistic mechanisms for the sharing of emotions, tastes and normative assessments.” (Martin and White 2007, p.1).

According to Martin and White (2007) language realizes in three phases: phonology and graphology, grammar and lexis, and discourse semantics. These phases appear simultaneously and need each other to realize in a text. What comes to appraisal theory, it operates within the interpersonal mode and is located in discourse semantics. Senders’ opinions and attitudes do not follow any grammatical boundaries but realize in several different grammatical categories. (Martin & White 2007.) Thus, lexicogrammatical resources are part of the meaning making, Following Halliday’s concept of grammatical metaphor, appraisal theory functions as a resource of discourse semantic in meaning making.

In the framework of interpersonal mode in discourse semantics (see Figure 2, p. 17), appraisal co-operates with negotiation and involvement in the meaning making. Negotiation concentrates in speech function and interaction structure of exchanges whereas involvement addresses non-gradable resources of solidarity like naming or swearing. This leaves appraisal to cover three areas: engagement, graduation, and attitude. Engagement is about whose voices and attitudes are present in the discourse and graduation concerns the adjustability of appraisal – either to intensify, compare, or diminish it. Attitude includes the resources that present emotions towards the topic, actions taken or aesthetics. Within attitude the three other sections are identified: affect, judgement, and appreciation and as Martin and White (2007) define them:

“affect deals with resources for construing emotional reactions --- judgement is concerned with resources for assessing behaviour according to various normative principles --- appreciation looks at resources for construing the value of things, including natural phenomena and semiosis (as either product or process)” (Martin & White, 2007, p. 35-36).

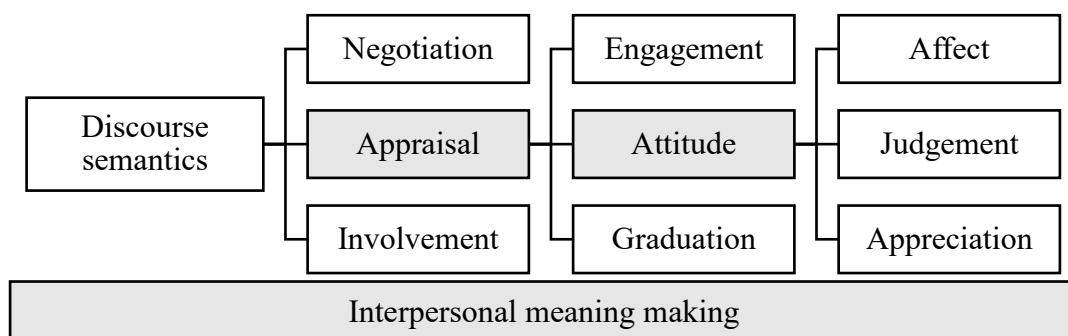


Figure 2: Attitudinal resources in relation to discourse semantics and interpersonal meaning making

Macken-Horarik and Isaac (2014) state that these evaluative elements are often taken for granted and thus invisible – that is what makes them so powerful. Analysing appraisal and attitude reveals the social context in which the text is created. These evaluative elements and attitudes can be either inscribed, which are easier to detect, or invoked which requires then a further analysis of the context. (Macken-Horarik & Isaac, 2014). To conclude, appraisal and its subcategory attitude can be used to analyse the linguistic resources (lexis or grammar) used in the text to understand values, emotions and judgements embedded in it. To fully analyse the evaluative elements in a text, one needs understanding of the context in which it is produced and who are the senders and receivers of it.

3.3.2. Transitivity theory

Transitivity theory (Thompson 2014) belongs to the field of functional grammar. Deriving from SFL, approaches of Functional grammar promote the idea that meaning is equal to function. This approach calls for first understanding how and what for people use the language. Thompson (2014) presents three metafunctions: experiential, interpersonal and textual. Experiential function concentrates on interpreting how language refers to the world, interpersonal function discusses the interaction and language's role in it, and textual function focuses on the organization of the language in a context.

The functional grammar indicates these aspects, which have their components and functional roles. The essential in interpersonal functions are interaction: how exchange of meaning realizes with the purpose of giving and demanding a commodity, that being information, goods, or services. Components of realization are declarative, interrogative, and imperative clauses which are created around subjects and finite verbs. Textual

function concentrates on the coherence and cohesion of a text. Components of this function are e.g., reference, ellipsis, and substitution. Experiential function mainly focuses on the content of the language use: something happens (verbs) to entities (nouns) that are modified by attributes (adjectives) and placed in certain time and place (adverbials). These linguistic elements have functional labels: processes are the on-going happenings that engage participants in given circumstances.

A	Actor	Process: material	Goal	Circumstance
	An old man	throw	the fish	back to the sea.
B	Senser	Process: mental, percept.	Phenomenon	
	She	was able to feel	the breeze.	
C	Senser	Process: mental, cognit.	Phenomenon	
	Sheila	figured	she had it all wrong.	
D	Senser	Process, mental, emotive	Phenomenon	
	They	fell	in love.	
E	Senser	Process: mental, desider.	Phenomenon	
	He	wanted	to go home.	
F	Carrier	Process: rel. attr.	Attribute	
	She	is	a Swedish teacher.	
G	Token	Process: rel. ident.	Value	
	She	is	an amazing co-worker.	

Table 1: Material, mental and relational processes

Transitivity theory roots to this idea of connecting a process to its participants in circumstances that define the context. This approach includes five different process types: material, mental, relational, verbal, and behavioural processes. Material processes discuss physical activities and the actors doing it in order to reach to a goal in particular circumstances (A). Mental processes refer to the internal mind of the sender. With mental processes, the participant is called a senser, the object is called a phenomenon and the processes are divided into perceptive (B), cognitive (C), emotive (D) and desiderative (E). Relational processes can be divided into two: attributional (F) and identifying (G), in which the idea goes from general (value) to specific (token). In relation processes nothing actually “happens” but it merely defines an existing connection between the subject and attribute or value that is related to it. (Thompson 2014.) This representation is simplified

for the use of this thesis, hence only the three first process types presented here. The processes and sentence presented in the table 1 are active sentences having subject in the fundament. Naturally processes include passive structures as well as having other clause members placed in the fundament. Transitivity theory, as aspects of functional grammar in general, can be used in tool for any linguistic or discourse analysis to discover the roles of the grammatical subject as well as the actions taken.

Martin and White (2007) emphasize that “feelings are always feelings about something – about the activity sequences and taxonomies enacting one field or another” (p.28). In other words, feelings are linked to the occurrences and actions which are then delivered by a language. Studying this connection of feelings and experiences embedded in a particular context is one way of looking into a discourse. Scott (2008) promotes these complementary theories in discourse analysis as they strengthen the semantic understanding when both attitudinal and experiential meanings are analysed. Scott herself has used this parallel analysis in war and media discourse and Henderson-Brooks (2006) adopted it in psychotherapeutic discourse. In this thesis this parallel method is used in a joint discourse of marketing and education.

4. Data and Method

This study is a quantitative and qualitative text analysis of an information leaflet about Finnish education system. The analysis will also utilize corpus linguistic methods. The thesis aims to reveal how Finnish education system is evaluated and how grammatical choices made within the text promote Finnish education. The research material is presented in detail after which the ethical aspects are discussed together with the questions of validity and reliability. Lastly the research description presents the steps taken in this study.

4.1. Research material

The leaflet *Education in Finland. Key to nation's success* (FORMIN 2017) describes the Finnish educational system in a nutshell, what is taught and how it is done, together with current topics and future ideas. The leaflet is produced in co-operation with Ministry of Foreign affairs and Ministry of Education and Culture in 2017. It includes 32 pages containing both text and images and the text consists of 1272 word types and 5826 tokens, which indicates the limited size of the aimed corpus. The leaflet is uploaded as a pdf-file in the form of a printable version, but its size for printing is not mentioned. It is published on the website of EducationFinland (www.educationafinland.fi), a governmental cluster programme that was created to assist Finnish educational companies to find and connect to international partners for business and collaboration (see chapter 2.6.). Other similar leaflets can be found on this website which are targeted to audiences interested in Finnish education as a system. The cluster programme was created to support Finnish companies in their endeavours.

4.2. Ethical questions, validity, and reliability

According to Seale (2004) the ethical aspects of qualitative research are codes and consent, confidentiality, and trust. In this text analysis, codes and consent is covered by the characteristics of the document. The research material is openly available on the Internet, published on an official website of a company without a direct reference to the company. The authors of the text are mentioned and based on the names; they are Finnish. The topic is the national education system in Finland, so the location and other demographical information is already embedded in the material. The promotional nature

of the leaflet has invoked certain views to be presented in it, and in the last page of the leaflet is stated that the views in the leaflet are entirely of the authors, and not representing e.g. the aforementioned Ministries. The leaflet has also a clear statement that it can be freely used for referencing purposes. This thesis will concentrate only on the linguistic elements and the possible implications they carry concerning the surrounding society of the author, but not the authors themselves.

Compared to quantitative studies, validity and reliability are more challenging to prove in qualitative studies. Validity concerns about how well the findings represent reality whereas reliability refers to the replicability of the research and achieving the same or similar results. (Merriam, 2016.) The concept of reality changes constantly, and whenever the study subject is human behaviour, replicability faces great challenges. Some strategies attempt to answer to these challenges though. The strategies to ensure validity are triangulation, respondent validation, peer review and adequate engagement in collecting data whereas reliability strategies are triangulation, peer examination, investigators position, and the audit trail (Merriam, 2016). The type of the selected data does not comply with the terms of triangulation or collection engagement, so the thesis seeks for validity and reliability through peer review and clarifying the stance of the researcher as well as the research steps taken.

4.3. Research description

The selected pdf-file was transferred first into a text format which was then analysed by using the corpus tool Antconc. A frequency list of words was created of which the two most frequent content words were selected for further analysis. These core words will be bolded from now on for clarity's sake. Collocation analysis was performed for the core words, which produced collocations for closer concordance analysis. The small size of the data did not provide any statistically significant results; hence, any quantitative analysis referring to significance is not included here.

Collocation analysis revealed a set of content words which produced a study set for both theories used in the analysis. The core words are divided into adjectives, adverbials and nouns that are analysed by using the Appraisal theory approach, and verbs, by using transitivity theory. This division is based on the content of these collocations. Nouns, adjectives and adverbials had stronger evaluative indications for which they called for

closer analysis for positive and negative evaluation. Contrarily, verbs did not indicate evaluative meaning, but presented interesting notions about the transitivity within clauses. In both subchapters, the examples were studied in their context in order to fully get their meaning, as some of the words got their evaluative meaning only based on their contextual references. Evaluative meaning was able to be divided into four categories which helped the analysis to be linked to the theoretical framework. Transitivity analysis revealed three main processes which were then used as the base for categorising the examples. Results will be discussed in the concluding chapter.

5. Analysis

This analysis aims to answer the question how the lexical choices in the TNE leaflet present Finnish education. Two parallel theoretical approaches are used to enhance the reliability of the results by triangulation. Appraisal theory makes the evaluative language visible, and the main interest lies on content words such as nouns and adjectives. Transitivity theory is used to highlight the verbs in order to deepen the understanding between the core words and their objects or subjects. This chapter is organized according to these approaches in which the first section concentrates on the adjectives and nouns surrounding the core words **education** and **school(s)**, and the second section on the verbs describing the processes related to these core words. Results of the analysis are presented in the last subchapter.

First step of the analysis was to carry out a frequency analysis. A wordlist based on frequency was created and 60 most frequent words (see Appendix 1) selected for further observation. Among these words were definite and indefinite articles, prepositions, subject and demonstrative pronouns which are not discussed here. As the topic of the leaflet is Finnish education system, it was expected that educational aspects are strongly visible in the lexis. The word *education* appeared 131 times and *system* 19 times. The words *basic* (26 times), *secondary* (23 times), *comprehensive* (22 times) *vocational* (20 times) and *higher* (18 times) refer straight to the sublevels of Finnish education system as first parts of compound nouns, e.g., *basic education* or *vocational school* (Figure 3). This indicates that the leaflet discusses the whole education structure and as the following items will show, thoroughly the parts of the system as well. Education organizers appear often in the data as well: *school* in singular or plural form 127 times, *teacher* in singular and plural 17 times and *university* in singular or plural form 28 times.

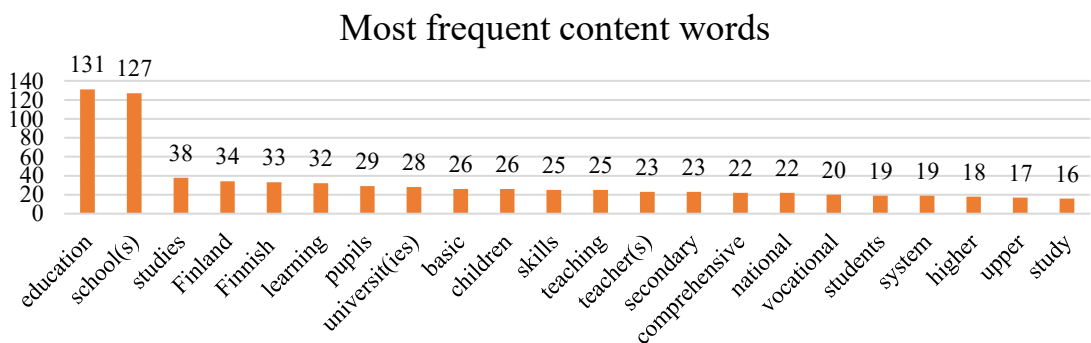


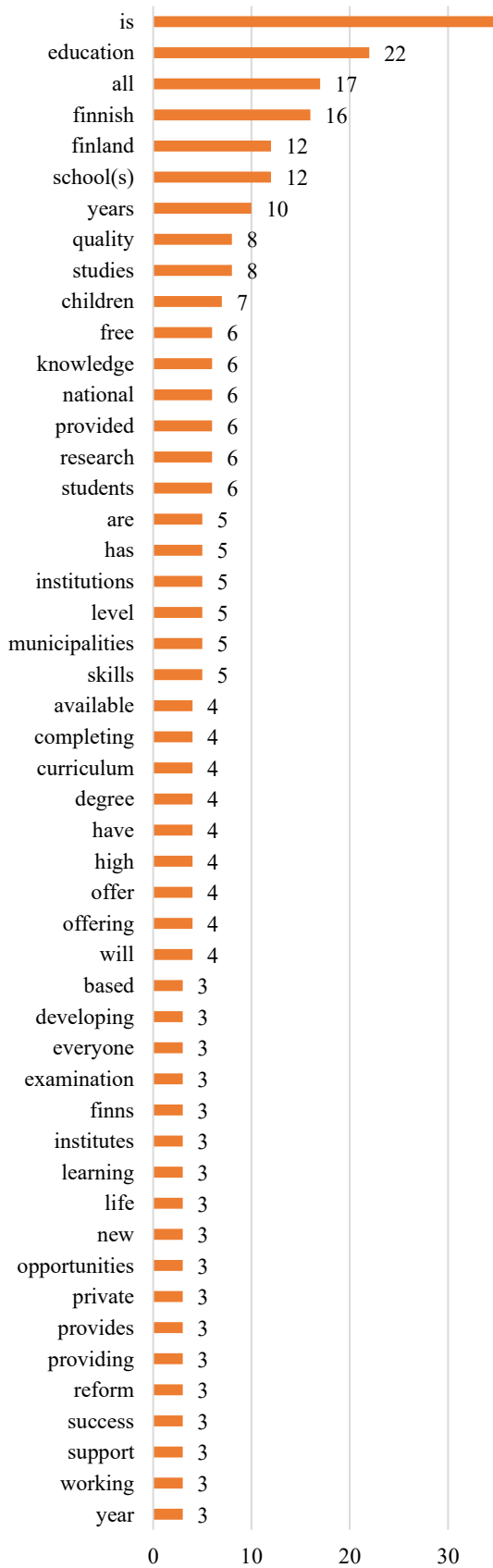
Figure 3: Most frequent content words

Receivers of education do not have similar attention as organizers in the leaflet as *pupils* are mentioned 29 times, *children* 26 times, and *students* 19 times (Figure 3). Rest of the nouns on this list (e.g., *studies*, *learning*, *skills*, and *study*) support the conclusion that the data concentrates heavily on education and its core elements. Finnishness is strongly distinguishable here as the country itself is mentioned 34 times, and adjectives *Finnish* 33 times and *national* 22 times. As a general notion, no other nations are mentioned in the data; thus, all references are linked to Finland despite the national attributes. The words **education** and **school(s)** are selected for the second step of the analysis based on their frequency in the text.

Second step of the analysis was to conduct a collocation analysis to the selected core words. Due to the miniscule size of the data, statistical analysis will not provide reliable information. Hence, the collocation analysis concentrates merely on the frequency in appearances. The range to find collocations was five words left and right from the core word. This wide selection enhances the possibilities to find often occurring combinations. Collocations for both **education** and **school(s)** include same grammatical words (e.g. articles, prepositions, conjunctions) which are omitted from the analysis. Nouns are included with the exception of personal pronouns. Similarly, clear compound nouns including the core words, e.g., *basic education* or *vocational school*, are excluded from the analysis. Based on the collocation analysis, **education** had 49 collocations and **school(s)** 51 collocations (see Figure 4, p. 25) that appeared three times or more.

The core words are most frequently associated either with the verb *is* (with education 36 times and with school(s) 26 times), or the core word itself (education-education 22 times, school-school(s) 14 times). The core words were also associated with each other often: education to school 10 times, and school(s) to education 12 times. The plural form of school was not present **Education** had 27 nouns, 15 verbs, and 7 adjectives among its collocations whereas **school(s)** had 21 nouns, 18 verbs and 12 adjectives or adverbs. Observation of the nouns, adjectives, and adverbs in Figure 4 reveal that there are evaluative elements in the data, consequently finding further for evaluative elements is possible, which could reveal more about the overall view to the Finnish education. The collocative nouns, adjectives and adverbs that have evaluative aspects (e.g. *success*, *quality*, *free*), together with additional findings from the data, are further analysed in chapter 5.1. The collocative verbs of the core words are basic verbs such as *be*, *have*, or *do*, auxiliaries and some content verbs (*completing*, *implemented*, *exist*).

Collocations for Education



Collocations for School(s)

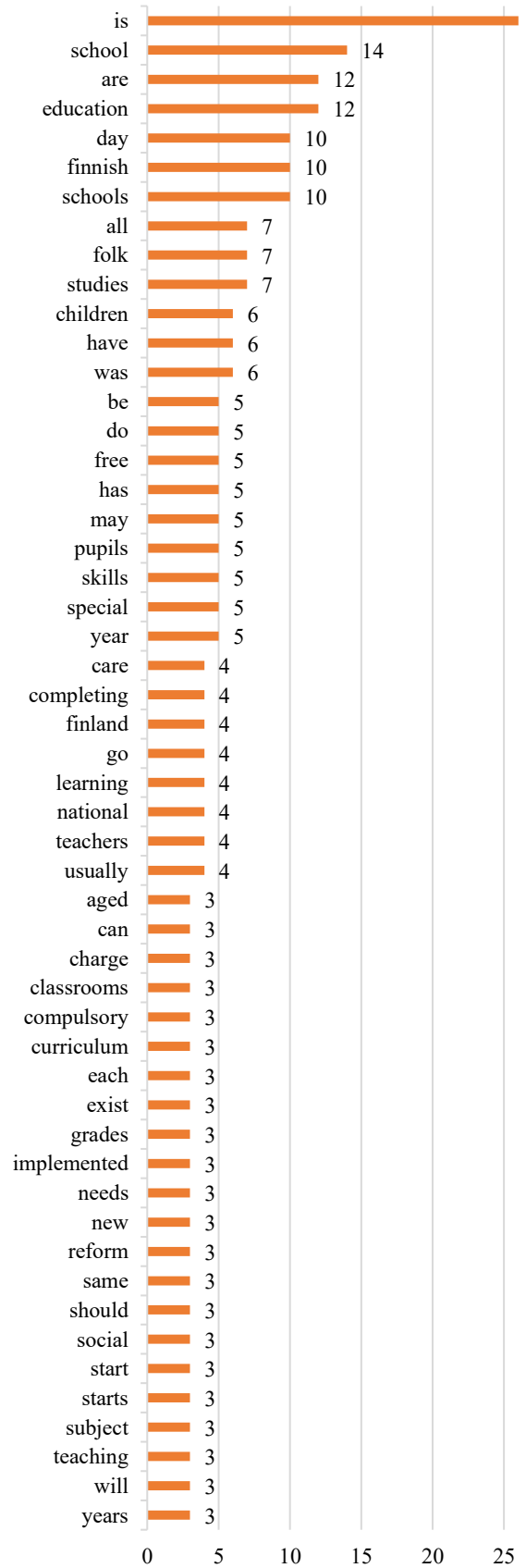


Figure 4: Collocations for Education and School(s)

Figure 4 (p. 25) shows that the several content verbs are in partitive forms which indicates together with a high number of *is* -verbforms, a relative high number of participles in the text. These verbs do not indicate clearly any positive or negative evaluation about the core words. Thus, the transitivity theory was used to analysed how they reflect the core words (see chapter 5.2.). Findings are summarized in subchapter 5.3.

5.1. Attitudes towards education and school

Due to the relative high appearance of the core words **education** and **school(s)** in the data, they potentially appear together with evaluative words that could reveal more about the views and values connected to Finnish education system. The collocation analysis presented in the previous chapter already revealed that the most frequent collocations already included evaluative vocabulary. A further analysis of concordances (Figure 5) revealed that the data has altogether 131 tokens for **education** of which 38 tokens included a positive evaluation. The core words **school(s)** appeared in the text 130 times out of which 23 contexts were positively evaluated. The majority of the contexts of the core words do not include any distinctive evaluative elements, which strongly indicates to a fact text that mainly presents the topic.

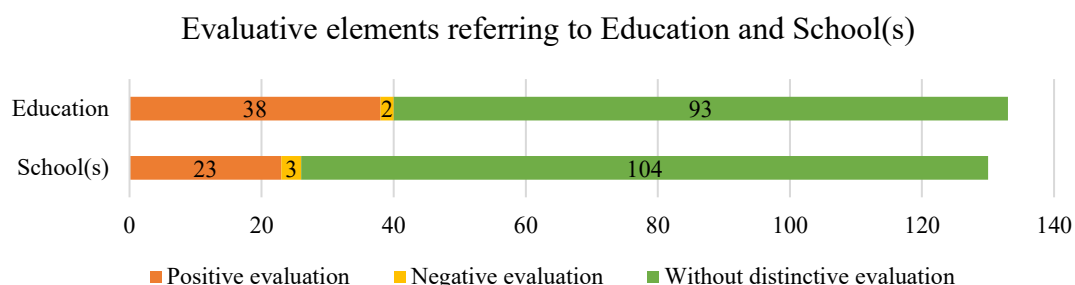


Figure 5: Evaluative elements referring to Education and School(s)

Most of the detected evaluative elements (Figure 5) are positive. The amount of positive appraisal is explained with the number of each evaluative token appearing in the data, for instance the word *free* appears six times in connection to **education** and five times in connection to **school(s)**. Some of the detected evaluative words carry an inscribed positive meaning (*excellent*), whereas the inherently neutral words (e.g., *available*) invoke their positive attribution from the context for which the concordance of the core word is important to see as a whole. Only five clearly negative appraisals were found in the data of which only token is inherently negative. All the other words seek their negative or unfavoured meaning not only from the text context but from the surrounding social

views on education. The concordance analysis revealed half of the words presented in Figure 5, as they appear in the text less than 3 times (compare to Figure 4). Evaluative attributes of the core words can be divided into four categories (Table 2): words that refer to the benefit of the student or other end-users, the quality of the education, how the activities are organized or to the negative aspects they present. Closer analysis of the evaluative words is divided according to this categorisation.

Reference to benefit	Reference to quality	Reference to activities	Negative aspects
available	excellent	flexible	superior
free	high	optimally	elite
priority	high-quality	several	private
common	leading	various	bad
equal	success	increasingly	
central	top results	new	
	strength	new	
	reliably		

Table 2: Appraisal references

5.1.1. Benefit

To attain education is a compulsory part of life, so it was expected that underlining the benefits of the education to a person but also to the society would be visible in the data. The words *common*, *available*, *equal*, and *free* refer to individuals as part of the Finnish community. *Equal* and *free* are positively inclined, but the neutral words *common* and *available* recall their positive interpretation from the context. All the examples below assess social and financial equality which the Finnish society aims to provide. Services are planned to be available and similarly structures for everyone. The words *all* and *everyone* appear in the data several times in connection to these adjectives. This connection will be discussed further in the chapter 6.

Examples present different parts of the texts, e.g., example 1 is a header whereas examples 2,3, and 4 are sentences or clauses in the text. These examples provide the reader an image of equal possibilities for everyone. Basic education is meant for all minors and despite the name, youngsters can participate in liberal adult education to certain extent as well. In the example 1, *common* could be seen as a post-modifier for the

core word, whereas in the example 2 the evaluative element is a pre-modifier. Evaluative elements can be directly linked through an attributive structure (example 3) or be placed in the nominal group as part of the object, when **education** is the subject of the sentence (example 4).

- 1 “Basic **education** - *common* for all”
- 2 “Finns have access to *free* **education** throughout their lives”
- 3 “Liberal adult **education** is *available* for anyone”
- 4 “One of the greatest strengths of **education** in Finland is that **it** offers everyone *equal* opportunities to all.”

The words *common*, *available*, *equal*, and *free* highlight individuals, but the data provides evidence also for bigger context. The national ethos of education dating back to the 19th century (see chapter 2) is still present in the data. The strongest indicators of it are the words *priority* (example 5) and *central* (example 6). In the example 5, the evaluative element is a direct attribute to the core word. This example also includes the word *national*, which appears 22 times in the data. This underlines the idea of importance of education for Finland as a nation and that the policymakers are ready to devote effort and expenses to it. This value setting is visible in the example 6. Education seems to be something the nation is ready to invest and use both nationally and globally. Using the educational knowhow and the educational system to compete globally, is a relatively new phenomenon in Finland, as stated in Chapter 2.4., but the confidence evoked by the PISA results is visible in the data.

- 5 “**Education** is a national *priority*”
- 6 “**Education** is also seen as a *central* way to address the challenge created by globalisation”

5.1.2. Quality

Compared to the aspects of benefit, the evaluative words referring to quality (see Table 4, p. 27) of the educational system and schools in Finland are inherently positive. **Education’s** premodifiers *excellent* and *high-quality* (examples 7 and 8) echo the appraisal received in the PISA studies. This pours down to individual schools as they keep constantly high standards which then appears as end-user satisfaction. This is detectable the example 9 through premodifiers *reliably high* and *generally satisfied* for the object of the core word **schools**.

- 7 “They have the right to receive *excellent education*”
- 8 “Basic education is preceded by *high-quality* early childhood **education** and care, available to all.”
- 9 “Since the **schools** maintain a *reliably high* standard, parents are *generally satisfied* with the local **schools**”

The example 9 includes certain aspects that are claimed to enhance the quality of Finnish education. The law of basic education (21.8.1998/628) contains, among other sections, the local school principle, according to which the municipalities appoint every child to the closest school to their homes. Another aspect to assure the quality is guided by the ordinance on the eligibility conditions for staff in the education system (14.12.1998/986) which defines the requirements for the teaching staff. A common requirement is a master’s degree either in Education or in the instructed subject. In general, Finnish teachers are highly trained (see chapter 2.3.) compared to many other countries. The requirements set in the ordinance and the teacher training provided all around the country could be one of the reasons to promoted steady educational standards in the Finnish education.

The evaluation of the Finnish educational standards and the self-esteem from PISA results are highlighted in the data (examples 10 and 11). These are indirectly linked to education: in example 10, **education** is an embedding to the word country to which the word *leading* modifies. In the example 11, **education** is the first part of a compound noun which is further defined by an object (*top results*) in a subordinate clause. The ideas presented earlier are the guiding aspects that is described as *success* in the data, in which the evaluative element can be understood in two ways: either a survival story of a small nation after gaining independence (example 12) or as being ranked as one having the most efficient education systems in the world (example 13). Studying the title of the leaflet (example 12) shows the importance of studying the concordance of the core words, as the evaluative element is located in the following sentence.

- 10 “Finland is a *leading* country in **education**, knowledge and modern learning”
- 11 “the **education** system of Finland, which produces *top results* in international learning comparisons”
- 12 “**Education** in Finland. **Key** to the nation’s *success*”

- 13 “The *success* of the Finnish **education** system is based on cultural characteristics and national solutions, which ensure the *high quality* of education every day”

One form of the education is highlighted particularly often in the data. Special needs education is stated to be held high in the Finnish education system also by Schatz 2016, as it is in this data as well. The word *strength* would already have given the positive judgement of the organized special education, but this word is then enhanced with the word *special*. The genitive structure links both words directly to the school system as part of the same nominal group.

- 14 “A special *strength* of the Finnish **school** system is the way it supports pupils in need of special help.”

5.1.3. Activities

By highlighting the different organizers, sectors and possibilities, the focus should also be drawn to the stakeholders. Education as a system has several stakeholders and in order to serve all of the stakeholders, operators in the system needs certain features to function and to fulfil the requirements from the surrounding society. In the example 15, the system is described as *flexible* and that it understands the needs of the society responding to them *optimally*. These evaluations are inherently positive in connection to a public sector organizer, especially when considering their antonyms *rigid* or *stiff*, and *incorrect* or *flawed*. The modifiers *flexible* and *optimally* provide an image of a system that can adapt in different needs projected to them. Example 15 serves another evaluative attribute to **education**, whose actions are embedded in the education system, which are defined as *collaborative* (example 16). Again, the antonyms (*uncollaborative*, *hindering*, or even *preventing*) reveal the positive aspects referring to the activities of educational organizers and their cooperation. The context of this element reveals the prevailing image of educational activities that are produced by different participants in different levels of the hierarchy of educational system. Thus, the Finnish educational activities are described to meet different the needs of the stakeholders but also including (some of) them to the planning process.

- 15 “a *flexible* vocational **education** system which responds *optimally* to the needs of working life”

- 16 “In Finland, developing **education** is always *collaborative*, involving all relevant stakeholders”

The existence of stakeholders is underlined further in the examples 17 and 18. The extent of the educational possibilities is described through the words *several* about organizers, and *various* when referring to the different ways of attaining a degree, qualification or knowledge. This indicates resilience and ability to adapt in ever-changing situations within a society. Education systems are also not isolated entities but functional parts of the community and the participants in that community are included in the planning process. Hence, collaboration with other stakeholders and public sub-sectors is a way to enhance and develop education activities. In the example 17 the education is seen as the result of certain organizers. In the example 18, education is part of the post modifying embedding of the main word *routes*.

- 17 “Vocational basic **education** is provided in *several* sectors”

- 18 “*Various* routes provided in the Finnish **education** path are described ---”

The development and stakeholders are visible also in the strongest guiding principle of the schools – the curriculum. In Finland, the national core curriculum is renewed every ten years (OPH 2014) and to the publishing of this leaflet (MFA, 2017), the latest update was made in 2014 and implemented in 2016 as mentioned in the example 19. The adjective *new* provides two different interpretation in the example 19: The curriculum is updated, and a newer version is implemented as part of the educational development process. It also indicates that some parts of the curriculum are improved. This is clearly visible in the example 20, which is also a connecting sentence to the example 19. The first year of the implementation is always intriguing for everyone from the ministries to the actual classrooms. The core curriculum (OPH, 2014) emphasized digitalization, different learning environments and cross-subject cooperation. The emphasis, and perhaps a sign of enthusiasm, is obvious by in the repeating adjective *new* (example 20). In these examples, the core word **school(s)** is marked as indirect object (example 19) but in the example 20, the core word is the first part of a compound noun. *School programme* is considered here as a synonym for curriculum, which is the core element of school activities.

- 19 “The *new* national core curriculum has been implemented in **schools** since August 2016.”

- 20 “The *New Comprehensive school* programme focuses on *new pedagogy, new learning environments* and the digitalisation of education.

5.1.4. Negative aspects

A negative appraisal can be invoked through an inherently positive element. The Finnish education relies heavily on the public services as described in chapter 2.1. Private education organizers exist, but they, but as any other education organizers, they are also state-funded. The example 21 is presented here to underline the ideology prevailing in the Finnish society. The understanding of the private schools and their operating principles clash with the ethos of society whose members share the same possibilities to attain education. Hence, the word *private* carries the thought of injustice and unequal possibilities, not aimed in the Finnish education system. Inequality carries not only the idea of misfortune of ones, but also privileges of others. According to the socialistic view embedded in the Finnish system, both scale ends are unwanted. The statement in the example 22 proves this, as the word *elite* is plainly contradicted within that sentence. Elite as a concept of highest social class indicates wealth and possibilities that other not so privileged do not possess. In the example 23, the word *superior*, regardless the inherit positive meaning, has a negative loading, which enhances the thought that private/public system is something not to aim for. These three examples create a rather clear view of the Finnish perspective, according to which a private education system is included in societies that have big social and financial gaps and is therefore an unwanted in the request to maintain the welfare state created after the independence.

21 “some *private schools* do exist, but even they receive state funding”

22 “no system of *elite schools* has developed alongside the comprehensive **school** system”

23 “Private education markets offering *superior education* for money do not exist in practice - - -”

One of the core values often presented together with the Finnish education is equality and equity (see chapter 2.3.) and the idea of enhancing social unbalance does not correlate with these values and as observed, the dichotomy of private and public schools seems to invoke negative attitudes. However, the differentiation is a threat although the attempts by the public sector to provide same possibilities for everyone. The dichotomy is visible

in the example 24 in the antonyms *good* and *bad*. Regardless of the local school statute, schools can select their students, which has then led to uneven division and student performance especially in urban schools (Berisha & Seppänen, 2017).

24 “We should also ensure that schools in larger cities, in particular, do not diverge into *good schools* and *bad schools*”

Some of the examples presented in this subchapter have touched the question what the role of the core words education and school(s) are in the data. This will be further analysed by observing what kind of processes these core words take part in and what are their roles in them.

5.2. Grammatical processes regarding education and schools

More information of the core words education and school(s) can be attained through analysing the verbs appearing around them. Transitivity theory is used when the analysis of processes and participants can provide more information about the content and context of a text. Hence this theory is selected for this additional analysis. Here the verbs selected for analysis come from the collocation analysis (Figure 4 p. 25) of which the auxiliaries *can*, *may*, *will*, and *should* are not included alone, but always together with the finite verb. The main interest lies on the verb *be*, which occurs the most often according to the collocation analysis (Figure 6). Other frequent content verbs (e.g., *completing*, *provided*, *start*, *go*, *offer*, or *charge*) do not carry any evaluative meaning.

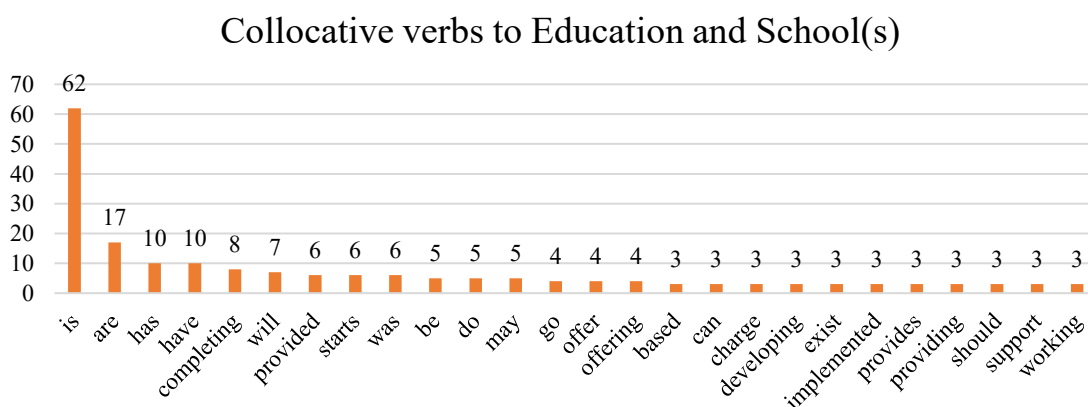


Figure 6: Collocative verbs to Education and School(s)

To utilize this vocabulary and grammar as well, transitivity analysis is used. The analysis is divided in to three subsections according to the discovered processes. Material processes concentrate on actual activities, mental processes picture the actions of a mind and relational processes describe the connection between the clause subject and an attributive meaning. The examples provided under each subsection, include partially only the studied part as some of the original sentences are relatively long. To clarify the connections between the clause members, certain omission are done, which are then marked with three dots.

5.2.1. Active part-taking

Following the structure of material processes, three different types of sentence structures can be identified in the data. The bolded core words in the actor-column highlight that the **schools** act as active participants in the text more often than **education** and the words in cursive are the most frequent verbs appearing together with these core words (Figure 6). In the examples 25, 26 and 27 schools are, additionally to their main tasks, providers of particular services (organic food or working life coaching). Schools are not uniform as they differ in size and location (26) and the amount of possibilities (25) they can offer. Sometimes **school** presents the whole educational system (27). The core word education appears rarely as the active participant in a clause. In the example 28 the core word is the base of a compound noun referring not only to the educational content but also to the education system.

	Actor	Process: material	Goal
25	An increasing number of schools	<i>offer</i>	a vegetarian option, organic food, and environmentally friendly food every day
26	Small rural schools while urban schools	<i>may have</i> <i>may have</i>	a couple of dozen pupils, more than a thousand.
27	The school	<i>can</i> no longer coach	the young for working life in the same way as it could earlier
28	basic education	focuses	on <i>support</i> and guidance for the pupils as individuals.

When schools are more prominent actors in the causes, the core word **education** is more frequent as one part of the goal structure. It can be either the full object of the clause (30) or part of the prepositional phrases (29 and 31) modifying the actual object. Education is

seen as a product that different stakeholders (Finns, higher education institutions, decision makers) want to utilize it: citizen want to use the educational services provided by the institutions, whereas specialists and people in higher positions intent to develop it.

	Actor	Process: material	Goal
29	Finns	<i>have</i>	access to free education ...
30	In future, higher education institutions in Finland	<i>will offer</i>	education throughout the year.
31	Decision-makers and specialists around the world	are frantically seeking	the best solutions for <i>providing education</i> .

Both core words appear also as the part of the circumstances surrounding the factual actors (students, half of the age group). In the examples 32 and 33 the core words are part of compound nouns that refer to certain part of the compulsory educational path. These examples underline the sequencing nature of education system and education in general: in order to enter the following phase, one needs to *complete* the previous level.

	Circumstance	Actor	Process: material	Goal
32	After <i>completing</i> comprehensive school	slightly less than half of the age group	<i>will</i> continue	in the upper secondary school ...
33	After <i>completing</i> their secondary education ,	students	<i>can</i> continue	studying at a university or a university of applied science.

5.2.2. As a passive goal

Passive structures are the dominant structure in the data, which also explains the amount of *is* and *has* verb forms. In the example 34, the active nature of the finite verb will not place this clause in this category, but rather the meaning of the verb *develop* in the clause. The clause in 34 presents the establishments of a schools as something natural and rather spontaneous. This is naturally not the case, especially in regard of school systems that requires strong impact from the decision makers to be established. The example 35 does not belong to this category either, as the core word is placed in the circumstances. Here the meaning is again the reason for selection of this example: without a curriculum, there are no schools. The whole idea of a school as a system relies on the structured and detailed guidelines what to teach and when. Thus, the core word school, even though placed in the circumstance column, is strongly connected to the goal itself as well.

	Goal	Process: material	Circumstance
34	no system of elite schools	<i>has</i> developed	alongside the comprehensive school system.
35	The new national core curriculum	<i>has</i> been <i>implemented</i>	in schools since August 2016.

The following examples (36-41) present the biggest uniform group of processes. Here the core words are placed in the goal column as they are objects of these passive structures. Using passive voice when describing events within a field such as public sector, is not surprising. There are plenty of stakeholders that take part in different stages of organizing educational activities. These stakeholders are omitted from the action and only the goal together with the process is mentioned. Agents of these passive clauses are mentioned only in examples 36 and 37. In the example 36, providers are essentially school-like institutes. In the example 37, the curriculum is the grammatical agent, but in reality, the actual actors are the instances participating in curriculum development meaning – e.g., teachers, principals, and officials in the ministry of Education and Culture. Similarly, the ministry is hidden in examples 38 and 39. The length of compulsory education and its finance are decided at the ministry level. Government and related instances are the hidden actors in the examples 40 and 41. The hidden agents in 41 could include also smaller actors such as teachers, or for instance businesspeople working within transnational education, e.g., at the Education Finland.

	Goal	Process: material	Circumstance
36	Vocational basic education	is provided	in several sectors and by a variety of providers
37	What is taught at comprehensive school	is guided	by the national curriculum
38	Compulsory education	is extended	by two years.
39	.. all education	is financed	from tax revenue...
40	The act on compulsory education	is enacted	covering all children aged 7-9...
41	Education	is also seen	as a central way to address the challenge created by globalisation

An interesting example for mental processes was found in the data. The leaflet does not include individuals speaking about education or school in general terms, hence having a verb referring to a mental process (e.g., consider, think, plan) in this context is a rarity. In the example 42 the education is the phenomenon Finnish people assess to be important. Even here the actual actors are hidden when the Finnish citizen are embedded in the

country name. This appreciation is visible even in the leaflets name “Education in Finland. Key to the nation’s success”.

	Phenomenon	Process: mental	Senser
42	Education	<i>is</i> highly valued	in Finland.

5.2.3. Relations and attributes

People use different attributes to describe world around them, proposing certain relations to the main content in their message. From the experiential perspective, the concentration lies on the verb. That is why the examples given in this category are a bit problematic as the main verb here is the verb *be* in singular and plural forms – no action is included, just existence. Carrier of the attributes in examples 43-47 are the core words **education** and **school(s)**. The attributes regarding the examples 43-45 have been discussed already in the chapter 5.1. The attributes in 43, 44, 45, and 46 given to the carrier are based on the laws and regulations set for the system by the decision makers in Finland, whereas in the example 47 the attribute is most likely given by the school which it refers to. Metsokangas is an example school selected to the leaflet to present an average Finnish elementary school.

	Carrier	Process: rel. attr.	Attribute
43	In Finland, education	<i>is</i>	free, from pre-primary level to higher education and even further
44	Both upper secondary school and vocational education , including school lunches,	<i>are</i>	free of charge...
45	Basic education	<i>is</i>	also available for adults. available for anyone...
46	Education at school	<i>is</i>	compulsory for Finnish children...
47	The guiding principle of the school	<i>is</i>	communality illustrated by the school motto: “Our Metsokangas!”

The second form of relational processes are identifying the relations between entities. In this process one entity can be identified with another, in other words, the two entities are presented as equals in the sentence (Thompson 2014). In the example 48, the core word is a prepositional modifier for the word country, part of the value given to the token. In

the example 49, **education** is the token, to which the value of national priority is given. These examples highlight the importance of the education in the Finnish educational discourse, and include extremely positive vocabulary (leading, priority) in the given values.

	Token	Process: rel, ident.	Value
48	Finland	<i>is</i>	a leading country in education
49	Education	<i>is</i>	a national priority.

5.3. Summary of findings

The analysis revealed that most frequent content words in this data are **education** and **school**. The difference to any other nouns as clear as education was mentioned 131 times and schools in singular and plural 127 times, whereas the third most frequent word **studies** was mentioned only 38 times. A further analysis of the core words education and school(s) revealed that almost one third of the contexts surrounding education is evaluative, and one fifth of contexts connected to school(s) is evaluative. If the context included an evaluative element, it was mainly a positive appraisal - only a couple of contexts for each core word were negatively loaded. Rest of the concordances of the core words present the facts about the education system in Finland. This provides a preliminary answer for the first research question: Finnish education is presented through facts and positive evaluations. This is not a surprise regarding the task of the leaflet; thus, it is important to look deeper into the lexical and grammatical elements surrounding the core words.

A collocation analysis revealed the most frequent word associations around the selected words which were then further observed. Appraisal theory (Martin & White 2007) was used to analyse nouns, adjective and adverbs and their evaluative elements, which were then divided into four categories referring to benefit to an individual, quality of services, extent of educational activities, and negative aspects of education systems. The first category included positive aspects of Finnish education to the citizen including social and financial equality. The Finnish national ethos to value education was also present in the data as well as the possibilities Finnish education can provide for foreign instances. Quality of the Finnish education system is assessed to be “high-quality” and that this has been rewarded also in the Pisa studies. Activities provided by the Finnish education system meet individuals needs either by flexibility or through various places providing

the services. Aspects of the recent curriculum at the time of the release of the leaflet was also assessed in a positive manner. Negative evaluations derived their meaning their meaning from the context: private education is not considered something to be wanted in the Finnish society, so the absence of private schools and the elements linked to it (privilege, tuition fees, positive inequality) is considered as a positive notion.

The frequent verbs were analysed through transitivity theory (Thompson 2014). Assessing the most frequent verbs with the structures of material, mental and relational processes revealed three main categories how the role of the core word in the sentence structure appears. Usually, the active actor in material processes was school referring to either singular institutes or to the school system whereas education was more often the goal of a material process. Both core words were also stated as part of circumstances in which action took place for actors like students. The high number of verbs *is*, *are*, *has* and *have* was explained partially with the high number of passive structures in the data. Education was more often placed as the goal of actions to which the hidden actors (schools, government officials, businesspeople) were connected through the material verbs such as *financed*, *enacted*, or *provided*. Attributive and identifying processes concerned mostly education, which included mainly the evaluative elements appearing already in the appraisal analysis.

As a conclusion of these findings, Finnish education is presented mainly through descriptions of how the system is created and how it functions. Analysis of the lexical and grammatical elements surrounding the core words add information of the content. Assets that are emphasized in positive manner, are two ways: various, high-quality public educational services and benefits for individual citizen. A grammatical take to the core words revealed that they are merely goals or circumstances of different processes. Actual agents are hidden. This gives a unified and clear picture of the Finnish education system when the different actors of the public system are not highlighted. The answer for the second research question, how linguistic and grammatical elements are used for promotional purposes, include three aspects: some adjectives, adverbials and nouns support a positive image (e.g., high-quality, success, leading), and some receive positive implications from the surrounding society (e.g., various, available). Grammar can be used to highlight the structural elements that are considered as the asset of the system. These findings have deeper implications in reflection to the Finnish society which will be further discussed in the following chapter.

6. Conclusive discussion

This study aimed to address the research gaps of public sub-sector branding and evaluative language use in promotional discourse. Due to the extremely limited scope of this study, the findings nor discussed elements cannot be generalized. The significance of such small-scale study lies on the first attempts to address the connection of linguistic studies and public sub-sector branding within the field of TNE. With the following discussion I wish to address possible directions for future research.

The first research question concerned how Finnish education is presented in the selected leaflet. The results showed that most of the evaluative elements found were positive regarding both education and schools. The positive aspects reflected in the data, are the quality and scope of the educational services, and its benefits for Finnish citizens. The scope and benefits align with the core values (Schatz 2016) connected to Finnish education: equality and equity, autonomy and freedom, and trust in educational system. Equality and equity are embedded in the possibilities and variety of educational services whereas autonomy and freedom reflect the schools' power to decide themselves about the services they want to offer. Trust in educational system was the clearest in connection to school choice policies. Quality was a new value highlighted in the data but goes along with the findings of recent country brands of Finland (Valaskivi 2016). Values are in the centre of marketing when ideologies, such as education views, are concerned. Finnish education relies on the educational system which ensures equality and equity already on its own, has a structure that is built on independent entities (schools, employees), and which is surrounded by a society trusting the whole process. The structure and the values will present a great challenge to another nation and another education system to apply Finnish education knowhow. It is also challenging for transnational education operators, e.g., Education Finland, to promote Finnish education in a way that the future client would be able to see the positive aspects and adjust them.

The picture created to promote Finnish education in the data is very polished. The society is presented very homogenous, which does not represent the reality. Swedish speaking population is mentioned only once in a side note and the other minorities (Sami, Russian, other recent migrants) are hidden completely in the text. This raises the question whether the equality/equity really exists when such unrealistic image of the educational challenges is given. In this leaflet the wishes for breaking these myths of Finnish education (Dervin et al 2017, Schatz 2017) were not fulfilled. Schatz (2017) states that misleading

presentation of a product is an offence in the marketing world – a view that should be employed in the transnational education field as well. Here the suggestions of Wæraas (2008) and Sataøen (2019) of including the internal stakeholders of the educational sub-sector (e.g., teachers, headmasters) could reveal more realistic view to Finnish education and highlight the values that are embedded in it.

Returning to the linguistic aspects, the core words appeared mainly in neutral surroundings which explained how the educational system in Finland works. This suggests that the education system itself served as a promotional aspect. As Bhatia (2005) highlighted, the promotional discourse aims to inform and promote the content by using both promotional and informative elements. This is also the approach taken in the selected leaflet: Presentation of Finnish education relies mainly on content that is presented as facts. The second research question concentrated on how linguistic and grammatical elements are used in promotion of Finnish education. The appraisal theory revealed mainly the values and evaluations regarding Finnish education. The inscribed positive and negative evaluations were presented through adjectives, adverbial and nouns.

Transitivity theory was used to reveal more about the connections between different processes, actors, and goals among Finnish educational activities. The number of passive structures connected to the core words **education** and **school(s)** was not surprisingly high. Mentioning all the actors within the field of education would have brought unnecessary length to the text and highlighted the “wrong” elements. Verbs frequently surrounding the core words did not carry any evaluative meaning but revealed the educational structure without naming anyone: *financed*, *enacted*, or *provided* display not only the action, but a particular section of the education system (schools, government officials, teachers). The core words were mainly carriers of attributes, goals of a process or part of the circumstances in which the educative action took place. The schools, although they are considered as independent organizers of education in Finland, were not presented as such in the text. Education, covering all the actions from studying to being a whole educational system, carried the most positive evaluations such as *free*, *highly valued*, or *national priority*. Promotional aspect was clearly pointed on the activities and the educational structure rather than the organizers. It is understandable that this cohesive image of the education system is easier for the transnational educators to promote.

This thesis aimed to shed light on research gaps within sub-sector branding and transnational education in connection to linguistic analysis. As the world gets smaller through the ever-growing connections, sharing information and ideas has never been easier. This has brought new challenges and possibilities for educational providers globally, but especially for organizers from smaller countries like Finland. In the midst of the excitement and enthusiasm of these challenges, the focus should be directed towards the linguistic resources and how they are used to create sub-sector brands and to present educational products in more realistic way.

List of references

- Adams, Tony. The Development of International Education in Australia: A Framework for the Future. *Journal of Studies in International Education*, 11(3-4), (2007). pp. 410–420. <https://doi.org/10.1177/1028315307304182>
- Aula, Hanna-Mari, Janne Tienari, and Arild Wæraas. The University Branding Game: Players, Interests, Politics. *International studies of management & organization* 45, no. 2: (2015). pp. 164–179.
- Berisha, Anna-Kaisa, and Piia Seppänen. Pupil Selection Segments Urban Comprehensive Schooling in Finland: Composition of School Classes in Pupils' School Performance, Gender, and Ethnicity. *Scandinavian journal of educational research* 61, no. 2: (2017). pp. 240–254.
- Bhatia, Vijay K. Generic patterns in promotional discourse. In: Halmari, Helena, and Virtanen Tuija. (Eds.) *Persuasion Across Genres: A Linguistic Approach*. Vol. 130. Philadelphia: John Benjamins Publishing Company, (2005). pp. 213-225
- Bhatia, Vijay K. *Worlds of Written Discourse: a Genre-Based View*. London: Continuum, (2004).
- Biber, Douglas, and Susan Conrad. *Register, Genre, and Style*. Second edition. Cambridge: Cambridge University Press, (2019).
- Cai, Yuzhuo, Seppo Hölttä, and Jussi Kivistö. Finnish higher education institutions as exporters of education – Are they ready? In: Ahola, S, Hoffman, DM (eds) *Higher Education Research in Finland: Emerging Structures and Contemporary Issues*. Jyväskylä, Finland: University of Jyväskylä, Finnish Institute for Educational Research, (2012). pp.215–233
- Chung, Jennifer. Exporting Finnish teacher education: Transnational pressures on national models. *Nordic Journal of Comparative and International Education* (NJCIE), (2017). <https://doi.org/10.7577/njcie.2129>
- Dervin, Fred., Tuija Itkonen, and Mirja-Tytti Talib. Finnish Education: An Ambiguous Utopia? *International Journal of Bias, Identity and Diversities in*

- Education*, 2(2), (2017), pp. 13–28.
<https://doi.org/10.4018/IJBIDE.2017070102>
- Dinnie, Keith. *Nation Branding: Concepts, Issues, Practice*. Amsterdam: Elsevier, (2008).
- Fetscherin, Marc. The Determinants and Measurement of a Country Brand: The Country Brand Strength Index. *International marketing review* 27, no. 4 (2010). pp. 466–479. <https://doi.org/10.1108/02651331011058617>
- Finnish Parliament (FinPar). Hallituksen esitys eduskunnalle oppivelvollisuuslaiksi ja eräiksi siihen liittyviksi laeiksi [The governments’ proposal to the Parliament about compulsory education law and other related laws]. (2020). <https://minedu.fi/paatos?decisionId=0900908f806e27cc>
- Finland Promotion Board (FPB). Tehtävä Suomelle. Ministry of Foreign affairs, (2010). https://um.fi/documents/35732/48132/maakuvaraportti_2010/a84dd65c-47ea-5c2e-8b83-7d87c4b88fc3?t=1525688953572
- Finland Promotion Board (FPB). Finland’s country brand strategy. (2017). <https://toolbox.finland.fi/strategy-research/finlands-country-branding-strategy/>
- Hakala, Ulla, and Arja Lemmetyinen. “Co-Creating a Nation Brand ‘Bottom Up.’” *Tourism review (Association internationale d’experts scientifiques du tourisme)* 66, no. 3 (2011): 14–24.
<https://doi.org/10.1108/16605371111175294>
- Hakala, Ulla, Arja Lemmetyinen, and Satu-Päivi Kantola. Country Image as a Nation-Branding Tool. *Marketing intelligence & planning* 31, no. 5 (2013): 538–556.
- Halliday, M. A. K. (Michael Alexander Kirkwood), and Christian M. I. M. Matthiessen. *Halliday’s Introduction to Functional Grammar*. Fourth edition. London: Routledge, (2014).
- Henderson-Brooks, Caroline Kay. *What type of a person am I, Tess? the complex tale of self in psychotherapy*. Sydney: Macquarie University. (2006)

- Ho, Victor, and Amy Suen. Promoting a City's Core Values Using Evaluative Language. *International journal of applied linguistics* 27, no. 1 (2017): pp. 286–308.
- Kantola, Mauri, and Juha Kettunen. Integration of education with research and development and the export of higher education. *On the Horizon*, 20(1), (2012). pp. 7–16. <https://doi.org/10.1108/10748121211202026>
- Kivirauma, Joel, and Kari Ruoho. Excellence through Special Education? Lessons from the Finnish School Reform. *International Review of Education*, 53(3), (2007). pp. 283–302. <https://doi.org/10.1007/s11159-007-9044-1>
- Knight, Jane. Transnational Education Remodeled: Toward a Common TNE Framework and Definitions. *Journal of Studies in International Education*, 20(1), (2016). pp. 34–47. <https://doi.org/10.1177/1028315315602927>
- Kumpulainen, Kristiina, and Timo Lankinen. Striving for Educational Equity and Excellence: Evaluation and Assessment in Finnish Basic Education. In Niemi, Hannele, Auli Toom, and Arto Kallioniemi. (Eds.). *Miracle of education. The principles and practices of teaching and learning in Finnish schools*. (2012). pp. 69-82. Rotterdam: Sense.
- Lynch, Joanne, and Leslie de Chernatony. The Power of Emotion: Brand Communication in Business-to-Business Markets. *The journal of brand management* 11, no. 5 (2004): 403–419.
- Lönnqvist, Antti, Harri Laihonen, Yuszuo Cai, and Kirsi Hasanen. Re-Framing Education Export From the Perspective of Intellectual Capital Transfer. *Journal of Studies in International Education*, 22(4), (2018). pp. 353–368. <https://doi.org/10.1177/1028315318773141>
- Macken-Horarik, Mary, and Anne Isaac. Appraising Appraisal. In: Thompson, Geoff., and Laura. Alba-Juez. *Evaluation in Context*. Amsterdam, Netherlands: John Benjamins Publishing, (2014).
- Martin, James R., and Peter R.R. White. *The Language of Evaluation; Appraisal in English*. Basingstoke: Palgrave Macmillan, (2007).

- Merriam, Sharan B., and Elizabeth J. Tisdell. *Qualitative Research: a Guide to Design and Implementation*. Fourth edition. San Francisco, CA: Jossey-Bass, a Wiley Brand, (2016).
- Ministry of Foreign Affairs (MFA). *Education in Finland. Key to nation's success*. (2017) https://www.educationfinland.fi/sites/default/files/2019-11/finfo_education_in_finland_en.pdf
- Ministry of Education and Culture in Finland (MEC) (April 24, 2010) *Finnish education export strategy: summary of the strategic lines and measures*. Publications of Ministry of Education and Culture 2010:12 <https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/75524/okm12.pdf>. Retrieved 6.2.2021
- Niemi, Hannele (2012). The Societal factors contributing to education and schooling in Finland. In Niemi, Hannele, Auli Toom, and Arto Kallioniemi. (Eds.). *Miracle of education. The principles and practices of teaching and learning in Finnish schools*. (2012). pp. 69-82. Rotterdam: Sense.
- Opetushallitus (OPH) *Perusopetuksen opetussuunnitelman perusteet*, 2014. https://www.oph.fi/sites/default/files/documents/perusopetuksen_opetussuunnitelman_perusteet_2014.pdf
- Reich, Pavel. We Are Proud to Be a Leading Company with Global Reach and Worldwide Impact: Positively Evaluative Lexis in the Language of Recruitment Advertising.” *Kalby Studijos*, no. 33 (2018): pp. 43–56.
- Reinikainen, Pasi. Amazing PISA results in Finnish comprehensive schools. In Niemi, Hannele, Auli Toom, and Arto Kallioniemi. (Eds.). *Miracle of education. The principles and practices of teaching and learning in Finnish schools*. (2012). pp. 69-82. Rotterdam: Sense. <https://doi.org/10.1007/978-94-6091-811-7>
- Sataøen, Hogne Lerøy, and Wæraas, Arild. Building a Sector Reputation: The Strategic Communication of National Higher Education. *International journal of strategic communication* 10, no. 3 (2016): pp. 165–176.
- Sataøen, Hogne Lerøy. Sub-Sector Branding and Nation Branding: The Case of Higher Education. *Corporate communications* 24, no. 3 (2019): pp. 425–438.

- Sataøen, Hogne Lerøy. Higher Education as Object for Corporate and Nation Branding: Between Equality and Flagships. *Journal of higher education policy and management* 37, no. 6 (2015): pp. 702–717.
- Schatz, Monika. Engines without fuel? – Empirical findings on Finnish higher education institutions as education exporters. *Policy Futures in Education*, 14(3), (2016). pp. 392–408. <https://doi.org/10.1177/1478210316633950>
- Schatz, Monika. *Education as Finland’s Hottest Export? A Multi-Faceted Case Study on Finnish National Education Export Policies*. University of Helsinki, Faculty of Behavioral Sciences. research Reports of the Department of Teacher Education 389. (2016). Available at: <https://helda.helsinki.fi/handle/10138/161277> (accessed 15.5.2021).
- Schatz, Monika., Ana Popovic, and Fred Dervin. From PISA to national branding: exploring Finnish education. *Discourse* (Abingdon, England), 38(2), (2017). pp. 172–184. <https://doi.org/10.1080/01596306.2015.1066311>
- Scott, Claire. Construing attitude and experience in discourse – the interaction of the TRANSITIVITY and APPRAISAL systems. In Jones, Carys, ja Eija Ventola. *From Language to Multimodality: New Developments in the Study of Ideational Meaning*. Equinox Pub, (2008).
- Seale, Clive. *Qualitative Research Practice*. Concise. ed. London: SAGE, (2007).
- Suomi, Kati, Arja Lemmetyinen, and Frank Go. The Tension Between a Distinct Brand Identity and Harmonisation-Findings from Finnish Higher Education. *Place branding and public diplomacy* 9, no. 3 (2013): pp. 202–215.
- Thompson, Geoff. *Introducing Functional Grammar*. 3rd ed. London: Routledge, (2014).
- Thompson, Geoff, and Susan Hunston. Evaluation: An Introduction. In: Hunston, Susan, and Geoff Thompson. *Evaluation in Text*. Authorial Stance and the Construction of Discourse. Oxford University Press, (2003)
- Toom, Auli, and Jukka Husu. Finnish teachers as ‘makers of the many’. Balancing between Broad Pedagogical Freedom and Responsibility. In: Niemi, H., Toom, A., & Kallioniemi, A. (ed.) *Miracle of education: the principles*

and practices of teaching and learning in Finnish Schools. Sense Publishers, 2012

Valaskivi, Katja. Circulating a Fashion: Performance of Nation Branding in Finland and Sweden. *Place branding and public diplomacy* 12, no. 2-3 (2016): pp. 139–151.

Vitikka, Erja, Leena Krokfors, and Elisa Hurmerinta. The Finnish National Core Curriculum: Structure and Development. In: Niemi, H., Toom, A., & Kallioniemi, A. (ed.) *Miracle of education: the principles and practices of teaching and learning in Finnish Schools*. Sense Publishers, 2012

Wæraas, Arild. Can Public Sector Organizations Be Coherent Corporate Brands? *Marketing theory* 8, no. 2 (2008): pp. 205–221.

Xing, Xin. *Perceived programme characteristics and impact: case studies of Sino-Finnish transnational educational leadership training programmes*. University of Helsinki. (2019).

Appendix 1: 60 most frequent words

60 MOST FREQUENT WORDS

RANK	FREQ	WORD	RANK	FREQ	WORD
1	380	THE	31	25	THAT
2	245	AND	32	23	SECONDARY
3	203	OF	33	22	COMPREHENSIVE
4	170	IN	34	22	NATIONAL
5	131	EDUCATION	35	21	ALSO
6	131	TO	36	21	CAN
7	113	A	37	21	HAS
8	99	IS	38	20	ONE
9	83	SCHOOL	39	20	VOCATIONAL
10	64	FOR	40	19	BE
11	62	ARE	41	19	DAY
12	44	ON	42	19	FROM
13	44	OR	43	19	STUDENTS
14	44	SCHOOLS	44	19	SYSTEM
15	39	THEIR	45	19	THEY
16	38	AT	46	19	YEARS
17	38	STUDIES	47	18	AN
18	36	AS	48	18	HIGHER
19	35	BY	49	18	WHICH
20	34	FINLAND	50	17	CARE
21	33	FINNISH	51	17	IT
22	32	LEARNING	52	17	TEACHERS
23	31	ALL	53	17	UPPER
24	31	WITH	54	16	FREE
25	30	HAVE	55	16	STUDY
26	29	PUPILS	56	15	OTHER
27	26	BASIC	57	15	WAS
28	26	CHILDREN	58	14	NOT
29	25	SKILLS	59	14	UNIVERSITIES
30	25	TEACHING	60	14	UNIVERSITY

Appendix 2: Finnish abstract

TURUN YLIOPISTO

Kieli- ja käännöstieteiden laitos/Humanistinen tiedekunta

HAUKILAHTI, MARIA: Highlighted actions, hidden actors. Linguistic text analysis on branding Finnish education for purposes of Transnational education.

Sivuainetutkielma, 47 s, 2 liites.

Englannin kieli

Kesäkuu 2021

Abstrakti

Suomalainen koulutus on kerännyt maailmanlaajuista mainetta menestyttyään OECD:n PISA-tutkimuksissa 2000-luvun alussa. Menestys toi Suomeen koulutuksesta kiinnostuneita vierailijoita ja lopulta johti uuden ventialan, koulutusviennin, kansallisen strategian luomiseen. Strategiaa toteuttivat ensin suomalaiset yliopistot, mutta nyt mukana on myös pieniä ja keskisuuria yrityksiä, joita avustaa mm. Education Finland -kasvuohjelma. Tässä opinnäytetyössä tutkin, miten suomalainen koulutus esitetään ja miten kielellisiä valintoja käytetään suomalaisen koulutuksen markkinointiin kasvuohjelman julkaisemassa esitteessä.

Kun kansallista koulutusjärjestelmää viedään kansainvälisille koulutusmarkkinoille, kansalliset arvot ja julkisen sektorin brändäys ovat keskiössä. Koulutusviennin tavoin julkisen sektorin brändäys on myös melko uusi ilmiö suomalaisessa kontekstissa. Tutkielma pyrkii valaisemaan näiden teorioiden risteyskohtaa tarkastelemalla kielellisiä elementtejä opetussektorin markkinoinnissa. Vastaavia tutkimuksia ei ole vielä tehty, mutta esimerkiksi arvioivaa kielenkäyttöä on tutkittu maa- ja yliopistobrändien yhteydessä sekä markkinointidiskurssissa yleisesti.

Tämä tutkimus on kvantitatiivinen ja kvalitatiivinen tekstianalyysi, jossa on käytetty korpusmenetelmiä. Tekstianalyysi jakautuu kahteen osaan arviointiteorian ja transitiivisuusteorian mukaan. Analyysi paljasti, että suomalainen koulutus esitetään pääasiassa faktojen ja positiivisten arvioiden kautta. Tämän lisäksi koulutuksen järjestäjät on häivytetty taustalle, jotta tärkeimmiksi nähdyt koulutukselliset näkökulmat pääsevät esiin. Esitteessä käytetyt kielellisiä elementtejä ovat arvioivat adjektiivit, adverbiaalit ja substantiivit, jotka osittain saavat positiivisen merkityksensä kontekstista. Tavoitteiden ja prosessien korostaminen tapahtuu passiivirakenteiden kautta. Tulokset osoittavat, että suomalaisen koulutusjärjestelmän brändäys seuraa edelleen maabrändien luomaa polkua. Julkisen sektorin brändäys perustuu vahvasti suomalaisiin kansallisiin perusarvoihin, mikä näkyy myös esitteen kielivalinnoissa. Tämä tutkielma avaa kielellisen tutkimusnäkökulman suomalaisen koulutusviennin ja koulujärjestelmäbrändien tutkimiseen

Asiasanat: koulutus, arviointi, brändäys, julkinen sektori