



A Linguistic Analysis of Some Competency-Based Approach (CBA) Course-Books Used in Beninese Secondary Schools

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Abstract

In this paper, I attempt to carry out a micro linguistic analysis of some Competency-Based Approach (henceforth, CBA) course-books which have been used to teach English as a foreign language (EFL) in Beninese secondary schools for close to two decades now. My aim, in this study is to show from a linguistic perspective to what extent these CBA books suit the learners' communicative needs or/and interests with regard to such dimensions as culture, psychology and age. I intend to use the all-encompassing theoretical tool-lexicogrammar- drawn from Systemic Functional Linguistics (hereafter, SFL) (Halliday, 1971, Halliday and Hasan, 1985/1989, Eggins, 1994/2004, Halliday and Matthiessen, 2004, Bloor and Bloor, 2004, Fontaine, 2013, etc.) to explore the linguistic properties the course-book designers use as well as their bearing on learners both in terms of form and function.

Key words: Course-book designers, competency-based approach (CBA) course-books, communicative needs, lexicogrammar, SFL

INTRODUCTION

Much has been said and still continues to be said about the competency-based approach (CBA) curriculum or study programme with regard to how it was designed and what it proffers to the entire Beninese community in/within which it has been implemented for close to two decades now. In fact, its implementation has opened new horizons for exploratory research inputs from a diverse range of disciplines like didactics, education, sociology, philosophy, psychology to name but a few, and, as a result of this, many generalized conclusions have been drawn and brought to limelight and mainstream knowledge. For example, one of these research inputs, indeed, a recent one in didactics claims that the CBA study programme was duly designed because it "consider[s] the psychology, the culture and the age of the learner" (Takponon, 2011:94). From what precedes, it can seemingly be inferred that the CBA study programme (together with its modeled student course-books and teacher guides) is rooted in both psycholinguistic and socio-cultural perspectives. In other words, the study programme is assumed to

derive from neo-Firthian systemic or functional linguistics, in which language is viewed as “meaning potential” and the “context of situation” (Halliday 1971; Halliday and Hasan, 1976, 1985/1989, Halliday and Matthiessen, 2004, Eggins 1994/2004, Bloor and Bloor, 2004, Fontaine, 2013, etc.) is viewed as central to understanding linguistic systems and how they work. It should be noted that this assertion is and remains a mere assumption in that it does not stem from a verifiable linguistic evaluation of the said programme. Thus, there is a research vacuum to fill. And this paper seeks to partake in the filling of that vacuum.

The theoretical foundation at stake here is lexico-grammar drawn from Halliday's Systemic Functional Linguistics (henceforth, SFL). This analysis seeks to evaluate the CBA study programme from a lexicogrammatical perspective. Simply put, the main purpose of this analysis is to show the significance of the assessment of the language of the CBA study programme (via its modeled student course-books and teacher guides) from a semantico-functional standpoint, which requires considering above all the elements it contains as lexis (words) and grammar (structures). Koussouhon and Allagbé (2013:20) submit that “the lexico-gramma[tical] theory serves as a potential compass for exploring language use” in that its application leads to a perfect understanding of how people use language; i.e., how they arrange words in diverse structures to make meanings. In fact, Halliday (Halliday, 1971, Halliday and Matthiessen, 2004) claims that language is structured to express three strands of simultaneous meanings, viz. ideational/experiential, interpersonal and textual. This means thus that no process of language teaching/learning or language use can be semantico-functionally meaningful or even complete if it does not incorporate in its midst a variety of lessons, tasks and activities including the above-mentioned meanings. These meanings, according to systemic scholars, are realized via the lexicogrammatical system of language. In the next section, the origin of the CBA study programme is traced and the selected course-books modeled on it reviewed. Then light is thrown on the view of SFL of lexico-grammar, language and communication, highlighting its key tenets. The subsequent sections are meant for the lexicogrammatical analysis of four extracts drawn from the course-books as well as the discussion of the findings inferred from the analysis.

ORIGIN OF THE CBA STUDY PROGRAMME AND OVERVIEW OF ITS MODELED COURSE-BOOKS

As mentioned earlier on, the Competence-Based Approach (CBA) study programme was issued in Benin in the 1990s. The programme was precisely issued in form of a curricular reform in response to the educational crisis that marked the end of the Marxist-Leninist regime and its *nouvelle école* (Yessoufou, 2011). According to Yessoufou (2011), this programme was first implemented or experimented in 30 primary schools throughout the country in 1994 and later generalized in 1999. The CBA study programme actually reflects “an experimentalist philosophical orientation, due to its emphasis on the constructivist principle of ‘learning by doing’ and the value it accords to the socio-cultural environment of the learner in the learning process”

(Ibid:16). English is one of the subjects that share the constructivist principle of 'learning by doing' characteristic of the study programme. It is classified alongside other subjects like Geography, History, Community Development, etc., under the caption 'Social Studies' (Takponon, 2011, p. 11).

The CBA study programme in general and the one of the English subject in particular are objective-based and the objectives are presented hierarchically (Global, General and Terminal). A close reading of the study programme of English reveals a blend of grammatical or linguistic trends like Traditional Approaches to Language Teaching (TALT), Communicative Language Teaching (CLT) and Functional Grammar (FG). This is to say, the programme was informed by these trends. The evidence of this observation is noticeable in the make-up or design of the modeled course-books. The English course-books include the key principles underpinning the trends: *grammatical competence*, *communicative competence* and *language functions*. In fact, the CBA modeled course-books are structurally split into Learning Situations (L.S.). Each L. S. is further subdivided into a series of Sequences. A Sequence generally contains a multitude of texts whose topics reflect the socio-cultural or/and cognitive environment of the learner. It also contains a whole range of lexical items, grammatical structures and functions. These are meant to be taught in context by means of drills like dialogues, role-playing, etc.

SYSTEMIC FUNCTIONAL VIEW OF LEXICOGRAMMAR AND LANGUAGE, COMMUNICATION

The current study draws its theoretical underpinning from Systemic Functional Linguistics (SFL) (cf. Halliday, 1971, Halliday and Hasan, 1985/1989, Eggins, 1994/2004, Halliday and Matthiessen, 2004, Bloor and Bloor, 2004, Fontaine, 2013, etc.). SFL is a linguistic approach to language propounded by MAK Halliday. It views language as a communication process or social practice mediated by linguistic system(s) (Koussouhon, Akogbéto and Allagbé, 2015a). Young (Young in Simpson, 2011:625) discusses SFL as a theory about language and communication, the roots of which he traces back to the Prague School of Linguistics founded in the 1920s in Czechoslovakia. He provides four central tenets of the Prague school that serve as the roots for early and current SFL. These tenets are:

1. The view of language as a network of relations which has to do with the fact that different features and aspects of language are related to each other and therefore do not exist in isolation.
2. The view of language as a system composed of sub-systems which consist of levels or strata. In other words, every language has different levels and at each level different aspects of language are prominent. For example, at the lexicogrammatical stratum, the focus of study is on the structure of the language and the lexical or vocabulary choices. At the semantic or meaning level, the focus is on the ways in which these grammatical patterns realize different meanings related to content, attitude, etc.

3. The emphasis is on the functional nature of language, how language reveals the different meanings of language, and the different purposes it serves.

4. The view that form derives from function, emphasizing that the form or the structure of a language, is rooted in the meanings that people want to convey as they speak or write to each other.

It is obvious in the above a view that SFL is a semantico-functional approach to the study of language and communication. A communication instance such as that of a classroom setting or a curricular content should in this way concentrate on lessons or activities that teach the learner both the formal or grammatical properties of language and how these properties realize meanings in language. Hence, language teaching/learning is not just an instance where a set of grammatical, mechanical or formulaic expressions is assimilated or taught through memorization. It is rather a process that emphasizes not only *grammatical competence* but also *communicative competence*. While the former is associated with Traditional Approaches to Language Teaching (TALT), the latter is related to Communicative Language Teaching (CLT). According to Richards (2006:2), *grammatical competence* refers “to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.” Simply put, it is the knowledge we draw from our learning of the formal properties of language. But this knowledge is not complete in that one can master the rules of sentence formation in a language and still be unable to communicate in the language. The latter is what is understood by *communicative competence*. *Communicative competence* is the ability and capacity to use language to encode a message that suits the topic at hand and context. In other words, in SFL terms, it is the ability to use language in context or the ability to use language to encode meanings. There is a general tenet in the SFL tradition that holds that language has evolved for human beings to communicate, interact, exchange ideas, goods or/and services with each other or one another. In this perspective, it is not fallacious to assert that systemicists prioritize function; i.e., what language is used for and not language itself.

As illustrated in the figure 1, language is stratified into three semiotic levels within the SFL tradition: phonology (level of sounds), lexicogrammar (level of wording) and discourse-semantics (level of meaning) (Eggins, 1994/2004). This paper is exclusively concerned with lexicogrammar. The term ‘lexicogrammar’ serves to designate the combination of lexis (words) and grammar (structures); it denotes the continuity or link that exists between lexis and grammar. The continuity between the two indicates the mutual influence that one has on the other in the meaning-making process (Koussouhon and Allagbé, 2013). In other words, the SFL theory places lexis (words) and grammar (structures) on the same level to form a combined approach. As a combined approach (Halliday and Matthiessen, 2004), lexicogrammar mediates between words and structures; it is inextricably linked with words and the grammatical structures that realize meanings. As Morley (2000:21) observes:

Lexicogrammar in systemic [functional] linguistics is the stratum which handles the wording of a text. It is the level at which the various patterns of semantic structure are realized in word form and is concerned with the classes of grammatical (and in principle also lexical) unit and the relationships which may be established between them.

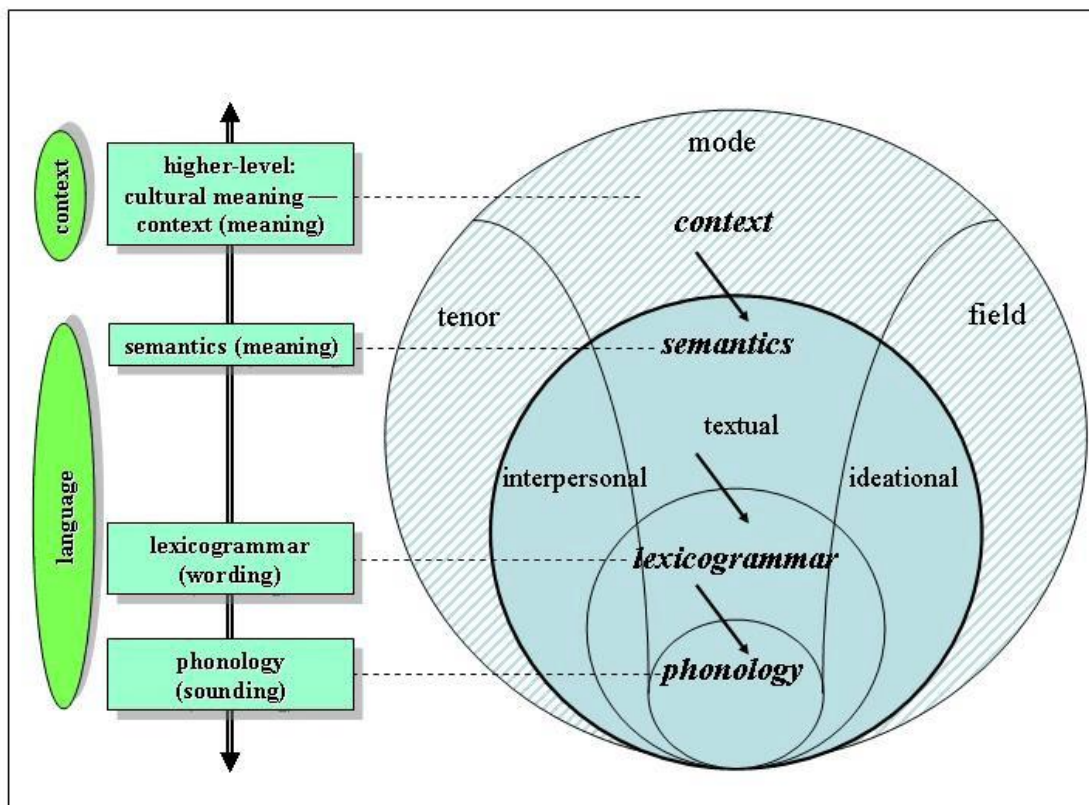


Figure 1. The major levels of language in the division of stratification dimension (Slightly adapted from Patpong, 2009, p. 197).

In a much similar way, Patpong (2009:197) notes that “Lexicogrammar is the system of wording. It serves as a resource realizing meaning as wording (i.e., for expressing meaning by means of grammatical and lexical items, and by means of grammatical structures)”. The point made so far here is that every use of language requires the user to draw from language both lexical items and grammatical structures that combine to realize his/her intents, thoughts, ideas, emotions, etc. Halliday (Halliday, 1971, Halliday and Matthiessen, 2004) contends that language is structured to express three strands of simultaneous meanings, viz. Ideational/Experiential, Interpersonal and Textual. And these three meanings are claimed to be respectively realized by the grammatical structures of Transitivity, Mood and Theme which in turn correspond to the three register or contextual variables of Field, Tenor and Mode. The three contextual variables function to enact the context of situation central to understanding language in use (see Halliday, 1971, Halliday and Hasan, 1985/1989, Eggins, 1994/2004, Halliday and Matthiessen, 2004, Bloor and Bloor, 2004, Fontaine, 2013, etc., for details).

THE LEXICOGRAMMATICAL ANALYSIS OF THE SELECTED EXTRACTS FROM THE CBA COURSE-BOOKS

For the current study, four extracts are drawn from the four course-books (6eme, 5eme, 4eme and 3eme). The extracts are selected alongside the four basic language skills: listening, speaking, reading and writing. Each extract is analyzed twice, the first time for Mood, and the second time for Transitivity and Theme, according to the Keys presented below. I have divided the extracts into clauses, with embedded clauses [[shown within double brackets]]. These are analyzed for Mood and Transitivity, but not for Theme. Double slashed lines // indicate clause boundaries within embedded clauses.

Extract 1 (English Student's Book 6^e, page 5)

Mood Analysis of Extract 1

The Mood analysis is carried out based on the key below.

Key:

S=Subject, F=Finite, Fn=negative, Fms=modalized, Fml=modulated, P=Predicator, Pml=modulated Predicator, Pms=modalised Predicator, F/P=fused Finite and Predicator, C=Complement, Ca=attributive Complement, A=Adjunct, Ac=circumstantial, Am=mood, Ao=comment, Ap=polarity, Av=vocative, Aj=conjunctive, At=continuity, Wh=wh element; Wh/S, Wh/C, Wh/Ac=fused Wh element, Mn=minor clause, **MOOD element** of ranking (non-embedded) clauses is shown in **bold** .

Speaking:

Teacher: 1. Hello (mn). 2. **My name** (S) **is** (F) Mrs. Badu (C).

3. What (Wh/C) 's (F) **your name** (S)?

Samira: 4. **My name** (S) 's (F) Samira (C).

Teacher: 5. Nice (Ca) to meet you (Ac) (mn).

Samira: 6. Nice (Ca) to meet you (Ac), too (Ca).

Transitivity and Theme Analysis of Extract 1

The Transitivity and Theme is realised as indicated by the key below.

Key:

P=Process, Pm=material, Pme=mental, Pb=behavioural, Pv=verbal, Pe=existential, Pi=intensive, Pcc=circumstantial, Pp=possessive, Pc=causative, A=Actor, G=Goal, B=Beneficiary, R=Range, S= Senser, Ph=Phenomenon, Sy=Sayer, Rv=Receiver, Vb=Verbiage

Be=Behaver, Bh=Behaviour, X=Existent, T=Token, V=Value, Cr=Carrier, At=Attribute, Pr=Possessor, Pd=Possessed, C=Circumstance, Cl=location, Cx=extent, Cm=manner, Cc=cause, Ca=accompaniement, Ct=matter, Co=role, Ag=Agent, Theme is underlined,

Textual, Theme: in *italics*, Interpersonal Theme: in CAPITALS, Topical Theme: in **bold**, Dependent clause as Theme: **whole clause in bold**.

Speaking:

Teacher: 1. Hello. 2. **My name (T)** is (Pi) Mrs. Badu (V).

3. **What (T)** 's (Pi) your name (V)?

Samira: 4. **My name (T)** 's (Pi) Samira (V).

Teacher: 5. Nice (At) to meet you (Ca).

Samira: 6. Nice (At) to meet you (Ca), too (At).

Table 1. Distribution of lexicogrammatical features in extract 1

Mood Features								
Mood Types	Declaratives		Interrogatives		Modulated Interrogatives		Imperatives	Minor Clauses
Percentage (%)	33.33		16.66		00		00	50
Modality Types	Modalization				Modulation			
Percentage (%)	00				00			
Adjunct Types	Mood	Polarity	Vocative	Comment	Circumstantial	Conjunctive	Continuity	
Percentage (%)	00	00	00	00	00	00	00	
Transitivity Features								
Process Types	Material	Mental	Behavioural	Verbal	Relational	Existential		
Percentage (%)	00	00	00	00	100	00		
Circumstantial Types	Location	Extent	Manner	Cause	Accompaniment	Matter	Role	
Percentage (%)	00	00	00	00	00	00	00	
Theme Features								
Theme Types	Topical		Interpersonal			Textual		
Percentage (%)	100		00			00		

The Mood analysis of extract 1 shows that Minor clauses (50%) predominate in the sub-category of Mood types. The dominance of Minor clauses denotes that the text is characterized by a very much simplistic interpersonal structure: "Nice to meet you" in clauses (5 and 6). In other words, only three out of the six identified clauses in extract 1 contain a process (or verb) (clauses 2, 3 and 4). Two of these clauses (2 and 4) (33.33%) are declaratives and the rest interrogative (3) (16.66%). While the declarative clauses are used to give information: "My name is Mrs. Badu" and "My name's Samira", the only interrogative clause is meant to elicit information from the addressee/learner: "What's your name?" Both Modality and Adjunct types are absent from this extract. It follows from the Mood analysis to point out that the extract at hand is a dialogic text with an inner frame (Igboanusi, 2001); an interaction between a teacher and a student (Samira); it is a written text which is meant to be read out, acted or role-played in a classroom setting.

The Transitivity analysis of this extract reveals only one process type. This process type is relational, and it is expressed by the copular verb "be" (it is the verb form *is* that is used all through) in the simple present tense. The exclusive use of relational processes

here indicates that the extract is just as much concerned with defining as describing participants: “My name is Mrs. Badu”, “What’s your name?” and “My name’s Samira”. This state of affairs can be accounted for by the fact that it is the first meeting of the teacher with his/her learner. Therefore, it is customary in such occasion that both the teacher and the learner should get to know each other. As the study shows, circumstantial types are absent from this text. The Theme analysis exudes like the Transitivity analysis the dominance of one sub-type: Topical. The Topical themes here revolve around one and unique theme “introduction or/and presentation” as encoded in “My name” in clauses (2 and 4) and “What” in clause (3).

Extract 2 (English Student’s Book 5^e, page 24)

This extract follows the procedures above.

Mood Analysis of Extract 2

Reading

Text: Games and Sports

1. At school (Ac), **we** (S) **play** (F/P) basketball, handball, volleyball and football (C). 2. **We** (S) **play** (F/P) these games (C) in teams (Ac). 3. **We** (S) **run** (F/P) relay races (C) too with four runners in each team (Ac). 4. **Each runner** (S) **runs** (F/P) 100 metres (C) 5. then (Aj) **gives** (F/P) the baton (C) to the next person (Ac). 6. **The first team to circle the 400 metre track** (S) **is** (F) the winner. 7. **We** (S) also **do** (F/P) gymnastics, the high jump, the long jump and the shot-put (C).

Transitivity and Theme Analysis of Extract 2

Reading

Text: Games and Sports

1. **At school (Cl)**, we (A) play (Pm) basketball, handball, volleyball and football (G). 2. **We (A)** play (Pm) these games (G) in teams (Cm). 3. **We (A)** run (Pm) relay races (G) too (At) with four runners in each team (Cm). 4. **Each runner (A)** runs (Pm) 100 metres (G) 5. *then* gives (Pm) the baton (G) to the next person (Cl). 6. **The first team to circle the 400 metre track (T)** is (Pi) the winner (V). 7. **We (A)** also do (Pm) gymnastics, the high jump, the long jump and the shot-put (G).

Table 2. Distribution of lexicogrammatical features in extract 2

Mood Features							
Mood Types	Declaratives		Interrogatives	Modulated Interrogatives		Imperatives	Minor Clauses
Percentage (%)	100		00	00		00	00
Modality Types	Modalization				Modulation		
Percentage (%)	00				00		
Adjunct Types	Mood	Polarity	Vocative	Comment	Circumstantial	Conjunctive	Continuity
Percentage (%)	00	00	00	00	80	20	00
Transitivity Features							
Process Types	Material	Mental	Behavioural	Verbal	Relational	Existential	

Percentage (%)	85.71	00	00	00	14.28	00	
Circumstantial Types	Location	Extent	Manner	Cause	Accompaniment	Matter	Role
Percentage (%)	50	00	50	00	00	00	00
Theme Features							
Theme Types	Topical		Interpersonal			Textual	
Percentage (%)	87.50		00			12.50	

The Mood study of extract 2 reveals the use of only one Mood type: declarative clauses. The use of the Mood of structure of declarative clauses here is meant to pass across information to the learner. Modality types are absent from this extract, but the analysis reveals 05 selections in two categories of Adjunct types: 04 Circumstantials (80%) and 01 Conjunctive (20%). While the 04 Circumstantial Adjuncts function to encode the spatial context of the text, the only Conjunctive Adjunct creates texture therein. It is obvious in the foregoing Mood analysis that extract 2 is a text with an outer frame (Igboanusi, 2001); the outer frame is related to the direct communication between the author and the reader (Akogbéto, Allagbé and Koussouhon, 2015). Simply put, the text is a descriptive/narrative text meant to be read silently or otherwise by the learner, depending on the aim of the teacher. In the course of the reading, the learner is meant to interact with the text.

The Transitivity analysis exudes the use of two process types: material (85.71%) and relational (14.28%). The presence of material processes shows that the extract is concerned with concrete, real and tangible actions (*play* in clauses 1 and 2; *run(s)* in clause 3 and 4; *gives* in clause in 5 and *do* in clause 7), whereas the use of relational processes indicates that the text is just as much concerned with defining as describing participants (*is* in clause 6). The particularity of this text is in its use of such simple grammatical structures as the simple present tense and active voice as well as relevant vocabulary items (e.g. *school, basketball, handball, volleyball*, etc.). In fact, the vocabulary items in this extract form a semantic field of “**Games and Sports**” with many hyponyms like *basketball, handball, volleyball*, etc. and expectancy relations such as *play-basketball, run- relay races, do- gymnastics*, etc., all of which are used to encode the field, area of focus or social activity of the text (Halliday and Hasan, 1985/1989, Eggins, 1994/2004); the social activity enacted in the extract is a cultural practice known to the learner. The analysis of circumstantial types further exudes simplicity because only two sub-types are drawn on in the text: Location (50%) and Manner (50%). The Theme study reveals two sub-types too: Topical (87.50%) and Textual (12.50%). The Topical themes here are: “we” in clauses (1, 2, 3 and 7), “Each runner” in clauses (4 and 5) and “The first team to circle the 400 metre track” in clause (6). There is an observation here. The use of the token “we” in this extract expresses inclusiveness; i.e., the pronoun “we” includes both the (implied) author and the reader. As the analysis exudes, the text displays thematic unity. Its unity is further enhanced by the presence of the unique Textual theme *then*. This conjunctive item is used to connect clauses 4 and 5; it denotes succession or sequencing.

Extract 3 (Teacher's guide 4^e page 9)

This extract follows the procedures above.

Mood Analysis of Extract 3

Listening

Text: Be healthy and in shape!

1. **Patty (S) is (F)** a young girl (C) in form 3 (Ac). 2. **She (S) takes** great care of (F/P) her health (C) not to fall sick (Ac). 3. What (Wh/C) **does (F) she (S)** do (P)? 4. **She (S) exercises (F/P)** regularly (Ac). 5. **She (S) always (Am) walks (F/P)** to school (Ac). 6. **She (S) doesn't (Fn)** like (P) 7. to eat (P) at school (Ac). 8. **She (S) has (F/P)** her meals (C) at home (Ac) 9. where (wh) **she (S) eats (F/P)** healthy food: vegetables, eggs, milk, fish, soda drinks, chocolate, potatoes (C). 10. **Patty (S) rarely (Am) takes (F/P)** soda drinks (C). 11. **She (S) prefers (F/P)** clean and pure water (C). 12. **She (S) doesn't (Fn)** like (P) 13. to eat (P) a snack (C) between meals (Ac), 14. as (Aj) **she (S) thinks (F/P)** 15. **it (S) 's (F)** bad (Ca) for her (Ac). 16. **Patty (S) likes (F/P)** 17. to read (P) books (C) about health (Ac). 18. On Friday evenings (Ac) **she (S) watches (F/P)** a TV show (C) about health (Ac) with her family (Ac). 19. On Saturdays (Ac), early in the morning (Ac) **she (S) rides (F/P)** her bicycle (C) in the neighbourhood (Ac). 20. On Sunday afternoons (Ac) **she (S) swims (F/P)** at Sena Hotel (Ac). 21. **All her family (S) uses (F/P)** the medicated mosquito net (C) to avoid malaria (Ac). 22. **Patty (S) just (Ac) wants (F/P)** 23. to be (P) healthy and in shape (Ca).

Transitivity and Theme Analysis of Extract 3

Listening

Text: Be healthy and in shape!

1. **Patty (T)** is (Pi) a young girl (V) in form 3 (Cl). 2. **She (A)** takes great care of (Pm) her health (G) not to fall sick (Cc). 3. **What** does she (A) do (Pm)? 4. **She (A)** exercises (Pm) regularly (Cm). 5. **She (A)** always (Cm) walks (Pm) to school (Cl). 6. **She (S)** doesn't like (Pme) 7. **to eat (Pm)** at school (Cl). 8. **She (Pr)** has (Pp) her meals (Pd) at home (Cl) 9. **where she (A)** eats (Pm) healthy food: vegetables, eggs, milk, fish, soda drinks, chocolate, potatoes (G). 10. **Patty (A)** rarely (Cm) takes (Pm) soda drinks (G). 11. **She (S)** prefers (Pme) clean and pure water (Ph). 12. **She (S)** doesn't like (Pme) 13. **to eat (Pm)** a snack (G) between meals (Cm), 14. **as she (S)** thinks (Pme) 15. **It (Cr)** 's (Pi) bad (At) for her (Cc). 16. **Patty (S)** likes (Pme) 17. **to read (Pm)** books (G) about health (Ct). 18. **On Friday evenings (Cl)** she (Be) watches (Pb) a TV show (Ph) about health (Ct) with her family (Ca). 19. **On Saturdays (Cl)**, early in the morning (Cl) she (A) rides (Pm) her bicycle (G) in the neighbourhood (Cl). 20. **On Sunday afternoons (Cl)** she (A) swims (Pm) at Sena Hotel (Cl). 21. **All her family (A)** uses (Pm) the medicated mosquito net (G) to avoid malaria (Cc). 22. **Patty (S)** just wants (Pme) 23. **to be (Pi)** healthy and in shape (At).

Table 3. Distribution of lexicogrammatical features in extract 3.

Mood Features							
Mood Types	Declaratives	Interrogatives	Modulated Interrogatives	Imperatives	Minor Clauses		
Percentage (%)	95.65	04.34	00	00	00		
Modality Types	Modalization			Modulation			
Percentage (%)	00			00			
Adjunct Types	Mood	Polarity	Vocative	Comment	Circumstantial	Conjunctive	Continuity
Percentage (%)	66.66	00	00	00	00	33.33	00
Transitivity Features							
Process Types	Material	Mental	Behavioural	Verbal	Relational	Existential	
Percentage (%)	56.52	21.73	04.34	00	17.38	00	
Circumstantial Types	Location	Extent	Manner	Cause	Accompaniment	Matter	Role
Percentage (%)	50	00	20	15	05	10	00
Theme Features							
Theme Types	Topical			Interpersonal		Textual	
Percentage (%)	92			00		08	

The Mood analysis of extract 3 shows the use of two Mood types: declarative clauses (95.65%) and interrogative clauses (04.34%). The Mood of structure of declarative clauses is employed to give information, whereas the only interrogative clause (3), instead of eliciting an answer from the listener, plays a rhetorical function. Modality types are absent from this extract, but the analysis exudes two categories of Adjunct types: Mood (66.66%) and Conjunctive (33.33%). The Mood Adjuncts are used to encode interpersonal meanings in the text, whereas the Conjunctive Adjuncts generate texture therein. The Mood analysis of extract 3 shows that the extract involves an outer frame (Igboanusi, 2001) but it is a text meant to be read out by the teacher to the learner.

The Transitivity analysis reveals the use of such process types as material (56.52%), mental (21.73%), relational (17.38%) and behavioural (04.34%). The use of material processes shows that the extract is concerned with concrete, real and tangible actions (e.g. *takes* in clause 2; *does ... do* in clause 3; *exercises* in clause 4, etc.). The mental processes in this extract encode meanings of cognition (01 verb: *thinks* in clause 14) and affection (05 verbs: *doesn't like* in clauses in 6 and 12; *prefers* in clause 11; *likes* in clause 16 and *wants* in clause 22) therein. The use of relational processes indicates that the text is just as much concerned with defining as describing participants (*is* in clauses 1 and 15; and *has* in clause 8). This text is characterized by such simple grammatical structures as the simple present tense, active voice and culture-specific lexicon (e.g. *Patty*, *Sena Hotel*, etc.). Like the mental processes, the only behavioural process (*watches* in clause 18) is used to express a psychological and physiological meaning in the text. The analysis of circumstantial types exudes five out of the seven sub-types: Location (50%) and Manner (20%), Cause (15%) Accompaniment (05%) and Matter (10%).

The Theme study reveals two sub-types: Topical (92%) and Textual (08%). The main Topical theme here is: "Patty" in clauses (1, 10, 16 and 22). It is worth noting that the

writer uses the pronoun “she” in clauses (2, 4, 5, 6, 8, 9, 11, etc.) to refer anaphorically to *Patty*. The minor Topical themes in this extract are: “What” in clause (3), “to eat” in clauses (7 and 13), “It” in clause (15), “to read” in clause (17), “All her family” in clause (21), “to be” in clause (23). One more remark in this extract is that three out of the Topical themes are marked. The marked themes are: “On Friday evenings” in clause (18), “On Saturdays” in clause (19) and “On Sunday afternoons” in clause (20). The writer uses these marked themes to foreground Circumstantial information in the text (Allagbé, 2015). As Eggins (1994:319) notes, the use of marked Themes is “one realization of a careful written mode, in which the writer has planned the rhetorical development of the text...”. The Textual themes in the extract are used to ensure its rhetorical development too as indicated, for instance, by *as* in clause (14).

Extract 4 (English Student’s Book 3^e, page 26)

This extract follows the procedures above.

Mood Analysis of Extract 4

Reading

Read this dialogue (Kokou and Comlan are classmates. They are telling each other how they live with their parents).

Kokou: 1. Comlan (Av) **you** (S) **know** (F/P) what (C)! 2. **My parents** (S) **are** (F) elderly persons (C). 3. **My father** (S) **is** (F) now (Ac) 75 (C) 4. and (Aj) **my mother** (S) 70 (C). 5. **We** (S) **are** (F) three children (C). 6. Kike, Koffi (Av) and (Aj) myself. (mn) 7. **We** (S) **are** (F) all at school (Ac).

Comlan: 8. **I** (S) **see** (F/P)! 9. **My parents** (S) **are not** (Fn) so old as yours (Ac). 10. **My father** (S) **is** (F) 58 (C) 11. and (Aj) **my mother** (S) 48 (C). 12. **We** (S) **are** (F) **only** (Am) two children- Abiba (Av) and (Aj) myself (C). 13. **We** (S) **are** (F) also (Ca) at school (Ac).

Kokou: 14. **[[What (S) annoys (F/P) me (C) most in the house (Ac)]]** (S) **is** (F) 15. that (Aj) Kike (Av), **my younger sister** (S) **doesn’t** (Fn) want (P) 16. to do (P) the household chores (C) alone (Ca). 17. **She** (S) **wants** (F/P) me (C) 18. to help (P) her (C). 19. **I** (S) **am** (F) a boy, 20. so (Aj) **I** (S) **don’t** (Fn) need (P) 21. to help (P) her (C) with the household chores (Ac).

Comlan: 22. No! (At) (mn) 23. **My friend** (S), **don’t** (Fn) say (P) that (C)!

24. Today (Ac), **both boys and girls** (S) **should** (Fml) do (P) household chores to help their parents (Ac). 25. **I** (S) **always** (Am) **help** (F) Abiba (Av), my elder sister (C) do (P) a lot of things (C) in the house (Ac) 26. although (Aj) **I** (S) **am not** (Fn) a girl.

Kokou: 27. **Do** (F) **you** (S) have (P) enough (Ca) time (C) **[[to learn (P) your lessons (Ac) // and (Aj) get (P) prepared (Ca) for your final exams?]]** (Ac) 28. What (Wh/C) then (Aj) **are** (F) **the duties of the parents?** (S) 29. Especially your mother and your elderly sister? (mn)

Comlan: 30. Listen to (F/P) me (C) carefully (Ac), Kokou! (Av) 31. Today (Ac), **life** (S) 's (F) hard (Ca). 32. **Both boys and girls** (S) **have to** (Fml) cope (P) on their own (Ac) to solve daily problems (Ac). 33. **Don't** (Fn) expect (P) 34. to live (P) all the time (C) with your parents (Ac). 35. **They** (S) **are** (F) now (Ac) too old (Ca) to take care of you (Ac) 36. and (Aj) **your sister** (S) **will not** (Fmns) **always** (Am) live (P) with you (Ac). 37. Before (Aj) **you** (S) **get** (F/P) married (Ca), 38. **you** (S) **need** (F/P) 39. to take care of yourself (P) for some time (Ac). 40. Even (Aj) married (Ca) (mn), 41. **you** (S) **need** (F/P) 42. to help (P) your wife (C) with household chores (Ac).

Kokou: 43. **I** (S) **see** (F/P)! 44. **You** (S) **are** (F) right (Ca). 45. **I** (S) **have to** (Fml) change (P) my behaviour (C) towards my parents, especially my sister (Ac).

Transitivity and Theme Analysis of Extract 4

Reading

Read this dialogue (Kokou and Comlan are classmates. They are telling each other how they live with their parents).

Kokou: 1. **Comlan you (S)** know (Pme) what (Ph)! 2. **My parents (T)** are (Pi) elderly persons (V). 3. **My father (T)** is (Pi) now (Cl) 75 (V) 4. **and my mother (T)** 70 (V). 5. **We (T)** are (Pi) three children (V). 6. Kike, Koffi and myself. 7. **We (Cr)** are (Pi) all at school (Cl).

Comlan: 8. **I (S)** see (Pme)! 9. **My parents (T)** are not (Pi) so old as yours (V). 10. **My father (T)** is (Pi) 58 (V) 11. **and my mother (T)** 48 (V). 12. **We (T)** are (Pi) only two children- Abiba and myself (V). 13. **We (Cr)** are (Pi) also (At) at school (Cl).

Kokou: 14. **[[What (A) annoys (Pm) me (G) most in the house (Cl)]] (Cr)** is (Pi) 15. **that Kike, my younger sister (S)** doesn't want (Pme) 16. **to do (Pm)** the household chores (G) alone (At). 17. **She (S)** wants (Pme) me (Ph) 18. **to help (Pm)** her (G). 19. **I (T)** am (Pi) a boy (V), 20. **so I (S)** don't need (Pme) 21. **to help (Pm)** her (G) with the household chores (Cm).

Comlan: 22. **No!** 23. **My friend,** don't say (Pv) that (Vb)!

24. **Today (Cl)**, both boys and girls (S) should do (Pm) household chores (G) to help their parents (Cc). 25. **I (S)** always help (Pm) Abiba, my elder sister (B) do (P) a lot of things (G) in the house (Cl) 26. **although I (T) am not** (Pi) a girl (V).

Kokou: 27. **DO (F) you (Pr)** have (Pp) enough (Ca) time (Pd) **[[to learn (Pm) your lessons (G) // and get (Pi) prepared (At) for your final exams?]]** (Cc) 28. **What (V)** then are (Pi) the duties of the parents (T)? (S) 29. Especially your mother and your elderly sister?

Comlan: 30. **Listen to (Pb)** me (Ph) carefully (Cm), Kokou! 31. **Today (Cl)**, life (Cr) 's (Pi) hard (At). 32. **Both boys and girls (A)** have to cope (Pm) on their own (Cm) to solve daily problems (Cl). 33. **Don't** expect (Pme) 34. **to live (Pm)** all the time (G) with your parents (Ca). 35. **They (Cr)** are (Pi) now (Cl) too old (At) to take care of you (Cc) 36. **and your sister (A)** will not always (Cm) live (Pm) with you (Ca). 37. **Before you**

(Cr) get (Pi) married (At), 38. **you (S)** need (Pme) 39. **to take care of yourself (Pm)** for some time (Cl). 40. *Even* married (At), 41. **you (S)** need (Pme) 42. **to help (Pm)** your wife (G) with household chores (Cm).

Kokou: 43. **I (S)** see (Pme)! 44. **You (Cr)** are (Pi) right (At). 45. **I (A)** have to change (Pm) my behaviour (G) towards my parents, especially my sister (Ca).

Table 4. Distribution of lexicogrammatical features in extract 4.

Mood Features							
Mood Types	Declaratives	Interrogatives		Modulated Interrogatives		Imperatives	Minor Clauses
Percentage (%)	82.22	04.44		00		04.44	08.88
Modality Types	Modalization				Modulation		
Percentage (%)	25				75		
Adjunct Types	Mood	Polarity	Vocative	Comment	Circumstantial	Conjunctive	Continuity
Percentage (%)	06.79	00	11.62	00	51.16	27.90	02.32
Transitivity Features							
Process Types	Material	Mental	Behavioural	Verbal	Relational	Existential	
Percentage (%)	29.54	20.45	02.27	02.27	45.45	00	
Circumstantial Types	Location	Extent	Manner	Cause	Accompaniment	Matter	Role
Percentage (%)	45	00	25	15	15	00	00
Theme Features							
Theme Types	Topical			Interpersonal		Textual	
Percentage (%)	80.39			01.96		17.64	

The Mood study of extract 4 reveals the use of such Mood types as declarative clauses (82.22%), interrogative clauses (04.44%), imperative clauses (04.44%) and Minor clauses (08.88%). As the study shows, the Mood structure of declarative clauses predominates over other sub-types. This denotes that the text is mainly concerned with giving information. Unlike the first three extracts, this extract contains Modality types: Modalization (25%) and Modulation (75%). These are used to encode meanings related to usuality or frequency of actions as well as (moral) obligation in the text. This extract also contains all but one of the Adjunct types: Mood (06.79%), Vocative (11.62%), Circumstantial (51.16%), Conjunctive (27.90%) and Continuity (02.32%). The Mood and Vocative Adjuncts are used to express interpersonal meanings in the text. The Circumstantial Adjuncts encode experiential content in the extract. The Conjunctive and Continuity Adjuncts function to ensure cohesion and coherence in the text. It is obvious in the foregoing Mood analysis that extract 4 is a text with an outer frame (Igboanusi, 2001); i.e., it is an interaction between two pupils: Kokou and Comlan.

Interestingly, the Transitivity analysis exudes that extract 4 involves five out of the six process types: material (29.54%), mental (20.45%), behavioural (02.27%), verbal (02.27%) and relational (45.45%). It is obvious in the foregoing that relational processes predominate over other process types. The use of this process type denotes that the text is just as much concerned with defining as describing participants (e.g. *are* in clause 2 and *is* in clause 3, etc.). The presence of material processes in the extract

shows that it is not only concerned with defining and describing participants, but it is also concerned with the actions these participants perform (e.g. *annoys* in clause 14; *to help* in clauses 21 and 42, etc.). This text is also concerned with psychological actions (e.g. *know* in clause 1; *see* in clause 8; *doesn't want* in clause 15, etc.), psychological and physiological action (e.g. *listen* in clause 30) and action of saying (e.g. *don't say* in clause 23). This text is characterized by its use of such simple grammatical structures as the simple present tense and active voice as well as relevant vocabulary items (e.g. *parents, father, mother, household chores*, etc.). It is also characterized by such circumstantial types as Location (45%) and Manner (25%), Cause (15%) and Accompaniment (15%).

Unlike the first three extracts, this extract includes the three sub-types of Theme: Topical (80.39%), Interpersonal (01.96%) and Textual (17.64%). The Topical themes in this extract fall into six categories: proper nouns (Comlan and Kike ...) in clauses (1 and 15), common noun (Both boys and girls) in clause (32), interrogative pronoun (what) in clause (28), noun phrases (my parents, my father, my mother, my friend and your sister) in clauses (2, 9, 3, 10, 4, 11, 23 and 36), nominal clause (What annoys me most in the house) in clause (14) and verbal nouns or/and predicators (to do, to help, listen to, to live and don't) in clauses (16, 18, 21, 42, 30, 34 and 33). It should be noted that these themes are referred to anaphorically with personal pronouns: "We" in clauses (3, 5, 7, 12 and 13), "I" in clauses (8, 19, 20, 25, 26, 43 and 45) and "You" in clauses (1, 27, 37, 38, 39, 41, 42 and 44), "They" in clause (35) and "She" in clause (17). Another remark in this extract is that one out of the Topical Themes is marked. The marked theme is "Today" in clause (24). The writer uses this marked theme to foreground Circumstantial information in the text (Allagbé, 2015). As Eggins (1994:319) observes, the use of marked Themes is "one realization of a careful written mode, in which the writer has planned the rhetorical development of the text..." While the Interpersonal themes in this extract function to realize its interactional structure, the Textual themes serve to create texture therein.

DISCUSSION OF THE FINDINGS AND CONCLUSION

As the lexicogrammatical analysis exudes, the language of the four extracts encodes the three kinds of simultaneous meanings people make when they use language in actual communication. The analysis of the extracts also shows that the writer of the books under study has adopted a progressive approach to the presentation of language: form and function. Findings unveil that the formal properties in the analyzed extracts are gradually presented to the learner, and this denotes that learning is guided by a principle; the principle is "first learn the elementary before the complex". For example, findings from the Mood analysis of the text from the *English Student's Book 6^e* disclose a simplistic paradigm of declaratives and interrogatives, as in: "My name's....." and "What's your name?" The dominance of Minor clauses in the text also denotes a simplistic interpersonal structure. Again, findings from the Transitivity analysis of the same extract reveal a simplistic paradigm of representation in that it contains only one process type. This process type is relational, and it is expressed by the copular verb "be" (it is the verb form *is* that is used all through) in the simple present tense. The exclusive

use of relational processes here indicates that the extract is just as much concerned with defining as describing participants: “My name is Mrs. Badu”, “What’s your name?” and “My name’s Samira”. The Theme analysis of the extract also exudes a simplistic paradigm of text-creation as it includes just one Theme type: Topical, and the Topical themes are knit around one and unique theme “introduction or/and presentation” as encoded in “My name” in clauses (2 and 4) and “What” in clause (3). As the learning process regarding the level progresses, the grammatical structures: interpersonal, experiential and textual, gradually increase in density and intricacy. This is noticeable in extracts 2, 3 and 4 too.

To illustrate the progressive approach to the presentation of language as contained in the books under study, an analogy is necessary. Learning can be analogous to the construction of a building. The elementary item in the construction of a building is the foundation and the complex item ranges from the Damp Proof Course (DPC) to the roof of the building. However, the distinction between what is elementary and what is complex in terms of formal and functional properties is not always clear-cut to teachers as there are students from different ethnic, linguistic and socio-economic backgrounds in the classroom setting. Hence, teachers often find it difficult to identify what is easy to assimilate and what is not for their learners. The suggestion here is that the teacher should abide by what the textbook says. But, there is a risk. The risk is that the teacher may end up getting stuck to the book and this may result in dependence which triggers lack of commitment and poor teacher input. This point raised calls the teacher’s attention to one issue. The issue is the need for an effective teacher input (ETI) in the EFL classroom setting. The effective teacher input is nothing else but all the conditions, arrangements and innovative provisions the teacher makes within the curricular framework in order to make his/her teaching effectively interesting for the learner. One of these could be the teacher’s teaching strategy or method, choice of didactic materials, etc. As regards teaching strategies or methods, for instance, it is advisable that the teacher adopt an eclectic or hybrid attitude toward them (although the syllabus under study cogently suggests that the teacher adopt the Present, Practice, and Produce (PPP) methodology which in the current researcher’s opinion poses a learnability problem, students do not simply learn the language the teacher presents to them) as no teaching strategy or method can be so efficient as to cover the needs or/and interests of the whole class at a time or continuously. A strategy or method that works today may not work tomorrow. How successful a curriculum will be depends on the choice of the teaching strategies or methods or, in other words, how the curriculum is implemented. The success alluded to here is the ability of the curriculum to make students proficient speakers of the English language. This fundamentally relates to the content or function of the curriculum.

As regards function, findings reveal a semantico-thematic relevance of the lexical choices constitutive of the extracts under scrutiny. This is to say, the lexical items made in the selected extracts (1, 2, 3 and 4) form semantic fields with many hyponyms and expectancy relations. These lexical items do encode the field, area of focus or social activity of the extracts. The choice of these vocabulary items is actually in conformity

with the learner's psychology, the culture and the age. These three notions are actually interrelated. The notion of age often goes hand-in-hand with that of linguistic input; i.e., what a learner need learn at a given age, stage or level usually orients the choice of lexis and grammar as well as the learning topics or vice versa. Given that every lexical item represents a signifier with or without a signified in the physical world, there is often a psychological or cognitive dimension to any choice people make in the lexicon of language (Yule, 2010, Akmajian, et al., 2015,). And this choice is usually made against the backdrop of the level of abstraction of the words. Culture or context in SFL terms points to the extralinguistic features that aid the interpretation of language (Akogbéto, Allagbé and Koussouhon, 2015). The meaning of a lexical item, say, a culture-specific word, referent or referring token can only be inferred from its context of use. For instance, consider the use of the referring token "We" in clauses (3, 5, 7, 12 and 13) drawn from extract 4. This token points back anaphorically to two different and varying antecedents: Kokou and Comlan, and their parents. How the learner is able to decipher or infer in a clear-cut manner which of the two referents this token refers to at a varied time in the text depends on the context of use. Context in its broader sense also includes the universe of everyday language use, the sum total of what people do with each other in conversation (Mey, 2001:49). Conversation or, say, language in use simply is often rife with as much intricacy as expectation, which only an informed or trained user is aware of. The utmost aim of language teaching is then to provide the learner with what people do with language, and not language itself. In other words, it is the teacher's role to teach or train learners on the lexicogrammatical dimensions of language given that being a proficient user of language means being able to use language to realize the three strands of meanings.

It follows from the foregoing to mention some of the implications of this study in Beninese EFL classrooms. First, this study raises teachers' awareness on the necessity to see the curricular content as containing both lexis and grammar. This implies that a new approach to teaching grammar should be adopted in Beninese EFL classrooms. Teachers should adopt a grammar of language use; a grammar that helps the learner to make meanings and choices. Second, findings from this study confirm that the CBA study programme is a hybrid curriculum; i.e., it combines both *form* and *content*, *grammatical competence* and *communicative competence*. In this sense, the CBA study programme overtly seems to be knit around the eight principles of CTL (Communicative Language Teaching), which should from now influence and shape EFL teachers' views of language teaching. The principles are the following:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second [or third] language learners and users, as it is with first [or second] language users.
3. A learner's competence is considered in relative, not in absolute, terms.

4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language- that is, that they use language for a variety of purposes in all phases of learning (Berns 1990:104 cited in Savignon 2002:6).

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