



## Halliday's Mood System: A Scorecard of Literacy in the English Grammar in an L2 Situation

### *O sistema de modo de Halliday: um quadro de resultados sobre o conhecimento da gramática da língua inglesa como L2*

Taofeek Olaiwola Dalamu

University of Lagos / Nigeria

lifegaters@yahoo.com

**Abstract:** It is no gainsaying that English is not only renowned in world affairs; its hegemony over other languages seems incontestable, and perhaps, unchecked. The domineering behavior has persuaded an L2 speaker to seek the knowledge of the language at all costs. It is fascinating to propose that the Halliday's mood system could play a vibrant role in the understanding of the structures of English. This basis inspired the study to elucidate the arms of the mood system as consisting of grammatical structures of declarative, imperative, and interrogative; semiotic domains of Mood and Residue; and interpersonal grammatical transposition of MOOD. For a practical purpose, the study examined ten texts of advertisements processed through the mood system. The analysis revealed the verbal group as containing the finite and the predicator. Moreover, in a situation of fusion, both Finite and Predicator shared the verbal functional entity in terms of tense and natural 'process' statuses. Furthermore, Subject, Finite, Predicator, Complement, and Adjunct (SFPCA) are the components of the declarative, Predicator, Complement, and Adjunct (PCA) represent the jussive imperative; and SPCAs are units of the suggestive imperative. The study suggested that the appreciation of mood systemic sequences could quicken an L2 speaker to a better-cum-fuller understanding of English grammatical system.

**Keywords:** English grammar; language acquisition; language learning; literacy; mood system.

**Resumo:** Não é novidade que o inglês é reconhecido mundialmente; sua hegemonia parece incontestável e talvez, sem julgamento. A dominância dessa língua persuade seus falantes como L2 a buscarem conhecimento sobre ela de todas as formas. É fascinante propor que o sistema de modo de Halliday poderia ter um papel importante na compreensão das estruturas do inglês. Essa ideia inspirou esse estudo a elucidar o papel do sistema de modo, o qual consiste de estruturas gramaticais declarativas, imperativas e interrogativas; que pertencem ao domínio semiótico de Modo e Resíduo e à transposição gramatical interpessoal de MODO. Para o estudo dez textos de propagandas foram processados através do sistema de modo. A análise revelou que o grupo verbal contém formas Finitas e Predicadores. Ademais, numa situação de fusão, ambos o sistema Finito e Predicador dividiam a função verbal de entidade funcional em termos de tempo e processos naturais. Além disso, Sujeito, Finito, Predicador, Complemento e Adjunto (SFPCA) são componentes de declarativas; Predicador, Complemento e Adjunto (PCA) representam o imperativo jussivo; e SPCAs são unidades do imperativo sugestivo. O estudo sugere que a observação de sequências sistêmicas de modo poderiam agilizar o conhecimento de um aprendiz de inglês L2 do sistema gramatical da língua.

**Palavras-chave:** gramática do inglês; aquisição de língua; aprendizagem de língua; letramento; sistema de modo

Submitted on February 10<sup>th</sup>, 2018

Accepted on June 26<sup>th</sup>, 2018

## 1 Introduction

Globalization has made English phenomenal in all facets of human endeavor. English, as a language, has assumed that status because of the functions that the world has assigned to it (GRADDOL, 1997). Functions such as expressive, signaling, argumentative, and descriptive elevate English in social domains of international law, mass media, aviation, academic affairs, internet, transfer of technology, etc. On top of all these, most academic research publications to develop the environment utilize English very virile, as a channel to propagate new thoughts and discoveries (SWALES, 1990). Given these responsibilities, literacy in English seems to have become irresistible to most people most especially in higher institutions of learning. That means people want to be knowledgeable in a language that has dominated the world affairs

beyond the rudimental level of alphabetical arrangements to form words (CRYSTAL, 1997). It interests the people to have the knowledge of how words are organized in English to produce good sentences that generate appropriate meanings and functions in global domains (GRADDOL, 1997).

That quest propels people, especially in a second language (henceforth: L2) situation, to value literacy in English. The L2 environment understands the need to have strong communicative skills in spoken as well as written English in order to function well in global affairs as earlier mentioned. It is in that regard that Akere (1998) describes literacy as entailing;

The acquisition of adequate knowledge of the formal grammatical features and their functions in the language, and ability to deploy this knowledge for use in reading and writing activities across a variety of educational, professional, and social contexts in a multilingual/multiethnic society in which English is used, as a second language (p. 16).

The understanding of English at the literate level, according to Akere, is to possess sufficient abilities of utilizing the grammatical features of English. The literate level does not only accommodate acceptable standard in society; it rather communicates appropriately to the audience of different fields. Besides, the literacy in English bridges a social gap that multilingual and ethnic issues have probably created. So, English sometimes can serve as a peacemaker among the people of diverse social groups, beliefs, and norms, bearing in mind that language is socio-culturally inclined. Then, to have adequate knowledge of the grammatical features of English does not only remove the bars of chaos in clausal nexuses; it is as well as building relationships among the users of the language.

Perhaps, in every L2 situation, acquiring/learning adequate knowledge of English poses a problem to those involved in its utilization due to grammatical rules. Language acquisition cannot be attained without adherence to its grammatical guidelines (AICKIN, 1693). That supposed challenge inspires the investigation to consider the Hallidayan mood system as a contributor to understand the nitty-gritty of the English language. Nonetheless, there are many studies on subject-specific literacy in various genres of mathematics, history, geography, media, visual arts

and sciences (GEROT; VAN LUEWEEN, 1986; LEMKE, 1990; GEE, 1990; MACKEN-HORARIK; ROTHERY, 1991; ROTHERY, 1993; MARTIN, 1993a, 1993c; UNSWORTH, 1997; CHRISTIE, 1999). Useful details are in Unsworth (2000, p. 246-259), and Bloor and Bloor (2004, p. 221-226). Going back to the basis, the mood system (as further expatiated later) describes the linguistic features of a clause in appropriate locations and forms. The system classifies the Subject and Finite as elements of Mood; whereas Predicator, Complement and Adjunct are devices of Residue. The characterization could influence the knowledge of the language leading to the user's proficiency in lexemic grammatical classes of contents and functions. Akere (1998) explains that the former belongs to the open system and the later associates with the closed set of English. The semiotic slots that Halliday assigns to the different grammatical categories assist teachers, learners, and users of English to understand the positioning of the facilities in the clause and the functions that those components perform therein. In respect of that, the principles of Halliday's mood system have stimulated the author to propose that adequate knowledge of the mood system terminologies has the capacity to influence the L2 to properly understand English. In the purview of the study, the L2 will be able to avoid haphazard organization of word classes, which could jeopardize adequate meaning potential in relation to certain cohesive connections. To achieve this, the writer exposes readers to the theoretical configuration of the mood system from purely Halliday's perspectives. Thereafter, that application predicates on ten advertisements in order to display the applications of the mood system on texts. The choice of advertisements rests on, perhaps, the style of the advertising industry regarding textual constructs.

### 1.1 Language acquisition and learning

The terminologies of acquisition and learning are two beds of a fellow. The two concepts are sometimes used interchangeably without given consideration to certain differences. Notwithstanding, the basis of such experience relies on the fact that both terms are ways of obtaining the *modus operandi* of the grammar of a language. On the one hand, acquisition refers to a process of gaining the knowledge of a language in a natural way. Such behavior is in infants, which is a gradual developmental process from being babbling to speaking the language. The speaking attitude is innate, on the ground, that it begins with a child from the sound

production known as cooing to holophrastic and to two-word stage, which observations report to begin from six months to barely two years of age. At that stage of two to three years, McLaughlin (1978), and Gabig (2013) argue that a baby begins to produce the telegraphic speech, perhaps, with the assistance of caretaker speech (ANDREWS, 1991; GRÜTER, 2014). After that stage the procedures of language acquisition become that of a child. At that point in time, Yule (1996) emphasizes, a child is at liberty to acquire the language on his/her own freewheel. This is accompanied with personal abilities to deploy both morphological and syntactic variables with necessary semantic implications.

On the other hand, learning a language seems not to occur at infancy unlike acquisition. So, the course of accumulating language as mathematics, physics, etc. in school is accountable as learning. Learning is deliberate and not innate; as it might be artificial, so, learning requires the assistance of a tutor. These factors might pose some constraints to learners of different age grades. The operation occurs through tutorials most times and not through maternal or paternal practices. The adaptation of adult tongue to the pronunciation of certain sounds of the new language, as Widdowson (1978, 1983) remarks, is somewhat provocative. The age barrier, for instance, above the age of puberty, is a constraint to the language learning process because of what Brown and Yule (1983), and Rogers (2017) call brain lateralization. The lateralization enhances loss of flexibility to learn the qualities of the novel language (MÅRTENSSON, 2007). Apart from slow learning, which Brown (1973), Krashen and Terrell (1983) claim that takes place at the optimum stage of eleven, twelve to sixteen, the embarrassment of peers through self-consciousness serves as a hurdle to learning a language (also in ASHER; GARCÍA, 1969; COLLIER, 2006). It is the explications, mentioned above, that one might say differentiate the acquisition of a language from its learning counterpart. The former indicates the first language acquisition of the mother tongue (henceforth: L1). The later demonstrates the learning of a language by the L2.

In all these, the study has created a harmony by freely utilizing the terms without any constraints on the basis that acquisition and learning seem not to have a strong semantic border of elongated social parameters. In language use, *to acquire* and *to learn* are synonymous. However, in learning the English grammar, acquisition apparatuses such as grammar-translation procedure, direct methodology, and audio-

lingual methodology have been employed. The use of dictionaries and communicative approaches, as teaching aids, support the learning of a language. As Yule (1996) suggests, common errors of the L2 in using English ought to be tolerated because of the interference of the mother tongue; the development of *interlanguage* could be counted as a necessity for the development of a probable new language emergence (also in RICHARDS, 1974; CHAMBERS, 1995; TARONE, 2001). Then, one could reiterate that the appropriate knowledge of the mood system of English if well taught and understood in classrooms (HOWATT, 1984) has the strength to right some wrongs in the syntactic organizations and semantic abstractions of the clause.

## 1.2 Sensitivity of SFL to language acquisition/learning

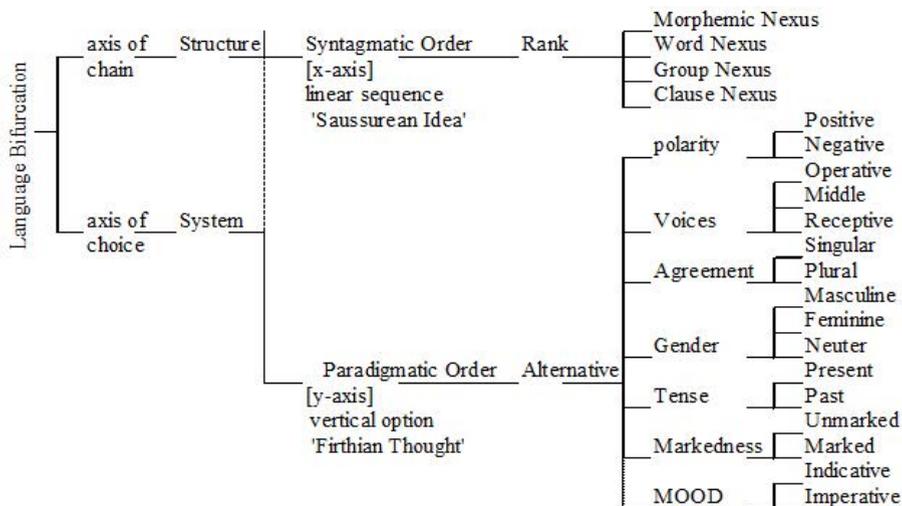
Choice is phenomenal in Systemic Functional Linguistics (SFL) because of a very strong relationship that the theory has with meaning potential derivatives. By choice, the study refers to the selection of certain lexicons in a particular socio-cultural context to communicate messages to recipients (DALAMU, 2017b). That is made possible owing to the remark of Bloor and Bloor (2004) that language consists of a set of systems, which offer a person an unlimited choice of ways of creating meaning. Meaning, based on that description, is central to any choice that a language user makes at any point in time (THOMPSON, 2014). No human being is born with language that is why a new born babe is incapable of speaking a language at the very point of birth. The language that human beings speak is first acquired after some years of birth (PAINTER, 1984). The learning of another language, perhaps, begins from adulthood. The stages of acquisition and learning might have persuaded Perret (2000) to attest that the study plans of a child language as accommodating certainty and that of adult as encircled with elements of uncertainty due to the learner's abandonment, fossility, time taking, etc.

A child makes choices in language acquisition at different levels of his/her age, as earlier stated. The choices, one could assert, are 'grammatical.' It is suggestible, then, that the choices of a child language can be drawn into systemic networks as that of the adult language, illustrated in Figure 1 below. On that ground, the protolanguage or telegraphic language has forms, organizations and semantic implications, as Halliday (2003a; 2003b) explains that acquisition is common to all children in exception of socially impaired ones. Thus, a child language,

in the standpoints of Painter (2000) and Christie (2002), is coherent in all social contexts. As a child produces coherent texts so does an adult in language production, which is more coherent. The language has cohesive ties most especially in the L1 situation. However, the connections in the L2 atmosphere cannot also be compromised for reasons of maturity, analysis as well as appropriate meaning derivatives.

In that regard, SFL constructs choice in the language of adults not only from a social perspective but also from the selection of linguistic facilities that build a structure of meanings. The relevance of SFL, concerning the concept of *choice*, is unwavering. Eggin (2004) submits that ‘formal grammatical approaches tended to prioritize the description of syntagmatic relations while functional grammatical approaches tend to prioritize the description of paradigmatic relations’ (p. 193). In consonance with Eggin’s comparative argument, SFL provides explanations for the vertical axis of texts; yet, it does not neglect the chain linearity that produces meaning. The axis of *choice* produces the axis of chain as interpreted in this study (KRESS, 1981, p. 4), as shown in Figure 1 below.

FIGURE 1 – System and structure of adult language (DALAMU, 2018a)



From Figure 1 above, the language dimension could be viewed from two perspectives as Kress argues that ‘The system network is the

grammar' (KRESS, 1981, p. 3). The system operates in the *Paradigmatic Order* that produces the sequential linearity of the *Syntagmatic Order*. The Syntagmatic Order is of the horizontal axis, which refers to 'what goes together with what' (BARTHES, 1967, p. 58-59; HALLIDAY; MATTHIESSEN, 2004, p. 22). In contrast, the Paradigmatic Order is of the vertical axis and refers to 'what goes instead of what' (p. 23). To associate with the claim of Halliday and Matthiessen that 'the grammar of a language is represented in the form of system network' (HALLIDAY; MATTHIESSEN, 2004, p. 22; *also in* MATTHIESSEN, 1993, p. 230), the nexuses (morpheme, word, group, and clause) are connected to the Syntagmatic Order in a linear sequence. The Paradigmatic Order is shown through the linguistic elements of markedness, tense, polarity, etc. in a vertical order. That means, the nature of choice in language offers infinite applications as human beings communicate daily for different purposes (GREGORY; CARROLL, 1978, p. 76). Out of these options, the study has considered the mood system from Halliday's (1995) insights to propagate literacy in English to an L2.

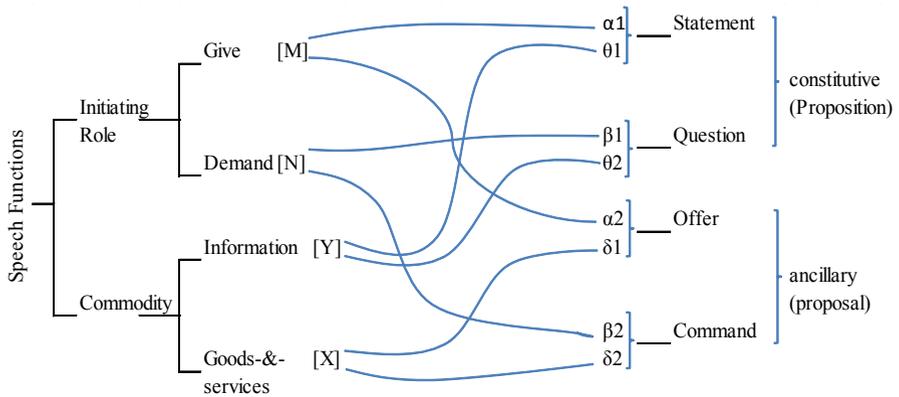
### 1.3 Halliday's mood system

Language, in the perspective of this study, is a means of communication between, at least two people. It is in that regard that one could consider that the main purpose of communication is to interact in order to enact meaning. Probably that view has influenced Kress and van Leeuwen (2003, p. 5) to argue that language cannot be viewed as a one-way system if a comprehensive analysis is going to be attained. Language seems to operate mutually between a speaker and the audience or a writer and the audience to exchange meaning. Ravelli (2000, p. 44) reports that 'Every act of communication is always an interaction.' The interaction at any point in time seems to have contents. The content may be for the purpose of influencing the character of a particular personality. It may be to provide information for somebody. The content of language choice may also be for the purpose of explaining things to somebody, etc. As mentioned earlier, the Interpersonal Metafunction provides insights into how to analyze and realize meaning from the exchange produced by the interactants. The concept, Interpersonal Metafunction, has been seen as a tool for explaining this aspect of 'lexicogrammatical' system in a textual interaction. In relation to interpersonal social interaction, Ravelli (2000) observes that:

Language... constructs and conveys some kind of interpersonal relationship... the relevant contextual variable here is Tenor – the role relationships relevant to the situation of the content. The Tenor of the situation reflected in and constructed of the interpersonal meaning of the text: what kind of personal relationship is constructed between the interactants in the situation, the attitudes and opinions expressed, the degree of formality or familiarity and so on (p. 44).

The Interpersonal Metafunction, in consonance with Ravelli’s (2000) claim, is concerned with the interaction between the speaker and listener(s). It is a grammatical resource for enacting social roles in general, and speech roles in particular, in dialogic interaction for establishing, changing and maintaining interpersonal relations. Halliday and Matthiessen (2014) explain that the speech functions of the Interpersonal Metafunction are meaningfully interconnected, as shown in the map below.

FIGURE 2 – Mood semantic resources (THOMPSON, 2004; HALLIDAY; MATTHIESSEN, 2014)



From the diagram in Figure 2.2 above, there is an indication of overlapping functions within the concepts. The ancillary portion covers the modulated interrogative and the imperative. The constitutive occupies a space for the declarative and interrogative clauses. The interrelationships come up where the modulated interrogative and declarative, as objects of offer and statement are employed by a speaker to give invitation to the audience to receive something (DALAMU, 2018b). The writer also

observes that the speaker deploys the imperative and interrogative to demand goods and services and information from the audience.

From the foregoing, one could infer that there are distinctive factors, as Eggins (2004) argues, which explain interpersonal communication. These are known as fundamental speech roles that lie behind communicative interactions. Halliday (1994) recognizes speech roles, as ‘giving’ and ‘demanding’ (good & services or information) as demonstrated in Table 1 below for further explications.

TABLE 1 – Basic speech roles (HALLIDAY; MATTHIESSEN, 2014)

Role in exchange	Commodity exchange	(a) Goods-and- services	(b) Information
<b>Giving</b>		<b>Offer</b> I'll help you out.	<b>Statement</b> We are nearly there.
<b>Demanding</b>		<b>Command</b> Listen to him.	<b>Question</b> Are you considerate?

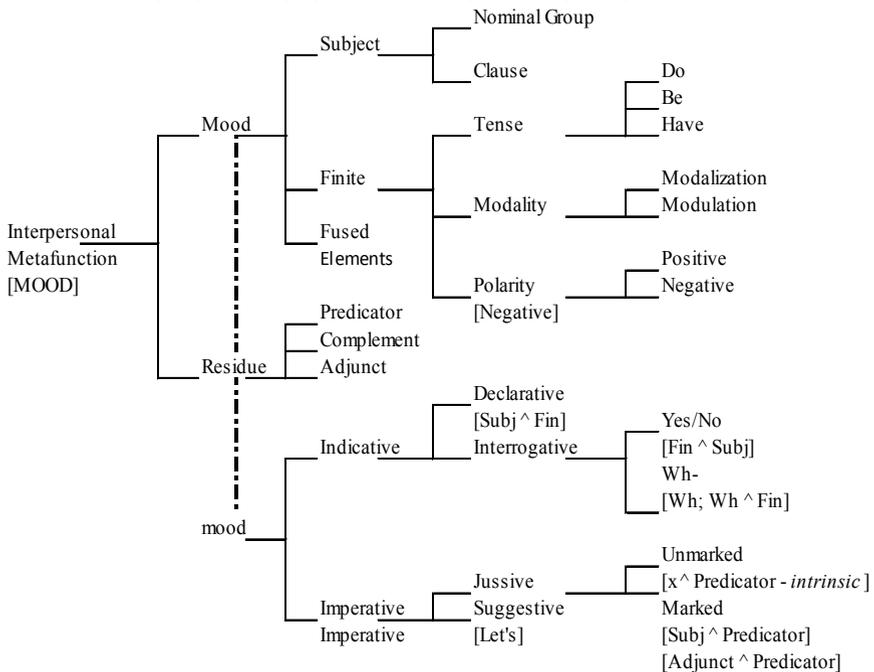
The clauses in Table 1 above indicate that ‘Listen to me’ in associated with the ‘imperative clause’ demanding goods and services from the decoder. The remaining three ‘We are nearly there. Are you considerate? I’ll help you.’ are reflections of ‘indicative clauses’ giving information, and goods and services to the listener.

In Halliday’s (1994) sense, the speaker is either giving a piece of information to a listener or the person is demanding something from an individual. Halliday (1994, p. 68) refers to ‘giving’ as ‘inviting to receive’, and ‘demanding’ as ‘inviting to give’. It seems that the speaker is not only doing something but also requiring something of the listener. Halliday further argues that, “...typically, there is an ‘act’ of speaking... something called ‘interact’: it is an exchange, in which giving implies receiving and demanding implies giving in response” (HALLIDAY, 1994, p. 68). Halliday and Matthiessen (2014) label the four speech functions as; offer, command, statement, and question. They further submit that in Interpersonal Metafunction, the principal grammatical system is that of Mood. The Mood is a technical term and does not have any relationship with everyday use of ‘mood’ i.e. a human feeling at a point in time (HALLIDAY; MATTHIESSEN, 2004, p. 106-108).

In respect of that, it necessitates that one deduces the important things from the mood system relevant to literacy in the L2 setting. First, the

grammatical Moods are matched with the speech functions of declarative, imperative, interrogative and modulated interrogative (EGGINS, 2004, p. 153). The speech functions demonstrate the participants' contributions in the role relationship *goings-on*. Second, the grammatical Mood identifies the relevant structure in the system. Thompson (2014) argues that the Mood system could be complex and some part intrinsic. However, the Subject is a nominal group and the finite is part of a verbal group of the clause. The finite is the operator in the clause (THOMPSON, 2004, p. 49). In Thompson's submission, the third aspect is the variants of *mood* in Systemic Functional Theory. Mood, with its 'M' is realized in the analysis of an independent clause as Subject + Finite. So, the functional logic of mood in the Interpersonal Metafunction could be expatiated thus: *MOOD* = grammatical transpose; *Mood* = Subject + Finite; and *mood* = grammatical structures – declarative, interrogative, and imperative. Figure 3, below, expounds information of mood system in a graphical network.

FIGURE 3 – Halliday's Mood system network of English (HALLIDAY; MATTHIESSEN, 2004)



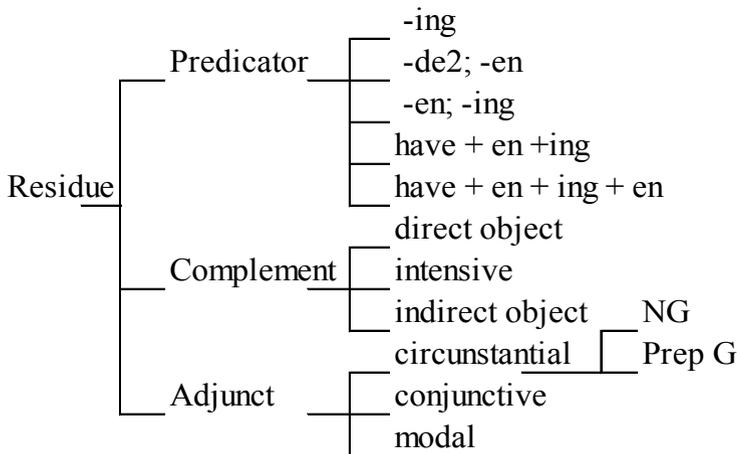
The system network above indicates two types of mood. The first mood exemplifies the core ideas of the constituent of a clause that contains the Subject, Finite, Modality, Fused Element and Residue. The second mood illuminates the type of clauses as illustrated below. It is argued that:

It is usually relatively easy to identify the Subject, and only a little less difficult to identify the Finite, but in cases of doubt (at least in declarative clauses) we can establish exactly what the Subject and Finite of any clause are by adding a tag question (THOMPSON, 2004, p. 50).

From Thompson’s view, it is clear that some analysts may encounter some challenges in the area of its Finite’s identification. It is shown that the Finite is the first functional element among the verbal group. It is most easily recognized in yes/no questions, since it is the auxiliary, which comes in front of the Subject. In few occasions, as earlier emphasized, the Finite is ‘fused’ with the lexical verb (THOMPSON, 2004, p. 49).

Fourth, the Residue relates to recipients other functional elements of the interpersonal metafunction. These are: Predicator, Complement and Adjunct. The illustration in Figure 4 appreciates the resources of Residue in the clause.

FIGURE 4 – Systemic resources of Residue (BLOOR; BLOOR, 2004)



Although there is a separation of the Finite and Predicator, as illustrated in Figure 3 and Figure 4, the two elements are resources of verbal group (VG). Except in a circumstance where operational fusion of verbs represents the present and past tenses, the first element of VG realizes the finite operator, while the remaining component functions as the lexical stem (THOMPSON, 2014). The Finite demonstrates the agreement of person and number as well as negative polarity. Predicator realizes the lexical verb. That has made Predicator significance in all major clauses. Complement is realized by a nominal group (NG), occurring in the forms of direct object, intensive, and indirect object. It is on that basis that Berry (1975) argues that Complement answers the question, who, whom or what? Bloor and Bloor (2013) elucidate Adjunct from an etymological point of view that it is something joined to another thing. As optional clause resources, there are circumstantial, conjunctive, and modal adjuncts realized by adverbial or propositional phrases. Nevertheless, in a case where an adverb or a preposition serves as the marker, the NG is most times functional to support the Adjunct (HALLIDAY; MATTHIESSEN, 2014).

A linguistic theory is about application. That means the significance of a theory rests on its diverse applications to solve some problems of human beings. Halliday (1994) attests to that by articulating a theory as leaning toward the applied rather than the pure, functional rather than the formal. It is the same orientation that Halliday (1985, p. 7) adds that ‘The value of a theory lies in the use that can be made of it, and I have considered a theory of language to be essentially consumer-oriented’ (also in BLOOR; BLOOR, 2004, p. 231). Halliday’s claims persuade the author to consider the application of the mood system to advertising texts. The choice of advertising text, as mentioned earlier, is based on the deliberate choices that publicity experts deploy to sensitize consumers in order to patronize commodities. The intention underlying the construct of such texts can position the functional elements as useful resources in learning the structures of English.

## 2 Methodology

### 2.1 Participants

Two people – Bonke and the researcher-author – participated in this study. The involvement of the second individual became a necessity in order to smoothen the advertisements' collection process. Bonke, a 35 year old lady, assisted in driving the author round some streets in the Lagos metropolis. The engagement of the lady anchored on her dexterity in mastering the streets of Lagos as most billboards are placed in critical areas of the city. Her familiarization with the researcher and consistent cooperation stimulated the choice of the individual to partake in the data collection procedures. The choice of collecting some advertisements in Lagos was based on the fact that Lagos is Nigeria's commercial nerve center that attracts communications of institutions.

### 2.2 Instruments and design

Three separate electronic devices functioned in the collection procedures of the advertisements. These are: a *Samsung*® WB50F camera, an *Etisalat*® Internet modem and an *hp*® laptop. The researcher utilized WB50F camera to capture advertisements in billboards and the Punch newspaper while both the modem and the laptop assisted the data collector to download advertisements from the Internet. The idea of collecting the data from three domains was to ensure the gathering of a quantum of advertising resources very relevant to the study. In all, 30 advertisements were collected as the population. Through a sampling method, the advertisements were stratified into 10 parts in order to make appropriate choices from the advertising communications.

### 2.3 Procedures

The researcher, as exemplified above, divided the population of 30 advertisements into 10 sub-groups, where one advertisement was selected from each stratum. Thus, 10 advertisements operate in the study, as the subjects of analysis. The motivation for the choice of the subjects rested on the organization of the grammatical components of the advertisements, the kind of clauses that the communications produced, and the semantic implication of the textual constructs. In addition, the choice of the texts is with the assumption that advertising employs texts

with freedom in relation to the poetic license of the industry. That, the author believes could provide readers variegated nature of texts' utilization in the advertising workshop without probable checks. One could also reiterate that Bonke's acquaintance with the author, mutual solidity, and common-ground firmness made the advertisements' collection a fun of sort. A token of ₦10,000.00 (Nigerian currency) was paid to the second participant anytime we went out for data collection activities. Although the compensation was not the actual charges; the payment was meant for fueling the vehicle and personal maintenance for a moment.

As presented below, as well as illustrated in Figure 5, the texts from 10 different advertisements were considered with the application of the Halliday's mood system. The author appreciates the mood system as topical and conceptual so that an example of its application could be generated, as a choice that enhances learning possibilities of English. To expound the plausibility of the theoretical scope, as an entity that helps to report the frequency of each linguistic element in the semiotic slot (LEECH; SHORT, 1981), the investigation has employed tables and bar chart to account for the values of the analyzed sub-units. It is based on this report that the discussion becomes effective by giving consideration to the nature of the clause as well as the intertwining grammatical sequences. Of importance are the symbol '®' and the notion 'TEXT.' The former annotates a registered company/product; while the latter denotes textual strings in the advertising plates.

## 2.4 Data presentation

This study displays the textual structures of the 10 advertisements thus:

*TEXT 1: //Enjoy 205% #RealBonus on your recharges to call all networks.//*

*TEXT 2: //Seize the Holiday.// Here's a lineup of interesting stories from our 635 blog for your reading pleasure.//*

*TEXT 3: //Just grow.// Something you don't have to walk before you fly.// Zero COT account.//*

*TEXT 4: //Nothing prospers without work.// May your work always bring you prosperity.// Happy Workers' Day from all of us.//*

*TEXT 5: //Art is not just what you see //but what you feel.//*

TEXT 6: //Let’s celebrate our winning spirit.//

TEXT 7: //Unity Bank celebrate Nigeria at 55.//

TEXT 8: //Spread the love this season.// Send MTN data gift to friends and family.//

TEXT 9: //The opportunity to create a better tomorrow starts with them.// Happy Children’s Day.//

TEXT 10: //The future is bright.// Reach for Peak.//

**2.5 Data analysis**

The figure below indicates the applications of the mood system to the structures of English.

FIGURE 5 – Analysis of the organs of the mood system

TEXT 1	Enjoy	25%#RealBonus	on your recharges	to call all networks			
	Predicator	Complement	Adjunct	Adjunct			
	Residue						
TEXT 2	Seize	the Holiday	Here	's	a lineup stories	from our	for your
	Predicator	Complement	Subject	Finite	Complement	Adjunct	Adjunct
	Residue		Mood		Residue		
TEXT 3	Just	grow	Something	you	don't	have to walk	before you fly
	Adjunct	Predicator	Complement	Subject	Finite	Predicator	Adjunct
	Residue		Mood		Residue		
TEXT 4	Zero COT Account						
	Complement						
	Residue						
TEXT 4	Nothing	prosper		without work			
	Subject	present: Finite	prosper: Predicator	Adjunct			
	Mood		Residue				
	May	your work	always	bring	you prosperity		
	Finite	Subject	Adjunct	Predicator	Complement		
	Mood			Residue			
	Happy Workers' Day		from all of us				
			Adjunct				
Minor Clause		Residue					

TEXT 5

Art	is not	just	what you see
Subject	Finite	Adjunct	Complement
Mood			Residue

but	what	you	feel
Conj	Adjunct	Subject	present: Finite
	Residue	Mood	feel: Predicator
			Residue

TEXT 6

Let's	celebrate	our winning spirit
Subject	Predicator	Complement
Mood	Residue	

TEXT 7

Unity Bank	celebrates	Nigeria	at 55
Subject	present: Finite	celebrate: Predicator	Complement
Mood		Residue	

TEXT 8

Spread	the love	this season	Send	MTN data gift	to friends & family
Predicator	Complement	Adjunct	Predicator	Complement	Adjunct
Residue			Residue		

TEXT 9

The opportunity to create a better tomorrow	starts	with them
Subject	present: Finite	start: Predicator
Mood		Residue

Happy Children's Day
Minor Clause

TEXT 10

The future	is	bright	Reach	for Peak
Subject	Finite	Complement	Predicator	Adjunct
Mood		Residue	Residue	

The multifaceted applications of SFL (CHRISTIE; UNSWORTH, 2000; BLOOR; BLOOR, 2004) have made it possible for the theory to be a resourceful device in interdisciplinary domains. As such, SFL accommodates resources of other disciplines to thrive along with them. Therefore, the study could illustrate the claim by allowing technological tools of the table and graph, following Dalamu (2017c), to assist in reporting the frequency (TYLER, 1994) of the mood systemic elements shown in Figure 5 above. In that regard, as an L2 recipient is learning the organs of English clauses exemplified through the mood system the individual is also understanding SFL as an ‘axe’ that breaks in pieces linguistic elements into exponential values as shown in the results below.

### 3 Results

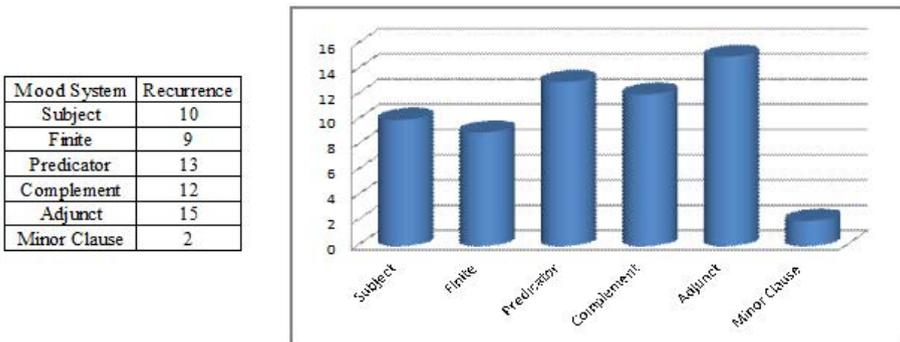
Table 2 and Figure 6, below, compute the recurrent grammatical components of the texts of the 10 advertisements analyzed in Figure 5 above.

TABLE 2 – Calibration of the mood system devices

Mood System	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Text 7	Text 8	Text 9	Text 10	Total
Subject	0	1	1	2	2	1	1	0	1	1	10
Finite	0	1	1	2	2	0	1	0	1	1	9
Predicator	1	1	2	2	1	1	1	2	1	1	13
Complement	1	2	2	1	1	1	1	2	0	1	12
Adjunct	2	2	2	3	1	0	1	2	1	1	15
Minor Clause	0	0	0	1	0	0	0	0	1	0	2

Figure 6 translates the calibration in Table 2 to a table and bar chart to illustrate the recurring capacity of the mood system facilities.

FIGURE 6 – Recurrence of Mood system devices



There are three clear segments in Figure 6. That is, Mood, Residue and Minor Clause. Actually, Minor Clause is not part of the mood system; it is ‘sets’ in English. The inclusion of the Minor Clause only assists in accounting for the element, as being functional in the communication structures. The frequency of Mood is 19. Subject accounts for 10; while Finite records only 9. The second part is the Residue with a frequency of 40 times. In the structural domain, the contribution of Predicator is 13, Complement is 12, and Adjunct is 15 on the graph. On the one hand, Subject records the higher value in the Mood. On the other hand,

Adjunct provides the highest value in the sphere of Residue. However, the operational values of Adjunct and Predicator are the highest in all the mood systemic devices. It refers that Adjunct and Predicator are the commonly deployed facilities in the advertising texts considered as samples. For an L2, one could quickly remark that Predicator appears as a norm in most communicative constructs in exception of punctuated components; its identification could augment a smooth learning procedure.

#### 4 Discussions

As the study focuses on an L2 situation, it becomes imperative to state that the discussion offers explanations to the analysis from three distinct perspectives. Having stated earlier in the theoretical review that the mood system nuances comprise the *Mood* (as Subject + Finite), *MOOD* (as the grammatical transpose of Interpersonal Metafunction), and *mood* (as the grammatical structures of the clause), in that light, the analyst provides explanations to the nature of the clause in the texts. In addition, the offering of the discussion examines the mood system, represented as MS, in the texts in relation to the residual devices, and how the structural organization could assist a learner of English in securing the knowledge of the second language especially in higher institutions. This has also been made possible by occasional referential interconnectedness, for instance, of TEXT 6 and TEXT 7.

##### TEXT 1



The grammatical structure of TEXT 1 is imperative, functioning as command. It has *enjoy* as Predicator accompanied with Complement, *25%#RealBonus* and two Adjuncts. The Adjuncts – *on your recharges* and *to call all networks* – are circumstantial communicative devices. All these elements flourish in the realm of Residue. Predicator, *enjoy*, is the central functional facility of the clause because the constituent points recipients to a particular event. That is, *25%#RealBonus*, which is nominal group (NG) in the domain of Complement. The two circumstantial Adjuncts have *on* and *to* respectively as markers, qualifying the segments as prepositional phrases. Apart from the Complement, the significance of the NG is also obvious here. The NGs concretize the Adjuncts, as being prepositional phrase. The imperative clause of TEXT 1 directs recipients of the message to get engaged in the *RealBonus* for their satisfaction at an enhanced place and degree. MS = Predicator + Complement + Adjunct + Adjunct (PCAA).

## TEXT 2



*Seize the Holliday* in TEXT 2 is imperative that accommodates *Seize*, Predicator and *the Holliday*, Complement. The verb, *Seize*, functions as Predicator that enjoins readers to take advantage of an opportunity that the day provides for individuals. The seizure is on *the Holliday* as an intensifier. To this end, *Holliday* operates as an intensive Complement. The second clause, *Here's a lineup stories from our 635 for your reading pleasure*, is a declarative. The structure offers a general statement on how readers will spend *the Holliday* with *a lineup of stories*,

which is Complement. *Here* as ‘dummy’ Subject serves as a pointer referring the public to the plan of GTB<sup>®</sup> for *the Holliday*. The component further creates a locative setting. ‘S is the Finite of the clause with two Adjuncts *from our 635* and *for your reading pleasure*. Both Adjuncts are circumstantial devices of purpose placed in the fields of prepositional phrase. MS + Predicator + Complement (PC); MS + Subject + Finite + Complement + Adjunct + Adjunct (SFPA).

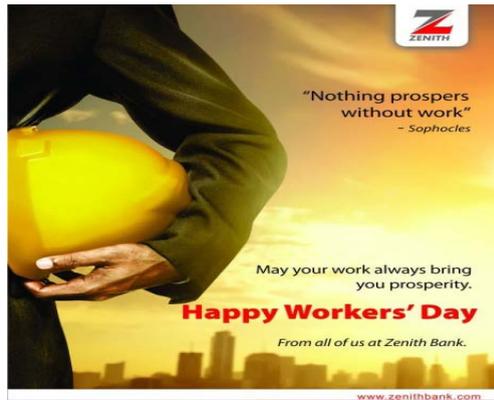
## TEXT 3



There are imperative and declarative clauses in TEXT 3. The imperative *Just grow* is a combination of Adjunct, *Just* and Predicator, *grow*. The semantic implication is a reference made to a crawling child in the advertisement's frame to ensure that the individual develops in a simple way. It is a sort of encouragement, where clause two, *Something you don't have to walk before you fly*, expatiates the Subject, *you*, as a pointer to the child. In that same Mood section, *don't* operates as Finite. *Don't* is a primary modal verb in negative polarity, as an indicator of objection to the Predicator, *have to walk*. *Have* is another modal verb, accompanied with a lexical verb in its 'to infinitive' form. The information of the declarative is joined with Adjunct. That is, *before you fly*, which represents a prepositional phrase. *Before you* is a circumstantial device of time, answering a question 'when?' *Before* is a prepositional marker of the Adjunct. The third component is an elliptical construct of NG. The

study places the component as Complement because of the information that *Zero COT Account* provides in the plate. MS = Adjunct + Predicate (AP); MS = Complement + Subject + Finite + Predicator + Adjunct (CSFPA); MS = Complement (C).

## TEXT 4



The three clauses in TEXT 4 consist of two declaratives and a minor clause. First, *Nothing prospers without work* is an embodiment of Subject, Finite, Predicator, and Adjunct. *Nothing*, as Subject, pinpoints inconsequential entity. The structural constituent demonstrates emptiness. The ‘process’, *prosperes*, is fascinating because it is a fused element of two pieces of information – of Finite in the present form and Predicator in the zero verbal lexical level. The dual operations of the verb in its natural level seem to exhibit a distinction of SFL. The division of *prosperes* into Finite and Predicator promotes the beauty of SFL ‘dicotomizing’ the verbal group into several variants, most especially, of the past and the present. The circumstantial Adjunct of *without work* is a prepositional phrase, indicating accompaniment in a negative way. *Without work*, as used in the clause, extends the message of the Mood.

Second, *May your work always bring you prosperity* sounds prayer-like, else, one could have tagged the linguistic structure as an interrogative clause on the ground that it begins with the Finite, *May*, followed by the Subject, *your work*. The reversal is quite unlikely in declarative clauses. Nonetheless, in the corridor of spirituality, it is a declarative statement of exhortation. *Always* is a modal Adjunct for it

functions in the domain of the clause Mood. *You prosperity* is what the author could label as a compound Complement. This is on the basis that it is a combination of direct object, *you*, and indirect object, *prosperity*. The message sensitizes readers to hard work, as the authentic means of getting rich in life. Third, *Happy Workers' Day* is a minor clause seconded with a prepositional phrase. Although, minor clause is not analyzable, the analysis separates the Adjunct out of it to show the source of the information. *From all of us* is a locative tool of a place. The structure assists recipients to pinpoint where the message comes from. The analysis of the circumstantial Adjunct supports a claim that if a minor clause cannot be investigated, any residual element around its configuration can be (HALLIDAY; MATTHIESSEN, 2004). MS = Subject + Finite + Predicator + Adjunct (SFPA); MS = Finite + Subject + Adjunct + Predicator + Complement (FSAPC); MS = Minor Clause + Adjunct (Minor A).

## TEXT 5



TEXT 5 contains a complex clause. In SFL courtesy demands that clauses must be considered in their simple forms. Thus, the analyst has segmented the complex units into simple clauses of *Art is not what you see; but what you feel*. *Art* and *is not* are Subject and Finite respectively in the present formation. *Just* is a modal Adjunct for the part occurs in the Mood domain. *What you see* could have been a separate clause unit; yet,

as its functions, the arrangement is Complement in the adverbial group. *What* is the marker-cum-adverbial that introduces the Complement.

The second, *but what you feel*, is a bit similar to the first. Nonetheless, the introduction of Conjunction, *but*, in its paratactic stand demarcates the function of *what* in the first clause from the second one. The linker, *but*, introduces the second clause to negate the activity of the Complement in the first clause. As a result, *what*, as an adverbial, operates as Adjunct to the Mood, expressed as Subject, *you* and Finite, *feel*. The position of *feel* in TEXT 5 equates that of TEXT 4. *Feel* indicates the ‘presentness’ of Finite as well as the neutrality of the lexical verb, *feel*, serving as Predicator. Therefore, the message demonstrates not just a degree of perception, but also a great sensibility, appealing to readers’ emotional statuses. MS = Subject + Finite + Adjunct (SFA); MS = Adjunct + Subject + Finite + Predicator (ASFP).

#### TEXT 6



Despite that the clause in TEXT 6 has a Subject, its grammatical condition remains as imperative. Once in a while, an imperative clause can have Subject. In that case, a commanding grammatical structure with Subject is known as ‘suggestive’, while the ordinary imperative is called ‘jussive’ (THOMPSON, 2014). Given that, *Let’s*, in TEXT 6, functions as a suggestive component. The structure is not only suggestive; it is as well as exhibiting subtleness of gentility of the narrator. The invitee which is *Conoil*<sup>®</sup>, perhaps, decides to avoid a commanding tone at this

point in time of festivity. It then becomes necessitated to shun the usual advertising language in order to adopt a communication of tenderness and amiability. *Celebrate* is Predicator, supported with *our winning spirit*, Complement. As such, the associative feelings of the advertiser might have influenced the mildness of the message. MS = Subject + Predicator + Complement (SPC).

## TEXT 7



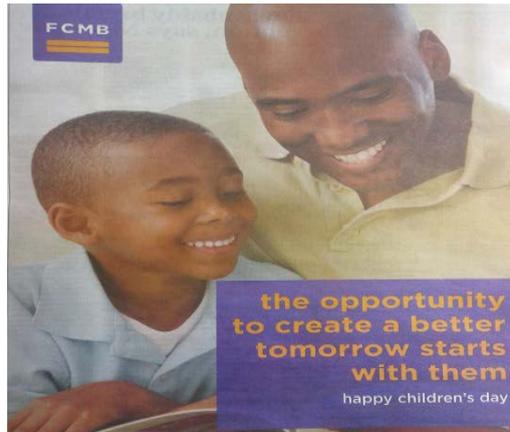
The clause of items in TEXT 7 employs *celebrates* in a function different from the experience in TEXT 6. This is notable because the former is enclosed in the declarative clause; while the latter is accommodated in the imperative clause. *Celebrates* in the declarative in TEXT 7 has its distribution into Finite in the present form, and Predicator as an appreciation of the verb, *celebrate*, in its natural lexical atmosphere. The Subject is *Unity Bank*<sup>®</sup> with *Nigeria* as the Complement. As earlier mentioned, both Subject and Complement are NGs, participating in a similar event of a solemnized honor. The circumstantial Adjunct reveals the engagement of the entities in the joyful ceremony, factorized in relation to time. That is, *at 55*. The stipulated time enhances the information, deployed to recipients, as a creator of the needed understanding of a particular period of time. MS = Subject + Finite + Predicator + Complement + Adjunct (SFPCA).

## TEXT 8



There are two imperative clauses in TEXT 8 appealing to readers to take an action in a certain direction. These are: *Spread the love this season* and *Send MTN data gift to friends & family*. The two imperatives utilize similar constructive grammatical sequences as Predicators – *Spread, Send*; Complements – *the love; MTN data gift*; and Adjuncts – *this season, to friend & family*. As these linguistic facilities operate in the spheres of Residue, it is striking that *this season* in the first clause functions as Adjunct. The basis is that *this season* indicates time. It is possible to place *this season* in parallel with *Now*, as a circumstantial Adjunct. It is in that respect that the study has considered *this season*, as a circumstantial Adjunct, pointing readers to the present happening of the environment. *To friends & family* in the second clause is also a circumstantial Adjunct, deploying *to* as the prepositional marker, referencing a location with complex NG. The semantic implication of the texts is that readers should disseminate affectionate message to various relatives using MTN communication tools. MS = Predicator + Complement + Adjunct (PCA); MS = Predicator + Complement + Adjunct (PCA).

## TEXT 9



The verbal fusion behavior is also available in TEXT 9. To recapitulate, the synthesis is a situation where the verb, *starts*, is shared to function as Finite in the present tense and Predicator, accepting the ‘process’ in its natural *start* status. The beauty of *starts* is that the lexeme operates in the domains of Mood and Residue at a go in order to accomplish dual purposes. The Subject, *The opportunity to create a better tomorrow*, is NG. The experience of its longevity rests on post-modification device of *to create a better tomorrow* that provides more information about the nominal components. That is, *The opportunity*, which functions as Head. At the end of the clause is a circumstantial *with them*. This circumstantial Adjunct assists in offering further information to Participants and Process of the clause. The second linguistic unit is Minor Clause, *Happy Children’s Day*, as a means of felicitating and commemorating with children. The text declares that children of today are the future leaders. That remark might influence the analysts to argue that profitable advancement in society relies on children (DALAMU, 2017a). MS = Subject + Finite + Predicator + Adjunct (SFPA); MS = Minor Clause (Minor).

## TEXT 10



There are one declarative, *The future is bright* and one imperative, *Reach for Peak*<sup>®</sup>, in TEXT 10. The declarative makes a statement relevant to the future; while the imperative connects recipients to consumption of Peak milk. *The future* and *is* serve as Subject and Finite, as accommodated in the Mood section. *Bright* is Complement, as an illustration of how tomorrow will be illuminated. In that respect, *The future*, from the point of view of the stylist, holds goodies for readers provided consumption patronage of *Peak* is certain. That is the motive for sensitizing the public to *Reach for Peak*. The command appeals to recipients to buy *Peak* so that individuals can shine in all their future endeavors. *Reach* is Predicator and *for Peak* is a circumstantial Adjunct in the makeup of prepositional phrase. The Adjunct functions as an accompaniment to *Reach*. The declarative has Mood and Residue while the imperative has Residue only. The communication connects the patronage of Peak to the future in order to fascinate the audience. MS = Subject + Finite + Complement (SFC); MS = Predicator + Adjunct (PA).

## 5 Conclusion

The Halliday's mood system elucidates the components of the English grammar in clear terms that make the learning of English easy for an L2. Observations from the analyzed texts show that adequate knowledge of the language enhances its deployment in organizational structures that users desire. On the one hand, the study demonstrates that

SFL appreciates finite elements as either been past or present. The creation of semiotic slots for clausal organs is a ‘good as gold’ strategic pattern to understand the nitty-gritty of the segments of English, exhibiting grammatical structures of the imperative, declarative, and interrogative facilities. On the other hand, besides the Adjunct that intrudes into the Mood arena, Subject and Finite mostly operate in the Mood; whereas the domain of the Residue consists of Predicator, Complement, and Adjunct only irrespective of the manner that users organize the grammatical structures. In addition to that, a normal structure of the declarative is SFPCA; while the jussive imperative is PCA. Therefore in some respect, the appropriate studying on the English structures through the linguistic instruments that the mood system offers could assist an L2 not only to understand the language but also to employ its structures in personal thematized ways. This conceptual insight could also reduce the challenge of an L2, organizing and communicating the English structural sequences in haphazard manners in social practices.

## References

- AICKIN, J. *The English Grammar*. England: Scolar Press, 1693.
- AKERE, F. *The English Language: Knowledge and Tool for Developing a Literate Society*. Akoka, Yaba: University of Lagos Press, 1998.
- ANDREWS, I. *Telegraphic Language*, 1991. Available from: <<http://ian-ndrews.org/texts/telegraphic.pdf>>. Accessed on: Jun. 26, 2016.
- ASHER, J. J.; GARCÍA, R. The Optimal Age to Learn a Foreign Language. *The Modern Language Journal*, [s.l.], v. 53, p. 334-341, 1969. Available from: <<http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.1969.tb04603.x/abstract>>. Accessed on: Apr. 12, 2014.
- BARTHES, R. *Elements of Semiology*. London: Cape, 1967.
- BERRY, M. *Introduction to Systemic Linguistics 1: Structures and Systems*. London: Batsford, 1975.
- BLOOR, T.; BLOOR, M. *The Functional Analysis of English*. Great Britain: Hodder Arnold, 2004. Doi: <https://doi.org/10.4324/9780203774854>
- BLOOR, T.; BLOOR, M. *The Functional Analysis of English*. Abingdon: Oxon; Routledge, 2013.

BROWN, G.; YULE, G. *Teaching the Spoken Language*. Cambridge: Cambridge University Press, 1983.

BROWN, R. *A First Language: The Early Stages*. Harvard: Harvard University Press, 1973. Doi: <https://doi.org/10.4159/harvard.9780674732469>

CHAMBERS, J. K. *Sociolinguistic Theory*. Oxford, England: Blackwell, 1995.

CHRISTIE, F.; UNSWORTH, L. Developing Socially Responsible Language Research. In: UNSWORTH, L.; CHRISTIE, F. (Org.). *Researching Language in Schools and Communities*, London: Cassell, 2000. p. 1-26.

CHRISTIE, F. (Org.). *Pedagogy and Shaping of Consciousness: Linguistic and Social Processes*. London: Cassell, 1999.

CHRISTIE, F. *Classroom Discourse Analysis: A Functional Perspective*. London; New York: Continuum, 2002.

COLLIER, V. P. *The Effect of Age on Acquisition of a Second Language for School*, 2006. Available from: <[http://www.thomasandcollier.com/assets/1988\\_effect-of-age-on\\_acquisition-of\\_12-for-school\\_collier-02aage.pdf](http://www.thomasandcollier.com/assets/1988_effect-of-age-on_acquisition-of_12-for-school_collier-02aage.pdf)>. Accessed on: Sep. 30, 2015.

CRYSTAL, D. *English as Global Language*. Cambridge: Cambridge University Press, 1997.

DALAMU, T. O. Nigerian Children Specimens as Resonance of Print Media Advertising: What for? *Communicatio*, [s.l.], v. 11, n. 2, p. 79-111, 2017a.

DALAMU, T. O. Narrative in Advertising: Persuading the Nigerian Audience Within the Schemata of Storyline. *Anu. Filol. Lleng. Lit. Mod.*, [s.l.], v. 7, p. 19-45, 2017b.

DALAMU, T. O. *135, A Discourse Analysis of Language Choice in MTN® and Etisalat® Advertisements in Nigeria*. 2017. Thesis (PhD) – School of Postgraduate Studies, University of Lagos, Lagos, 2017c.

DALAMU, T. O. Creativity as Choice in Etisalat Advertising Texts. *Lagos Review of English Studies: A Journal of Language and Literary Studies*, Lagos, v. 18, n. 1, p. 147-172, 2018a.

DALAMU, T. O. Illuminating Systemic Functional Linguistics as a Viable Tool of Digital Humanities. *Digital Studies/le champ numerique*, 2018b. In press.

EGGINS, S. *Introduction to Systemic Functional Linguistics*. London: Continuum, 2004.

GABIG, C. S. Telegraphic Speech. In: FRED R. V. (Org.). *Encyclopedia of Autism Spectrum Disorders*. New York: Springer, 2013. p. 3076-3086.

GEE, J. P. *Social Linguistics and Literacies: Ideology in Discourses*. London: Falmer Press, 1990.

GEROT, J. O.; VAN LUEWEEN, T. (Org.). *Working Conference on Language in Education: Language and Socialization*. Sydney: Macquarie University, 1986.

GRADDOL, D. *The Future of English?* London: British Council, 1997.

GREGORY, M.; CARROLL, S. *Language and Situation*. Boston: Routledge & Kegan, 1978.

GRÜTER, T. *How do Children Learn Language?* 2014. Available from: <[http://theresgruter.homestead.com/Gruter2014\\_HowDoChildrenLearnLanguage.pdf](http://theresgruter.homestead.com/Gruter2014_HowDoChildrenLearnLanguage.pdf)>. Accessed on: Dec. 19, 2014.

HALLIDAY, M. A. K. Systemic Background. In: BENSON, J; GREAVES, W. (Org.). *Systemic Perspectives on Discourse XV*. Norwood, New Jersey: Ablex Publishing Corporation, 1985. p. 1-15.

HALLIDAY, M. A. K. *An Introduction to Functional Grammar*. Great Britain: Arnold, 1994.

HALLIDAY, M. A. K. *An Introduction to Functional Grammar*. Great Britain: Arnold, 1995.

HALLIDAY, M. A. K. *On Language and Linguistics*. London; New York: Continuum, 2003a. (Collected Works of Michael Halliday, v. 3).

HALLIDAY, M. A. K. *Language of Early Childhood*: London; New York: Continuum, 2003b. (Collected Works of Michael Halliday, v. 4.)

HALLIDAY, M. A. K.; MATTHIESSEN, M. I. M. C. *An Introduction to Functional Grammar*. Great Britain, Hodder Arnold, 2004.

HALLIDAY, M. A. K.; MATTHIESSEN, M. I. M. C. *Halliday's Introduction to Functional Grammar*. Abingdon, Oxon: Routledge, 2014. Doi: <https://doi.org/10.4324/9780203783771>

HOWATT, A. P. R. *A History of English Language Teaching*. Oxford: Oxford University Press, 1984.

KRASHEN, S. D.; TERRELL, T. D. *The Natural Approach*. Oxford: Pergamon Press, 1983.

KRESS, G. *Halliday: System and Function in Language*. London: Oxford University Press, 1981.

KRESS, G.; VAN LEEUWEN, T. *The Grammar of Visual Design*. London and New York: Routledge, 2003.

LEECH, G. M.; SHORT, M. H. *Style in Fiction*. London: Longman, 1981.

LEMKE, J. *Talking Science: Language, Learning and Values*. Norwood, New Jersey: Ablex Publishing Corporation, 1990.

MACKEN-HORARIK, M.; ROTHERY, J. *Developing Critical Literacy: A Model for Literacy in Subject Learning*. Sydney, Metropolitan East Disadvantaged School Program. Erskine Ville: NSW, 1991.

MÅRTENSSON, F. Lateralization of Language Functions in the Human Brain. *Neurolinguistics*, 2007. Available from: <[http://course.sol.lu.se/FON218/Postrar\\_neurolingvistik\\_VT07/Frida\\_Maartensson.pdf](http://course.sol.lu.se/FON218/Postrar_neurolingvistik_VT07/Frida_Maartensson.pdf)>. Accessed on: Jul. 26, 2016.

MARTIN, J. R. Genre and Literacy: Modeling Context in Educational Linguistics. *Annual Review of Applied Linguistics*, Cambridge, v. 13, p. 141-74, 1993a. Doi: <https://doi.org/10.1017/S0267190500002440>

MARTIN, J. R. Literacy in Science: Learning to Handle Text as Technology. In: HALLIDAY, M. A. K.; MARTIN, J. R. (Org.). *Writing Science: Literacy and Discourse Power*. London: Palmer, 1993b.

MARTIN, J. R. Life As a Noun: Arresting the Universe in Science and Humanities. In: HALLIDAY, M. A. K.; MARTIN, J. R. (Org.). *Writing Science: Literacy and Discourse Power*. London: Palmer, 1993c.

MATTHIESSEN M. I. M. C. Register in the Round: Diversity in a Unified Theory of Register Analysis. In: GHADESSEY, M. (Org.). *Register Analysis: Theory and Practice*. London; New York: Pinter Publisher, 1993. p. 221-293.

- MCLAUGHLIN, B. *Second Language Acquisition in Childhood*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1978.
- PAINTER, C. *Into the Mother Tongue: A Case Study in Early Language Development*. London: Pinter, 1984. (Open Linguistics Series)
- PAINTER, C. Researching First Language Development in Children. In: UNSWORTH, L. (Org.). *Researching Language in Schools and Communities*. London; New York: Continuum, 2000. p. 65-86.
- PERRET, G. Researching Second and Foreign Language Development. In: UNSWORTH, L. (Org.). *Researching Language in Schools and Communities*. London; New York: Continuum, 2000. p. 87-110.
- RAVELLI, L. Getting Started with Functional Analysis of Texts. In: UNSWORTH, L. (Org.). *Researching Language in Schools and Communities*. London; New York: Continuum, 2000. p. 27-63.
- RICHARDS, J. C. *Error Analysis: Perspectives on Second Language Acquisition*. England: Longman Press, 1974.
- ROGERS, L. J. A Matter of Degree: Strength of Brain Asymmetry and Behavior. *Symmetry*, 2017. Available from: <file:///C:/Users/user/Downloads/symmetry-09-00057.pdf>. Accessed on: Jun. 18, 2017.
- ROTHERY, J. *Exploring Literacy in School English*. Sydney, Metropolitan East Disadvantaged School Program. Erskine Ville: NSW, 1993.
- SWALES, J. M. *Genre Analysis: English in Academic and Research Settings*. Cambridge, UK: Cambridge University Press, 1990.
- TARONE, E. E. Interlanguage. In: MESTHRIE, R. (Org.). *Concise Encyclopedia of Sociolinguistics*. Oxford: Elsevier Science, 2001. p. 475-481.
- THOMPSON, G. *Introducing Functional Grammar*. Great Britain: Hodder Arnold, 2004.
- THOMPSON, G. *Introducing Functional Grammar*. Abingdon, Oxon: Routledge, 2014. Doi: <https://doi.org/10.4324/9780203785270>
- TYLER, A. The Role of Syntactic Structure in Discourse Structure: Signaling Logical and Prominence Relations. *Applied Linguistics*, Oxford, v. 15, p. 243-262, 1994. Doi: [tps://doi.org/10.1093/applin/15.3.243](https://doi.org/10.1093/applin/15.3.243)

UNSWORTH, L. Sound Explanations in School Science: A Functional Linguistic Perspective on Effective Apprenticing Texts. *Linguistics and Education*, [s.l.], v. 9, n. 2, p. 199-226, 1997.

UNSWORTH, L. Investigating Subject-Specific Literacies in School Learning. In: UNSWORTH, L. (Org.). *Researching Language in Schools and Communities*. London; New York: Continuum, 2000. p. 245-274.

WIDDOWSON, H. G. *Teaching Language as Communication*. Oxford: Oxford University Press, 1978.

WIDDOWSON, H. G. *Learning Purpose and Language Use*. Oxford: Oxford University Press, 1983.

YULE, G. *The Study of Language*. Cambridge: Cambridge University Press, 1996.