**Appendices**

**Appendix 1**

Sinclair and Coulthard’s (1992) Speech Act Categories:

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| No.  | Label  |  Sym.  | Formal features and functional definition. |
| 1. | marker | m | Realized by a closed class of items – ‘well’, ‘OK’, ‘now’, ‘good’, ‘right’, ‘alright’. When a marker is acting as the head of a framing move, it has a falling intonation, [1] or [1+], as well as a silent stress. Its function is to mark boundaries in the discourse. |
| 2. | starter | s | Realized by a statement, question or command. Its function is to provide information about or direct attention to or thought towards an area in order to make a correct response to the initiation more likely. |
| 3. | elicitation | el | Realized by a question. Its function is to request a linguistic response. |
| 4. | check | ch | Realized by a closed class of polar questions concerned with being ‘finished’ or ‘ready’, having ‘problems’ or ‘difficulties’, being able to ‘see’ or ‘hear’. They are ‘real’ questions, in that for once the teacher doesn’t know the answer. If he does know the answer to, for example, ‘have you finished’, it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson. |
| 5. | Directive | d | Realized by a command. Its function is to request a non-linguistic response. |
| 6. | informative | i | Realized by a statement. It differs from other uses of statement inthat its sole function is to provide information. The only responseis an acknowledgement of attention or understanding. |
| 7. | Prompt | p | Realized by a closed class of items – ‘go on’, ‘come on’, ‘hurry up’, ‘quickly’, ‘have a guess’. Its function therefore is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one. |
| 8. | Clue | Cl | Realized by a statement, question, command or moodless item. It is subordinate to the head of the initiation and functions by providing additional information, which helps the pupil to answer the elicitation or comply with the directive. |
| 9. | Cue | Cu | Realised by a closed class of which we so far have only three exponents, ‘hands up’, ‘don’t call out’, ‘is John the only one’. Its sole function is to evoke an (appropriate) bid. |
| 10. | Bid | B | Realized by a closed class of verbal and non-verbal items – ‘Sir’, ‘Miss’, teacher’s name, raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse. |
| 11. | Nomination | n | Realized by a closed class consisting of the names of all the pupils, ‘you’ with contrastive stress, ‘anybody’, ‘yes’ and one or two idiosyncratic items such as ‘who hasn’t said anything yet’. The function of nomination is to call on or give permission to a pupil to contribute to the discourse. |
| 12. | Acknowledge | ack | Realized by ‘yes’, ‘OK’, ‘cor’, ‘mm’, ‘wow’, and certain nonverbal gestures and expressions. Its function is to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react. |
| 13. | Reply | Rep | Realized by a statement, question or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response, which is appropriate to the elicitation. |
| 14 | React | rea | Realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the precedingdirective. |
| 15. | Comment | com | Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page, it is difficult to distinguish from an informative because the outsider’s ideas of relevance are not always the same. However teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they seethemselves as commenting. |
| 16. | accept | acc | Realized by a closed class of items – ‘yes’, ‘no’, ‘good’, ‘fine’, and repetition of pupil’s reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate. |
| 17. | evaluate | e | Realized by statements and tag questions, including words and phrases such as ‘good’, ‘interesting’, ‘team point’, commenting on the quality of the reply, react or initiation, also by ‘yes’, ‘no’,‘good’, ‘fine’, with a high-fall intonation, and repetition of the pupil’s reply with either high-fall(positive), or a rise of any kind(negative evaluation). |
| 18. | Silent stress | ^ | Realized by a pause of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary. |
| 19. | metastatement | ms | Realized by a statement which refers to some future time when what is described will occur. Its function is to help pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going. |
| 20. | conclusion | con | Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items ‘so’ or ‘then’. In a way it is the converse of a metastatement. Its function is again to help pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about. |
| 21. | Loop | L | Realized by a closed class of items – ‘pardon’, ‘you what’, ‘eh’, ‘again’, with rising intonation and a few questions like ‘did you say’, ‘do you mean’. Its function is to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally. |
| 22. | aside | z | Realized by statement, question, command, moodless, usually marked by lowering the tone of voice, and not really addressed to the class. As we noted above, this category covers items that we have difficulty dealing with. It is really instances of the teacher talking to himself: ‘It’s freezing in here’, ‘Where did I put my chalk?’ |