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**A DISCOURSE ANALYSIS  
 OF TEACHER'S LANGUAGE  
 IN LECTURES IN ENGLISH**

**Field: THE ENGLISH LANGUAGE**

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**M. A. THESIS IN THE ENGLISH LANGUAGE  
 (A SUMMARY)**

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## CHAPTER 1 INTRODUCTION

### 1.1. RATIONALE

Attending a lecture in English brings the learners of English numerous benefits. Not many learners of English achieve expected results due to some reasons. One of the reasons is because they do not master the right usage of some important language devices while taking notes in lectures in English. Lecture discourses often have certain rules to facilitate the learners understanding. However, many learners of English admit that they cannot keep pace with the lectures while studying with foreign or even native teachers.

Accordingly, this research is concerned with *discourse analysis of teacher's language in lectures in English* with the hope of discovering that the discourse features of the lecturer's language may encompass what can belong to pragmatic domain such as lecturer's distinctive speech acts in lectures which can cover communicative functions but with different distribution and discourse functions to partly help lecturers give their lectures effectively and successfully.

### 1.2. AIMS AND OBJECTIVES

#### 1.2.1. Aims

Investigating the linguistic features of teacher's language in English lectures is to find out various types of speech acts, their syntactic realizations and identify the syntactic realizations of the speech act function as the corresponding linguistic form(s) to each instance of speech act.

#### 1.2.2. Objectives

This study suggests some effective language techniques with the hope of having effective and interesting lectures.

### 1.3. QUESTIONS OF STUDY

1. What kinds of speech acts were used in English lectures?

2. What are the syntactic realization of these kinds of speech acts in English lecture discourse?

### 1.4. SCOPE OF STUDY

English lectures of various subjects from TOFLE iBT recordings and those from online electronic texts are characterized as communicative units (the lecturer and the students). Tokens of speech acts will be looked into as distinctive communicative units used by lecturers with the emphasis both on their communicative functions and instructional ones.

### 1.5. ORGANIZATION OF STUDY

The thesis consists of : Chapter 1: "*Introduction*", Chapter 2: "*Literature Review and theoretical background*", Chapter 3: "*Research design and data analysis*", Chapter 4: "*Finding and Discussion*", Chapter 5: "*Conclusion and recommendation*"..

## CHAPTER 2

### LITERATURE REVIEW AND THEORETICAL BACKGROUND

#### 2.1. DISCOURSE AND DISCOURSE ANALYSIS

##### 2.1.1. Notion of Discourse and Discourse Analysis

Cook [10, p.6] states: "*Language in use, for communication is called discourse*". By Stubbs [52, p.1], discourse analysis "*is concerned with not only language use beyond the boundaries of a sentence/utterance, but also interrelationships between language and*

*society, and the interactive or dialogic properties of everyday communication”.*

### **2.1.2. Lecture Discourse**

Lecture discourses are representative of informative discourses or expository discourses. The ultimate purpose of an informative discourse is to communicate information effectively with two general methods: using scientific function of language faithfully and composing discourse around core information.

### **2.1.3. Notion of Lecture**

From Wikipedia, the free encyclopedia [59] From Wikipedia, the free encyclopedia [59], a lecture is an oral presentation intended to present information or teach people about a particular subject, for example by a university or college teacher.

### **2.1.4. Lecture Styles**

Goffman [17] talks about three *modes* of lectures, namely, ‘memorization’, ‘aloud reading’ and ‘fresh talk’ whereas Dudley-Evans and Johns [14, p.134] distinguish three styles: *The reading style, The conversational style, The rhetorical style.*

### **2.1.5. Lecture Structural Patterns**

Cook [9] distinguishes two structural patterns within a lecture: the macro-structure which is made up of ‘expositions’ and the micro-structure of a lecture.

## **2.2. SPEECH ACTS**

### **2.2.1. An Overview on Searle’s Speech Act Theory**

In order to classify speech acts, Searle applies three primary dimensions: the illocutionary point, the direction of fit, and the sincerity condition.

### **2.2.2. Classification of Illocutionary Act**

#### **2.2.2.1. Representative**

#### **2.2.2.2. Directive**

#### **2.2.2.3. Commissive**

#### **2.2.2.4. Expressive**

### **2.2.3. Felicity Conditions**

Austin called these conditions felicity conditions, generating into four types: *Preparatory conditions, Sincerity conditions, Essential conditions, Propositional content conditions.*

### **2.2.4. Direct and Indirect Speech Acts**

Searle [48] stated: direct speech acts enjoy a transparent relationship between forms and functions. Indirect speech acts display no such relationship, and therefore, their illocutionary force does not derive from their surface structure.

## **2.3. PRIOR RESEARCH RELATED TO THE STUDY**

Brown and Yule [4], Cook [10], Halliday and Hasan [19], Hatch [20], Nunan [38] have made great contributions to discourse analysis. Their publications focus on difference aspect of discourse analysis theory.

In Vietnam, discourse analysis has drawn much attention of many researchers such as Diệp Quang Ban [47], Nguyễn Thiện Giáp [56], Nguyễn Hòa [29], [58] and Trần Ngọc Thêm [65].

Besides, a number of studies related to English lectures and its characteristics conducted such as [26], [45], [2], [16]. Following the trend, more and more Master thesis describes the syntactic and semantic feature of teacher’s speech act in English at secondary schools such as Huynh Thi Hue [24] and investigates linguistic features of Representative in lecture discourse such as Nguyen Thi Tra My [39]

## 2.4. SUMMARY

This chapter presented discourse, discourse analysis, types of lectures and speech acts under the influential accounts of famous writers. The literature review made a sketch of the previous related study which helps to make a setting of study with different perspectives on the study of lectures.

### CHAPTER 3

#### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. RESEARCH DESIGN AND METHOD

##### 3.1.1. Qualitative method

The qualitative method was used to gather the information about the characteristics and categories of speech acts from the data and to group the linguistic features and lexical features through the data analysis.

##### 3.1.2. Descriptive and comparative methods

To provide in-depth and detailed descriptions of types of speech act in lectures. Frequent comparison between the groups of data was found to highlight the critical discussion.

#### 3.2. RESEARCH PROCEDURE

This study was planned and carried out on the basis of a qualitative analysis. The analysis chiefly concentrated on the types of speech acts used in English lecture discourse. Here are the steps strictly followed in this study:

- Collecting data from TOEFL iBT listening passages and those from online electronic texts.
- Observing various sentence types which reveal different types of speech acts

- Setting up the corpora of samples of types of speech act picked out from extracts of lectures by using the table of felicity conditions on different types of speech acts (drawn from Searle's speech act theory [48]) Table 3.1 below to identify each type of speech act expressed by different forms. Accordingly, the sample of speech acts that was identified and selected would be the one that satisfied the conditions of a typical speech acts as shown in table 3.1. below.

*Table 3.1. Felicity conditions on different types of speech acts*

		Preparatory	Sincerity	Essential	Propositional content
Representative (Assertion)		S believes H does not know p	S believes p	Counts as an assertion of p	Any p
Directive	Request	S believes H able to do A	S wants to do A	Counts as attempt to get H to do A	Future A of H
	Question	S does not know p	S wants to know p	Counts as attempt to elicit p from H	Any p
Commissive (Promise)		I. S believes H wants A done	S intends to do A	Counts as obligation to do A	Future A of S
Expressive (Thanking)		S believes A benefits S	S feels appreciation for A	Counts as expression of appreciation for A	Past A of H
Declaration (Naming)		S has authority to name X	S intends to name X	Counts as naming of X	Name for X

(NOTE: S = speaker, H = hearer, A = act, p = proposition)

#### 3.3. SAMPLE

Samples were taken from three materials with different levels of English, with the number of 100 lectures and the instances of distinctive speech acts used in lectures in English.

### 3.4. DATA COLLECTION

The instrument: the survey and observation with the searching instances of all types of speech acts used in lectures.

### 3.5. DATA ANALYSIS

Samples of distinctive speech acts are picked out and classified and analyzed to find out the syntactic, lexical, semantic, pragmatic features at discourse level. Statistics is employed to find out the occurrences and frequency of instances of at discourse level used in English lectures. Lecturers may employ a variety of distinctive speech acts in English lectures with some types used more frequently than others and their syntactic realization.

### 3.6. RELIABILITY AND VALIDITY

#### CHAPTER 4

#### FINDINGS AND DISCUSSION

### 4.1. REPRESENTATIVES AND THEIR SYNTACTIC REALIZATION

#### 4.1.1. Direct Illocution of Representative

The two most popular syntactic structures of the representative in form of declarative sentence as the most effective major tool for lecturers to convey a big amount of information to students are “*Subject – Verb – Complement*” and “*Subject – Verb – Object (Adjunct)*”. The Subject and the Object, the Complement can be extended or modified with the adjective clauses, the prepositional phrases or the adverbs. Representative speech acts were commonly used by professors with different functions.

Structure “*It’s important to remember*”, “*We/You have to remember*” is used to increase the importance of information mentioned. These structures are more formal and effective on

students. They can be treated as the syntactic variants of the structure “*Remember + P*” but applied at low frequency.

E.g.... **Remember**, *there are different kinds of evolutionary processes.*

[B, p.671]

The functions of the direct illocutions of the representative in lecture discourse can be summarized in table 4.1 below.

**Table 4.1. Functions of the direct illocutions of the representative in lecture discourse**

Force of Illocution	Syntactic realization	E.g.,	Function
Direct Illocution of Representative	Declarative	S+ V <sub>link</sub> + Cs [postmodifier]	<i>Our mother tongue is the language we learn first from our families.</i> Defining a term or key word
		S+V <sub>link</sub> +Cs [postmodifier]	<i>Soccer, or football, is one of the best liked sports around the world.</i> Introducing the topic of lecture
		S+will+ V <sub>focus</sub> +Ob	<i>Our lecture today will focus on success.</i> Previewing the content point
		S+V <sub>pass</sub> +Ved + Co	<i>Albert Einstein is considered the greatest scientist of the twentieth century</i> Introducing the topic of lecture/Giving comment on the referent of the topic
		S + V + O/C	<i>Planning can include free writing, brainstorming, outlining, and journaling.</i> Introducing the outline/planning of the lecture
		S + V + O/C	<b><i>We have to remember</i></b> <i>people felt very threatened by science in early times</i> Cognitive marker Proposition to be cognitively treated Introducing a key idea of the lecture

#### 4.1.2. Indirect Illocution of Representative

##### 4.1.2.1. Indirect Illocution of Representative in form of imperative structure

Imperative structure with imperative marker “*remember that*” syntactically functioning as a periphrastic element outside the clausal structure of the sentence to inform students about new knowledge. Semantically, this marker does not exert any influence on the meaning of the proposition (P) of the sentence in that the omission of this peripheral marker does not change the core meaning of the proposition of the sentence, but it actually signal a cognitive status of the content of the utterance.

Structures “*It’s important to remember*”, “*You (we) have to remember*” are used more formally and effectively to students. It adds an interpersonal meaning of the deontic meaning with different functions.

Structure “*Let’s not + forget P*” is used to require the hearers/students to be aware of the importance of the information mentioned in the proposition. It aims at a cognitive effect while structure “*Remember that P*” may anticipate an underestimation of the students on the information, and prevent this possible cognitive state to them in acquiring the new information.

E.g....*let’s not forget online groups like regular members of a chat room.* [B, p.666]

The other structure “*Let’s say that + P*” is positive imperative expressing directive but treated as representatives. The lecturer is suggesting to students that he should both agree on what he will communicate to them and he used it to give examples and express hypothesis.

E.g.:...*Let’s say Michelangelo has one large piece of marble.* [C, p.729]

#### 4.1.2.2. *Indirect Illocution of Representative in form of Interrogative Structure*

Representative speech acts in interrogative form, especially ‘rhetorical questions’ in terms of the preparative condition and sincerity condition were not treated as a question because it violates or it does not satisfy the requirement that *the speaker doesn’t know P*, and *he/she really wants to know P*. ‘Rhetorical questions’ were used with high frequency in lectures and expressed by polar interrogatives (Yes/No questions and tag-questions, Alternative questions which offer two or more alternative responses) and constituent questions (*Wh*-questions) with different functions. They may be thought as imperative form but they are instance of representative in indirect question which normally do not use inverted word order and do not end with a question mark.

Instances of representative speech act in form of Yes-No interrogative are not an embedded one, and those of representatives in form of alternative interrogatives, both of which are introduced by an auxiliary verb. The interrogative marker is the auxiliary itself which functions as the interrogative operator in the structure of the interrogative sentence.

The speaker’s purpose when asking these questions is not seeking the information elicited by the interrogative words like “*what*”, “*why*”, “*how*”, “*when*” ...Usually the answer will immediately follow these rhetorical questions by the same speaker. The most common form of interrogatives used as representatives is the structure “*What is/are + N?*” with the function of introducing a topic of lecture of delivering a definition of a key term.

The functions of the indirect illocutions of the representative in Lecture discourse can be summarized in table 4.2 below

**Table 4.2. Functions of the indirect illocutions of the representative in Lecture discourse**

Force of Illocution	Syntactic realization	E.g..	Function
Indirect Illocution of Representative	Imperative	M.C+ S.C (Remember + P)	<b>Remember that</b> <i>we have three kinds of art: literary, visual, and performing</i> Delivering the information by stressing its cognitive path
		M.C+ S.C (Let us not forget that+P)	<b>Let us not forget that</b> <i>whales are very intelligent mammals</i> Preventing student’s underestimation of the information by stressing its
		M.C+ S.C (Let’s say + P)	<b>Let’s say</b> <i>Michelangelo has one large piece of marble</i> Cognitive marker Proposition [Michelangelo ... of marble] Suggesting an example
	Interrogative	M.C+ S.C	<b>Do you ever wonder</b> <i>why we dream?</i> Cognitive marker Introducing the topic of lecture by appealing the hearer’s attention

**4.2. DIRECTIVES AND THEIR SYNTACTIC REALIZATIONS**

**4.2.1 Direct Illocution of Directives**

Instances of directives in form of imperative sentences contain no subject which is implicitly understood as of second person (students) and begin with a bare infinitive verb or verb phrase and give a direct command to someone understood as the students in the lecture. Directive is used to express the wants of a lecturer to an students to get them do something such as demand, order, and advice.

Regarding polarity, imperative consists of positive and negative imperative structure.

**4.2.1.1. Directive in form of Positive Imperative Structure**

The instances of directive can have more complicated structure with “Let’s” which begins the imperatives and followed by a verb in the plain form. The lecturer used the first person plural form of the verb (“let us”), including also the lecturers themselves into the activity rather than just directing to the students only; this can be seen as a strategy of positive politeness.

E.g.: ... **Let’s** review what we have discussed today. [B, p.665]

**4.2.1.2. Directive in form of Negative Imperative Structure**

Instances of imperative sentences begin with the negative form of the auxiliary “Don’t” or the negative form of the causative market “Let us not” plus the bare infinitive verb directly expressed a prevention of the action being mentioned by the lecturer where he asked the students not to perform the action mentioned in the content he mentioned in the utterance.

E.g.: ...**don’t** let that word scare you [B, p.663]

The functions of the direct illocutions of the directive in Lecture discourse can be summarized in table 4.3 below

**Table 4.3. Functions of the direct illocutions of the directive in Lecture discourse**

Syntactic realization		E.g.	Function	
Positive Imperative	V <sub>inf</sub> + Adv	<i>Listen carefully</i>	Suggesting the hearers as students to listen carefully	
	V <sub>inf</sub> + O	<i>Think about it</i>	Suggesting the hearers as students to think about a content point	
	V <sub>inf</sub> + Ge.P (O)	<i>Try using index cards</i>	Suggesting the hearers as students to try using index cards	
	V <sub>c</sub> + O + V <sub>inf</sub> + O	<i>Let us review what we have discussed today</i>	Causative marker Cause Resultive action or task	Suggesting both the lecturer and students to review the lesson
Negative Imperative	Neg Aux + V <sub>inf</sub>	<i>don't highlight</i>	Suggesting the hearers as students not to highlight	
	V <sub>inf</sub> (Ca. M)+ 1 <sup>st</sup> Pl.Pro(O)+Neg.Part + V <sub>inf</sub> (result)+ O	<i>Let us not forget online groups</i>	Causative marker Cause Resultive action or task	Suggesting the lecturer and hearers as students not to forget online groups – preventing a potential cognitive state to students
	Neg.Aux+ V <sub>inf</sub> +V(Ca.M)+1 <sup>st</sup> Pl.Pro (O)+ V <sub>inf</sub> + V (Result)+2 <sup>nd</sup> Plu. Pro (O)	<i>Don't let that word scare you</i>	Causative marker Causee Resultive psychological state	Suggesting the lecturer and hearers as students not to be scared – preventing a potential cognitive state to students

**4.2.2. Indirect Illocution of Directives**

I also found instances of indirect illocution of directive that were syntactically realized by various types of sentence structures.

**4.2.2.1. Directive in form of Structure** *I'd like you to + V<sub>Infinitive</sub>*

**4.2.2.2. Directive in form of Structure** *I like you to + V<sub>Infinitive</sub>*

**4.2.2.3. Directive in form of Structure** *You must + V<sub>Infinitive</sub>*

**4.2.3.4. Directive in form of Structure** *You should + V<sub>Infinitive</sub>*

**4.2.3.5. Directive in form of Structure** *You need + V<sub>Infinitive</sub>*

**4.2.3.6. Directive in form of Interrogative structure**

The functions of the indirect illocutions of the directive in Lecture discourse can be summarized in table 4.4 below

**Table 4.4 Functions of the indirect illocutions of the directive in Lecture discourse**

Syntactic realization		E.g.	Function	
<i>I'd like you to + V<sub>inf</sub></i>	S+ Aux+ V <sub>inf</sub> + O+ To V(O)	I would like you to look at <i>these pictures</i>	Causative/Mani. V	Suggesting the hearers as students to follow an instruction as a step of procedure in the lesson
			Causee	
			Resultive action	
			Causative	
<i>I like you to + V<sub>inf</sub></i>	S+ V <sub>mani</sub> + To V(O)	I want you to learn <i>physics as an activity</i>	Causative	Suggesting the hearers as students to fulfill a task relating to a content point in the lesson
			Manipulative V	
			Causee	
			Resultive action	
	S+ Bc + To Inf. V.P (O)	<i>what I want you to take away from today's lecture is the fact that the moon can affect our weather</i>	Proposition referring to the manipulative act	
			Identity relation	
			Proposition referring to the fact related	
			Potential performer	
<i>You must + V<sub>inf</sub></i>	S+ Aux+ To Inf.VP(O)	<i>You must engage, weigh, and analyze the available information</i>	Obligatory force	
			Action to be performed	
			Potential performer	
<i>You should + V<sub>inf</sub></i>	S+ Aux+ To Inf. V.P (O)	<i>You should try to see what you remember</i>	Obligatory force	
			Action to be performed	
			Potential performer	
<i>You need + To V<sub>inf</sub></i>	S+ Aux+ To Inf. V.P (O)	<i>You need to be aware of what your body is saying if you hope to succeed</i>	Necessity force	
			Action to be performed	
			Potential performer	
Interrogative	Aux (Operator) + S + V <sub>inf</sub> + O + O + V <sub>inf</sub> + O + O + V <sub>inf</sub> ?	<i>Can you tell me a source of vitamin D ? Could you tell me what kind of external memory ?</i>	Request marker/Attention getter	Suggesting students to provide information related to a content point of the lesson

**4.3. COMMISSIVES AND THEIR SYNTACTIC REALIZATIONS**

**4.3.1. Direct Illocution of Commissives**

The commissives in Declarative form with the pattern “*I (we) referring to lecturer + verb phrase of volition (will, be going to, would like) were mostly applied to express near future.*

Structure *Let me + (verb)* in the form of imperative are not typically used to ask listeners to do action but centered in lecturer’s attitude to the students and signaled that the action or task will be performed by the lecturer alone.

E.g.: *Let me give you an example of what I mean.* [A, p.653]

The functions of the direct and indirect illocutions of the Commissive in Lecture discourse can be summarized in table 4.5

**Table 4.5 Functions of the direct and indirect illocutions of the Commissive in Lecture discourse**

Force of Illocution	Syntactic realization	E.g.	Function				
Direct	Declarative	1 <sup>st</sup> Singu/Plu person (S) + V phrase + O + O	<i>I will introduce you to one model</i>				
		1 <sup>st</sup> Singu/Plu person (S) + V phrase + O	<i>We are going to focus on English poetry</i>				
		1 <sup>st</sup> Singular/Plural person as Subject+ V phrase + O + O	<i>I would like to give you some writing</i>				
Indirect	(Suppressed S) + Ca. Verb + O + Verb phrase	<i>Let me try to clarify that</i>	<table border="1"> <tr> <td>Interlocutor in tacit agreement</td> <td rowspan="3">Showing commitment to the intention of clarifying a content point</td> </tr> <tr> <td>Commissive Marker</td> </tr> <tr> <td>Offered task</td> </tr> </table>	Interlocutor in tacit agreement	Showing commitment to the intention of clarifying a content point	Commissive Marker	Offered task
Interlocutor in tacit agreement	Showing commitment to the intention of clarifying a content point						
Commissive Marker							
Offered task							

**4.4. QUESTIONS AND THEIR SYNTACTIC REALIZATIONS**

**4.4.1. Direct Illocution of Questions**

The outstanding feature of questions in lectures is that Wh-question introduced by a Wh-word (why, what, who, when, where, how) whose answer is to provide information rather than yes or no. These questions are often related to the topics of lectures being discussed. Most of questions may not be answered and the answers are put in students’ mind. They may be right or wrong.

**4.4.1.1. Questions in form of Canonical Interrogatives**

Interrogative sentences in form of *Wh-* interrogatives are so common that I feel no need to mention about their structure. Questions in this case are expected to receive the students’ answers. *What-*Interrogatives in form of *Why*, *Where* and *How-*Interrogatives were noticed to occur in the lecture discourse with quite a low number.

E.g.: Prof : *So, why do parents bond with their children?*

St : *I think they need to bond so parents will protect their children... you know, so the species will survive, right?* [C, p.722]

As for *When-*Interrogatives, any instance of this kind of question was not found because of the distinctive characteristic of the interactive lecture.

**4.4.1.2. Questions in form of Embedded Interrogatives**

Instances of questions are used in form of embedded interrogatives and constructed with an interrogative marker such as “*Do you know*”, “*Does anyone know*”, “*Can anyone recall*” plus the embedded clause requiring the information.

**4.4.1.3. Questions in form of Interrogatives Beginning with Auxiliary**

Questions in form of Interrogatives beginning with an auxiliary were found to be a variant of request that falls within the directive types that have been mentioned above. They are most appropriate when the lecturer wants to check whether the students have learned or remembered specific information, or to get or keep their attention.

**4.4.2. Indirect Questions and Their Syntactic Realizations**

Various kinds of questions with different purposes are also used, especially rhetorical questions most of which did not require real answers but were designed to arouse students’ curiosity or catch their attention to the topics. There are many ways to display the topic, questions especially rhetorical questions as effective device may be used to make students pay attention to the lesson and check students’ knowledge.

**4.4.2.1. Indirect Questions in form of Tag Question**

The professor used tag questions at the end of statements to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?" or they just arouse the student’s attention to the topic or content point of the lesson.

**4.4.2.2. Indirect Questions in form of Declarative + Right Structure**

Instances of questions in form of declarative sentences ended with a question marker like “right?” which occurred at the end of the utterance as a tag to mark the illocutionary force of the utterance as question.

**4.4.2.3. Indirect Questions in form of Declarative + OK Structure**

"OK?" is used as a tag ending and means something like 'I know you don't believe it, but (statement)'. In some other cases, a question was made just to carry out a step of the procedure of a

lecture where he did this just to check whether or not the students were still confused of something unclear in the lecture.

The functions of the direct and indirect illocutions of the Question in Lecture discourse can be summarized in table 4.6 below

**Table 4.6. Functions of the direct and indirect illocutions of the Question in Lecture discourse**

Force of Illocution	Syntactic realization		E.g.	Function	
Direct	Embedded interrogatives	M. CI + Interrogative word + Embedded CI	<i>Does anyone know what I meant by that?</i>	Interrogative marker	Eliciting information related to the content point of lecture
			<i>Do you know which planet is seen ...?</i>	Informative marker	
			<i>Do you have any idea how tall K2 is ?</i>	Proposition	
Indirect	Tag question	Statement (Affirmative)+ Tag (Negative)	<i>We've come a long way, haven't we?</i>	Statement of content points/detail	Seeking confirmation/agreement/arousing students' attention
				Marker of inviting confirmation	
	Declarative + Right /OK	Statement+Tag	<i>the company needs to raise prices, right?</i> <i>I will use the term "mixed race" to avoid confusion, ok ?</i>	Statement of content points/detail	
				Marker of inviting agreement	

**4.5. EXPRESSIVES AND THEIR SYNTACTIC REALIZATIONS**

Instances of expressives were also found to reflect the lecturer’s attitude, emotion towards the students as audience, the content of the lecture.

**4.5.1. Direct Illocution of Expressives**

In my corpus, canonical exclamatory sentences of structures such as *What + (a) (Adj) + N!*; *What + (a) (Adj) + N be!*; *How + Adj + S + be!*; *How + Adv + S + V!* were rare, even absent from the lecturer’s discourse. Instead, the corpus yielded a lot of instances of expressives in form of highly formulaic sentences as stereotypes or social etiquettes and instructional feedbacks in class room interaction.

Predicators or predications “good”, “very good”, “excellent”, “great!”, “good job”, “good question”, “good guess” are used to encourage or praise students. These are instances of intense evaluative adjectives and when they are used alone in exclamatory sentences, they tend to create a very strong feeling and issued both as tokens of assertion of a satisfactory answer, an effective tool, a reflection of the professor’s positive feedbacks of evaluation to his/her students. These are declarative sentences which are elliptic used to perform expressive speech act. These elliptical or formulaic structures are treated as the truncated exclamatory sentences which closely correspond to the illocutionary act of expressives. Those instances of expressives which are syntactically realized with one informational element as Rheme are classified as direct illocution of expressives in my corpus.

E.g.: Student : *professor, What is free writing?*

Professor : *Good question! When we free write.... our essay...*

[B, p.666]

**4.5.2. Indirect Illocution of Expressives**

In the analyzed corpora, it can be realized that an exclamatory sentence was used to express the lecturer’s attitude, feeling towards the student and his answer and to assert the validity of his answer.

Professor: *When we meet people and talk to them, they receive information from us. What percentage of that information comes from what we say, I mean the words we use when we speak? Any guesses? Yes?*

Student : *Umm, maybe 75%?*

Professor: **Good guess!** *but I’m afraid not.. Anyone else?* [C, p.697]

The functions of the direct and indirect illocutions of the Expressive in Lecture discourse can be summarized in table 4.7 below

**Table 4.7. Functions of the direct and indirect illocutions of the Expressive in Lecture discourse**

Force of Illocution	Syntactic realization		E.g.	Function		
Direct	Declarative	Ssup (They/That/It)+ Vsup (is/are) + C (A + N)	<i>Good(great/ excellent) Guess (question/ example)</i>	Qualifying/ Commenting	Revealing lecturer’s emotion and evaluation to the student’s job	
		Ssup (They/That/It)+ Vsup (is/are) + C (Degree + A)	<i>Pretty(very/ quite) good (incredible)</i>	Referent	Modifying	Revealing lecturer’s emotion and evaluation to a content point/ the student’s job
Indirect	Declarative	S+V+ Modifier + Head Noun	Jupiter is a <i>colossal planet</i>	Referent of topic	Specification of the referent	Focal point
						Stressing a focal point of the Referent of topic

#### 4.6. SUMMARY

The qualitative information about the syntactic structure of the illocution of speech acts such as representative, directive, question, commissive and expressive along with their specific functions as reference to specific tasks of a typical lecture has been presented. The discussion of the syntactic form and function of these speech acts has dealt with lecture's purpose and intention in delivering and information about the content point of lecture and towards the students' participation in the interaction with the lecturer.

### CHAPTER 5

#### CONCLUSION AND IMPLICATIONS

##### 5.1. CONCLUSION

The most frequent speech act found in the corpus was the representative with the crucial function of imparting knowledge in both direct and indirect manner, which was realized in different subfunctions like *Introducing the topic of lecture...* The second most regular speech act collected was the directive with the key function of manipulating the students as audiences into the interactive tasks of discourse such as *Suggesting the students to listen carefully...* The third most usual speech act gathered was the commissive which was found chiefly with the function of committing the speaker as lecturer in task of introducing and narrowing down the topic and scope of the discussion in the lecture with subfunctions of *Showing commitment to the intention of introducing the topic, Showing commitment to the intention of clarifying a content point.* The next common used speech act for the discourse function of lecture was the question with the essential function of signaling the topic of lecture in both direct and indirect manner, which was realized in different subfunctions like

*Eliciting information related to the content point of lecture, Seeking confirmation/agreement/arousing students' attention.* The final speech act found in the corpus was the expressive which assume the function of expressing the speaker's emotional investment in stressing the facts and details of lecture and giving feedback to the students' responses. The subfunctions were *Revealing lecturer's emotion and evaluation to the student's job...*

Syntactically, the five categories of speech act were recognized in structural forms of declarative, interrogative, imperative and exclamatory which functioned to help realize these speech acts in both direct and indirect illocutionary force.

- In these syntactic forms, some distinctive words or phrases were found to function both as the cognitive markers and interactive markers which helped to appeal the students' attention in approaching the topic of lecture, the content points of lecture and inviting the students as audience to take part in the interactive lecture.

- Most of the syntactic structures were in the elliptical form where such sentence elements as the subject, the linking verb were dropped because of the presence of the referent in the context of lecture discourse. Apart from this, some of the structures as interrogative and exclamatory were formed without the use of auxiliary as operator instead of the movement of this marker to the front as in canonical interrogative and exclamatory. This syntactic feature help to shape the discourse feature of the interactive lectures which sound characteristically informal and friendly.

##### 5.2. IMPLICATIONS

This thesis is also hoped to be useful for teachers and learners of English both theoretically and practically.

### **To teachers of English**

These pieces of knowledge might be a good source for English teaching materials at schools, particularly at colleges specialized in English. They will help teachers be more confident and flexible in giving their lectures and conveying them to the students most effectively and facilitate the students' improvement in comprehension of various lectures in general and lectures in Toefl iBT in particular. Discovering distinctive types of speech acts and their syntactic realization as well as its sub- functions in lectures helps us identify how to give an effective lecture which must be clear-cut, understandable, memorable, and interesting. In some subjects which students find hard to understand, and the contents are not attractive enough, the lecturers may consider some kinds of types of speech acts such as rhetorical questions to introduce the target objective, or to raise the students' intention and interest about their lectures. Also, using of expressive speech act may encourage learners' study. Moreover, through the qualitative information analysis, teachers can nurture learners' ability to learn prominent linguistic peculiarities of each language, and then give them a good insight into the language they get involved in.

### **To learners of English, especially test taker in Toefl iBT**

These pieces of knowledge will help students enrich their knowledge and provides them with sound background and necessary strategies to know how to comprehend the lectures in English effectively. Learning a language does not mean learning only its vocabulary and grammar rules in isolation; discourse competence is also of crucial importance. Thus, the analyzed results will help students deal with this. Understanding the main ideas, the organization as well as the

structures of lectures through types of speech act and their syntactic realization and instances can be one of the most important tasks in attending lectures. Many students, especially test takers in Toefl iBT may face difficulties in keeping pace with lectures in English concerning the comprehension of content and structures of lectures. The ability to identify professor's intention through identifying of types of speech acts used in lectures might be one of the keys leading to success in understanding topics, main ideas, organizations and structures. Identifying the key words in some particular sentences helps students be likely to answer such these kinds of questions more easily. What is more, by applying these, gradually, the students would form a habit of using English naturally both for the receptive skills in note taking and for the productive skills for public speaking.

### **5.3. LIMITATIONS OF THE STUDY**

Most of English lectures collected from transcripts of lectures chosen from TOEFL iBT listening passages and those from online electronic texts instead of approaching real ones in classrooms. The study can only examine some certain aspects of English lectures such as the various types of speech acts, their syntactic realizations and instances.

### **5.4. SUGGESTIONS FOR FURTHER RESEARCH**

We strongly suggest further studies in the following areas:

- A contrastive analysis of stylistic devices of teacher's language in lectures in English and Vietnamese
- An investigation into culture influences on English and Vietnamese lectures
- A contrastive analysis of lecture delivering style between Vietnamese lecturer and native English lecturer
- An investigation into lecturer's lexical choices of pronouns and epistemic markers in giving lectures in English