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**AN INVESTIGATION INTO  
REPRESENTATIVES IN ENGLISH  
LECTURE DISCOURSE**

**M.A. THESIS IN THE ENGLISH LANGUAGE**

(A SUMMARY)

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**CHAPTER 1  
INTRODUCTION**

Research on the discourse of lectures is becoming more and more relevant in recent years. Teachers involved in the field of academic study have a wide range of instructional material available namely, speech events such as seminars and tutorials; materials such as videos; or activities such as writing assignments, among others; but the lecture “remains the central instructional activity” [Flowerdew, 1994].

The lecture class is changing [Waggoner, 1984], so that traditional methods of learning coexist with newer interactive methods; both lecturers and students feel the influence of a greater egalitarianism than in former times. Students see teachers much closer and the figure of a helper, a counselor or a facilitator for the learning process better fits their perspectives. On the other hand, teachers seem to invite students to interact and participate more than in previous times, what may be understood as an attempt to narrow distances and avoid formalisms and foster students’ interest as well as motivate their initiative.

Lecture discourse is the representative of informative discourse whose the ultimate purpose is to communicate information effectively. In such an informative discourse, representative speech act covers almost the lecture. In a lecture, it is simple to recognize a representative in form of a declarative sentence such as ‘*The North Atlantic Treaty Organization, or NATO, is a defensive alliance first formed in the cold war*’ but it is not easy at all to recognize a representative in some other different internal structures. Let me take the sentence ‘*Remember that an autobiography is a detailed story of our life, usually from childhood to old age*’ as an instance. This sentence has two functions that are commanding listener to remember the proposition ‘*an autobiography is a detailed story of our life, usually from childhood to old age*’ and asserting ‘*It is the fact that an autobiography is a detailed story of our life, usually from childhood to old age*’. For the former function, it is recognized as a directive speech act while for the latter function, it is

considered as a representative speech act. In other words, the above instance has primary speech act as a representative and secondary speech act as a directive or we can say that is a representative in form of an imperative sentence.

Representatives in lecture discourse are expressed not only by statements but also by some other internal structures such as interrogative and imperative and exclamatory. Nevertheless, the reason why lecturers have tendency of using different structures to perform a representative speech act urges me to investigate whether there are something these different structures imply and how can recognize those kinds of representative speech acts. The ways of making best uses of structures which are going to be brought into light also attracts me.

Accordingly, this investigation is concerned with representatives in English lecture discourse with the hope of discovering useful internal structures, their syntactic realization and their semantic functions in order to partly help lecturers give their lectures effectively and successfully.

## **1.2. AIMS AND OBJECTIVES**

### **1.2.1. Aims**

This study aims to investigate representatives in English lectures in order to find out their internal structures, their syntactic realization and their semantic functions beside their ultimate function of imparting or communicating information. Syntactic structures that imply representatives will be also examined so that some popular and effective language which helps lecturers be successful can be suggested.

### **1.2.2. Objectives**

This study is intended to:

- To find out the internal structure and syntactic realization of representative speech act in English lecture discourse.
- To discover some common syntactic structures which imply representative speech act in English lecture discourse.

- To investigate some other functions which representatives in English lecture discourse might have.

- To suggest some effective language techniques used in English lecture discourse with the hope of having effective and interesting lectures.

## **1.3. QUESTIONS OF THE STUDY**

The purpose of this study is to answer the following questions:

1. *Where are representatives distributed in an English lecture?*
2. *What are the internal structures of a representative in an English lecture?*
3. *What are kinds of syntactic realization of a representative in an English lecture?*
4. *What kinds of functions do representatives in an English lecture have with regard to the ultimate purpose of informative discourse?*

## **1.4. SCOPE OF THE STUDY**

The study is confined to English lectures of various subjects. The researcher was unable to attend real lectures in person, 720 lectures including 280 interactive lectures and 440 academic lectures at different levels from TOFLE iBT recordings were taken.

## **1.5. TERMINOLOGY**

### **1.5.1. Internal structure**

Internal structure is recognized as deeper structure. In this study, it implies declarative, imperative, interrogative, and exclamatory.

### **1.5.2. Syntactic realization**

Syntactic realization gives us the way an internal structure is expressed. They are declarative statement, imperative sentence, interrogative sentence, and exclamative.

### **1.5.3. Syntactic structure**

Syntactic structure is the smallest unit in this study. It shows the parts in a syntactic realization such as Subject, Object, Complement, Verb phrase, and so forth.

## 1.6. ORGANIZATION OF THE STUDY

The thesis consists of 5 chapters as follows:

**Chapter 1:** “*Introduction*”, states the rationale, the aims and objectives of the study, the scope of the study, and the research questions.

**Chapter 2:** “*Literature Review and theoretical background*”, deals with necessary understanding about lecture discourse, reviews background on speech act theory of Searle and on representative speech act. The differences between notions of primary speech act and secondary speech act will also be presented. And the review of previous studies is the last part of this chapter.

**Chapter 3:** “*Research design and data analysis*”, presents the research design, the sample, data collection, and research procedures.

**Chapter 4:** “*Finding and Discussion*”, presents the summary of data collected, their analysis and discussions on the internal structures, syntactic realization and semantic functions of representative in English lecture discourse.

**Chapter 5:** “*Conclusion and recommendation*”, draws conclusions and suggests some implications basing on the results in previous chapter.

## CHAPTER 2

### LITERATURE REVIEW AND THEORETICAL BACKGROUND

#### 2.1. DISCOURSE AND DISCOURSE ANALYSIS

The term 'discourse' has taken various, sometimes very broad, meanings. Originally the word 'discourse' comes from Latin 'discursus' which denoted 'conversation, speech'. Discourse analysis gives us insight into various aspects of language in use: how texts are structured beyond sentence level; how talk follows regular patterns in a wide range of different situations; or how discourse norms and their realization in language differ from culture to culture. Moreover, this theory has many practical applications above and beyond knowledge about language for its own sake. Discourse analysis is currently being used to give us a better understanding of the nature of language use in specific fields such as teaching or science. It enables us to find out why some chunks of language are more effective than others in both written and spoken forms at communicating information. The nature of information communicating, of success or failure of lectures, or of how breakdowns in communication can occur can come into light via the tools of discourse analysis.

#### 2.2. LECTURE DISCOURSE

Lecture discourses are representative of informative discourses or expository discourses. The ultimate purpose of an informative discourse is to communicate information effectively.

##### 2.1.1. Lecture styles

Several studies have identified a number of lecture styles. Morrison [1974, reported in Jordan 1989, p.153] studied science lectures and divided them into two kinds: i) formal and ii) informal. The former refers to “close spoken prose”, and the latter is defined as “high informational content, but not necessarily in high formal register”. This first classification, although somehow useful, seemed too simplistic for such a complex speech event. More complete classifications of lecture

styles are those proposed by Goffman [1981], Dudley-Evans and Johns [1981] and Dudley-Evans [1994]. This last study points out that: “the key to the understanding of lectures is an appreciation of lecturers’ individual styles” [Dudley-Evans, 1994, p. 148]. Goffman [1981] talks about three *modes* of lectures, namely, ‘memorization’, ‘aloud reading’ and ‘fresh talk’ whereas Dudley-Evans and Johns [1981, p.134] distinguish three styles:

- i) The *reading style*, “in which lecturers either read the lecture or deliver it as if they were reading it” [Dudley-Evans, 1994, p. 148].
- ii) The *conversational style*, “in which lecturers deliver the lecture from notes and in a relatively informal style with a certain amount of interaction with students” [Dudley-Evans, 1994, p. 148].
- iii) The *rhetorical style*, “in which the lecturers give a performance with jokes and digressions” [Dudley-Evans, 1994, p.148].

There is no written evidence about the frequency of use of lecture styles, but there seems to be a general agreement on identifying the informal conversational style –based on notes or handouts– as the predominant mode of lecture presentation not only for native, but also for non-native audiences [McDonough, 1978; DeCarrico and Nattinger, 1988; Dudley-Evans, 1994]. Along this line, Frederick [1986] talks about a “participatory lecture” closer to discussion. More recent work [Benson, 1994] perceives a move towards a more interactive style of lecturing.

### 2.1.2. Syntax of Lectures

Regarding the syntax of lectures, these, as a type of spoken text, might be seen as characterized by typical spoken syntactic features rather than by written features [Tannen, 1982, Halliday, 1985, p.89].

There are several mechanisms in spoken discourses which facilitate learners’ comprehension; the use of linguistic repetition, as an example, plays an important role. Some research on the linguistic

repetition considers that this type of repetition is relevant as a means of cohesion and global structuring of the discourse [Van Dijk *et al.*, 1972].

In a recent study on lectures, Giménez [2000] analyses the effects of linguistic repetition on the academic genre of lecture within the discourse of Social Sciences. Giménez [2000] presents proven evidence of the importance of linguistic repetition in the genre of lecture for a logical understanding.

### 2.1.3. Lecture Structural Patterns

The structuring and organization of a lecture plays an important role for the listening comprehension process.

Cook [1975] distinguishes two structural patterns within a lecture: the macro-structure and the micro-structure of a lecture. Cook’s [1975] attempt describes the boundaries of these units but fails to give detailed information about their internal structure.

More recent work by Young [1994] tries to “describe the macro-structure of university lectures and to identify some of the more prominent micro-features that contribute to this structure” [Young 1994, p. 159]. Young describes the macro-structure of a lecture in terms of ‘strands’ or ‘phases’.

## 2.3. SPEECH ACT

### 2.3.1. An overview on Searle’s speech act theory

This section contains a summary of Searle’s speech act theory. It is based primarily on the analysis developed in [Searle, 1979], which is a major improvement of the earlier work as described in [Searle, 1969].

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

### 2.3.2. Classification of illocutionary act

Searle [1969] suggested 5 types of speech acts which are: representative, directive, commissive, expressive and declaration.

### 2.3.3. Felicity conditions

Here come the felicity conditions provided: preparatory, sincerity, essential and propositional content conditions.

### 2.3.4. Indirect speech acts

Searle has introduced the notion of an 'indirect speech act', which in his account is meant to be, more particularly, an indirect 'illocutionary' act.

In connection with indirect speech acts, Searle introduces the notions of '*primary*' and '*secondary*' illocutionary acts. The *primary illocutionary act* is the indirect one, which is not literally performed. The *secondary illocutionary act* is the direct one, performed in the literal utterance of the sentence [Searle, 178].

## 2.3. POLAR INTERROGATIVE VERSUS CONSTITUENT INTERROGATIVE

Polar interrogatives are typically used to inquire about the truth or falsity of the proposition they express. In short, they are recognized as Yes/No questions in the study.

Constituent interrogatives are also known by the name 'information questions', receive answers that provide the kind of information specified by the interrogative word (WH-words like who, when, how in English) contained in it, i.e. some expression denoting a human being.

### 2.4. PRIOR RESEARCH ON THE STUDY

A great part of university discourse research focuses on the lecture [Johns1981, Richards 1983, Benson 1989] and more specifically on the lecture comprehension process. Knowing the best way for students to internalize and comprehend lecture content seems to be paramount for university success; that is why there is some research on spoken academic language centered on different aspects of lectures [Flowerdew, 1994, Chaudron & Richards; 1986, Thompson, 1994; Jones, 1999; Khuwaileh, 1999; Kerans, 2001].

Spoken text has its own lexico-grammatical features, which require the application of particular sets of knowledge on the part of listeners [Biber, 1988].

Some researchers have identified a set of micro-skills which are assumed to be necessary for the comprehension of lectures in a second language. The first of these micro-skills taxonomies was the one proposed and designed by Munby [1978], becoming a departing point in any needs analysis and course design. Based on Munby [1978], Richards [1983] provided a second taxonomy much more closely related to academic listening.

Olsen and Huckin [1990, p.33] point out that students: "may understand all the words of a lecture (including lexical connectives and other discourse makers) and yet fail to understand the lecturer's main points or logical arguments". Therefore, the use of strategies is relevant for the comprehension of lectures, both for teachers and learners.

There are a lot of great works have been done which have contributed important parts to the art of giving lectures. However, there is no previous research taking representative illocutionary act and its contributions to English lectures into consideration. As it was born to be, representative is conventionally used in every lecture to impart knowledge or communicate information. However, it stills shows some other sub-functions that people may not notice or give it enough consideration. And those other functions may reveal some things which give us a chance to discover deep and useful information from native professors that give us clearer and deeper understanding about the art of giving lectures as well as the art of teaching.

## CHAPTER 3

## RESEARCH DESIGN AND DATA ANALYSIS

## 3.1. RESEARCH DESIGN

## 3.1.1. Quantitative and qualitative methods

In order to examine and analyze the linguistic characteristic features of the representatives in lecture discourse, I combine qualitative and quantitative approaches. The qualitative method was used to gather the information about the characteristics and categories of representatives from the data. The quantitative method also helps with the collection and analysis of numbers and statistics. The qualitative method was used for grouping internal structures, syntactic realization and semantic functions relying on the quantitative analysis.

## 3.1.1. Descriptive and comparative methods

In order to provide in-depth and detailed descriptions of representatives in lectures, the study was obviously descriptive in nature. In embarking on this analysis, frequent comparison between the groups of data found was also aimed at in order to highlight the critical discussion.

## 3.2. RESEARCH PROCEDURE

This study was planned and carried out on the basis of a qualitative and quantitative analysis. The analysis chiefly concentrated on representatives in English lecture discourse. Herein after are the steps strictly followed in this study:

- + Collecting data from TOEFL iBT extracts of lectures both in form of texts and audio files
- + Observing various sentence types which reveal different types of speech acts
- + Setting up the corpora of samples of representatives 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 [1969]) 3.1 below to identify representatives expressed by different forms as well as to analogy those of not representatives

Table 3.1. Felicity conditions on different types of speech acts

		Preparatory	Sincerity	Essential	Propositional content
Representative (Assertion)		Sp believes H does not know p.	S believes p.	Counts as an assertion of p.	Any p.
Directive	Request	Sp believes H able to do A.	Sp wants to do A.	Counts as attempt to get H to do A.	Future A of H.
	Question	Sp does not know p.	Sp wants to know p.	Counts as attempt to elicit p from H.	Any p.
Commissive (Promise)		1. S believes H wants A done.	Sp intends to do A.	Counts as obligation to do A.	Future A of Sp.
Expressive (Thanking)		Sp believes A benefits S.	Sp feels appreciation for A.	Counts as expression of appreciation for A.	Past A of H.
Declaration (Naming)		Sp has authority to name X.	Sp intends to name X.	Counts as naming of X.	Name for X.

(KEY: Sp = speaker, H = hearer, A = act, p = proposition)

- + Selecting the internal structures which are quite popular in the corpora such as declarative, imperative and exclamatory
- + State the statistics of those internal structures
- + Presenting, describing, analyzing and comparing groups of information in the corpora in terms of linguistic with the illustration of tables
- + Discussing the results in terms of linguistic and semantic features with the summary for each in forms of tables
- + Making some pedagogic implications.

### 3.3. SAMPLE

The sample of a representative speech act ranged from a simple sentence, a sequence of sentences that realize the speech act function of a representative in a lecture. 720 extracts of lectures were taken from TOEFL iBT recordings to serve the study.

### 3.4. DATA COLLECTION

The instrument for data collection is the observation with the searching instances of representatives used in lectures. Those instances of utterances which fulfill the functions of imparting knowledge and facilitating this essential function in lectures were regarded as instances of representatives.

### 3.5. DATA ANALYSIS

The data analysis was done qualitatively and quantitatively. Samples of representatives were analyzed according to the following dimensions set by the research questions:

- + The common internal structures of a representative speech act in an English lecture discourse;
- + The syntactic realization of representatives in an English lecture discourse;
- + The semantic functions that representatives in an English lecture discourse have with regard to the ultimate purpose of informative discourse.

### 3.6. RELIABILITY AND VALIDITY

The data collection of this study was done with the major sources which are the lectures extracted from English interactive and academic lectures from the TOEFL practice test recordings. In addition, the statistics which show the numbers and percentages of representative's internal structures, syntactic realization, syntactic structures as well as the examples were exactly and faithfully presented. The research procedure was strictly and logically done with the purpose of identifying representatives exactly.

## CHAPTER 4

### FINDING AND DISCUSSION

#### 4.1. FINDINGS

The findings were grouped into three sections. The first one dealt with the classification of secondary speech acts the illocutionary force or point of which are those of representatives. Meanwhile, the second considered how representative speech acts were expressed by internal structures and their distribution. Thirdly, their syntactic realization was also presented.

The communicative function in lecture of a representative speech act can be performed by a representative itself, a directive, or an expressive. It can be noted that almost every speech act may have more than one illocutionary acts, one is secondary speech act and the other one(s) can be primary one. Their primary and secondary illocutionary acts may be different or may be the same. The speech acts that I tried to discuss were supposed to have their primary illocutionary acts as representatives. And the terms “representative”, “directive”, “exclamatory” are implicit to their secondary illocutionary acts.

In order to provide the concise and condensed overview on the syntactic realization and semantic functions of representative speech acts in lectures, tables which include clear instances and analysis will be presented below instead of presenting a plenty of words.

*Table 4.7. Syntactic realization and syntactic structure of representative in form of declarative sentence*

Primary Speech act	Representative		
Secondary Speech act	Representative		
Syntactic realization	Statement		
Internal structure	Declarative		
Syntactic structure	Subject	Predicate	(Complement)
E.g.	<i>The North Atlantic Treaty Organization, or NATO</i>	<i>is</i>	<i>a defensive alliance first formed in the cold war....</i>

<b>Communicated message</b>	<i>It is the fact that The North Atlantic Treaty Organization, or NATO, is a defensive alliance ...</i>
<b>Cognitive status of P</b>	<i>This is a default case of a typical representative where the validity of the proposition of the statement is taken for granted</i>

Table 4.8. The first syntactic realization and syntactic structure of representative in form of imperative sentence

<b>Primary Speech act</b>	<b>Representative</b>	
<b>Secondary Speech act</b>	<b>Directive</b>	
<b>Syntactic realization</b>	<b>Positive Imperative</b>	
<b>Internal structure</b>	<b>Imperative</b>	
<b>Syntactic structure</b>	<b>Imperative clause</b>	<b>Complement clause</b>
<b>E.g.</b>	<i>Remember</i>	<i>that the interior of Earth is extremely hot...</i>
<b>Communicated message</b>	<i>It is the fact that the interior of Earth is extremely hot...</i>	
<b>Cognitive status of P</b>	<i>P is required to be remembered as a fact worth to be recalled</i>	

Table 4.9. The second syntactic realization and syntactic structure of representative in form of imperative sentence

<b>Primary Speech act</b>	<b>Representative</b>	
<b>Secondary Speech act</b>	<b>Directive</b>	
<b>Syntactic realization</b>	<b>Positive imperative</b>	
<b>Internal structure</b>	<b>Imperative</b>	
<b>Syntactic structure</b>	<b>Imperative clause</b>	<b>Complement clause</b>
<b>E.g.</b>	<i>Let's say</i>	<i>you could buy an affordable fuel cell powered car today...</i>
<b>Communicated message</b>	<i>It can be a typical case that you could buy an affordable fuel cell powered car today...</i>	
<b>Cognitive status of P</b>	<i>P is required to be considered as an exemplar case</i>	

Table 4.11. The fourth syntactic realization and syntactic structure of representative in form of imperative sentence

<b>Primary Speech act</b>	<b>Representative</b>	
<b>Secondary Speech act</b>	<b>Directive</b>	
<b>Syntactic realization</b>	<b>Positive Imperative</b>	
<b>Internal structure</b>	<b>Imperative</b>	
<b>Syntactic structure</b>	<b>Imperative clause</b>	<b>Complement clause</b>
<b>E.g.</b>	<i>Find out</i>	<i>how it gathers information, then work against it....</i>
<b>Communicated message</b>	<i>It is presupposed that it gathers information</i>	
<b>Cognitive status of P</b>	<i>P is required to be treated as an uncovered fact</i>	

The table 4.8 was used to illustrate the use of imperative to act a representative in the effort of emphasizing or marking the core information coming right after 'Remember that'. Besides; the table 4.9 presented the use of imperative to give instances in an effective and flexible way. In addition, the table 4.11 stated the use of imperative to act a representative as it describes the steps in giving instruction procedure.

Table 4.12. Syntactic realization and syntactic structure of representative in form of polar question

<b>Primary Speech act</b>	<b>Representative</b>		
<b>Secondary Speech act</b>	<b>Directive</b>		
<b>Syntactic realization</b>	<b>Polar Question</b>		
<b>Internal structure</b>	<b>Interrogative</b>		
<b>Syntactic structure</b>	<b>Auxiliary</b>	<b>Subject</b>	<b>Verb</b>
<b>E.g.</b>	<i>Did</i>	<i>the Sumerians</i>	<i>really disappear</i>
<b>Communicated message</b>	<i>Either the Sumerians really disappear or they continue to live among us to this day</i>		
<b>Cognitive status of P</b>	<i>P is required to be treated as attracting audience's mind</i>		

Table 4.13. Syntactic realization and syntactic structure of representative in form of constituent question

<b>Primary Speech act</b>	<b>Representative</b>			
<b>Secondary Speech act</b>	<b>Directive</b>			
<b>Syntactic realization</b>	<b>Constituent Question</b>			
<b>Internal structure</b>	<b>Interrogative</b>			
<b>Syntactic structure</b>	<b>Constituent Interrogative word</b>	<b>Auxiliary</b>	<b>Subject</b>	<b>Verb phrase</b>
<b>E.g.</b>	<i>How</i>	<i>could</i>	<i>you</i>	<i>control ... country?</i>
<b>Communicated message</b>	<i>you could not control ... country</i>			
<b>Cognitive status of P</b>	<i>P is required to be treated as a null hypothesis of a possibility of realizing P</i>			

Table 4.14. Syntactic realization and syntactic structure of representative in form of exclamatory

<b>Primary Speech act</b>	<b>Representative</b>
<b>Secondary Speech act</b>	<b>Exclamative</b>
<b>Syntactic realization</b>	<b>Exclamation</b>
<b>Internal structure</b>	<b>Exclamatory</b>
<b>Syntactic structure</b>	<b>Predicator</b>
<b>E.g.</b>	<b>Excellent!</b>
<b>Communicated message</b>	<i>You could buy an affordable fuel cell powered car today...</i>
<b>Cognitive status of P</b>	<i>P mentioned in student's response is judged to be true; and P is recognized with appreciation</i>

Table 4.15. Semantic functions of representative speech acts in form of declarative sentence

<b>Primary Speech act</b>	<b>Representative</b>
<b>Syntactic realization</b>	<b>Statement</b>
<b>Internal structure</b>	<b>Declarative</b>
<b>Function</b>	<b>Asserting</b>
<b>E.g.</b>	<i>It's true that expansionary monetary policy can lead to inflation, ...</i>
<b>Communicated message</b>	<i>[expansionary monetary policy can lead to inflation] is true</i>
<b>Performative Force</b>	<i>I assert that expansionary monetary policy can lead to inflation, ...</i>

Table 4.16. Semantic functions of representative speech acts in form of imperative sentence

<b>Primary Speech act</b>	<b>Representative</b>
<b>Syntactic realization</b>	<b>Positive Imperative</b>
<b>Internal structure</b>	<b>Imperative</b>
<b>Function</b>	<b>Commanding and Asserting</b>
<b>E.g.</b>	<i>First, begin your name ...</i>
<b>Communicated message</b>	<i>The procedure begins with the information of your name given ...</i>
<b>Performative Force</b>	<i>I command you to follow these steps and take each of them as a chunk of instructional information ...</i>

Table 4.17. Semantic functions of representative speech acts in form of interrogative sentence

<b>Primary Speech act</b>	<b>Representative</b>
<b>Syntactic realization</b>	<b>Question</b>
<b>Internal structure</b>	<b>Interrogative</b>
<b>Function</b>	<b>Question and Asserting</b>
<b>E.g.</b>	<i>So, what can we do to combat these people?</i>
<b>Communicated message</b>	<i>We can combat these people by what I am going to tell you right now</i>
<b>Performative Force</b>	<i>I am asking you to pay attention to the information I give you after the question</i>

Table 4.18. Semantic functions of representative speech acts in form of exclamatory

<b>Primary Speech act</b>	<b>Representative</b>
<b>Syntactic realization</b>	<b>Exclamation</b>
<b>Internal structure</b>	<b>Exclamatory</b>
<b>Function</b>	<b>Expressing and Asserting</b>
<b>E.g.</b>	<i>Excellent!</i>
<b>Communicated message</b>	<i>We can combat these people by what I am going to tell you right now</i>
<b>Performative Force</b>	<i>I hereby recognize the validity/truth of your answer and highly appreciate that</i>

Through the data collected from the informative lectures in the corpora, the internal structures of representative speech acts gradually came to light. The syntactic realization of representatives in an English lecture discourse, which are very common structure such as imperative and interrogative, was also found. By analyzing many instances which groups together in special intentions of the researcher, a full understanding about semantic functions that representatives in an English lecture discourse have with regard to the ultimate purpose of informative discourse was presented. As teaching is an art, this study contributes some useful and interesting ideas for the one who loves teaching as a reference. The tables 4.18 and 1.19 below show the concise and condensed summary of the whole chapter 4.

Table 4.19. Internal structure and syntactic realization of representative speech acts

<b>Primary speech act</b>	Representative	Representative	Representative	Representative	Representative	Representative	Representative
<b>Secondary speech act</b>	Representative	Directive			Representative	Representative	Representative
<b>Syntactic realization</b>	Statement	Positive Imperative	Polar question	Constituent question	Exclamation		
<b>Internal structure</b>	Declarative	Imperative	Interrogative	Interrogative	Exclamatory		
<b>Syntactic structure</b>	S	I C1	Aux	C I.W	Aux	S	V P
	P/W (C/O)	C o C1	S	V	Aux	S	V P

(KEY: S = subject  
 O = object  
 Aux = Auxiliary  
 I C1= Imperative clause  
 Pr = predicator  
 V = verb  
 C.I.W = Constituent interrogative word  
 V P = verb phrase)  
 C = complement  
 C o.C1= Complement clause

Table 4.20. Semantic functions of representative speech acts

<b>Primary speech act</b>	Representative	Representative	Representative	Representative
<b>Syntactic realization</b>	Statement	Positive Imperative	Polar / Constituent question	Exclamation
<b>Internal structure</b>	Declarative	Imperative	Interrogative	Exclamatory
<b>Function</b>	Asserting	Commanding and asserting	Question and asserting	Expressing and Asserting

## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

#### 5.1 CONCLUSION

By studying the linguistic feature, the study covers two areas of investigation: first, the pragmatic features and second, the semantic features of representative in English lecture discourse. According to the findings and the discussion presented preceded, a representative speech act can be performed by a representative, a directive, or an expressive. Every speech act may have two illocutionary acts, one is secondary speech act and the other is primary one. Its primary and secondary illocutionary acts may be different or may be the same. So do its functions.

In order to have a clear-cut presentation for what were concluded, the table below which summarizes the advantages i.e. contributions of a representative to a lecture will be shown.

Table 5.1. Advantage of a primary representative speech act in lecture discourse

Internal structure	Advantage	
Declarative	<ul style="list-style-type: none"> <li>Communicating information directly and effectively</li> </ul>	
	<ul style="list-style-type: none"> <li>Convey a big amount of information to a big number of students in a limited time</li> </ul>	
Imperative	<ul style="list-style-type: none"> <li>Attracting students' attention</li> </ul>	
	<ul style="list-style-type: none"> <li>Marking the emphasis on important information</li> </ul>	
	<ul style="list-style-type: none"> <li>Describing a procedure of giving instructions in a clear-cut way</li> </ul>	
Interrogative	Rhetorical question	<ul style="list-style-type: none"> <li>Communicating information in an eliciting way</li> </ul>
		<ul style="list-style-type: none"> <li>Attracting students' attention</li> </ul>
	<ul style="list-style-type: none"> <li>Functioning as a thematic marker</li> </ul>	
	Tag question	<ul style="list-style-type: none"> <li>Appealing students' agreement</li> </ul>
<ul style="list-style-type: none"> <li>Narrowing distance from students (being close to students)</li> </ul>		
Exclamative	<ul style="list-style-type: none"> <li>Giving feedback</li> </ul>	
	<ul style="list-style-type: none"> <li>Awakening emotion</li> </ul>	
	<ul style="list-style-type: none"> <li>Encouraging students</li> </ul>	

## 5.2. RECOMMENDATIONS

Through this study, I would like to propose two big problems that every lecturer might face in their work of giving lectures: students' INATTENTION and their NOT cooperating. Accordingly, some recommendations presented below try to suggest some techniques for

an effective lecture by using language and by organizing some activities.

- Reset students' attention every 5 minutes and every 20 minutes. Students have short attention spans, according to some observers, 15 or 20 minutes is as long as one can expect. Therefore, at least the lecturer should reset their attention slightly by using imperative sentences to have strong and clear-cut emphasis on what he said. This is also a good way to mini-summarize the content he said in 5 past minutes so that students can follow him easily. He can also put a rhetorical question which followed by a short period of silence. This sudden change will be very effective in ways of asking for students' attention and thinking. After every twenty minutes, it is useful to "reset" the attention by interjecting some activity by the students. This could be as simple as asking students to write a single sentence explaining the main point being discussed, or to explain something that they have not understood, or ask students NOT to take notes for a short period, then work in groups to reconstruct what they heard.
- Intersperse group activities. For example, a twenty minute lecture, followed by a ten minute group discussion, followed by another twenty minute lecture can be much more effective than 50 minutes of straight lecture. The group work could be a simple exercise such as "think-pair-share" or a more complicated group activity.
- Make lectures interactive. Find a way to solicit feedback from students during the lecture. During the lecture the lecturer should scan the room for the student who is least engaged in the lecture and then does whatever he needs to do to get that student to pay attention (e.g., speak faster or slower, louder or softer, tell a joke, or somehow change the pattern). Interactive here also means the lecturer and his students can talk face to

face by asking and answering some questions. In case of giving a question, the lecturer has to try NOT to forget to give a positive feedback. His feedback plays an important role and has serious impact on students' attitude of learning. Positive feedback here does not mean he should always give praises. It does mean he can praise or criticize his student answer but it must be in a tactful way.

- Help students organize their notes. The lecturer can help students retain the material by providing a structure and emphasizing important points and connections. To do this well, once again imperative and interrogative sentences are proved to be the best means.
- Start with a problem that engages students. It is most effective to start with something that hooks students into the topic. This should associate with putting questions to interact with students or giving rhetorical questions so that this tip can do its best.

### **5.3. SUGGESTION FOR FUTHER RESEARCH**

I had a chance to investigate the structure of a lecture in English and representative in English lecture discourse which gave me a lot of nice ideas of giving an effective lecture. This is really an art and the professors in the corpora were skillful artists. I learnt a lot from this study. However, I would like to have another chance to investigate representative in Vietnamese lecture discourse to have a contrastive analysis between representatives in English lectures and Vietnamese lectures. The differences in language, culture, custom, teaching style, students' attitude and some other factors might create some remarkable and interesting alternatives.