CHAPTER FIVE

PHASAL REALISATIONS

5.1   Introduction

This chapter is concerned with the descriptive analysis of the phasal realisations of the lecture discourse-in-texts. Following the relevant defined concepts presented previously, the phasal descriptive analysis here involves aspects that categorically fall into two levels of semiotic phenomena: the macro-level and the micro-level. The macro-level analysis focuses on the phases or macro-functions that occur in the lecture discourse(LD)-in-texts 1, 2, 3, 4, 5, 6 and 7 under study particularly in terms of recurrent phase or macro-function types and patterns, whereas the micro-level analysis focuses on the sub-phases or micro-functions that occur in the LD-in-texts under consideration particularly in terms of recurrent sub-phase or micro-function types and patterns. Since the aspects in question are functionally interrelated, the description provided in this chapter is a combined description of phasal and sub-phasal aspects. The description is enumerated in the following headings: (1) the phase or macro-function types, (2) the sub-phase or micro-function types, (3) the phase or macro-function patterns and (4) the sub-phase or micro-function patterns.

5.2 Macro-&-Micro-level Description: the Phases, Sub-phases and Linguistic Expressions

5.2.1 The Phase Types

Focusing on the macro-level analysis with respect to the phase or macro-function types, the phase or macro-function types that recurrently occur in the LD-in-texts are displayed in the table below.

Table 5.1: Recurrent Phase Types of the LD-in-texts.

Phase type no.	Phase types
1	Consent (CT)
2	Discourse structuring (DS)
3	Substantiation (SU)
4	Evaluation (EV)
5	Conclusion (CO)

It should be noted that the occurrences of these phase or macro-function types in the LD-in-texts are not necessarily similar in terms of their frequency of occurrence in the LD-in-texts, and in terms of the number and types of sub-phases or micro-functions involved therein that realise and characterise the phase or macro-function types in question. Moreover, the involvement of a particular phase or macro-function type in the phase or macro-function patterns of the LD-in-texts may vary from phase or macro-function pattern to phase or macro-function pattern particularly in terms of the phase or macro-function type position or location in the phase or macro-function pattern in question.

5.2.2 The Sub-phase Types

Focusing on the micro-level analysis with respect to the sub-phase or micro-function types, there are a large number of recurrent sub-phase or micro-

function types that are found in the LD-in-texts. The recurrent sub-phase types are observable in the table below. It should be noted that the occurrences of these sub-phase types in the LD-in-texts are not necessarily similar in terms of their frequency of occurrences.

Table 5.2: Recurrent Sub-phase Types of the LD-in-texts.

Sub-phase type no.	Sub-phase types
1	Greeting (GR)
2	Orientation (OR)
3	Reminder (RE)
4	Focus (FO))
5	Message (MS)
6	Aside (AS)
7	Statement (ST)
8	Explanation (EP)
9	Definition (DE)
10	Exemplification (EX)
11	Quotation (QU) (full or partial)
12	Interchange(IC)
13	Drill (DR)
14	Direction (DI)
15	Check (CH)
16	Summary (SM)
17	Emphasis (EM)
18	Recommendation (RM)
19	Judgement (JU)
20	Apology (AP)
21	Humour (HM)
22	Leave-taking (LT)

To set the context of the description of the recurrent sub-phases or micro-functions under discussion, let me proceed with a definition of each sub-phase type as is enumerated below.

(1). A Greeting (GR) sub-phase is a micro-function used in the phasal analysis of the LD-in-texts to refer to a sub-phase type in which the speaker's purpose of talk is to create harmony and maintain the social bonds between the speaker (typically the lecturer) and the listeners (typically the students).

(2). An Orientation (OR) sub-phase is a micro-function type in which the speaker's purpose of talk is to introduce or announce what will be or need to be presented in the lecture activity.

(3). A Reminder (RE) sub-phase is a micro-function type in which the speaker's purpose of talk is to remind the listeners (typically the students) who are involved in the lecture activity of what has happened previously and what will be or need to be presented in the lecture activity.

(4). A Focus (FO) sub-phase is a micro-function type in which the speaker's purpose of talk is - at the phasal or macro-functional level - to signal a transitional process of realisationally moving from a particular phase to another; or - at the sub-phasal or micro-functional level - to signal a transitional process of departing from a particular sub-phase to *this* sub-phase that bears a new fact, concept, idea, information, etc.

(5). A Message (ME) sub-phase is a micro-function type in which the speaker's purpose of talk is to deliver or pass on news or a message to the listeners (typically the students) as information.

(6). An Aside (AS) sub-phase is a micro-function type in which the speaker's purpose of talk is to express what is going on in oneself, to make an attempt to clarify ideas and the like in details that may result in digression that may sometimes create a favourable atmosphere in the lecture activity.

(7). A Statement (ST) sub-phase is a micro-function type in which the speaker's purpose of talk is to help the listeners (typically the students)

understand certain viewpoints, concepts, ideas, facts, etc. or to widen the students' range of knowledge (cf. Gronbeck et. al. 1995:17).

(8). An Explanation (EP) sub-phase is a micro-function type in which the speaker's purpose of talk is to clarify, amplify or strengthen certain ideas, concepts, viewpoints, facts, etc., by way of explanation as such that the ideas are properly understood and accepted. (The explanation in question may come into existence by going through expansion, i.e. elaboration, extension and/or enhancement).

(9). A Definition (DE) sub-phase is a micro-function type in which the speaker's purpose of talk is to name and/or compare/contrast certain terms, ideas, concepts, viewpoints, facts, etc. or to describe exactly their meanings.

(10). An Exemplification (EX) sub-phase is a micro-function type in which the speaker's purpose of talk is particularly to support, prove and/or clarify certain viewpoints, ideas, concepts, facts, etc.

(11). A Quotation (QU) sub-phase is a micro-function type in which the speaker's purpose of talk is to support statements and/or judgements on certain ideas, concepts, viewpoints, facts etc. The quotation itself is here taken not in its generally understood sense. (A quotation itself is here taken as a notion that refers to or includes the notion of so-called *direct and indirect speech*, and a quotation in either sense may be full or partial).

(12). An Interchange (IC) sub-phase is a micro-function type in which the speaker's purpose of talk is to demand or give goods, services or

information, whose expression may be verbal (linguistic) and/or non-verbal (non-linguistic).

(13). A Drill (DR) sub-phase is a micro function type in which the speaker's purpose of talk is to practise or exercise a certain technique or the like which is related to what has just been taught.

(14). A Direction (DR) sub-phase is a micro-function type in which the speaker's purpose of talk is particularly to assign the listeners (typically the students) to perform a certain task or to give a direction or a guideline to the students of how to do a task assigned to them.

(15). A Check (CH) sub-phase is a micro-function type in which the speaker's purpose of talk is to check or make sure whether or not the listeners (typically the students) can follow what has been or is being presented.

(16). A Summary (SM) sub-phase is a micro-function type in which the speaker's purpose of talk is to enable the listeners (typically the students) to understand what has been presented, to put the main ideas that have been presented in a brief form, to draw inferences that may be implicit in the given lecture, or to re-enforce or underline what has been or has to be accepted from the speaker's (lecturer's) point of view.

(17). An Emphasis (EM) sub-phase is a micro-function type in which the speaker's purpose of talk is to highlight the main ideas or points presented, or to show the significance or importance of the ideas or points lectured.

(18). A Recommendation (RM) sub-phase is a micro-function type in which the speaker's purpose of talk is to recommend valued point(s) to the listeners (typically the students).

(19). A Judgement (JU) sub-phase is a micro-function type in which the speaker's purpose of talk is to express an evaluative opinion on the quality of information, examples, conclusions, etc.

(20). An Apology (AP) sub-phase is a micro-function type in which the speaker's purpose of talk is to offer or accept an apology for previous inappropriate statements, mistakes, errors, etc.

(21). A Humour (HM) sub-phase is a micro-function type in which the speaker's purpose of talk is to enhance good relationships between the speaker (lecturer) and the listeners (students). (See Mulholland, 1994:128) who states that the purpose of humour is "to lighten the mood of an interaction").

(22). A Leave-taking (LT) sub-phase is a micro-function type in which the speaker's purpose of talk is to maintain the harmony that has been established between the speaker (lecturer) and the listeners (students).

To provide the context of the subsequent description, let me now turn to the question of the relation between phases and sub-phases. The phase and sub-phase organisations, variables and processes are functionally related to each other. The relationship between the phases and sub-phases is one of realisation and characterisation, in the sense that one or more sub-phase(s) realise(s) and characterise(s) the existence or occurrence of a phase. Consequently, the existence or occurrence of a phase will typically involve one or more sub-phase(s). The life of a phase is dependent on the life of (a) sub-phase(s), in that the former is realised and characterised by the latter. In terms of the semiotic level, the phases represent a semiotic organisation that is one level higher than that of the sub-phases.

In what follows, an attempt will be made to describe the sub-phase or micro-function types above that occur sequentially in the phase or macro-function types and the linguistic expressions that instantiate them. In other words, the question to answer is concerned with what sub-phase types occur in what phase types and what linguistic expressions realise and characterise them.

5.2.3 The Sub-phases and Linguistic Expressions of the CT Phase

Based on the data, the Apology (AP), Humour (HM), Greeting (GR) and Leave-taking (LT) sub-phases or micro-functions are most prominent in their occurrences in the Consent (CT) phase or macro-function. The occurrences of these sub-phase or micro-function types that form sequences or patterns within the CT phase or macro-function are described under the relevant headings below. The description is focussed on the positions of the sub-phase or micro-function types in their sequences or patterns with the linguistic wordings that express them.

Generally, the position of an Apology (AP) sub-phase in a sub-phase pattern may be before a Statement (ST) sub-phase forming the sequence of AP^ST. Based on the data, in the AP^ST sequence the AP sub-phase occurs for example when the speakers (lecturers) realise that they have made a certain mistake or error and they immediately offer an apology for that matter, in which the stated apology is followed by a correction clarification of the mistake or error. See the instances below.

An Apology (AP) sub-phase in support of a Consent (CT) phase appears in the LD-in-text 5 in which the speaker (lecturer) makes an apology for her

mistake in her previous statement. This is illustrated in a clause expression as can be seen in a sample text fragment.

[5.1]   I'd made a mistake a while ago about putting fastest here. I shouldn't make it. It confuses you...

The speaker (lecturer) in LD1 presents an AP sub-phase when she expresses an apology to the listeners (students) for honestly telling them about insufficient facilities in the school where she used to teach before (the students attending this lecture were school teachers). This is illustrated in a clause expression as can be seen in a sample text fragment below.

[5.2].   I am sorry but I actually knew it because you told me that there was no electricity that I was going to get battery from the school because the school did not provide batteries.

Generally, the position of a Humour (HM) sub-phase in a sub-phase pattern may be after a Greeting (GR) sub-phase forming the sequence of GR^HM, after a Statement (ST) sub-phase forming the sequence of HM^ST, or it may place itself before a Summary (SM) sub-phase forming the sequence of. HM^SM. Based on the data, in the GR^HM sequence the HM sub-phase occurs for example when the speakers (lecturers) address the students with a greeting followed by a humour. In the HM^ST sequence the HM sub-phase occurs for example when the lecturers relate their questions to statements in order that they can easily keep on remembering the information. In the HM^SM sequence the HM sub-phase occurs for example when the speakers present a humorous expression followed by a summary of the points. See the instances below.

The production of an HM sub-phase can be observed in the LD-in-text 2 in which the speaker (lecturer) talks about a desirable second language learning age of students by presenting a humorous 'rhetorical question' (i.e. "Anybody here is sixteen years old"?, making the students laugh). This is illustrated in the sample text fragment below.

[5.3]. So you can start convincing yourself that I should have started learning a second language before I turned sixteen. Anybody here is sixteen years old? (the students laugh). Very unlikely. Or, do we have adolescent in this class?

The speaker (lecturer) in the LD-in-text 4 also expresses an HM sub-phase when she wants to tease the students about the coming assignment. This can be seen in the sample text fragment below.

[5.4]. L: Good morning. How is your weekend? Or you're worried about the assignments. I can only say one thing about break, they are never long enough.

One HM sub-phase also appears in LD7 when the speaker (lecturer) talks about the structural language teaching syllabus in the 70s and one student responds to the lecturer's statement but the lecturer does not clearly hear the student's response, which proves to be perceived as a joke by the students. The humorous expression makes the students laugh. This is observable in the clause expressions illustrated below.

[5.5]. L: Last time it was straight structural in the teaching, the 70s,
S: was not born yet. (Students laugh)

Another HM sub-phase can also be found in the LD-in-text 4 in which the speaker (lecturer) makes a joke by employing address terms for woman and man. Observe the instance below.

[5.6]. …a college of mine told me "I shall never go to that one particular store again and I said "what's wrong" then she said: that Indian man one morning called me "good morning, auntie". I haven't married yet. So even how you greet people matters.

Generally, the position of a Greeting (GR) sub-phase in a sub-phase pattern may be before an Orientation (OR) sub-phase forming the sequence of GR^OR or before a Humour (HM) sub-phase forming the sequence of GR^HM. Based on the data, in the GR^OR sequence the GR sub-phase occurs for example when the speakers (lecturers) address the students with a greeting followed by an orientation to the given topic at the time. In the GR^HM sequence the GR sub-phase occurs for example when the speakers (lecturers) address the students with a greeting followed by a humour to maintain the social bonds among the participants involved in the lecture interaction. See the instances below.

A Greeting (GR) sub-phase in support of a Consent (CT) phase appears in the LD-in-text 3 in which the speaker (lecturer) greets the students to establish a harmonious relation among them. This is illustrated in a clause expression as can be seen in a sample text fragment.

[5.7]. How are you this morning? Are you feeling good?

The production of a GR sub-phase can also be observed in the LD-in-text 4 in which the speaker (lecturer) starts the lecture by making a greeting followed by the students' response "good". This is illustrated in the sample text fragment below.

[5.8]. L : Good morning. How is your weekend?
        Ss: Good.

One GR sub-phase also appears in the LD-in-text 6 when the speaker (lecturer) greets the students "how are you" and followed by the students' response "fine". This is observable in the clause expressions illustrated below.

[5.9]. L : All right, how are you all today? Ok?
    Ss: Fine
    L : OK, fine.

Generally, the position of a Leave-taking (LT) sub-phase in a sub-phase pattern may be after a Summary (SM) sub-phase forming the sequence of SM^LT or it may place itself after a Message (MS) sub-phase forming the sequence of MS^LT. Based on the data, in the SM^LT sequence the LT sub-phase occurs for example when the speakers (lecturers) have presented the given lecture points and put them in a summary they then end the lecture with leave-taking remarks. In the MS^LT sequence the LT sub-phase occurs for example when the speakers (lecturers) have delivered a particular message they then express leave-taking remarks addressed to the students. See the instances below.

One LT sub-phase occurs in the LD-in-text 3 when the speaker (lecturer) ends the lecture and will see the students again in the tutorial session. This is observable in the clause expressions illustrated below.

[5.10] I'll see group four at about 10 minutes.

The speaker (lecturer) in the LD-in-text 4 also expresses an LT sub-phase when she announces that she will see them in the tutorial session. This can be seen in the sample text fragment below.

[5.11]. Ok. See you in tutorial

The speaker (lecturer) in the LD-in-text 5 produces an LT sub-phase when after she concludes the lecture, it was followed by the leave-takings "see you". Observe the sample text fragment

[5.12]. OK. See you.

The production of an LT sub-phase can be observed in LD6 in which the speaker (lecturer) announces an LT to her students. This is illustrated in the sample text fragment

[5.13].   Ok. Shall we end up now. It is ten forty five now. I'll see you tomorrow.

5.2.4   The Sub-phases and Linguistic Expressions of the DS Phase

Based on the data, the Orientation (OR), Focus (FO), Reminder (RE), Message (MS) and Aside (AS) sub-phase are most prominent in their occurrences in the Discourse structuring (DS) phase. The occurrences of these sub-phase within the DS phase are described under the relevant headings below. The description is focussed on the positions of the sub-phase types in sequences or patterns with the linguistic wordings that express them.

Generally, the position of an Orientation (OR) sub-phase in a sub-phase pattern may be after a Greeting (GR) sub-phase forming the sequence of GR^OR, it may also locate itself before a Statement (ST) sub-phase forming the sequence of OR^ST, or it may be before a Reminder (RE) sub-phase that is followed by an ST forming the sequence of OR^RE^ST. Based on the data, in the GR^OR sequence the OR sub-phase occurs for example when the speaker (lecturer) tells the topic of the given lecture to the students. In the OR^ST sequence the OR sub-phase occurs for example when the orientation

is preceded by a statement for the purpose of giving a signal to the listeners (students) that the concepts, ideas, etc. are about to be stated. In the OR^RE^ST sequence the OR sub-phase occurs for example when the orientation is followed by a reminder (e.g. the lecturer reminds the students about what has been given previously or relates the previous topic to the new topic) and then the concepts, ideas, etc. are stated. See the instances below.

The speaker (lecturer) in the LD-in-text 2 produces an OR sub-phase when she brings the students to a clear lecture topic, which is Comparing and Contrasting FLA and SLA. Observe the sample text fragment.

[5.14]. Right, OK, now. Basically, today's lecture is on Comparing and Contrasting First Language and Second Language Acquisition or I've called them FLA and SLA.

The speaker (lecturer) in the LD-in-text 3 produces an OR sub-phase when she tactlessly introduces the lecture topic Material Selections for Use of Test that is going to be discussed in order that the students have a clear focus on the topic. In this way, the students can immediately follow what is being focussed in the given lecture without having to think too much or waiting for the subject reference, in that the topic has been clearly stated by the lecturer right from the beginning. Observe the sample text fragment.

[5.15]. Our lecture today is about test items, the material selection for use for the test.

The speaker (lecturer) in the LD-in-text 5 produces an OR sub-phase when she immediately begins the lecture with the lecturer's introduction to the lecture topic Morphology and Morphophonemics with the sub-topics

Organisation of Morphs, Prefixes and Suffixes. Observe the sample text fragment.

[5.16]. Ok. Right. Today, we are looking at morphology and morphophonemics which is part of phonetics and phonology. I am going to start with the organisation of morphs, then looking at prefixes and suffixes, and then proceed to morphophonemic processes.

The speaker (lecturer) in the LD-in-text 6 produces an OR sub-phase when she starts the lecture by recapitulating what was done in the previous lecture, raising the students' attention. In this, the speaker also does some reminders to link the present lecture to the previous one. Observe the sample text fragment.

[5.17]. Now. Let me just recapitulate today what we did yesterday. OK. Yesterday we looked at the concept of grammar that all of us agree to be taught in the classroom, and after that we looked at what ought to be done before we start teaching grammar at the preparatory stage.

The speaker (lecturer) in the LD-in-text 7 produces an OR sub-phase when she uses the *let*-expression that leads the students to proceeding with the focussed topic Functional and Notional Concepts of Language Description. Observe the sample text fragment.

[5.18]. Now. Let's do the functional and notional concept of language description.

The next sub-phase that is in focus here is the Reminder (RE) sub-phase. This RE sub-phase that appears in the data may be after an Orientation (OR) sub-phase forming the sequence of OR^RE in the first place. The second location of an RE sub-phase is before a Statement (ST) sub-phase forming the sequence of RE^ST. Based on the data, in the OR^RE sequence the RE

micro-function occurs for example when the speaker (lecturer) reminds the students of what was given in the previous lecture and what will be presented in the given lecture at the time. In the RE^ST sequence the RE micro-function occurs for example when the lecturer links the topics in different lectures by reminding the students of what topics will be presented in the next lecture, after talking about the topics in the given lecture. See the instances below.

In various instances of the RE sub-phase the speaker (lecturer) reminds the students of the previous concepts and the concepts that will be discussed. In doing so, the lecturer signals the micro-structural status of REs. See the instances below.

The speaker (lecturer) in the LD-in-text 1 produces an RE sub-phase when she reminds the students that in the previous week the lecture was focussed on L1 acquisition. Observe the sample text fragment.

[5.19]. Remember last week I focussed on L1 acquisition that the role of the language teacher.....

The speaker (lecturer) in the LD-in-text 2 produces an RE sub-phase when she reminds the students that she has talked about language in the previous week. This fashion of lecturing here is similar with the former style of speaking. Observe the sample text fragment.

[5.20]. Remember last week when we talked about what language is.

In a similar fashion, the speaker (lecturer) in the LD-in-text 6 produces an RE sub-phase when she reminds the students of the points in which she relates

the points given in the previous week to the following points to be given at the time. Observe the sample text fragment.

[5.21]. Remember we said that grammar also look at how word change.

In the closing of the lecture the speaker (lecturer) in the LD-in-text 3 produces an RE sub-phase when she reminds the students about the plan for the following week lecture. The way of lecture presentation that involves the RE sub-phase like this is comparatively distinct from the previous REs. Observe the sample text fragment.

[5.22]. Now next week we will move into the next segment, all right, which we have been already doing the step towards planning the paper.

Similarly, the speaker (lecturer) in the LD-in-text 4 produces an RE sub-phase when she reminds the students about the details of the following week lecture. Observe the sample text fragment.

[5.23]. Next week we will look at how do you vet this papers and after that I will pose you the question that you have all week to think about.

In general, the position of a Focus (FO) sub-phase may precede a Statement (ST) sub-phase forming the sequence of FO^ST, a Quotation (QU) sub-phase forming the sequence of FO^QU, an Explanation (EP) sub-phase forming the sequence of FO^EP or an Exemplification (EX) sub-phase forming the sequence of FO^EX. Based on the data, in the FO^ST sequence the FO sub-phase occurs for example when the speakers (lecturers) signal that they are about to start the statement of facts or concepts. In the FO^QU sequence the FO sub-phase occurs for example when the speakers (lecturers) signal that they want to quote concepts or ideas being lectured. In the FO^EP sequence the FO sub-phase occurs for example when the speakers (lecturers) signal

that they are ready to explain concepts, ideas or the like. In the FO^EX sequence the FO sub-phase occurs for example when the speakers (lecturers) give signal that they are about to exemplify concept, techniques or the like. The instances can be found in the corpora, in which the speakers sometimes use *let*-expressions. Within the sub-phase patterns, the speakers use the *let*-expressions as a way of proceeding with an exemplification. One possible interpretation of the speakers' motivation to make use of the *let*-expressions is that the speakers are trying to show an inclusive technique in the lecture activity. See the instances below.

The speaker (lecturer) in the LD-in-text 4 produces a FO sub-phase when she moves from the previous point to the next point in which she explains the prior knowledge needed before starting a test paper. Observe the sample text fragment.

[5.24]. OK. Moving on to the three basic questions that we should ask before we start the test paper.

The speaker (lecturer) in the LD-in-text 5 produces a FO sub-phase when she announces her lecture plan in which she will start with the Anglo Saxon prefix. That is, she tells the students in advance about her lecture plan in which she will begin formulating a kind of conceptual framework for the description of the prefix in question. Observe the sample text fragment.

[5.25]. I'm going to draw some kind of frame.

The speaker (lecturer) in the LD-in-text 7 produces a FO sub-phase when she uses the *let*-expression as a way of moving from the previous point to the next point in which she signals to the students for the next topic (i.e. about the

meaning of *reporting information*) to be explained. Observe the sample text fragment.

[5.26]. Let's go on to reporting information.

The speaker (lecturer) in the LD-in-text 1 produces an FO sub-phase when she uses a proceeding to show the students the nature of the relationship of theoretical, applied linguistics and language pedagogy. Observe the sample text fragment.

[5.27]. OK. Right I'll go to the theoretical linguistic research and applied linguistic research and see how they relate to language pedagogy.

The speaker (lecturer) in the LD-in-text 4 produces an FO sub-phase when she announces what she will do next, in which she will explain various types of test items. Observe the sample text fragment.

[5.28]. I will go on to it in detail.

Generally, the position of a Message (ME) sub-phase in a sub-phase pattern may be before a Greeting (GR) sub-phase forming the sequence of ME^GR or it may place itself after a Summary (SM) sub-phase forming the sequence of SM^ME. Based on the data, in the ME^GR sequence the ME sub-phase occurs for example when the speaker (lecturer) give messages before they express greetings to the students. In the SM^ME sequence the ME sub-phase occurs for example when the speaker (lecturer) give message after they summarise the lecture that presented in the closing (final stage) of the lecture. See the instances below.

The speaker (lecturer) in the LD-in-text 2 produces an ME sub-phase when she announces a *no tutorial* message to the students. Observe the sample text fragment.

[5.29]. Remember tomorrow no tutorial, but Wednesday join the other group here.

The speaker (lecturer) in the LD-in-text 3 produces an ME sub-phase when she gives an announcement, this time about a change of another lecturer's lecture schedule for the following day. Observe the sample text fragment.

[5.30]. Before I forget, announcement for DR. Loga's lecture tomorrow the nine to ten lecture, she'll be having it at twelve o'clock tomorrow instead of nine.

Generally, the position of an Aside (AS) sub-phase in a sub-phase pattern may be after an Explanation (EP) sub-phase forming the sequence of EP^AS or it may also locate itself after an Exemplification (EX) sub-phase forming the sequence of EX^AS. Based on the data, in the EP^AS sequence the AS sub-phase occurs for example when the speakers (lecturers) say in undertone voices that something has happened unnecessarily or it occurs for example when the speakers (lecturers) wander away from the main subject. In the EX^AS sequence the AS sub-phase occurs for example when the speakers (lecturers) present examples followed by wandering remarks that are in many cases still relevant to the topics being discussed. See the instances below.

The speaker (lecturer) in the LD-in-text 3 produces an AS sub-phase when she is talking to herself when she discovers that the blackboard is still full of unnecessary notes. This is one of the senses of the defined Aside (AS) in this study. Observe the sample text fragment.

[5.31]. They haven't cleaned the board yet.

The same sense of Aside (AS) also applies to the interpretation of the instance below. In this, the speaker (lecturer) in the LD-in-text 2 produces an AS sub-phase after she turns aside or wanders away from the main subject, in which she makes a remark in an undertone as such that it is hardly heard by the students. Observe the sample text fragment.

[5.32]. Where were we?

The speaker (lecturer) in the LD-in-text 4 produces an AS sub-phase when she turns aside from the main subject. This is another sense of AS that is applied in this study. The wandering remarks she makes are to a certain extent still relevant to the topic being discussed, i.e. about communication breakdown. Observe the sample text fragment.

[5.33]. On the other hand, though very authentic someone passing and said to my colleague and I "hi girls" then I look at him how rude he is. Perhaps he was not being rude, he didn't want to call you aunties when he didn't know that he cannot refer "hi girls". You can call your wives girls, but don't call me a girl. Likewise, even how do you like the term women as these women. What do you want me to call you some men? Say you are a women, what do I call you lady? Hi guys it's lady here not women. (students laugh)

5.2.5 The Sub-phases and Linguistic Expressions of the SU Phase

Based on the data, the Statement (ST), Explanation (EP), Definition (DF), Exemplification (EX), Quotation (QU), Interchange (IC), Drill (DR), Check (CH), and Direction (DI) sub-phases are most prominent in their occurrences in the Substantiation (SU) phase. The occurrences of these sub-phases within the SU phase are described under the relevant headings below. The

description is focussed on the positions of the sub-phase in sequences or patterns with the linguistic wordings that express them.

Generally, the position of a Statement (ST) sub-phase in a sub-phase pattern may be before an Explanation (EP) forming the sequence of ST^EP, a Check (CH) forming the sequence of ST^CH, an Exemplification (EX) forming the sequence of ST^EX, a Judgement (JU) sub-phase forming the sequence of ST^JU, an Exemplification (EX) forming the sequence of ST^EX, a Focus (FO) sub-phase forming the sequence of. FO^ST or before an Emphasis (EM) forming the sequence of ST^EM. Based on the data, in the ST^EP sequence the ST sub-phase occurs for example when the speakers (lecturers) start the actual contents of a lecture by stating facts or concepts. In the ST^CH sequence the ST sub-phase occurs for example when the speakers (lecturers) want to make sure whether or not certain concepts or ideas being lectured are clearly understood. In the ST^EX sequence the ST sub-phase occurs for example when the speakers (lecturers) exemplify particular statements of facts, concepts, ideas or the like. In the ST^JU sequence the ST sub-phase occurs for example when the speakers (lecturers) evaluate the given statements. In the FO^ST sequence the ST sub-phase occurs for example when the speakers (lecturers) proceed to the statement that is going to be presented. In the ST^EM sequence the ST sub-phase occurs for example when the speakers (lecturers) for some reason emphasise the stated facts, concepts, ideas or the like. See the instances below.

The speaker (lecturer) in the LD-in-text 1 produces an ST sub-phase for example when she makes a statement presenting the concepts of linguistic methods of research, in which the speaker gives a statement by employing a

numbering technique as such that all the essential points are ordered in a sequence. Observe the sample text fragment.

[5.34]. One is the theoretical basic research. Number two is the applied linguistic research. And three is practical language teaching or language pedagogical.

The speaker (lecturer) in the LD-in-text 2 produces an ST sub-phase for example when she precisely states to the students that in the given lecture topic Comparing and Contrasting FLA and SLA there will be four main concepts to be expanded. Observe the sample text fragment.

[5.35]. Ok. Comparing and contrasting FLA and SLA, they have four domains affecting the learning a second language.

The speaker (lecturer) in the LD-in-text 3 produces an ST sub-phase for example when she provides a statement about variables that determine the test. Observe the sample text fragment.

[5.36]. Well. As we know, there are many variables, all right, that determine the selection of population that you are going to administer the test, materials for example the test format, all right, the skills that you are testing, the target.

The speaker (lecturer) in the LD-in-text 4 produces an ST sub-phase for example when she makes a statement on different types of testing. Observe the sample text fragment.

[5.37]. There are different types of testing placement, assessment, diagnostic, etc.

The speaker (lecturer) in the LD-in-text 5 produces an ST sub-phase when she tells the students about one of the concepts to be discussed in morphology. Observe the sample text fragment.

[5.38]. Ok. Right. In morphology, we shall look at the organisation of morph.

The speaker (lecturer) in the LD-in-text 6 produces an ST sub-phase when she talks about a kind of drill in teaching grammar. Observe the sample text fragment.

[5.39]. Next drill is the type of activity what is called interaction activities.

The speaker (lecturer) in the LD-in-text 7 produces an ST sub-phase when she talks about the terms in syllabus design. Observe the sample text fragment.

[5.40]. The first term is functions and the next one is the term notion.

Generally, the position of an Explanation (EP) sub-phase in a sub-phase pattern may be before a Definition (DE) sub-phase or micro-function forming the sequence of EP^DE, a Quotation (QU) sub-phase forming the sequence of EP^QU, an Exemplification (EX) sub-phase forming the sequence of EP^EX, an Interchange (IC) sub-phase forming the sequence of EP^IC, a Direction (DI) sub-phase forming the sequence of EP^DI, a Humour (HM) sub-phase forming the sequence of EP^HM or before a Summary (SM) sub-phase forming the sequence of EP^SM. Based on the data, in the EP^DE sequence the EP sub-phase occurs for example when the speakers (lecturers) explain the stated facts or concepts followed by defining them. In the EP^QU sequence the EP sub-phase occurs for example when the speakers (lecturers) quote because they want to make sure certain concepts or ideas being lectured are from the right sources. In the EP^EX sequence the EP sub-phase occurs for example when the speakers (lecturers) particular statements of facts,

concepts, ideas or the like that are exemplified. In the EP^IC sequence the EP sub-phase occurs for example when the speakers (lecturers) discuss the points with the students after their explanations. In the EP^DI sequence the EP sub-phase occurs for example when the speakers (lecturers) give specific tasks to the students to practise the stated techniques, methods and the like. In the EP^HM sequence the EP sub-phase occurs for example when the speakers (lecturers) deliver a humour is delivered with an impromptu way within the context of the lecturers' explanation. In the EP^SM sequence the EP sub-phase occurs for example when the speakers (lecturers) for some reason summarise what has been explained. See the instances below.

The speaker (lecturer) in the LD-in-text 1 produces an EP sub-phase for example when she makes an explanation based on the previous factual statement. She organises her main points that she wishes to cover as essential points. She has the habit of presenting "ordinative items" (numerals) in her expressions for sequencing the points (e.g. *one* or *first*, *two* or *second*, etc.). Observe the sample text fragment.

[5.41]. The first type, theoretical linguistic research is the type, which concentrates on the actual system itself, the language itself.

The speaker (lecturer) in the LD-in-text 2 produces an EP sub-phase for example when she explains concepts in the lecture, she builds the main points by expanding the concept of physical domain. Observe the sample text fragment.

[5.42]. We are talking about physical domain here, which is just the neurological factors of how you acquire speech. When you talk about the physical domain, you're actually looking at the left versus the right hemisphere.

The speaker (lecturer) in the LD-in-text 5 produces an EP sub-phase for example when she explains the concept of note-taking skills. Observe the sample text fragment.

[5.43]. In note-taking skills.... The sub-skills will be noting all information, selecting all some details, noting main points and noting information in reorganising terms.

The speaker (lecturer) in the LD-in-text 6 produces an EP sub-phase for example when she explains a target structure in teaching grammar and then expands the principles and techniques of teaching grammar, etc. The activity also includes student practice of a certain technique that has just been explained. Observe the sample text fragment.

[5.44]. Now, the handouts that just been passed right now are the examples of the different material, the different techniques that one can use during the presentation stage...

The speaker (lecturer) in the LD-in-text 7 produces an EP sub-phase for example when she explains the concept of consultation form, which is realised in a chronological way.

[5.45]. The form of consultation at here is the conversation between two people.... You can read the details, you establish a context, you find out what the person want, you give information, you argue, you take down the details and then you conclude and say thank you.

Generally, the position of a Definition (DE) sub-phase in a sub-phase pattern may be after a Statement (ST) sub-phase forming the sequence of ST^DE or an Explanation (EP) sub-phase forming the sequence of EP^DE, or it may locate itself before a Summary (SM) sub-phase forming the sequence of DE^SM. Based on the data, in the EP^DE sequence the DE sub-phase occurs for example when the speakers (lecturers) provide the definitions of certain

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concepts or techniques after stating the concepts or techniques under discussion. In the EP^DE sequence the DE sub-phase occurs for example when the speakers further explain the conceptual definitions: naming, meaning, comparing and contrasting the defined terms or concepts. That is, naming is done when the speakers name the terms or concepts. By meaning, the speakers define the concepts or terms and treat them as technical terms. In the DE^SM sequence the DE sub-phase occurs when the speakers end the activity of defining the terms or concepts by presenting the summaries. Observe the instances below.

The speaker (lecturer) in the LD-in-text 1 produces a DE sub-phase for example when she gives a name to the term of broad transcription. Observe the sample text fragment.

[5.46]. This transcription is called a broad transcription, which are always in slant lines.

A DE sub-phase also occurs in the LD-in-text 2 for example when the speaker (lecturer) gives a name to the linguistic technical term of SLA. Observe the following example.

[5.47]. As you can see there, SLA is Second Language Acquisition, SLA, just to shorten it.

In the LD-in-text 5 a DE sub-phase is also found, that is, when the speaker (lecturer) uses the word "bases" for the term "free morphs". Observe the sample text fragment.

[5.48]. All free morphs are known as bases.

The speaker (lecturer) in LD7 produces a DE micro-function for example when she names the term "ESP". Observe the sample text fragment.

[5.49]. ESP refers to the English for Special Purpose.

The speaker (lecturer) in the LD-in-text 2 produces a DE sub-phase for example when she defines the concept of SLA Observe the sample text fragment.

[5.50]. SLA, it is the study of how learners learn an additional language after they
have acquired their mother tongue.

A DE sub-phase also takes place in the LD-in-text 3 when the speaker (lecturer) defines the concept of authentic material. Observe the sample text fragment.

[5.51]. Authentic materials mean almost real, as close to real thing as possible.

Another DE sub-phase found in the LD-in-text 5 is concerned with a concept that is related to allomorphs, in which the speaker (lecturer) defines the concept "bound morph". Observe the sample text fragment.

[5.52]. An allomorph refers to morphs that have been identified as a meaning.
Bound morph refers to morphs that cannot stand alone as free element.

In the LD-in-text 6 a DE sub-phase is also found, that is, when the speaker (lecturer) defines the term of "kernel writing". Observe the sample text fragment.

[5.53]. Kernel writing is a kind of activity where you have given the students an
example of a complete piece of word.

A DE sub-phase also occurs in the LD-in-text 7 for example when the speaker (lecturer) gives a name to the linguistic technical term "notion". Observe the sample text fragment.

[5.54]. Notions here reflects the way in which the human mind thinks.

One of the DE sub-phase found in the LD-in-text 4 is concerned with a concept that is related to morphemes, in which the speaker (lecturer) elaborates the 'notion' comprehension. Observe the sample text fragment.

[5.55]. When we talk about comprehension, we are talking about a combination of various sub-skills in reading.

The DE sub-phase type frequently occurs in the LD-in-text 5, as have been exemplified above, and another example is observable here in which the speaker (lecturer) in the LD-in-text 5 produces a DE sub-phase when she elaborates the term "difi" (an abbreviated term) to express a specific meaning. Observe the sample text fragment.

[5.56]. Difi is a vetting level, the evaluation level where you go into item analysis.

A DE sub-phase also takes place in the LD-in-text 2 when the speaker (lecturer) compares and contrasts processes of child language learning. This can be seen in the sample text fragment below.

[5.57]. All right. Now. Children use the creative construction process for both strategies that they use and the features that they come up with, whereas on the other hand the adults operate from solid foundation of the first language and therefore manifest more interference.

Generally, the position of an Exemplification (EX) sub-phase in a sub-phase pattern may be before a Statement (ST) sub-phase forming the sequence of

ST^EX, an Explanation (EP) sub-phase forming the sequence of EX^EP, or after an Explanation (EP) sub-phase forming the sequence of EP^EX, a Recommendation (RM) sub-phase forming the sequence of RM^EX or after a Judgement (JU) sub-phase forming the sequence of EX^JU. Based on the data, in the ST^EX sequence in the EX sub-phase occurs for example when the speakers (lecturers) provides examples after they give a statement on the concepts and terms. In the EP^EX sequence the EX sub-phase occurs when the lecturers explain the examples of the concepts, theories, ideas, etc. In the EX^EP sequence the EX sub-phase occurs when the lecturers then repeat the explanation after having given the exemplification. In the EX^RM sequence the EX sub-phase is present for example when the speakers (lecturers) have given the examples they give (a) recommendation(s). In the EX^JU sequence the EX sub-phase occurs for example when the speakers give a judgement on what is exemplified. See the instances below.

The speaker (lecturer) expresses an EX sub-phase in the LD-in-text 1 when she exemplifies the concept "the audible method" mentioned before. Observe the example provided in the illustration below.

[5.58]. An example of theoretical linguistic and research pedagogy is the audible method.

Another example of an EX sub-phase is found in the LD-in-text 2 when the speaker (lecturer) exemplifies an factual event, as is observable in the sample text fragment below.

[5.59]. For example a younger child would not start asking too many questions. They just accept, ya, they are not as curious as after they have reached puberty.

An EX sub-phase also occurs in the LD-in-text 4 when the speaker (lecturer) tells the listeners (students) her personal experience in a humorous fashion in which she gives illustrations about communication breakdown. Observe the sample text fragment.

[5.60]. For example a colleague of mine told me that she'll never go to that store again and I said what's wrong? "Mamak tu masuk pagi pagi dia panggil I mak cik, I ni kan belum kawin lagi"(That uncle when he came in the morning, he called me 'aunty', I have not married yet).

An example of an EX sub-phase is also found in the LD-in-text 3 when the speaker (lecturer) provides examples using concept-based illustrations on British and American English spelling. This is observable for example in the sample text fragment below.

[5.61]. For example the word 'programme' in British is spelt with double m whereas in American English is spelt with one m.

Another EX sub-phase also appears in the LD-in-text 6 when the speaker (lecturer) illustrates the concept of "close-text". Observe the sample text fragment below.

[5.62]. For example take a text with lot lots of prepositions and take out the prepositions and that is a text - a close text testing for preposition.

The speaker (lecturer) also produces an EX sub-phase, this time in the LD-in-text 7 when she gives an illustration on the concept of "functions". This is observable for example in the sample text fragment below.

[5.63]. So, the examples of functions will be examples like advising, to advise anybody and so on.

Generally, the position of a Quotation (QU) sub-phase in a sub-phase pattern may be before an Explanation (EP) sub-phase forming the sequence of QU^EP, after a Statement (ST) sub-phase forming the sequence of ST^QU, or it may locate itself before a Judgement (JU) sub-phase forming the sequence QU^JU. Based on the data, in the QU^EP sequence the QU sub-phase occurs for example when the speakers (lecturers) provide a full partial quotation derived from an authoritative source following a statement they have given. In the QU^EP sequence the QU sub-phase occurs for example when a quotation is explained by the lecturers. In the QU^JU sequence the QU sub-phase occurs for example when the quotation is judged or evaluated. Observe the instances below.

The speaker (lecturer) expresses a QU sub-phase in the LD-in-text 1 when she quotes partially from Lado the linguist to explain the concept of "contrastive analysis". This is illustrated for example in the sample text fragment below.

[5.64]. As Lado nineteen sixty seven said in learning second language individual tends to transfer the forms and meanings of their basic language and culture to the foreign language and culture.

Another QU sub-phase in the LD-in-text 1 is also found when the speaker (lecturer) partially quotes the source from another linguist (Chomsky) to support her explanation on the notions of "principle" and "parameters", as is observable in the sample text fragment below.

[5.65]. The function of language theory is stated by Chomsky in nineteen seventy-seven, the discovery and description of the rules.

The speaker (lecturer) also produces a QU sub-phase in the LD-in-text 2 when she partially quotes Hill's statement to support her explanation on language acquisition. This can be seen for example in the sample text fragment below.

[5.66]. Hill concludes that adult can acquire authentic pattern of language perfectly.

Another QU sub-phase in the LD-in-text 2 is also found when the speaker (lecturer) partially quotes the source from Thomas Scovel to support her explanation on the notion of "plasticity of the brain", as is observable in the sample text fragment.

[5.67]. Thomas Scovel says that the plasticity of brain prior to puberty can have
affect on how a person learns.

The speaker (lecturer) expresses a QU sub-phase in the LD-in-text 7 when she quotes partially from the linguist Widdowson to explain the concept of "a text diagram exercise". Observe the sample text fragment.

[5.68]. Now. The thing is that Widdowson had proposed what's we call a text
diagram exercise.

Generally, the position of an Interchange (IC) sub-phase in a sub-phase pattern may be after a Statement (ST) sub-phase forming the sequence of ST^IC or before a Summary (SM) sub-phase forming the sequence of IC^SM. Based on the data, in the ST^ IC sequence the IC sub-phase occurs for example when the speakers (lecturers) have stated particular ideas, concepts or facts to the students the lecturers subsequently follow them with questions and answers. In the IC^SM sequence the IC sub-phase occurs for example when the speakers (lecturers) interactively ask questions and the

students provide their answers which are subsequently followed with summaries. Observe the instances below.

The speakers (lecturer vs students) interact in an IC sub-phase in the LD-in-text 5 when one of the students argues against the lecturer's statement of "IBM" and her explanation does not satisfy the students. The "turn-taking" as an interactive process then occurs such as one that illustrated in the following sample text fragment.

[5.69]. S: I think there are eight IBM
   L: eight IBM? If you want to put this in, is that what you mean? This is the form, which is separate from this. This actually alters grammatical meaning to change the past form. It's not part of. It's different. Ok, let's just leave it as it is.
   S: Only five?
   L: Ok, just concentrate on this seven grammatical functions....

The speakers (lecturer vs students) in the LD-in-text 5 produce an IC sub-phase in a situation where the lecturer and one of the students are involved in an argumentation. Observe the sample text fragment.

[5.70]. L: What's the difference between this base and that base?'
   S: this bound morph has no meaning itself.
   L: What do you mean by it has no meaning? How can you justify if I were to ask you in test?
   S: It can stand by its own without being independent.
   L: For it to stand isn't it? But then it carries meaning by itself.

The same sense of Interchange (IC) also applies to the interpretation of the instance below. In this, the speaker (lecturer) in the LD-in-text 2 produces an IC sub-phase to discuss the concept of "FLA". Observe the sample text fragment.

[5.71]. L: Right, and then what's FLA?
   S: First Language Acquisition
   L: First Language Acquisition, yes, I know. So what's the difference between FLA and SLA then?

S: acquired and learned.
L: One is acquired and the other is…..
S: is learned

The speakers (lecturer vs student) in the LD-in-text 5 produce an IC sub-phase when one student finds difficulty in figuring out the concepts on "suffix" and "inflexional bound morph". The process of information appears to be a downfall. The sample text fragment below demonstrates this.

[5.72]. S: Madame, I came across –ic is not a suffix
L: 'melodic'
S: ya, or 'heroic'
L: 'hero' it is a bound base
S: not suffix –ic
L: Lots of –ic does not fall to any of IBM. For the purpose of this class, we want to elicit example that falls within that. Ok, because if you want to study the other words that do not follow within the certain category, we can go on for years.

Another IC sub-phase produced in the LD-in-text 5 is when the speaker (lecturer) finds that the students do not seem to understand her explanation and she tries to make sure which point that is not clear to the students and one student gives a response. This is demonstrated in the sample text fragment below.

[5.73]. L: What is it you're not clear?
S: dividing into division
L: you just put the seven inflectional bound morph under this category. One category is under the plural, the next and the third, the fourth and the sixth and they are all grammatical inclined.

Generally, the position of a Drill (DR) sub-phase in a sub-phase pattern may be after a Statement {ST) sub-phase forming the sequence of ST^DR or before an Interchange (IC) sub-phase forming the sequence of DR^IC. Based on the data, in the ST^DR sequence the DR sub-phase occurs for example when the speakers (lecturers) give a statement on a particular drill technique

related to what has just been taught, e.g. mechanical drill, substitution drill, etc. The statement is followed by the practice activity on the mentioned drills. In the DR^IC sequence the DR sub-phase occurs for example when the speakers (lecturers) give drills that have been practised by the students and then they discuss the activities using questions and answers. See the instances below.

The speaker (lecturer) in the LD-in-text 1 produces a DR sub-phase when she sensitises the pronunciation of certain sounds followed by practice by the students on the sounds. Observe the sample text fragment.

[5.74]. L: Ok. Consider the two sounds /i/ and /e/ You give the right pronunciation
        of the word /let/ and /feel/.
      S: let
      L: let. And then /feel/
      S: /feel/
      L: feel/
      S: feel
      L: concentrate on your tongue, ok.

The speakers (lecturer vs. students) in the LD-in-text 6 produces a DR sub-phase when she sensitises the technique of teaching grammar that is taught to the students. The students practise the tense exemplified in clauses or sentences. Observe the sample text fragment.

[5.75]. L: The target structure is "why do you go to the hairdresser". With this input
        you can put it on the OHP. Ok, let's pretend that Yummy is going to the
        hairdresser. "Why do you go to the hairdresser, Yumi?"
      S: I want to cut my hair.

Generally, the position of a Direction (DI) sub-phase in a sub-phase pattern may be before an Explanation (EP) sub-phase forming the sequence of DI^EP, after an Interchange (IC) sub-phase forming the sequence of DI^IC,

or before a Leave-taking (LT) sub-phase forming the sequence of DI^LT. Based on the data, in the DI^EP sequence the DI sub-phase occurs for example when the speakers (lecturers) direct the students aiming at providing tasks or class work, and this is followed by the lecturers' explanation on how to do the tasks or class work. In the DI^IC sequence the DI sub-phase occurs for example when the speakers (lecturers) give a direction to the students followed by questions by the students and in turn answered by the lecturers. In the DR^LT sequence the DI sub-phase occurs for example when the speakers (lecturers) give a direction in the closing of a given lecture and subsequently end the lecture by a leave-taking remark. See the instances below.

The speaker (lecturer) in the LD-in-text 1 produces a DI sub-phase when she gives a direction to the students to do an assignment or as a project paper. Observe the sample text fragment.

[5.76]. You have to do an analysis on two other papers on thesis or dissertations about other people on that field. First you have to describe what they've done. And having done that, you yourself will be able to do something for yourself in planning your proposed hypothetical project. You do it on your part two.

A DI sub-phase also occurs in the LD-in-text 4 when the speaker (lecturer) directs the students to do things (e.g. to get an MCQ paper for analysis). This is exemplified for example in the sample text fragment below.

[5.77]. L: Ok. You get the MCQ paper and we do the analysis. When you administer, just bring the entire answer sheet back.

Another DI sub-phase produced in the LD-in-text 4 is when the speaker (lecturer) she gives direction to the students to discuss some questions. This is observable for example in the sample text fragment below.

[5.78]. I will pose you the question that you have all week to think about: Should I construct my own test or should I use one provided in the textbook? Ok, a week to think about today's question.

The same sense of Direction (DI) also applies to the interpretation of the instance below. In this, the speaker (lecturer) in the LD-in-text 5 produces a DI sub-phase when she gives instruction to the students to do a class work activity. Observe the sample text fragment.

[5.79]. L: Allright, I am going to put down some words on the board and you're supposed to identify FB,BB, DBM, or IBM. You're supposed to identify morphs the morph in each eleven according to types written in the board airline, line-backer, linear, alright, righteous. .So you identify what types of morphs they are.

The speaker (lecturer) in the LD-in-text 7 also produces a DI sub-phase when she directs the students to do a particular task. This is observable for example in the sample text fragment below.

[5.80]. Now here I am giving you the content page of book on Bussiness English. I want you to look at this, and I want you to identify the functions and notions.

Generally, the position of a Check (CH) sub-phase in a sub-phase pattern may be after an Explanation (EP) sub-phase forming the sequence of EP^CH or after a Summary (SM) sub-phase forming the sequence of SM^CH. Based on the data, in the EP^CH sequence the CH sub-phase occurs for example when the speakers (lecturers) check whether or not the students can follow what has been or is being explained. In the SM^CH sequence the CH sub-phase occurs for example when a summary has been provided the lecturers check whether

or not the students understand the summary contents. See the instances below.

The speaker (lecturer) in the LD-in-text 1 produces a CH sub-phase when she checks whether what has just been explained to the listeners (students) in the lecture is clear or not. This is illustrated for example in the following sample text fragment.

[5.81]. Are you clear so far?

The speaker (lecturer) in the LD-in-text 2 also produces a CH sub-phase when she checks whether or not the students are following the lecture. Thus, there is for example one clause expression as is observable in the sample text fragment below.

[5.82]. You understand what I am saying?

CH sub-phases also appear in the LD-in-text 7, for example at one time in the lecture the speaker (lecturer) checks whether or not the students are following the lecture. Thus, there are clause expressions such as one illustrated in the sample text fragment below.

[5.83]. Following me so far?

5.2.6   The Sub-phases and Linguistic Expressions of the EV Phase

Based on the data, the Judgement (JU) sub-phase type is most prominent in occurrence in the Evaluation (EV) phase. The occurrence of the JU sub-phase in the EV phase is described under the relevant headings below. The

description is focussed on the positions of the JU sub-phase in sequences or patterns with the linguistic wordings that express them.

Generally, the position of a Judgement (JU) sub-phase in a sub-phase pattern may be before a Summary (SM) sub-phase forming the sequence of JU^SM, or after a Summary (SM) sub-phase forming the sequence of SM^JU, an Exemplification (EX) sub-phase forming the sequence of EX^JU or an Explanation (EP) sub-phase forming the sequence of EP^JU. Based on the data, in the JU^SM sequence the JU sub-phase occurs for example when the speakers (lecturers) express an opinion about something and subsequently make a summary of the points that have been judged. On the other hand, in the SM^JU sequence the JU sub-phase occurs for example when the speakers (lecturers) summarise the points present a view on what has been summarised. In the EX^JU sequence the JU sub-phase occurs for example when the speakers (lecturers) present particular concepts, ideas or facts and then they express their opinions on them. In the EP^JU sequence the JU sub-phase occurs for example when the speakers (lecturers) explain something and they subsequently make a judgement on it. In the JU^FO sequence the JU sub-phase occurs for example when the speakers present their viewpoint on something and then they proceed with the next topic or something new. See the instances below.

A JU sub-phase that realises and characterises an Evaluation (EV) phase is also discovered in the LD-in-text 1 when the speaker (lecturer) talks about the usefulness of IPA in language research. This is illustrated in a clause expression as can be seen in a sample text fragment below.

[5.84].   The IPA has been a valuable and a widely used tool language among
          phoneticians, linguists and phonologists for many years.

One can also discover the presence of a JU sub-phase that realises and
characterises an Evaluation phase in the LD-in-text 2 when the speaker
(lecturer) talks about the importance of pronunciation, as can be seen in a
sample text fragment below.

[5.85].   Now this is debatable because we don't focus so much on the importance of
          pronunciation

The presence of a JU sub-phase is also in view in the LD-in-text 3 in which
the speaker (lecturer) makes a judgement on the of encyclopaedia content as a
reading material. See the sample text fragment below that illustrates this.

[5.86].   The text of encyclopedia is very difficult, it is written in a very very high
          level of English. Reading is very complex skill.

An EM sub-phase within an Evaluation (EV) phase also appears in the LD-
in-text 4 in which the speaker (lecturer) makes a. judgement on the
significance of speaking skill in a communication. This is illustrated in a
clause expression as can be seen in the sample text fragment below.

[5.87].   This skill is very important not only for assessment, but I think this is
          important in communication in everybody life.

This less frequently occurring Judgement (JU) sub-phase compared to the
occurrence of the Definition (DE) sub-phase within the Evaluation (EV)
phase also occurs in the LD-in-text 5 when the speaker (lecturer) discusses
the "supra-segmental morph". This is clearly indicated by the following
clause expression taken from the source text.

[5.88]. I think the supra-segmental morph is something that you are quite familiar with.

The speaker (lecturer) in the LD-in-text 6 presents a JU sub-phase when she gives a recommendation, which is concerned with the technique used in teaching grammar. This is illustrated in a clause expression as can be seen in a sample text fragment below.

[5.89]. That is very focussed

One can also discover the presence of a JU sub-phase that realises and characterises an Evaluation phase in the LD-in-text 7 when the speaker (lecturer) talks about the attractiveness of the functional syllabus, as can be seen in a sample text fragment below.

[5.90]. So the syllabus was attractive because it was based on language in use

5.2.7 The Sub-phases and Linguistic Expressions of the CO Phase

Based on the data, the Summary (SM), Emphasis (EM) and Recommendation (RM) sub-phases are most prominent in their occurrences in the Conclusion (CO) phase. The occurrences of these sub-phases within the CO phase are described under the relevant headings below. The description is focussed on the positions of the sub-phase types in sequences or patterns with the linguistic wordings that express them.

Generally, the position of a Summary (SM) sub-phase in a sub-phase pattern may be after an Explanation (EP) sub-phase forming the sequence of EP^SM, an Exemplification (EX) sub-phase forming the sequence of EX^SM, a Judgement (JU) sub-phase forming the sequence of JU^SM, a Judgement

(JU) sub-phase forming the sequence of QA^SM or after a Drill (DR) sub-phase forming the sequence of DR^SM. Based on the data, in the EP^SM sequence the SM sub-phase occurs for example when the speakers (lecturers) give explanation on particular concepts, ideas or facts followed by a summary. In the JU^SM sequence the SM sub-phase occurs for example when the lecturers make judgements particular concepts, ideas or facts followed by a summary of the points. In the QA^SM sequence the SM sub-phase occurs for example when the speakers are involved in discussing certain concepts, ideas or facts in the form of questions and answers followed by a summary of the accepted points. In the DR^SM sequence the SM sub-phase occurs for example when the speakers (lecturers) drill the students in practising a certain procedure or technique in teaching language skills. In the EX^SM sequence the SM sub-phase occurs for example when the speakers (lecturers) provide examples and then they restate the accepted examples in a summary. See the instances below.

One example of an SM sub-phase within a Conclusion (CO) phase occurs in the LD-in-text 2 in which the speaker (lecturer) summarises the points after explaining them. This is represented in clauses such as one that is illustrated in the sample text fragment below.

[5.91]. All right. OK. These are some of the things or some of emotion that can have an affect to learning process. It includes many factors, empathy, self-esteem, extroversion....

The speaker (lecturer) in the LD-in-text 3 also produces SM sub-phases one of which is when the speaker has finished explaining important topics she

subsequently summarises them. This is observable in clauses exemplified in the sample text fragment below.

[5.92].   So there are three results from your action: you doctor the text too much, you distort the text and the accuracy of information is not altered.....

Another SM sub-phase that the speaker (lecturer) in the LD-in-text 3 produces is when the speaker summaries what has been explained in the previous lecture and she is ready to start with some other points. This is indicated by clause expressions like the one that is observable in the sample text fragment.

[5.93].   These are the features that will make for the text authenticity; you make the text as authentic as possible.

The speaker (lecturer) in the LD-in-text 4 produces an SM sub-phase when she stresses the concept of fair opportunity. Observe the sample text fragment below.

[5.94].   So I'd like to stress again fair opportunity which therefore means that if you want to live by this code of giving students a chance to know how well they are.

Another SM sub-phase that the speaker (lecturer) in the LD-in-text 4 expresses is when the speaker makes a summary of points by listing all the reading sub-skills. This is evident in the sample text fragment below.

[5.95].   So, these are all reading sub skills, information processing skills, things like assessing relevance, distinguishing main from supporting details.

An SM sub-phase can also be found in the LD-in-text 5, that is, when the speaker (lecturer) sums up the points by restating the concepts that were

stated previously. This is observable for example in the following sample text fragment below.

[5.96]. To summarise, just to refresh what we have said a while ago about family of morph; free morph can stand alone, bound morph cannot stand alone, and all free morphs are known as bases.

An SM sub-phase occurs in the LD-in-text 5 in which the speaker (lecturer) stresses the points expressed as "Anglo-Saxon prefixes which are not preserved". See the illustration below that is taken from the source text.

[5.97]. So these are all seven prefixes that we are still using now and there is five Anglo-Saxon prefixes, which are not preserved remains on Modern English words.

The speaker (lecturer) in the LD-in-text 7 produces an SM sub-phase when she concludes the points that have been explained previously. This is apparent in the sample text fragment below.

[5.98]. So we will conclude in the end that a functional syllabus...

Generally, the position of an Emphasis (EM) sub-phase in a sub-phase pattern may be after an Explanation (EP) sub-phase forming the sequence of EP^EM, a Statement (ST) sub-phase forming the sequence of ST^EM, an Exemplification (EX) sub-phase forming the sequence of EX^EM or after a Quotation (QU) sub-phase forming the sequence of QU^EM. Based on the data, in the EP^ EM sequence the EM sub-phase occurs for example when the speakers (lecturers) have explained particular concepts, ideas or facts they then put an emphasis on the concepts, ideas or facts under discussion. In the ST^EM sequence the EM sub-phase occurs for example when the speakers (lecturers) have stated concepts, ideas or facts they then give an emphasis on

the concepts, ideas or facts under discussion. In the EX^EM sequence the EM sub-phase occurs for example when the speakers (lecturers) have provided supporting examples they then highlight the examples. In the QU^EM sequence the EM sub-phase occurs for example when the lecturers have provided a reference in the form of a relevant quotation they then put a stress on it. See the instances below.

One can find an EM sub-phase in the LD-in-text 1 in which the speaker (lecturer) puts an emphasis on what has been exemplified previously. Observe the following illustration that is taken from the source text.

[5.99]. So, that's the example.

The presence of an EM sub-phase is also observable in the LD-in-text 2 in which the speaker (lecturer) puts a stress on the previously stated concepts (i.e. "SLA" and "FLA"). See the sample text fragment below that illustrates this.

[5.100]. So that's the difference between SLA and FLA.

The presence of an EM sub-phase is also observable in the LD-in-text 3 in which the speaker (lecturer) picks out the previously stated point in the lecture. See the illustration that is taken from the source text.

[5.101]. So, this is the first aspect you know that is involved in reading.

One can also see the occurrence of an EM sub-phase in the LD-in-text 4 in which the speaker (lecturer) stresses the points by restating them. Observe the sample text fragment that demonstrates this.

[5.102]. That's where you calculate how many got right and how many got wrong.

An EM sub-phase is also present in the LD-in-text 5 in which the speaker (lecturer) highlights the term morpheme as a meaning carrier. This is evident for example in the sample text fragment below.

[5.103]. So this is the key word 'carries meaning', it's smallest unit on its own.

An EM sub-phase within a Conclusion (CO) phase also appears in the LD-in-text 6 in which the speaker (lecturer) stresses the points that have previously been presented. This is illustrated in a clause expression that can be seen in the sample text fragment below.

[5.104]. So. This is at the presentation stage.

The presence of an EM sub-phase is also in view in the LD-in-text 7 in which the speaker (lecturer) presents a conclusion. Observe the sample text fragment below that illustrates this.

[5.105]. So that's the end of a language description on ESP.

Generally, the position of a Recommendation (RM) sub-phase in a sub-phases pattern may be after a Statement (ST) sub-phase forming the sequence of ST^RM, an Explanation (EP) sub-phase forming the sequence of. EP^RM, an Exemplification (EX) sub-phase forming the sequence of. EX^RM or after an Interchange (IC) sub-phase forming the sequence of IC^RM. Based on the data, in the ST^RM sequence the RM sub-phase occurs for example when the speakers (lecturers) present a statement on certain concepts, ideas or facts. In the EP^RM sequence the RM sub-phase occurs for example when the speakers (lecturers) explain techniques in language teaching followed by a

remark recommending the techniques explained. In the EX^RM sequence the RM sub-phase occurs for example when the speakers (lecturers) exemplify language teaching techniques being discussed and they then recommend the exemplified techniques. In the IC^RM sequence the RM sub-phase occurs for example when the speakers (lecturers) are involved in an interchange activity and the activity is followed by a recommendation. See the instances below.

One sub-phase in support of a Conclusion (CO) phase is a Recommendation (RM) sub-phase that appears in the LD-in-text 1 in which the speaker (lecturer) presents a recommendation concerning the applicability of a particular technique. This is illustrated in the observable sample text fragment below.

[5.106]. So you just use what's applicable for what aspect.

The speaker (lecturer) in the LD-in-text 3 presents an RM sub-phase when she gives a recommendation which is concerned with good sources of material selection. This is illustrated in a clause expression that can be seen in the sample text fragment below.

[5.107]. This is a good source for you to get your material

The speaker (lecturer) in the LD-in-text 6 generates an RM sub-phase when she talks about the suitability of a set of activities in grammar teaching. The sample text fragment below exemplifies this.

[5.108]. S: Are this set of activities suitable for all students?
L: Ok, what do you think?
S: I'd think they are for new and young students.
L: When you say 'young', how young are 'young'?
S: nine years old.
L: It depends on their level of proficiency,

S: Is it suitable for adult?
L.: This is suitable for adult.

The speaker in the LD-in-text 6 gives a recommendation when she agrees with one student who tells about a particular way of asking people in an interaction. This is observable in clauses that exemplified in the sample text fragment below.

[5.109]. This is the way of asking or let the student's imagination go free.

The frequently occurring sub-phase types in sub-phase sequences or patterns within each phase type of the frequently occurring phase types of the overall LD-in-texts have been described and the linguistic expressions that instantiate them have been exemplified. The following description focuses on the phase patterns that frequently occur in the overall LD-in-texts and the linguistic expressions that instantiate the phase patterns.

5.2.8 The Phase Patterns

In terms of phase or macro-function patterns, there are apparently a number of phase or macro-function patterns that recurrently occur in the LD-in-texts. The recurrently occurring patterns are shown in the table below.

Table 5.3: Recurrent Phase Patterns of the LD-in-texts.

Phase pattern no.	Phase patterns
1	Consent (CT)^Discourse structuring (DS)^Substantiation (SU)^Conclusion (CO)
2	Consent (CT)^Discourse structuring (DS)^Substantiation (SU)^Conclusion (CO)^ Discourse structuring (DS)^ Substantiation (SU)^Conclusion (CO)^ Substantiation (SU)^Conclusion (CO)
3	Discourse structuring (DS)^Substantiation (SU)^Conclusion (CO)
4	Consent (CT)^Discourse structuring (DS)^Substantiation (SU) ^Discourse structuring (DS)^ Substantiation (SU)^ Evaluation (EV)^Conclusion (CO) ^
5	Discourse structuring (DS)^Substantiation (SU)^Discourse structuring (DS)^Substantiation (SU)^Conclusion (CO)
6	Discourse Structuring (DS)^Substantiation (SU)^Conclusion (CO)^Discourse Structuring (DS)^Substantiation (SU)^Discourse Structuring (DS)^Substantiation (SU)^Conclusion (CO)
7	Substantiation (SU)^Conclusion (CO)
8	Substantiation (SU)
9	Substantiation (SU)^Evaluation (EV)

It should be noted that the occurrences of the phase patterns in the LD-in-texts are not necessarily similar in terms of their positions or locations and frequency of occurrence in each LD in terms of the types of sub-phases involved therein. The sub-phases realise and characterise the phase patterns in question. Each recurrent phase or macro-function pattern is briefly described below.

5.2.8.1 Phase Pattern 1:
Consent (CT)^Discourse structuring (DS)^Substantiation (SU)^Conclusion (CO)

In terms of its frequency of occurrence, this CT^DS^SU^CO pattern frequently occurs in the phasal structures of the LD-in-texts. As the data demonstrate, on the whole this phase pattern can be said to be characteristic of the LD-in-texts. Of the five phase types that recurrently appear in the phasal structures of the LD-in-texts under study, only one type (i.e. the EV phase) is absent from this phase or macro-function pattern.

In general terms, the occurrence of this phase pattern in the LD-in-texts can be illustrated in the following. First, for example on one occasion in the Methodology of Teaching English course the lecturer begins the activity with a greeting, subsequently orients the students to the topic, reminds the students of what has been given or lectured before, gives tasks by providing handouts, explains and exemplifies some techniques in teaching grammar, directs the students in the context of doing the tasks, and finally gives a conclusion by putting an emphasis on the presentation stage of lecturing.

As has been indicated above, the phase pattern begins with the CT phase appearing in the initial position. The CT phase emerges when the speaker (lecturer) in question initially greets the listeners (students). As a phase which is aimed at keeping harmonious relations among the participants, it would not be surprising to find a CT phase or macro-function positioning itself as a starting (or ending) phase or macro-function of a discourse-in-text.

The table below exemplifies the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.4: Sample Phase Pattern 1 and Linguistic Expressions.

Phase types and pattern	Instantial linguistic expressions	
CT	Come on. OK. Midori.	L.: How are you all today? S: Fine. L.: Fine. Do you feel less sleepy today? (Students laugh).
DS	 Now.	Today we have someone going to tape the whole lesson. But don't worry about it. Mrs. Silvana, PhD student, she'll taping us. Let me just recapitulate today what we did yesterday Yesterday we looked at the concept of grammar that all of us agree to be taught in the classroom, an after that we looked at what ought to be done before we start teaching grammar at the preparatory stage. And then we looked at the different stages in grammar lesson. And I spent a little time at presentation stage yesterday. And I gave you some examples of materials that one can use at presentation.
SU	OK. Now. Right.	I'd like you to have this handout. Miyuki, Mrs Miyuki, could you just pass it? The handouts that have just been passed right now are the examples of the different materials, the different techniques that one can use during the presentation stage Can you take a look at the handout? This is an example of a very simple chart that you can prepare. Here the target structure is "what is Tan's hobby. Actually the target structure is Subject-verb agreement "She plays, she reads, she sews she jogs". Ok. The target structure is Subject-verb agreement. Please use the student's name, and the task should be more meaningful.
CO		This is at the presentation stage.

5.2.8.2   Phase Pattern 2:

Consent (CT)^Discourse structuring (DS)^Substantiation

(SU)^Conclusion (CO) Discourse structuring

(DS)^Substantiation (SU)^Conclusion

(CO)^Substantiation (SU)^Conclusion (CO)

This CT^DS^SU^CO^DS^SU^CO^SU^CO pattern recurs in the phasal structures of the LD-in-texts, which in turn realises and characterises the LD-in-texts under study. This pattern is different from the phase pattern 1 in one important respect, i.e. there is the CO phase after the DS^SU and three times before the SU, and the pattern presents another CO, ending the patterning of

the given set of phases. The occurrence of the first CO after the DS implies that the lecturer emphasises what has been oriented previously. After the CO, then the lecturer explains the points. This phase pattern that has no EV phase implies that there is no semiotic activity of evaluating or assessing the quality of information being transferred or exchanged.

As an illustration, the occurrence of this phase pattern in the LD-in-texts is as follows. For example, on one occasion in the Classroom Assessment and Evaluation course the lecturer first begins the lecture with a greeting followed by a message that the lecturer wants to announce to the students. The lecturer then orients the students to the topic of the given lecture. Having planned the points to be lectured, the speaker reminds the students that she has previously talked about the topic that is about the descriptions and the factors affecting material selections for the test. She also gives a recommendation on what aspects are applicable for material selections. After this, the lecturer states the variables, that determine the selection of population as information or knowledge and finally summarises some significant points on the material selection for the test.

The table below exemplifies the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.5: Sample Phase Pattern 2 and Linguistic Expressions.

Phase types and pattern	Instantial linguistic expressions	
CT		How are you all? (students answer "fine"). We have someone to record our lecture today. Ok?
DS	All right	Our lecture today is about test items, the material selection for use for the test.
SU	Now.	The preparation of the test items are very important all right in determining the test, the validity of the test and the reliability.,
CO	So.	We have seen some of these factors before but what the other considerations okay that you have to bear in mind, when you are selecting materials for use for the test and that's what we gonna do today.
DS	All right OK	Remember I've given you - some of you at least this - the topic, right. It is important because what you choose you know as material for the test will. in a certain extent influence the quality of the test. What are we going to see today? We look at factors that-that affect the material selection for the test, and if we have time, we should have time - we will look at a certain affect in testing of reading. We are supposed to do this a bit later, but, because I thought you know, er. you have the fact that you have already started on your assignment, it might be better if I cover reading aspect first.
SU		When I refer to material here, you know, even though most of the - most of the points that I am going to cover will affect the material selection - of the linear material. But the text that you use for example reading – areas in reading definitely cover the material that you use even for listening.
CO		So you just use what's applicable for what aspect.
SU		As we know, there are many variables, all right, that determine the selection of population that you are going to administer the test too, materials for example the test format, all right, the skills that you are testing, the target
CO		These are some of the factors that will determine some variables that determine the selection of material, when you are selecting material for testing.

5.2.8.3 Phase Pattern 3:

Discourse structuring (DS)^Substantiation

(SU)^Conclusion (CO)

This DS^SU^CO pattern also frequently realises the phasal structures of the LD-in-texts. As has been indicated above, it is different from the phase patterns 1 and 2. The pattern begins with the DS phase followed by the SU phase and ended by the CO phase. Like the first and second phase patterns,

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this pattern has no EV phase in it. In the context of a lecture as an academic activity of information (knowledge) transfer, an absence of an EV phase in a phase pattern means that there is no evaluation of the quality of information (knowledge) being transferred in the lecture process. In other words, the information (knowledge) transfer in this situation is processed without being judged or reviewed.

An illustration of the situation represented by the above phase pattern can be presented here. At one point in a lecture of the Methodology of Language and Linguistic Research course the lecturer begins the lecture with an orientation to the areas of study (contents) being lectured (i.e. globally about linguistics and research) and subsequently reminds the students of the relevant or related areas of study under discussion. The lecturer then gives a statement about three kinds of research, gives explanation about them and provides definitions and concepts on language and linguistic research. Finally, the lecturer summarises the points as a conclusion.

The table below exemplifies the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.6: Sample Phase Pattern 3 and Linguistic Expressions.

Phase types and pattern	Instantial linguistic expressions
DS	This has to do with the basics in line with what I gave you last week where I said that in linguistic itself our system is very theoretical. Then you have the applied, and from there you have the overall method of the two itself. Now exactly parallel to that, but somehow on both line of thinking, we have the research of researchers. We also have the different kinds of research which will then determine the different approaches of a research that involved that is wanting to be done.
SU	Basically there are three general kinds which have been rectified. The first kind the theoretical linguistic research, which is purely different which, wants to check things on hypothesis, which wants to check things on phonology, syntax grammar, etc, whereas we have the other type, which is the applied linguistic research. The third type is the research into language teaching, language pedagogy, which focus on the learner. The first type, theoretical linguistic research is the type, which concentrates on the actual system itself, the language itself. Second type is focusing on the user. The third type is focusing on the learner
CO	Basically, these are the three general research areas.

5.2.8.4   Phase Pattern 4:

Consent (CT)^Discourse structuring (DS)^Substantiation (SU)^ Discourse structuring (DS)^Substantiation (SU)^ Evaluation (EV)^Conclusion (CO)

This occurring phase pattern of CT^DS^SU^DS^SU^EV^CO that is frequently found in the LD-in-texts presents an SU phase that appears twice between which there is an EV phase. As far as the number of recurrent phase types is concerned, this pattern is the complete pattern in that all the phase types that are recurrent in the LD-in-texts (see the table on the *recurrent phase types*) are discoverable in this pattern.

This is the illustration of the particular situation in which the above phase or macro-function pattern occurs. For example, on one occasion in a lecture of the Classroom Assessment and Evaluation the speaker (lecturer) begins the activity with greetings and a humour followed by an orientation and a reminder in which the students are reminded of the previous topic (i.e. the

practical aspects of writing a test paper). The lecturer then proceeds with descriptions of the factors. A statement and an explanation subsequently follow this on three basic questions that one should ask before one starts writing a test paper. Then the lecturer gives an evaluation on a dropout case. This is finally concluded with a summary.

The table below demonstrates the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.7: Sample Phase Pattern 4 and Linguistic Expressions.

Phase types and pattern	Instantial linguistic expressions	
CT		L: Good morning. How is your weekend? Ss: Good. L: or... you're worried about the assignments.I can only say one thing about break; they are never long enough.
DS	Well	Today I am going to continue our lecture from where I left off lastweek, and that's the practical aspect of writing a test paper.
SU	OK	I think most of us are not aware of how much work we put in before we actually write a test paper. So this is perhaps a case of raising your awareness of what goes on before you even actually write the test paper itself.
DS	OK	A brief we run through of where we've started off last week, that is the test design. That is where we started off last week, the test design where we started.
	Now	We started the test design by studying the syllabus, establishing it and then constructing the test blue print. We covered this part when we study the syllabus. That's how we establish the test content and last week we said that we used the syllabus. It couldn't take anymore. (the OHP was stuck)
SU	OK	Moving on to what are the three basic questions that we should ask before we start witing the test paper. You have to ask yourself three basic questions why, what and how. We also know the fact that childrenn learn by asking questions. Who is to be tested? Your students are going to be the respondents of the test, right? If they are your students, you know them best. Then who is the target audience? How are the results to be used? Is it going to be a case of where this result that you get from the test will determine the life the futere of students?
EV		I think that was many years back where if you fail you will be a drop out. If this is the case and I've got to make sure that the paper truly is discerning, valid and reliable. However, if it's just a class test, right then it can be a bit more relax even in your marking.
CO		So, we covered these in detail last week.

5.2.8.5 Phase Pattern 5:

Discourse structuring (DS)^Substantiation (SU)^Discourse structuring (DS)^Substantiation (SU)^Conclusion (CO)

As with the previous patterns, this phase pattern frequently occurs in the lecture discourse-in-texts. Note that the DS^SU as a partial sequence of the whole pattern occurs twice before the CO phase in the pattern. This DS^SU may be interpreted as the representation of the speaker's view that before anything is substantiated there is a need to structure or contextualise the discourse in the first place, making it easy for the addressees (students) to understand what is being substantiated because it is framed in a discoursal context.

To illustrate this pattern, for example on one occasion in the Principles and Methods of TESL course the speaker (lecturer) begins the activity by describing theoretical concepts or terms that are associated with FLA and SLA and defining the described concepts or terms. The defined concepts or terms associated with FLA and SLA are then compared and contrasted. The speaker then proceeds to introducing the next terms followed by her own descriptions. Finally she concludes by emphasising the difference between two concepts SLA and FLA.

The table below illustrates the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.8: Sample Phase Pattern 5 and Linguistic Expressions.

Phase types and pattern	Instantial linguistic expressions	
DS	Right.	Basically, today's lecture is on comparing and contrasting First language and second language acquisition or I 've called them FLA and SLA.
SU	OK, now.	FLA sometimes can also be mistaken as a Foreign Language Acquisition, ya, but in our case now, whenever there is first language acquisition, then you would see the word FLA meaning First Language Acquisition.
DS	Now.	What's SLA?
SU	Now.	As you can see there, SLA is Second Language Acquisition, SLA, just to shorten it.
CO		So that's the difference between SLA and FLA

5.2.8.6 Phase Pattern 6:

Discourse Structuring (DS)^Substantiation (SU)^Conclusion (CO)^Discourse Structuring (DS)^Substantiation (SU)^Discourse Structuring (DS)^Substantiation (SU)^ Conclusion (CO)

Of the frequently occurring phase patterns on the list, this DS^SU^CO^DS^SU^DS^SU^CO pattern can be said to be the most 'complex' pattern. The pattern complexity is associated with the length of the sequence in the first place: this pattern presents the longest sequence of phases, despite the fact that there are only three phase types involved out of the five recurrently occurring phase types in the lecture discourse-in-texts under study. This is made possible particularly due to the fact that two of the phase types involved (i.e. DS and SU) occur three times each in the pattern and their occurrences are not in succession, and one phase type (i.e. CO) occurs twice. Another interesting thing here is that every time the SU phase occurs, it is always immediately followed by the CO phase. The DS^SU

sequence occurring three times in the overall sequence of the phases implies two things in particular. First, the given lecture context motivates the speaker (lecturer) to structure or frame the lecture discourse, from which the DS element emerges, particularly before proving the truth of something said or claimed. Second, the frequent need to substantiate something said or claimed implies that what is said or claimed is crucial and critical. Moreover, the fact that the CO phase type occurs twice in the pattern and every time it occurs it does so immediately after the SU phase type implies that not only does the crucial and critical point need to be substantiated but the substantiated point in question should lead to an accepted or shared conclusion.

The following instance partially illustrates a lecture situation. The text fragment is a product taken from the lecture of the Morphology and Morphophonemics course. Here the speaker (lecturer) begins the activity by introducing the topics, subsequently stating the organisation of morphs, prefixes and suffixes, and morphophonemic processes The speaker puts an emphasis on relevant concepts and proceeds with their definitions such as the notion of vowels and then asks and answers questions about the concept of phonemes. The speaker then explains the concept of phonemes followed by the summary of the defined term of phonemes.

The table below exemplifies the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.9: Sample Phase Pattern 6 and Linguistic Expressions.

Phase types and pattern	Instantial linguistic expressions	
DS	OK. Right.	Today, we are looking at morphology and morphophonemics which is part of phonetics and phonology.
SU	Right.	I think you are already familiar with some of the topics covered by Puan Esther meaning the articulation of sounds, you know, the articulation of words.
CO		I supposed we need all these things when we utter words.
DS		I am going to start with the organisation of morphs, then looking at prefixes and suffixes, and then proceed to morphophonemic processes.
SU		I'm sure by now we know what's a vowel and what's a consonant. A vowel is e, a, i, o, u, whereas the rest are consonants.
DS	OK. All right.	I do have some worksheets to be given to you later, they are still to be xeroxed in the xerox room, 'cause our xerox machine almost fall down. I have to go and leave for a while, afterwards to collect them.
SU	OK. Right. Ya.	Meanwhile we look at morphology. In morphology, we shall look at the organisation of morph. Are you familiar with phoneme? I'm sure by now you're familiar with it. L: Can somebody tell me what is a phoneme? S: smallest sound. L: the smallest sound, isn't it? It is a single smallest sound and it carries meaning as well in the sound system, or some of us call it meaning carrier.
CO		So this is the key word 'carries meaning', it's smallest unit on its own.

5.2.8.7 Phase Pattern 7:

Substantiation (SU)^Conclusion (CO)

This phase pattern is very simple, which only involves a sequence of two phases. This SU^CO phase pattern can be regarded as a 'to-the-point' pattern in the sense that this pattern only represents the topical contents that are substantiated leading to the immediate conclusions. In this, part of the lecture in which this phase pattern occurs presents no semiotic activity aiming at keeping harmonious relations among the participants involved, structuring the discourse-in-text, or aiming at evaluating the quality of information being

lectured. If a lecture goal as an academic activity is essentially a *what*-to-lecture activity, i.e. an activity that aims at transferring certain knowledge and skills (lecture contents so to speak), then this SU^CO phase pattern that in part represents a particular lecture activity can achieve what it needs to achieve. In other words, the frequent occurrence of this macro-function pattern in the lectures implies that the lecturer's semiotic behaviour is more product-oriented than process-oriented, in the sense that the lecturer is more interested in focusing her attention on *what* to achieve in the lecture rather than on how to achieve it.

This pattern is frequently used when the lecturer and students are involved in asking and answering questions. Here the lecturer asks questions and the students answer. The spoken medium used in the lecture often motivates the speaker to make things implicit which is indicated for example by the occurrence of forms of ellipsis here and there. In this, what happens is the use of language as action, i.e. language is being used to accomplish a task or something. What the speaker is trying to mean by such implicit wordings can be understood through the context (action). Thus, though for example the speaker (lecturer) only states *describing procedures?* in the interaction represented in the table below, the listeners (students) understand it as *Is describing procedures a function or a notion?*,. Here the students are requested to give the answer, and the answer is accepted by the lecturer. The summary is then presented to conclude the activity.

The table below presents the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.10: Sample Phase Pattern 7 and Linguistic Expressions.

Phase types and pattern	Instantial linguistic expressions	
SU	All right. So. Ya.	L: describing procedures? S: Function. L: It could be a notion because of procedures, describing something, and it could be function because of interacting,
CO	So	I'll put it into a notion.

5.2.8.8 Phase Pattern 8:
Substantiation (SU)

One may see this phase pattern as the simplest pattern. Its 'simpleness' owes to the following fact: the pattern involves only one phase, it occurs only once and it forms the whole pattern. That is, at the phase level the SU phase is the only element representing the pattern and it occurs only once in the pattern. But of course this one-phase pattern may be realised by one, two, three or more micro-functions. A substantiation-focussed lecture is a content-focussed lecture.

The first illustration below provides a text fragment representing the above phase pattern is taken from the Functional and Notional Syllabus course. This SU pattern occurs when the speaker (lecturer) does the check for the purpose of knowing whether or not the students have started doing the classroom work, and as a check (a 'real' question) the speaker does not know the answer, so the students are expected to give either a positive or negative confirmation (in the instance below it is a negative one). Other examples of checks are *Do you understand what I mean?, Following me so far?*, etc. The sequence must not always be set with a question followed by a verbal answer, but in some cases the answer can be non-linguistically verbalised one such as a nod.

The two tables below display the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.11: Sample Phase Pattern 8 and Linguistic Expressions.

a).

Phase types and pattern	Instantial linguistic expressions
SU	Have you started? Not yet.

(b).

Phase types and pattern	Instantial linguistic expressions	
SU	OK.	L: What's describing change and future development? S: A notion.

The second table below provides another example of the representation of this SU phase pattern. This instance occurs in the teaching learning activity. The exchange shows the involvement of two parties, i.e. the lecturer and the students. The lecturer initiates the questions and the students answer the questions in choir. As has been pointed out, there is only one phase type involved and it occurs once in this pattern. I interpret instances of semiotic events such as this one below as a representation of a phase *pattern*, in that there is an exchange realised micro-functionally by one or more set(s) of micro-functional questions and answers.

5.2.8.9 Phase Pattern 9:
Substantiation (SU)^Evaluation (EV)

This is a frequently occurring two-phase pattern involving the SU and EV phases in a set, each occurring once in the pattern. This pattern implies that

the lectures in which this pattern often occurs are content-focussed in the first place. A content-focussed lecture is one that focuses on the lecture contents in relation to the transfer process of particular knowledge and skills from the lecturers to the students. Secondly, the fact that every time a lecture content is substantiated the substantiated content is immediately followed by an evaluation (as shown by the SU^EV pattern itself) means that this pattern may represent an appropriate characteristic of academic practice. In academic practice it is generally viewed that the substantiation is as important as the evaluation. If there is something substantiated, then it is academically important to evaluate it, and this is what happens with this pattern. If a lecture as an *academic* activity is essentially a transfer process of good lecture contents, then this transfer process is efficient enough (just two phases are involved), effective (content-focussed through the SU phase) and academically valid (through the EV phase).

The text fragment below is an instance of the lecture discourse-in-texts in which two micro-functions realise this SU^EV phase pattern. In this instance the speaker (lecturer) presents makes statements, specifically about the need for the availability of encyclopaedia in schools for language teaching. In the judgement the lecturer says that encyclopaedia is a good source of teaching reference.

The table below demonstrates the above phase pattern and the phase types that are involved therein that realise and characterise the pattern and the linguistic expressions that instantiate them.

Table 5.12: Sample Phase Pattern 9 and Linguistic Expressions.

Phase types and pattern	Instantial linguistic expressions
SU	S: What's about realities into certain categories?
EV	L: The categories in which the human mind devides the world of knowledge that they have is conceptual, whereas when we talk about function, we talk about interacting between two people

The frequently occurring phase patterns in the overall LD-in-texts under consideration have been described and the linguistic expressions that instantiate the phase patterns have been exemplified. Thus, the prominently occurring *phase types*, the *sub-phase types*, the *sub-phase sequences or patterns within each phase type* and the *phase patterns* of the LD-in-texts as a whole have been identified and described. The remaining question is concerned with the sub-phase sequences or patterns that are not associated with or are in support of each particular phase type but that occur in the LD-in-texts as a whole. In this, a brief description of the frequently occurring sub-phase patterns in the overall LD-in-texts is provided in the subsequent summary below.

5.2.9   The Sub-phase Patterns

Focusing on the sub-phase patterns, it is found that there are hundreds of sub-phase patterns that occur in the LD-in-texts under study. In summary, of the hundreds of the sub-phase patterns the sub-phase patterns that recurrently occur in the LD-in-texts are enumerated in the table below.

Table 5.13: Recurrent Sub-phase Patterns of the LD-in-texts.

Sub-phase pattern no.	Sub-phase patterns
1	Greeting^Orientation^Reminder^Direction^Explanation^ Direction^ Explanation^Emphasis
2	Orientation^Statement^Explanation^Statement^Explanation^Emphasis
3	Orientation^Reminder^Statement^Emphasis^Focus^Definition^Reminder^ Information^Explanation^ Direction^Explanation^Summary
4	Greetings^Humour^Orientation^Reminder^Orientation^Reminder^ Statement^Explanation^Recommendation^Statement^Exemplification^ Emphasis
5	Statement^Explanation^Focus^Explanation^Summary
6	Reminder^Statement^Explanation^Exemplification^Summary
7	Focus^Quotation^Explanation^Focus^Quotation^ Summary^Judgement.
8	Statement^Judgement^Summary^Statement^Explanation^Interchange^ Summary
9	Statement^Explanation^Summary
10	Statement^Explanation^Summary^Exemplification^Focus^Explanation^ Summary
11	Statement^Explanation^Exemplification^Explanation^Quotation^Emphasis
12	Focus^Statement^Explanation^Exemplification^Explanation^Summary
13	Reminder^Statement^Explanation^Humour^Explanation^Summary
14	Statement^Check^Explanation^Direction^Explanation^ Direction
15	Focus^Statement^Explanation^Summary^Judgement^ Focus^Statement^ Focus^ Direction ^Leave-taking.
16	Orientation^Statement^Definition^Explanation^Definition^Exemplification ^Summary
17	Check^Statement^Explanation^Definition^Interchange^Explanation^ Summary
18	Statement^Conclusion^Judgement
19	Apology^Statement
20	Orientation^Explanation^ Focus^Drill^Summary

5.3 Discussion and Conclusion

The contextual aspects that are in focus in this study with specific reference to the situational (discoursal) aspects have been described. In line with the delimited and formulated problems and objectives of the present study presented in Chapter 1, the situational (discoursal) description has been concerned with the diatypic aspects within the confines of the phasal semiotic space with the focus on two major levels of description: (1) the macro-level, and (2) the micro-level. In this, the description has been provided in an attempt to answer the twofold question: (1) what are the phasal realisations characteristic of the lecture discourse-in-texts with respect to the macro-level

aspects: the phases or macro-functions in terms of types and patterns in particular?, and (2) what are the phasal realisations characteristic of the lecture discourse-in-texts with respect to the micro-level aspects: the sub-phases or micro-functions in terms of types and patterns in particular?

The researcher begins the discussion with a conceptual statement that, like any other texts generally, the lecture texts under investigation that realise and characterise the lecture discourse are "contextually tuned" texts - to borrow Ventola's words (1995:3). The lecture texts are *academically* functional in the first place. As it is generally understood, a lecture discourse as an activity that is realised and characterised by a lecture text is an academic activity that is not freewill but purposeful and goal-oriented/motivated. Following this, as an academic activity a lecture discourse-in-text is an activity whose overall or global goal is - as people would generally see it - primarily to transfer knowledge, skill or information. In this, the question of what goal a lecture as a text has to achieve is a question of what knowledge, skill or information has to be transferred. If this view were taken and applied to the present study, then the goal of the lecture discourse-in-texts would be to transfer knowledge, skill or information, particularly from the lecturers to the students. This question of knowledge transfer as an academic goal to achieve in a lecture needs to be looked at more critically. (For discussion of a text goal interpreted as a communicative need or function, see for example Tou 1997:311-328).

With no intention to devalue the conceptual statement that a lecture discourse-in-text represents an academic activity that has an academic goal of transferring knowledge, skill or information, there is more to say about it. As

has just been pointed out, not only does a lecture activity as a text-creating activity have an academic goal in the above sense but it also has a social function. In this respect, if there is a lecture activity there must be not only an academic goal in the sense of a knowledge-transfer goal but also a social goal (cf. Malinowski 1946:314, Ventola 1979:267, and Ventola 1995:3 in her notion of "sociability"). In other words, any lecture as a text critically embodies at least these academic and social goals, which may be interpreted as communicative needs or functions (cf. e.g. Tou 1997:312). Note that the latter is a goal that has a function for example to maintain contact or harmony in social relationships. (For discussion of 'goal' dimension, cf. e.g. Firth's *effects* 1957:182, Gregory's *functional tenor* 1967:186, Ure & Ellis's *role* 1977:200, Halliday's [*rhetorical*] *mode* 1978:142-145, Fawcett's *pragmatic purpose* 1980, Martin's *genre* 1984:63 and Matthiessen, Nanri and Zeng's *communicative need* 1991:3).

The following focus is on the goal dimension of human (social) interaction that is specifically relevant when discussing the lecture discourse(LD)-in-texts under study. Within the semiotic space of the lecture discourse-in-text goal there lie the specific goals to arrive at. In this, the specific goals are captured through the conceptual variables of the phases or macro-functions. Furthermore, within the specific goals there are the more specific ones, and they are reached through the conceptual variables of the sub-phases or micro-functions. Briefly, then, as goal-oriented/motivated purposeful academic activities the primary concern of the lectures is on how to fulfil the functional goals in question. The question here is two-fold: to what extent have the lectures under investigation been functionally purposeful and goal-

oriented/motivated, and to what degree and in what way have the lectures functionally achieved their goals?

To answer the first part of the twofold question, the researcher proceeds with the discussion of the overall or global academic goal of the LD-in-texts, which is a knowledge-transfer goal. Situationally or discoursally, this is done by associating it with the phases or macro-functions and sub-phases or micro-functions, which realise and characterise the overall or global goal of the LD-in-texts in question. Based on the findings, on the whole the academic (knowldege-transfer) goal of the LD-in-texts as a content-based goal can be said to have been achieved effectively. This is indicated by the high frequency of occurrence of the relevant phasal or macro-functional and sub-phasal or micro-functional components (types) that are supportive of reaching the goal in question. Phasally, the recurrent and predominant phases that are relevant and indicative of the academic (knowledge-transfer) goal achievement are the Discourse structuring (DS), Substantiation (SU), Conclusion (CO) and Evaluation (EV) phases in particular. Sub-phasally, the recurrent sub-phases that are relevant and supportive of achieving the academic goal under consideration are in particular the Orientation (OR), Focus (FO), Reminder (RE), Definition (DE), Statement (ST), Explanation (EP), Summary (SM), Emphasis (EM) and Judgement (JU). Phasally, the recurrent and predominant phase that is relevant and indicative of the social goal is the Consent (CT) phase in particular. Sub-phasally, the recurrent sub-phases that are relevant and supportive of achieving the social goal in question are in particular the Apology (AP), Humour (HM), Greeting (GR) and Leave-taking (LT).

The goal-oriented/motivated and purposeful LD-in-texts in which the academic (knowledge-transfer) goal is prominent is marked by the fact that lecturers have a general tendency to frame the lecture discourse with a DS phase and proceed with an SU phase in which a lecture substantiation is represented. The lecturers often start with a DS phase in which they remind the listeners (students) of the previous lecture points, orient themselves to the entry points and focus on them, subsequently make statements of facts, principles, ideas and concepts or notions, etc. followed by explanations of those things to ensure that the knowledge/information has been transferred. They then explain, elaborate and extend the stated facts, principles, ideas and concepts or notions, etc. The activity may be either the provision of particular examples, quotations and/or definitions of relevant concepts, notions, etc. It is evident that in the lectures the speakers (lectures) generally present drills, directions, questions and checks for the purpose of making the students understand what has been or is being 'lectured'. This implies that the lecturers are motivated and characterised more prominently by their academic or content-oriented goal, which is a knowledge-transfer goal, instead of their social goal. In other words, the lectures are characterised more academically than socially. It may be inferred that on the whole the speakers (lecturers) are more interested in whether or not what to transfer (knowledge, skill or information) has been transferred 'perfectly', not so interested in how to learn what to learn successfully.

The frequently occurring Conclusion (CO) phase in the lectures is realised and characterised by the prominent Summary (SM), Emphasis (EM) and Recommendation (RE) sub-phases. These sub-phases that realise and

characterise the CO phase are operative for the purpose of ensuring that what has been or is being 'lectured' is understood perfectly. Here the focus is again on the delivery of the course contents as knowledge, skill, information or the like. In other words, the lectures have effectively performed their job of fulfilling the academic goal in question.

As to the Evaluation (EV) phase, the revealing data also present the Evaluation (EV) phase - though not in the high frequency of occurrence, in which certain facts, ideas, concepts, notions and the like are valued. Specifically, this emerging phase in the LD-in-texts demonstrates the fulfilment of certain tasks, in which important facts, ideas, etc. are checked to ensure that they are successfully (or perfectly) delivered and understood by the listeners (students). In this respect, the academic (knowledge-transfer) goal achievement is obviously there.

Lecturing activities are not only a question of academic knowledge transfer in the above sense, in which facts, ideas, etc. are defined, presented, valued and checked to make sure they are understood by the students. As academic activities, facts, ideas, concepts, notions and the like should also be discussed critically. In this context, as far as the research data go, to some extent the lectures in question have demonstrated that facts or ideas are also reviewed and judged critically in terms of their qualities or values. This is clearly observable in the lectures in which the learning participants are the postgraduate students, but it is not quite so in the undergraduate lectures. The lecture techniques that have been demonstrated by the lecturers as are observable in the research data represent a characteristic of academic

activities in general, for example some lecturers demontrated or discussed the strengths and weaknesses of certain language teaching techniques and methods. In this context one requirement that should be met by lecturers who are responsible for the running of academic activities is that they should make fair judgements on things that are presented. Being fair in making judgements means that they should show not only the positive side but also the negative side of theories, methods or techniques being judged. In relation to the lectures under investigation, as far as the Evaluation (EV) phase is concerned, the evidence shows that the lecturers have performed the academic requirement in their performances.

Beyond the lecturing content and methodology stated above, however, viewed from a pedagogical point of view, lecturing participants (lecturers) in general should also allow learning participants (students) to express their own views in lectures. In this, a lecture as an academic activity is more than just a knowledge-transfer activity from the lecturers' perspectives. It is academically a knowledge-*exchange* activity, an activity of negotiating meanings among the participants (lecturers and students) who are involved. Lectures mean what they do because of the 'games they play' (i.e. the functions they serve), and one of the critical 'games' to play is the game of negotiating or exchanging knowledge, skill, information, ideas, meanings and the like. As far as the data in this study are concerned, to some extent this knowledge-exchange game is observably played at this postgraduate level.

Taking the sub-phases as a basis and looking at the phenomena from a pedagogical perspective, the frequent employment of the Exemplification (EX) or Explanation (EP) sub-phase in the lectures for example followed by

the Statement (ST) sub-phase in particular implies that the lecturers use a so-called inductive approach/method, "a posteriori" reasoning, empirical approach/method, scientific approach/method or specific-to-general lecturing-learning process, in which the lecturing-learning activity moves from the specific or particular processes of things to the general. Quite the opposite, the highly frequent occurrence of the ST sub-phase for example followed by the EX or EP sub-phase or some other relevant sub-phase implies that the lecturers apply a so-called deductive approach/method, "a priori" reasoning, presumptive reasoning or general-to-specific lecturing-learning process. In this, the lectures under study observably demonstrate both inductive and deductive lecturing-learning processes. (For discussion of the conceptions of approach, method and technique in language teaching-learning methodology, see for example Anthony 1965:93-96, Anthony and Norris 1969:2 and Stern 1983:474. For discussion of the conceptions of inductive and deductive methods and processes, see for example Mambert 1976:1-7). Comparatively, however, in the overall picture of the LD-in-texts in question it is the deductive lecturing-learning processes that are more prominent.

The Drill (DI) micro-function as part of the Substantiation (SU) macro-function also occurs in the data, although it does not appear in all the lecture discourses-in-texts. Unfortunately, there are only three lecturers who employ the Drill technique in the lectures. In one pedagogical perspective, Drill as a teaching-learning technique may be regarded as outdated in that the students or learners are not given enough freedom of expressing themselves, something that is needed by any learner generally. However, whether or not it

is appropriate to use a Drill technique depends on the particular situational context in which the teaching-learning activity is taking place. With this reservation in mind, Drill may still be an effective way of construing real-life situation and bringing them into the lecture room. Construing the world reality and bringing it to lecture room reality is one of the lecturers' tasks.

The Direction (DR) micro-function frequently occurs in the data. In the pedagogical context the occurrences of the DR micro-function implies that a directive teaching-learning technique is still put into practice in lecture room discourse-in-text, something which used to be common practice in the old days but not quite so these days. Today many would see a directive teaching-learning technique as an outdated and undesirable technique that is prescriptive in nature. With all weaknesses of the techniques being ignored, however, Direction may still be relevant and useful. In that, the lecturers can include the details of all the necessary lecture contents or the lecture in question can be content-focused. This implies that the academic goal in question may be achieved effectively - though not quite so for the social goal. In other words, in spite of the fact that the lecturers teach adult students and they may get bored for being 'directed' or 'prescribed' all the time, as a lecture technique Direction (DR) may still be useful in that the lecturers can give particular tasks to the students whose output will in turn be need by the students themselves.

The Definition (DE) micro-function is evident to have played an important role in the realisation and characterisation of the Substantiation (SU) phase in particular and in the creation of the lecture discourse-in-text as a whole in general. It occurs to me that it has been utilised by the speakers (lecturers) as

such that it has become an effective way of clarifying technical terms in particular as far as the data are concerned. In this, technical language provides and values terms, and compares and establishes analogy. Thus, the employment of definitions provides understanding to the students, which frequently occur after the occurrences of statements and explanations i.e. the lecturers give the definition of terms, then the students question about the definition and the the lecturers elaborate the definition again. Due to the frequency of the occurrence of definitions, the lecturers turn into some kind of 'repeaters' or 'reviewers' of previous statements and explanations. To borrow Gronbeck's words in the context of the present study, the speakers (lecturers) have used "strategic language" in their lectures and they do it by defining and/or describing things, concepts, ideas, facts, etc. (For discussion of "using language strategically", see Gronbeck 1995).

The Interchange (IC) micro-function in the LD-in-text as a whole flourishes what people generally call "communicative teaching-learning techniques", which - in the given context - is represented in the form of question-and-answer interaction. Sometimes the IC micro-function occurs in the discussion, interpretation or evaluation of difficult concepts. In conclusion, the occurrence of the IC micro-function represents an interactive feature of language use in the LD-in-text. If one agrees that a lecture event in general as a discourse-in-text event is an *interactive* language event, then the lecture discourses-in-texts to some extent have functioned effectively as representations of interactive socio-semiotic events in the given context. Interactive lectures are lectures in which the participants not only talk to each other but also listen to each other. The higher the frequency of occurrence of

IC micro-function in lecture discourse, the more interactive the discourse is. If in a lecture there is only one participant who talks most and hardly listens (e.g. the lecturer) and others listen most and talk little, such a lecture offers 'little democratic spirit' in its discourse/text-forming processes.

The Quotation (QU) micro-function in general that appears in the LD-in-text signals the following needs, depending on the context in which it is being used in a given LD-in-text: (1) the speakers (lecturers) are motivated to refer to experts' views or judgements as academically reliable or valid sources of knowledge/information to explain or argue about certain or difficult concepts or ideas being given, and this results birth in quotations, either direct or indirect, full or partial quotations, and (2) there is a need to be efficient in lecturing in which knowledge/information is to be transferred, and one way of being efficient in terms of time, space and energy is by speaking to the source-based points. There is a sense that quotations presented in a 'quotation technique' of lecturing represent a kind of 'photocopy language'. It may be efficient and effective but not necessarily desirable.

The Check (CH) micro-function which is also employed in the lectures is an indication that there is a need to satisfy the speakers' (lecturers') expectation or to ensure that the students really understand what has been provided by the speakers in the lectures. In the context of teaching-learning methodology, a teaching-learning 'check technique' - in which the primary speaker of communication (teacher) frequently checks and rechecks what has happened or has been stated - is common practice at the primary and secondary levels of education but not quite so at the tertiary level. A high frequency of occurrence of CH micro-function realising phase is a clear indication of a

high frequency of occurrence of 'check-and-recheck' linguistic expressions, which is generally not a characteristic of classroom discourse-in-text at the tertiary education level.

The occurring Orientation (OR) micro-function in the phases is appropriate in instrumental in the lecture contexts generally. The appropriateness and instrumentality of the OR micro-function in the lectures are closely associated with an attempt to provide the students with what is being lectured at the time or what is going to be lectured in the near future. In line with this, the emergence of Reminder (RE) micro-function is an attempt to remind what has been lectured and has been relatively in the students' memory before. This in turn provides a link to a new lecture activity. Furthermore, the subsequent emergence of Focus (FO) micro-function particularly makes the students aware or alert of what will be given soon.

The occurring Message (ME) micro-function in the phase of the lectures is relevant and useful particularly in relation to the administrative system and processes in the institutional. This is common practice in universities, schools and other education institutions in general. Messages can be delivered anywhere and anytime within the institution generally. In a lecture setting message delivery may be seen as some kind of 'tolerable interruption' in the given lecture activity. The occurrence of the Aside (AS) micro-function in the lectures as academic activities might sound peculiar to some people but it proves to be functional in the given lectures. Aside creates a lively atmosphere and this is needed especially when the activity is getting dull or the given environment is not favourable enough for the learners to learn.

The frequently occurring Statement (ST), Definition (DE) and Explanation (EP) micro-functions in the Substantiation (SU) phase and Orientation (OR) and Focus (FO) micro-functions in the Discourse Structuring phase is a clear indication that the primary speakers (lecturers) in the lectures frequently focus on the provision of lecture contents (contents, concepts, ideas, facts, etc.) in the lectures. The lectures as academically goal-oriented activities need to be efficient and effective and in this respect attempts should be made as such that the syllabus/lecture contents and objectives can be achieved within the specified time, physical space and socio-semiotic power. The more frequently these micro-functions occur in the SU phase of lecture, the more efficiently and effectively the academic contents and goals of lecture will be achieved. It should be noted though that a lecture is not only an academic activity with an academic goal but also a social activity with a social goal. In technical terms, what it means is that the question of lecture discourse-in-text is not only a question of how to present ST, DE and EP micro-functions in the SU phase but also at the same time a question of how other micro-functions such as Greeting (GR), Leaving-taking (LT), Humour (HM) and Apology (AP) micro-functions can also be performed as complementary micro-functions to the mentioned above ones.

The occurrences of the Summary (SM), Emphasis (EM) and Recommendation (RE) micro-functions in the Conclusion (CO) phase are indicative of the existence of certain important points that are repeated or reviewed. For one thing, this is positive in the context of teaching-learning methodology in that what has been achieved in terms of syllabus/lecture contents in particular can be maintained. In other words, these micro-

functions ensure the high degree of effectiveness of syllabus/lecture content transfer. Furthermore, micro-functions such as the EM micro-function are needed not only to bring out the structural patterns of the lectures but also to make sense of them (see Cockburn & Ross n.d.:21).

It can be inferred from the lecture contexts that the occurring Judgement (JU) micro-function in the Evaluation (EV) phase indicates that there is a critical view or opinion over a view. In this, the speakers (lecturers and sometimes students) demonstrate critical views on certain views, ideas, concepts, etc. of other (resource) people (e.g. experts, writers, etc.). This should be common practice in an academic activities such as lecture. The lecture activities should involve not only descriptive views but also more importantly critical views. The descriptive views here imply views that come from experts in a particular field which are described by the speaking participants (lecturers or students) without any intervention of their own views, or the views come from the speaking participants themselves in that they describe without judging, assessing or measuring the quoted views, opinions, ideas or concepts. The critical views imply views that come from experts involving the lecturers' judgement on the advantages, disavantages, strengths or weaknesses of the views. In academic activities like lectures, participants obviously need to be critical people.

The discussion above has been particularly concerned with the relations and interpretations of the occurring micro-functions in the phases of the lectures as *academically* goal-oriented activities in which academic goals are to be achieved. Lectures are also *socially* goal-oriented activities, in the sense that

there are also social goals to be achieved in lectures, which involve lecturers on the one hand and students on the other.

With respect to the above statement, the researcher now turns to the degree of sociability of the LD-in-texts, i.e. to the question of to what extent the social goals or functions are achieved and how they are achieved. Generally, the maintenance of social contact, social harmony or relationship as a typical feature of a social goal is marked by the dynamics of the predominantly occurring phases and micro-functions with respect to their types, patterns and functional positions in particular. The small number of the occurring micro-function types and patterns that take positions in the semiotic space of the occurring phases types and patterns are firstly seen as potentials for the realisation and characterisation of the social goals in question. This is a general statement to be specified further.

To begin with, as has been pointed out earlier, the dynamic positions of the phase and micro-function types and patterns in the LD-in-texts open the semiotic door for the emergence of for example statements, definitions, explanations or summaries of concepts, ideas, facts, etc. This is, among other things, how the academic goals of the lectures are achieved. On the one hand, there are the social goals of the lectures to be achieved. In this regard, it occurs to me that they are achieved particularly by the CT phase that is realised by the relevant sub-phases. Looked at from the other end, it is through the relevant sub-phases that functionally realise these two phases in particular that the underlying or motivating social goal in question is achieved. In general terms, the interactive social value of the lectures is indicated by the particular verbal expressions such as presenting

announcements, digressions or any other similar functions, from which there arise other micro-functional verbal behaviours such as expressing apology, humour including some relevant micro-functional non-verbal behaviours such as hands raising, head nodding, etc.

In general, there is not much emphasis is put on the social goal of the LD-in-texts. With this in mind, as has been indicated above, the social goal in question is to a certain extent taken into account and achieved particularly by the employment of of the Consent (CT) phase, which is typically realised and characterised by the Greeting (GR), Humour (HM), Apology (AP) and Leave-taking (LT) sub-phases. As far as the data are concerned, the LD-in-texts under investigation can be said to have demonstrated a relatively very low degree of socialibility value with respect to the achievement of the social goal of a lecture discourse activity as a social interaction. However, this should not be seen as a failure on the part of the speakers (lecturers) in the lecture discourse activity.

The occurring Greeting (GR) and Leave-taking (LT) micro-functions rarely occur in the lectures. It occurs to me that one motivating factor that lies behind this is related to the high frequency of contact among the interlocutors in the sense that the lecturers and the students frequently meet each other and therefore greetings or leave-takings are no longer regarded as relevant or necessary. If they are still relevant or necessary, they do not have to be explicitly expressed as such.

The occurring Apology (AP) micro-function in the given context that is expressed by the lecturers in particular is rather unusual in the general Asian

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context. However, at the University of Malaya the lecturers are fair and socio-academically prepared to make an apology if they make mistakes. An inference can be drawn from the data of LD-in-text 5 in that the lecturer makes an apology for producing wrong statements. This is illustrated in the clause expressions such as *I'd made a mistake a while ago about putting fastest here. I shouldn't make it. It confuses you...*

The descriptive analysis of the phasal realisations of the lecture discourses-in-texts, which involve two levels of analysis (i.e. the macro-level and micro-level of analysis), is believed to have fulfilled the expected analysis. The interrelated phasal and sub-phasal analysis have been carried out with respect to the fulfilment of the first research question formulated in Chapter 1. The analysis has been completed as far as the phasal analysis is concerned.