Appendix A

Grammatical analysis – an example

Appendix A gives an example of the mood analysis that was carried out in this research. The stages of analysis were as follows. First, the transcription was broken into clauses (numbered i, ii, iii etc.). Following this a series of box diagrams were used to analyse the Mood categories (declarative, imperative etc.). The main findings were then incorporated onto a coding sheet. All the examples are taken from Turns 82 - 92 of text 1: Playgroup. This appendix offers examples of these three stages and may be summarised as:

- clause breakdown
- box diagrams (mood analysis)
- mood coding sheet

Tabulation of the findings are shown on the Mood Summary sheets found in tables 6.1, 6.2 and 6.3 in the main body of this thesis to allow for a quantitative analysis of the linguistic patterns in the text.

Text 1: Playgroup

Transcription Key:

( ) untranscribable talk
(words in parenthesis) transcriber’s guess
NV non-verbal clause
[word in square brackets] non-verbal information
= = overlap
... short hesitation (less than three seconds)
dash - then talk false start / restart
CAPITALS emphatic stress

The adults are referred to by (changed) name, but for clarity of distinction the children are referred to only by their initials. The children present are Holly’s child P, Kate’s child N, Liz’s child F and Laura’s T.

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaker</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>82.</td>
<td>Liz:</td>
<td>= = (i) How’s P? (laughs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) Is he alright?</td>
</tr>
<tr>
<td>83.</td>
<td>Holly:</td>
<td>(i) Yeah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) he’s found one exactly the same so = =</td>
</tr>
<tr>
<td>84.</td>
<td>Liz:</td>
<td>= = (i) Ahh</td>
</tr>
<tr>
<td>85.</td>
<td>Holly:</td>
<td>= = (i) Oh he’s throwing it at J (laughs)</td>
</tr>
<tr>
<td>NV8</td>
<td>Liz:</td>
<td>[Laughing]</td>
</tr>
<tr>
<td>86.</td>
<td>Holly:</td>
<td>(i) ‘cause J can have it (laughs)</td>
</tr>
<tr>
<td>87.</td>
<td>Liz</td>
<td>(i) Ohh</td>
</tr>
</tbody>
</table>
88. Holly: (i) Cause we found one exactly the same
NV9 Liz: [laughs]
89. Holly: (i) I think it was ==
90. Laura: == (i) J has had a fight with someone over == a ladder now
(ii) and that's err
91. Kate: == (i) Have you finished with that one F?
92. Holly: (i) OK == so you can play with this one

Box diagrams for Mood analysis (Turns 82 – 92)

Key

S Subject  F Finite  C Complement  A Adjunct  M Mood  R Residue

Turn  Speaker  Box Diagram

82. Liz: (i) How 's P?

<table>
<thead>
<tr>
<th></th>
<th>C</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) Is he alright?

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>S</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

83. Holly: (i) Yeah

(Minor clause)

(ii) he 's found one exactly the same so

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>F</th>
<th>P</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
84. Liz: (i) Ahh
(Minor clause)

85. Holly: (i) Oh he ’s throwing it at J

86. Holly: (i) ’cause J can have it

87. Liz (i) Ohh
(Minor clause)

88. Holly (i) ’cause we found one exactly the same

89. Holly: (i) I think it was
90. Laura: (i) J has had a fight with someone over a ladder now

| S | F | P | C | A | A |
|   |   |   |   |   |   |
| M | R |   |   |   |   |

(ii) and that's err

| A | S | F | A |
|   |   |   |   |
| M |   |   |   |

91. Kate: (i) Have you finished with that one F?

| F | S | P | A | A |
|   |   |   |   |   |
| M | R |   |   |   |

92. Holly: (i) OK so you can play with this one

| A | A | S | F | P | A |
|   |   |   |   |   |   |
| M | R |   |   |   |   |

Note on criteria for handling interpersonal grammatical metaphor.

In casual conversation speakers frequently select expressions of probability such as I think, I guess, etc. These, where they do not function as autonomous clauses are categorised as interpersonal Adjunct (see Eggins and Slade, 1997:82). Often it is the intonation pattern that will be a deciding factor in analysis. There are also many incidences of the metaphorical hedge you know (y'know) and these too are categorised as interpersonal Adjuncts.
Sample coding sheet for mood analysis

The coding sheet records the following:

- turn number and speaker
- the distinction between independent and dependent clauses
- the Subject of the clause
- the mood of the clause; declarative, interrogative, imperative, minor; elliptical or full; plus (if elliptical) the number of the turn from which the ellipsis can be recovered
- adjuncts (circumstantial, interpersonal, textual)

Sample coding sheet for text 1; Playgroup (turns 82 – 92)

<table>
<thead>
<tr>
<th>Turn no./ speaker</th>
<th>Clause no.</th>
<th>Subject</th>
<th>Mood</th>
<th>Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>82/ Liz</td>
<td>i</td>
<td>P</td>
<td>wh-interrogative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii</td>
<td>he</td>
<td>polar interrogative</td>
<td></td>
</tr>
<tr>
<td>83/ Holly</td>
<td>i</td>
<td></td>
<td>minor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii</td>
<td>he</td>
<td>declarative</td>
<td></td>
</tr>
<tr>
<td>84/ Liz</td>
<td>i</td>
<td></td>
<td>minor</td>
<td></td>
</tr>
<tr>
<td>85/ Holly</td>
<td>i</td>
<td>he</td>
<td>declarative</td>
<td>circumstantial</td>
</tr>
<tr>
<td>nv8/ liz</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86/ Holly</td>
<td>i</td>
<td>j</td>
<td>declarative</td>
<td>textual:conj.</td>
</tr>
<tr>
<td>87/ Liz</td>
<td>i</td>
<td></td>
<td>minor</td>
<td></td>
</tr>
<tr>
<td>88/ Holly</td>
<td>i</td>
<td>j</td>
<td>declarative</td>
<td></td>
</tr>
<tr>
<td>nv9/ Liz</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>89/ Holly</td>
<td>i</td>
<td>it</td>
<td>declarative</td>
<td>interpersonal</td>
</tr>
<tr>
<td>90/ Laura</td>
<td>i</td>
<td>j</td>
<td>declarative</td>
<td>circumstantial</td>
</tr>
<tr>
<td></td>
<td>ii</td>
<td>that</td>
<td>declarative</td>
<td>textual:conj.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>textual:holding</td>
</tr>
<tr>
<td>91/ Kate</td>
<td>i</td>
<td>you</td>
<td>polar interrogative</td>
<td>circumstantial interpersonal</td>
</tr>
<tr>
<td>92/ Holly</td>
<td>i</td>
<td>you</td>
<td>declarative</td>
<td>circumstantial text:holding</td>
</tr>
</tbody>
</table>
Appendix B

Appraisal analysis – an example

The Appraisal analysis consisted of the following stages:

- identifying Appraisal items
- classifying Appraisal items
- summarising Appraisal choices
- interpreting Appraisal choices

Identification of Appraisal items is shown by italics in the transcript below

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaker</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>82.</td>
<td>Liz</td>
<td>= = (i) How’s P? (laughs) (ii) Is he alright?</td>
</tr>
<tr>
<td>83.</td>
<td>Holly</td>
<td>= = (i) Yeah (ii) he’s found one exactly the same so = =</td>
</tr>
<tr>
<td>84.</td>
<td>Liz</td>
<td>= = (i) Ahh</td>
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<tr>
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<td>Holly</td>
<td>= = (i) Oh he’s throwing it at J (laughs)</td>
</tr>
<tr>
<td>86.</td>
<td>Holly</td>
<td>[laughing]</td>
</tr>
<tr>
<td>87.</td>
<td>Liz</td>
<td>(i) ‘cause J can have it (laughs)</td>
</tr>
<tr>
<td>88.</td>
<td>Holly</td>
<td>(i) Ohh</td>
</tr>
<tr>
<td>89.</td>
<td>Holly</td>
<td>(i) Cause we found one exactly the same</td>
</tr>
<tr>
<td>90.</td>
<td>Laura</td>
<td>= = (i) J has had a fight with someone over = = a ladder now (ii) and that’s err</td>
</tr>
<tr>
<td>91.</td>
<td>Kate</td>
<td>= = (i) Have you finished with that one F?</td>
</tr>
</tbody>
</table>

Sample coding sheet for Appraisal in text 1: Playgroup (turns 82–92)

<table>
<thead>
<tr>
<th>Turn/ Speaker</th>
<th>clause</th>
<th>Lexical item</th>
<th>appraised</th>
<th>Category/ subcategory</th>
</tr>
</thead>
<tbody>
<tr>
<td>82/ Liz</td>
<td>ii</td>
<td>alright</td>
<td>he</td>
<td>Affect/ happiness</td>
</tr>
<tr>
<td>83/ Holly</td>
<td>ii</td>
<td>exactly the same</td>
<td>one (bucket)</td>
<td>Amplification/ augmenting</td>
</tr>
<tr>
<td>88/</td>
<td>ii</td>
<td>exactly the same</td>
<td>one (bucket)</td>
<td>Amplification/ augmenting</td>
</tr>
</tbody>
</table>
Appendix C

Semantic analysis – an example

The first stage of the semantic analysis was to identify the moves. Following Eggins and Slade (1997) two criteria were considered to determine whether the clause outlined in the grammatical analysis corresponds to a move. These are as follows:

i) the grammatical dependence or independence of the clause (whether the clause has made independent mood selection)

ii) prosodic factors (whether the end of a clause corresponds to the end of a rhythmic/intonational unit)

The second stage of the semantic analysis consisted of coding the excerpts with the speech function outlined by Halliday and extended for casual conversation by Eggins and Slade (1997). The following is an example of the speech function analysis. The conversational structure shows the different speech functions.

Sample semantic analysis from text 1: Playgroup (turns 82-92)

Key:

<table>
<thead>
<tr>
<th>Turn / Move</th>
<th>Speaker</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>82, 83, etc.:</td>
<td>turn numbers</td>
<td>(i) How’s P? (laughs) (ii) Is he alright?</td>
</tr>
<tr>
<td>(i), (ii), etc.:</td>
<td>clause numbers</td>
<td>(i) Yeah (ii) he’s found one exactly the same so = =</td>
</tr>
<tr>
<td>O = opening move</td>
<td></td>
<td>(i) Ahh so = =</td>
</tr>
<tr>
<td>R = reacting move</td>
<td></td>
<td>(i) Oh he’s throwing it at J (laughs)</td>
</tr>
<tr>
<td>D = developing move</td>
<td></td>
<td>(ii) Cause J can have it (laughs)</td>
</tr>
<tr>
<td>P = prolonging move</td>
<td></td>
<td>(i) Ohh</td>
</tr>
<tr>
<td>A = appending move</td>
<td></td>
<td>(i) Cause we found one exactly the same</td>
</tr>
<tr>
<td>s = supporting move</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c = confronting move</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
[laughs]

(i) I think it was ==
(ii) and that's err

== (i) J has had a fight with someone over == a ladder now
== (i) Have you finished with that one F?
References


systemically. mimeo. Department of Linguistics and Psychology, Macquarie University, North Ryde, NSW 2109.


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