Appendix

A note on the presentation of data extracts and transcription conventions

Using Francis and Hunston’s model of SFDA, data is presented in columns. The dialogue is contained in the left column of each extract with the analysis lines presented in the series of columns to the right, starting with the lowest unit of analysis in the system – acts – then moving progressively to the larger units of analysis towards the right. ‘E.S.’ refers to ‘element of structure’. In column 3, ‘E.S.’ refers to the specific element of a move that the act constitutes (pre-head, head, or post-head). ‘E.S.’ in column 5 refers to the position of the move (I, R or F) within the exchange. The exchanges have been numbered for ease of reference (exchanges were numbered in each complete transcript so the exchanges presented in each of the extracts do not necessarily start at 1). The speakers have been anonymised but the sex of each speaker is indicated by a letter B if they are a boy and G if they are a girl (this is for brevity purposes only; throughout the rest of the book, when data is presented without the SFDA analysis lines, participants are referred to using a pseudonym).

If other students or teachers are referred to by the speakers throughout the course of the conversation, the names have been altered, as has the name of the school and any other means of identification. The dialogue has been transcribed using no punctuation marks (except when apostrophes are used within words). Punctuation marks are conventions of written language and so are considered inappropriate to the transcription of speech. The following symbols and characters have been used in the transcripts:
() Verbal contributions to the dialogue which it has not been possible or necessary to analyse (e.g. inaudible; students reading from text). The information in brackets explains what is happening in stretches of unanalysed discourse which occur in-between stretches of analysed discourse.

⇑ Utterance overlaps with end of preceding utterance.

⇓ Utterance overlaps with beginning of next utterance.

# Inaudible part of utterance.

≠ Incomplete utterance.

 Utterances are produced simultaneously.

\} Co-constructed utterance (indicated in act analysis column).

? Utterance spoken with rising intonation (this character is only used when the discourse function of the utterance is ambiguous unless the intonation is indicated).

[aside] Utterance not intended as a contribution to the conversation.

[laughter] When instances of laughter have been interpreted as serving a function in the discourse (e.g. as an acknowledgement of or response to a preceding utterance), they have been allocated an act in [square brackets] in the act analysis column. If the laughter is interpreted as serving no obvious function within the conversational exchange, it has not been analysed.

[ ] Square brackets are used in the analysis columns when two (or more) utterances are produced in response to a preceding utterance and, as a result, both responses realise the same move in the exchange. This sometimes happens when there are more than two speakers in the same conversation and when utterances overlap. Square brackets are placed around the act which is not considered to be the main contribution to the exchange. When it is not possible to decide which act is the main contribution to the exchange, the last utterance to be produced is placed in square brackets.

------ A section of the transcript has been omitted.
Definitions of acts used in SFDA system of analysis (adapted from Francis and Hunston, 1992)

<table>
<thead>
<tr>
<th>Label</th>
<th>Symbol</th>
<th>Realisation and function</th>
</tr>
</thead>
<tbody>
<tr>
<td>framer</td>
<td>fr</td>
<td>Realised by a closed class of items such as ‘OK’, ‘all right’, ‘anyway’, ‘well’, ‘now’, ‘good’ and their variants. Its function is to mark boundaries in the conversation, where such an interpretation is consistent with considerations of topic.</td>
</tr>
<tr>
<td>marker</td>
<td>m</td>
<td>Realised by the same closed class of items as fr. Realises the signalling element of all moves. Its function is to mark the onset of a move.</td>
</tr>
<tr>
<td>starter</td>
<td>s</td>
<td>Realised by statement, question, command or mood-less item. Realises the pre-head of an opening, answering, eliciting, informing, directing or behaving move. Its function is to provide information about or direct attention towards the act realising the move head.</td>
</tr>
<tr>
<td>meta-statement</td>
<td>ms</td>
<td>Realised by statement, question or command. Realises the head of an opening move in a Structure exchange. Its function is to structure the conversation prospectively in some way, and to obtain a warrant for doing so.</td>
</tr>
<tr>
<td>conclusion</td>
<td>con</td>
<td>Realised by a statement or question often with anaphoric reference. Realises the head of an opening move in a Structure exchange.</td>
</tr>
<tr>
<td>Term</td>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>acquiesce</td>
<td>acq</td>
<td>Realised by ‘yes’ and other items indicating assent, both verbal and non-verbal. Realises the head of an answering move in a Structure exchange.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Its function is to provide a warrant for a suggestion as to prospective (ms) or retrospective (con) structuring made by another participant in a conversation.</td>
</tr>
<tr>
<td>greeting</td>
<td>gr</td>
<td>Realised by a closed class of items which form the first-pair parts of the adjacency pairs used in the rituals of greeting and leave-taking: ‘hello’, ‘hi’, ‘good morning’, ‘(good)bye(-bye)’, and their variants. Realises the head of an opening move in a Greet exchange.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Its function is self-explanatory.</td>
</tr>
<tr>
<td>reply-greeting</td>
<td>re-gr</td>
<td>Realised by a closed class of items which form the second-pair parts of the adjacency pairs used in the rituals of greeting and leave-taking: ‘hello’, ‘hi’, ‘good morning’, ‘(good)bye(-bye)’, ‘fine thanks (and you?)’, ‘yeah see you’, and their variants. Realises the head of an answering move in a Greet exchange.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Its function is self-explanatory.</td>
</tr>
<tr>
<td>summons</td>
<td>sum</td>
<td>Realised by the calling of somebody’s name. Realises the head of an opening move in a Summon exchange.</td>
</tr>
<tr>
<td><strong>reply-summons</strong></td>
<td><strong>re-sum</strong></td>
<td>Realised by ‘yes’, ‘what?’ and other indications of attention (both verbal and non-verbal) given upon hearing one’s name called. Realises the head of an answering move in a Summon exchange. Its function is to indicate willingness to participate in a conversation, or that one is giving one’s attention.</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>inquire</strong></td>
<td><strong>inq</strong></td>
<td>Realised by questions which seek information as opposed to a ‘yes’ or ‘no’ answer. Realises the head of an eliciting move. Its function is to elicit information.</td>
</tr>
<tr>
<td><strong>neutral proposal</strong></td>
<td><strong>n.pr</strong></td>
<td>Realised by questions which seek a ‘yes’ or ‘no’ answer. Realises the head of an eliciting move. Its function is to elicit a decision between ‘yes’ and ‘no’.</td>
</tr>
<tr>
<td><strong>marked proposal</strong></td>
<td><strong>m.pr</strong></td>
<td>Realised by questions which seek a ‘yes’ or ‘no’ answer, where the form of the question indicates the polarity of the expected answer. It is also realised by declaratives said with ‘questioning’ intonation and declaratives followed by tag questions. Realises the head of an eliciting move. Its function is to elicit agreement.</td>
</tr>
<tr>
<td><strong>suggestion</strong></td>
<td><strong>sugg</strong></td>
<td>Realised by questions which seek a ‘yes’ or ‘no’ answer but the form of the question does not indicate the polarity of the expected answer.</td>
</tr>
<tr>
<td>Term</td>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>return</td>
<td>ret</td>
<td>Realised by question, often ellipted. Realises the head of an eliciting move in a Clarify exchange. Its function is to seek clarification of a preceding utterance.</td>
</tr>
<tr>
<td>loop</td>
<td>l</td>
<td>Realised by a closed class of items: ‘pardon’, ‘what’, ‘eh’ and their variants, said with rising intonation. Realises the head of an eliciting move in a Repeat exchange. Its function is to elicit the repetition of a preceding utterance which was not clearly heard.</td>
</tr>
<tr>
<td>dictate</td>
<td>dict</td>
<td>Realised by a statement, command or mood-less item. Realises the head of an informing move at I or R. Its function is to supply information concerning the construction of a written text.</td>
</tr>
<tr>
<td>informative</td>
<td>inf</td>
<td>Realised by statement or by ‘yes’ and ‘no’ items and their variants, both verbal. Realises the head of an informing move at I (Inform exchange); or at R/I or R (Elicit exchange) where the head of the eliciting move is realised by either inq or n.pr. Its function is to supply information or to give a decision between ‘yes’ and ‘no’.</td>
</tr>
<tr>
<td>concur</td>
<td>conc</td>
<td>Realised by ‘yes’ and ‘no’ items and their variants, both verbal and non-verbal, or by repetition or paraphrase.</td>
</tr>
<tr>
<td>Appendix</td>
<td>215</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td><strong>confirm</strong></td>
<td><strong>conf</strong></td>
<td></td>
</tr>
<tr>
<td>Realises the head or post-head of an informing move at R/I or R (Elicit exchange) where the head of the eliciting move at I or R/I is realised by <em>m.pr</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its function is to give agreement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>qualify</strong></td>
<td><strong>qu</strong></td>
<td></td>
</tr>
<tr>
<td>Realised by ‘yes’ and ‘no’ items and their variants, both verbal and non-verbal, or by repetition or paraphrase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realises the head of an informing move at R/I or R (Elicit exchange) where the head of the eliciting move at I or R/I is realised by <em>m.pr</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its function is to give or assert agreement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>reject</strong></td>
<td><strong>rej</strong></td>
<td></td>
</tr>
<tr>
<td>Realised by ‘qualified’ statement or by tentative ‘yes’ and ‘no’ items and their variants, both verbal and non-verbal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realises the head of an informing move at R/I or R (Elicit exchanges) where the head of the eliciting move is realised by <em>n.pr</em> or <em>m.pr</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its function is to qualify a decision or an agreement by indicating that its polarity is not unconditional, or to detail conditions and exceptions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realised by statement or by ‘yes’ and ‘no’ items and their variants, both verbal and non-verbal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realises the head of an answering move in a Structure, Greet or Summon exchange or the head of an informing move at R (Elicit exchange).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its function is to refuse to acquiesce to a suggestion as to the structuring of the conversation; or to refuse to give an appropriate answer to a <em>gr</em> or a <em>sum</em>, or to reject the underlying presuppositions of an <em>inq</em>, <em>n.pr</em> or <em>m.pr</em>, or to indicate unwillingness to comply with a <em>dir</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>receive</td>
<td>rec</td>
<td>Realised by ‘yes’ and ‘no’ items and their variants, both verbal and non-verbal, or by repetition. Realises the head or pre-head of an acknowledging move at R and/or F; or the pre-head of an informing move at R (Elicit exchange). Its function is to acknowledge a preceding utterance.</td>
</tr>
<tr>
<td>react</td>
<td>rea</td>
<td>Realised by ‘yes’ and ‘no’ items and their variants, both verbal and non-verbal, or by repetition. Realises the head of an acknowledging move at R and/or F. Its function is to indicate positive endorsement of a preceding utterance.</td>
</tr>
<tr>
<td>reformulate</td>
<td>ref</td>
<td>Realised by statement which paraphrases a preceding utterance. Realises the head of an acknowledging move at R and/or F. Its function is to acknowledge a preceding utterance or offer a revised version of it.</td>
</tr>
<tr>
<td>endorse</td>
<td>end</td>
<td>Realised by statement or mood-less item. Realises the head of an acknowledging move at R and/or F. Its function is to offer positive endorsement of, or sympathy with, a preceding utterance.</td>
</tr>
<tr>
<td>repeat</td>
<td>rep</td>
<td>Realised by a statement or mood-less item. Realises the head of an acknowledging move at R or F. Its function is to indicate positive endorsement of a preceding dictate.</td>
</tr>
</tbody>
</table>
| **protest** | prot | Realised by statement or by ‘yes’ and ‘no’ items and their variants.  
Realises the head of an acknowledging move at R and/or F.  
Its function is to raise an objection to a preceding utterance; it acknowledges the utterance while disputing its correctness, relevance, appropriateness, the participant’s right to have uttered it, or anything else. |
| **directive** | dir | Realised by command.  
Realises the head of a directing move.  
Its function is to request a non-verbal response. |
| **behave** | beh | Realised by action.  
Realises the head of a behaving move.  
Its function is to provide a non-verbal response to a preceding dir, whether this involves compliance, non-compliance, or defiance. |
| **comment** | com | Realised by statement.  
Realises the post-head of all moves except framing.  
Its function is to exemplify, expand, explain, justify, provide additional information, or evaluate one’s own utterance. |
| **engage** | eng | Realised by ‘mm’, ‘yeah’ etc.  
Does not realise any element of move structure.  
Its function is to provide minimal feedback while not interrupting the flow of the other participants’ utterances. |
Notes

1 Introduction: Language, Gender, Sexuality and Schooling

2. See, for example, http://www.bbc.co.uk/news/uk-11875321.

2 Data and Methods

1. Examinations in various subjects, taken by almost all 16-year-olds. The starred A to C grades represent the range of passes considered acceptable/good to excellent and a school is often judged by the number of A* to C grades achieved. Achieving these grades can also determine which children go on to study for higher (A-level) examinations. For a full breakdown of 2010 GCSE results by gender, see http://guardian.co.uk/news/datablog/2010/aug/24/gcse-results-2010-exam-breakdown#data.
2. For more information about the Design and Technology and English subject sections of the National Curriculum, see http://www.qca.org.uk/curriculum.

3 From Form to Function: Structural-Functional Discourse Analysis

1. Other exchange types are identified in the system of analysis (Greet, Summon, Clarify, Repeat and Re-initiation) but, because they only occur in the data very rarely, it does not seem necessary to define or discuss them here.
2. The total number of exchanges (and moves and acts) is higher for the boys' interaction than it is for the girls' and mixed-sex groups' interaction because there was more data collected from the boys than from the other two groups. This was because there were more boys than girls in the classes involved in the study.

5 Beyond Identity: Queer Theory

1. The homophile movement was an international movement active during the 1950s and 1960s, whose main agenda was to work towards political reform surrounding sexuality.
2. These statistics are discussed in a BBC News article (‘Hate crime figures published for the first time’, BBC News, 30 November 2010) and an Independent article (‘Hate crime figures paint a grim portrait of life in Britain’, The Independent, 1 December 2010).
3. Details of these and other relevant studies are provided on the Schools Out website – http://www.schools-out.org.uk/research/contents.htm.
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