Communicative and Academic Functions

Tedick adapted Mary Finocchiaro's functional categories (Finocchiaro & Brumfit, 1983, pp. 65-66), which include five major categories: personal, interpersonal, directive, referential, and imaginative. Specific examples of functions under each category appear below (note that not all possibilities are included; instead, an array of functions is listed to exemplify each category). Academic functions have been adapted by Tedick from Chamot & O'Malley (1994) and O'Malley & Pierce (1996).

Sources:

Personal

• clarifying or arranging one’s ideas
• expressing one’s thoughts or feelings (love, joy, pleasure, happiness, surprise, likes and dislikes, satisfaction, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, etc.)
• expressing moral, intellectual, and social concerns
• expressing the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, and warmth

Interpersonal

• greetings and leave-takings
• introducing people to others
• identifying oneself to others
• expressing joy at another’s success (or disappointment at another’s misfortune)
• expressing concern for other people’s welfare
• extending and accepting invitations
• refusing invitations politely or making alternative arrangements
• making appointments for meetings
• breaking appointments politely and arranging another mutually convenient time
• apologizing
• excusing oneself and accepting excuses for not meeting commitments
• indicating agreement or disagreement
• interrupting another speaker politely
Developed by D. Tedick

- changing an embarrassing subject
- receiving visitors and paying visits to others
- arguing or debating
- offering food or drinks and accepting or declining such offers politely
- sharing wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- asking about others’ wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- making promises and committing oneself to some action
- complimenting someone
- making excuses

**Directive**

- accepting or refusing direction
- making suggestions in which the speaker is included
- persuading someone to change his/her point of view
- requesting and granting permission
- requesting information
- asking for help and responding to a plea for help
- forbidding someone to do something; issuing a command
- giving and responding to instructions or directions
- warning someone
- discouraging someone from pursuing a course of action
- establishing guidelines and deadlines for the completion of actions
- asking for directions or instructions

**Referential**

- talking or reporting about things, actions, events, or people in the environment
- identifying items or people in the classroom, the school, the home, the community
- asking for a description of someone or something
- describing someone or something
- understanding messages or descriptions
- creating questions
scanning or skimming for information
paraphrasing, summarizing, or translating (L1 to L2 or vice versa)
interpreting information
explaining or asking for explanations of how something works
comparing or contrasting things
discussing possibilities, probabilities, or capabilities of doing something
requesting or reporting facts about events or actions or about a text
hypothesizing
formulating and supporting opinions
evaluating the results of an action or an event

Imaginative

discussing a poem, a story, a text, an advertisement, a piece of music, a play, a painting, a film, a TV program, etc.
story-telling, narrating events
experiencing and/or discussing a simulation (e.g., of an historical event)
expanding ideas suggested by others or by a piece of reading
creating rhymes, poetry, stories, plays, or scripts
recombining familiar dialogues or passages creatively
suggesting original beginnings or endings to dialogues or stories
solving problems or mysteries

Academic

seeking information/informing—observe and explore the environment, acquire information, inquire, identify, report, or describe information
informing—recount information provided by a teacher/text; retell a story or personal experience
comparing—describe similarities and differences in objects or ideas
ordering—sequence objects, ideas, events
classifying—group objects or ideas according to their characteristics
analyzing—separate whole into parts; identify relationships and patterns
inferring—make inferences, predict implications, hypothesize
justifying and persuading—give reasons for an action, decision, point of view; convince others
Developed by D. Tedick

- solving problems—define/present a problem and determine a solution
- synthesizing—combine or integrate ideas to form a whole
- evaluating—assess and verify worth of an object, idea or decision