

# **CRITICAL ANALYSIS OF CLASSROOM DISCOURSE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Om Kumari Chaudhary**

**Faculty of Education  
Tribhuvan University  
Saptagandaki Multiple Campus Bhartapur,  
Chitwan, Nepal**

**2015**

# **CRITICAL ANALYSIS OF CLASSROOM DISCOURSE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Om Kumari Chaudhary**

**Faculty of Education**

**Tribhuvan University**

**Saptagandaki Multiple Campus, Bharatpur**

**Chitwan, Nepal**

**2015**

**T.U. Regd. No.: 9-2-498-20-2006**

**Second Year Examination**

**Roll No.: 2400071**

**Date of Approval of the Thesis**

**Thesis Proposal: 26 March, 2015**

**Date of Submission of Thesis: 10 June, 2015**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Om Kumari Chaudhary** has prepared this thesis entitled **Critical Analysis of Classroom Discourse** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 20 June, 2015

.....  
**Mr. Padam Lal Bharati**

**(Supervisor)**

Lecturer

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan, Nepal

## **RECOMMENDATION FOR EVALUATION**

This thesis has been recommended for evaluation from the following **Research Guidance Committee.**

**Mr. Darma Raj Ghimire**

.....

Reader and Head

Chairperson

Department of English Education

Saptagandaki multiple campus, Bhartapur

**Mr. Padam Lal Bharti (Supervisor)**

.....

Lecturer

Member

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus, Bhartapur, Chitwan

**Mr. Dipak Adhikari**

.....

Lecturer

Member

Department of English Education

Saptagandaki Multiple Campus, Bhartapur, Chitwan

Date: 02 July, 2015

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

**Signature**

**Mr. Dharma Raj Ghimire**

.....

Reader and Head

Chairperson

Department of English Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

**Dr. Tara Datta Bhatta**

.....

Professor

Expert

Department of English Education

English and Other Foreign Languages

Education Subject Committee

**Mr. Padam lal Bharati (Supervisor)**

.....

Lecturer

Member

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

Date: 06 October, 2015

# **DEDICATION**

Dedicated

to

My Mother Nirmala Chaudhary

and

Father Ganesh Bahadur Chaudhary.

## DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 05 June, 2015

.....

**Om Kumari Chaudhary**

## ACKNOWLEDGEMENTS

I am grateful to a number of individuals for their support and encouragement which has made this study a success.

I would like to express my sincere gratitude to my guru and thesis supervisor **Mr. Padam Lal Bharati**, Lecturer, Department of English Education, Saptagandaki Multiple Campus Bharatpur, for making constant supervision and guiding me with regular inspiration, encouragement and insightful suggestions throughout the study.

I would also like to extend my deep sense of profound gratitude to **Mr. Dharma Raj Ghimire** Lecturer and Head, Department of English Education, for his valued suggestions, and critical comments in the viva of the proposal, which helped me to carry out this study. I express my gratitude to **Mr. Khem Narayan Sapkota**, the Campus Chief of Saptagandaki Multiple Campus for his valuable support and encouragement.

I am extremely thankful to my brother **Mr. Buddhiram Chaudhary** who shared with me his valuable ideas and helped me in the data collection procedure.

Similarly I am thankful to my husband **Sujeet Chaudhary** and my sweet daughter **Sambriddhi Chaudhary** for their patience and continuous support to complete this thesis.

I will be forever indebted to colleagues of Saraswati Secondary School, Shantichaur, Parasi, Nawalparasi for helping me in every aspect. I offer my heartfelt gratitude to the principal of my school for releasing me a bit earlier for the continuation of my study. Here, I assure that I will try my best to implement what I have learnt in my workplace honestly in order to upgrade the standard of my institution.

My sincere thanks go to Ananta Mani Dhakal for his sincere help in typing. I am grateful to the Principals of selected schools and the respondents for their sincere help who provided me the needful data.

Lastly, I offer my gratitude to all who supported me in any respect during the completion of this work.

Date: 10 June, 2015

.....

**Om Kumari Chaudhary**

## ABSTRACT

The present study entitled **Critical Analysis of Classroom Discourse** is an attempt to find out what kind of discourse practices and social practices are reflected by the language used in classroom. The main objective of the study was to critically analyse the classroom discourse in terms of interactional control, politeness and power. To achieve the objective of the study, and the researcher adapted Fairclough's (1992) Critical Discourse Analysis Framework. The researcher used both primary and secondary sources of data. The researcher purposively selected three private schools of the Nawalparasi District and recorded nine conversations, three from each school to collect primary data. In a similar vein, she consulted books, articles and journals related to CDA. The main tools of data collection were observation and audio recording. The collected data has been analysed and interpreted descriptively. The study found that teacher dominance was reflected in turn-taking systems, exchange structures, topic control and overall structure of the discourse. The study also found the use of direct and commanding type of language in the teacher's speech while in the students' speech, hedging, more politeness and less direct language was observed. Though these features found in teacher's speech and students' speech are common, teacher domination was found more than desirable. Even in the situation where students outdid in the class, they did not get friendly behaviour from their teachers. The study also showed that the power in the classroom resided with the teacher. Power was shown by teachers' overlaps, questions, commands, and the way they addressed their students.

This thesis consists of **five chapters**. The **first chapter** deals with general backgrounds, Statement of the problem, objectives and significance of the study and research questions and delimitation and operational definition of the key terms. The **second chapter** deals with the review of theoretical literature, review of empirical literature/previous studies, implication of the review for the study and theoretical/conceptual framework. **Third chapter** consists of method and procedures of the study which involved design and method of the study, population, sample and sampling strategy, study area/ field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. The **fourth chapter** consists of Analysis and interpretation of results and summary of findings. Similarly, the **fifth chapter** includes conclusions and recommendations and The final part of the study subsumes references and appendices.

## TABLE OF CONTENTS

	Page No.
<b>Declaration</b>	<b>I</b>
<b>Recommendation for Acceptance</b>	<b>II</b>
<b>Recommendation for Evaluation</b>	<b>III</b>
<b>Evaluation and Approval</b>	<b>IV</b>
<b>Dedication</b>	<b>V</b>
<b>Acknowledgements</b>	<b>VI</b>
<b>Abstract</b>	<b>VIII</b>
<b>Table of Contents</b>	<b>X</b>
<b>Abbreviations</b>	<b>III</b>

### CHAPTER -ONE: INTRODUCTION

1.1 General Background	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Question	3
1.5 Significance of the Study	4
1.6 Delimitations of the Study	4
1.7 Operational Definitions of the key Terms	5

### CHAPTER -TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature	6
2.1.1 Discourse and Its Types	7
2.1.2 Discourse and Context	10
2.1.3 Discourse Analysis (DA)	12
2.1.4 Classroom Discourse	13
2.1.5 Conversation Analysis (CA)	14
2.1.6 Critical Discourse Analysis (CDA)	14
2.1.6.1 Language and CDA	17

2.1.6.2 Power Relation and CDA	17
2.1.6.3 Ideology and CDA	18
2.1.7 Fairclough's Framework for Analyzing Discourse	19
2.2 Review of Empirical Literature/Previous Studies	20
2.3 Implications of the review for the Study	24
2.4 Theoretical/Conceptual Framework	24

### **CHAPTER-THREE: METHODS AND PROCEDURES OF THE STUDY**

3.1 Design and Method of the Study	26
3.2 Population, Sample and Sampling Strategy	26
3.3 Study area/Field	26
3.4 Data Collection Tools and Techniques	26
3.5 Data Collection Procedures	27
3.6 Data Analysis and Interpretation	27

### **CHAPTER-FOUR: ANALYSIS AND INTERPRETATION OF RESULTS**

4.1 Teacher Profile	29
4.2 Result Obtained from Class Observation and Recording	29
4.2.1 Analysis of the Classroom Discourse	30
4.2.1.1 Interactional Control (IC)	30
4.2.1.2 Politeness	42
4.2.1.3 Power	44
4.3 Summary of Findings	48

## **CHAPTER-FIVE: CONCLUSION AND RECOMMENDATIONS**

5.1 Conclusion of the Study	50
5.2 Recommendation	50
5.2.1 Recommendation on the Policy Level	51
5.2.2 Recommendation on Practice Level	51
5.2.3 Recommendation for Further Research	52

### **References**

**Appendix I**

**Appendix II**

**Appendix III**

**Appendix IV**

**Appendix V**

**Appendix VI**

**Appendix VII**

**Appendix VIII**

**Appendix IX**

**Appendix X**

## LIST OF SYMBOLS AND ABBREVIATIONS

/	:	Slash
CA	:	Conversation Analysis
CDA	:	Critical Discourse Analysis
DA	:	Discourse Analysis
Dr.	:	Doctor
e.g.	:	For example
etc.	:	et cetera
i.e.	:	That is
IC	:	Interactional Control
M.Ed.	:	Master of Education
Mr.	:	Mister
Mrs.	:	Mistress
No.	:	Number
p	:	page
Prof.	:	Professor
T.U.	:	Tribhuvan University
TTT	:	Teacher Taking Time
STT	:	Student Taking Time