

**AN ANALYSIS OF SPOKEN DISCOURSE IN ELT
CLASSROOM: DESCRIPTIVE STUDY**

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

**Submitted by
YubarajGautam**

Janta Multiple Campus Itahari, Sunsari

Faculty of Education

Tribhuvan University

2024/2081

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Submitted by

YubarajGautam

Roll No: 2180050

T.U. Reg. No: 9-2-222-101-2011

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2024/2081

Thesis Viva Date: July 9, 2024

2081-03-25

Submitted Date: June 27, 2024

2081-03-13

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DECLARATION

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

Date: 2081-03-13

YubarajGautam

DEDICATION

Dedicated to my parents, friends, and teachers who guided me always.

ACKNOWLEDGEMENTS

This study is the result of support, encouragement, and assistance of my respected supervisor, friends, writers and researchers who helped me to complete my work. My sincere gratitude goes to all of them for their co-operation, motivation and regular support.

At first, my gratitude goes to thesis supervisor Mr. Tirtharaj Acharya, lecturer, department of English education, Janta Multiple Campus, Itahari, Sunsari for his kind support and encouragement to complete this thesis. His proper guidance and positive feedback was amazing.

Likewise, I am also grateful to Mr. Kamal Raj Dahal, department Head of English education, Janata Multiple Campus, Sunsari.

I am also grateful to my friends who inspire me to complete this study as well. Similarly, my sincere gratitude goes to my parents, my mother, father and my wife.

.....
Yubaraj Gautam

ABSTRACT

This study entitled **An Analysis of Spoken Discourse in ELT Classroom: Descriptive Study** was carried out to find out the uses of spoken discourse in ELT classroom by L₂ speaker, to find Spoken discourse and conversation analysis pattern. Both primary and secondary sources of data were used to carry out this study. The data were collected through class observation. Data was recorded of six different classes. Descriptive method was used for the data analysis and interpretation. To achieve the objectives, observation and audio recording were chosen as a tool for data collection. They were analyzed descriptively. The findings prevailed that naturally occurring classroom discourse based on Sinclair-Coulthard analysis model developed in 1975 had paved the way of analyzing discourse pattern in EFL and ESL classroom. Conversation between teacher and students had been transcribed, categorized and put into different entities like 'Exchange', 'Move' and 'Act'. It is based on teacher-student interaction patterns. Their proposed pattern describes classroom discourse in rank scale. To characterize and co-respond the discourse, scale has been developed from lower level to higher level i.e. Lesson, Transaction, Exchange, Move and Acts. Findings of this study prevailed that IRF model was found in Nepali ELT Classroom. Similarly, for the explanation of concrete idea teacher and student both were persuaded to use mother tongue. Furthermore, findings of this research tells us that the structure of spoken discourse analysis on the basis of rank scale, especially 'Act', 'Move' and 'Exchange' emerging as foundation for classroom discourse analysis.

There are five chapters in this research study. The first chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study. Similarly, second chapter contains both of theoretical and conceptual literature including the implications of the reviewed literature. Furthermore conceptual framework also included in this chapter. Third chapter deals with the method and procedures of the study. It also includes research design, population, sample, sampling strategies, data collection tools, data collection procedures, data interpretation procedures. Furthermore, the fourth chapter involves analysis and interpretation of data. And the fifth chapter shows the major finding and conclusion of the study. Moreover, it also suggests some pedagogical implications based on policy related, practice related and further research related. This chapter followed by references used for the study.

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
EFL	English as foreign language
ESL	English as second language
el	elicitation
rep	repeat
d	direct
NV	non verbal
i	inform
e.com	elicitation, comment
b, n	bid, nomination
el. n	elicitation, comment
rea	react
L ₂	second language
IRF	initiation, response, feedback
S&C	Sinclair and Coulthard

Operational Definition of Key Terms

To make clear on used terms in this study, they are defined from operational point of view in a given ways:

Acts:

The units at the lowest rank of discourse are *acts* and correspond mostnearly to the grammatical unit *clause*. There are three major acts which probably occur in all forms of spokendiscourse—*elicitation*, *directive*, and *informative*.

Elicitation:

An elicitation is an act whose function is to request a linguistic response.

Directive:

A directive is an act whose function is to request a non-linguistic response.

Informative

An act which functionsto pass an ideas, facts, opinions and informationsetc.

Acknowledge

A verbal or non-verbal signal which confirms that the pupil islistening and understanding.

Accept

An act which confirms that theteacher has heard or seen the response.

Opening move

The function of an opening move is to cause others to participate in an exchange. The purposeof a given opening may be passing on information or directing an action oreliciting a fact.

Answering move

Opening and answering moves are the complementary moves. Opening move can be of information; direction or an elicitation. The type of answering move is predetermined because its function is to be an appropriate response.

Follow up move

Its function is to let the pupil know how well he/she has performed.

Chapter-I

INTRODUCTION

General Background

Discourse is one of the four systems of language like vocabulary, grammar and phonology; this is one of the important systems. If we try to find out the definition of discourse then we will see lots of definitions. One of the precise definition is , 'it is the extended form of language which includes unity, meaning and certain purpose.' Here the term 'extended' means it's longer than a sentence. Therefore, to be a discourse, it must be more than a single sentence that needs to contain clear meaning with certain purpose. Sentence with ambiguity and dual meaning can't be defined as discourse.

According to the Yule (2008, p. 124) "The word discourse is usually defined as language beyond the sentence and the analysis of discourse is typically concerned with the study of language in text and conversation." From the above mentioned definition, we state that discourse goes beyond the sentence and it provides with certain message to the audience, reader or listener. Similarly, discourse analysis puts its concern on the use of language in a text or in conversation. In another word, discourse systematically and carefully explores or investigates about the language and its features which are used in text or conversation.

Discourse can be defined from different perceptions such as linguisticsperceptive, pedagogical perceptive, power relations perceptive, theoretical perceptive and so on. Discourse is different from other kind of text where we can find inherent and hidden meaning of a given text. Discourse has recognizable speech events like poem, story, dialogue, conversation, narration and joke where we can easily find the exact meaning

of a text. Discourses are formed with a logical order of sentences in a contextually meaningful environment. While carrying out detailed analysis and observation of a text, we must not forget about the socio-cultural contexts and the text relationship with them. Therefore, discourse analysis includes thorough or detailed study of any given text in relation to socio-cultural context.

Classroom interaction and casual conversation

Generally, conversation refers to an interaction by different people at a given situation in a particular period of time. An incident which occurs inside the classrooms looks very different from activities of outside classrooms. The interactions that take place in classroom are formal, dynamic, socially structured but casual conversations are informal, dynamic and continuously go up. We can see the differences in classroom and other type of social situations; if we talk about language class, the teacher gets full control over classroom interaction, and other types of activities. The word 'formal' is used to express uniformity in uniform, speech and others code of conduct. The classroom language is different from day to day conversation between people or mass of the people.

When students make response, teachers need to provide feedback on their responses such as 'yes, you are correct, that's right', but outside the classroom this type of follow-up would be quite out of place. In an ELT classroom, the teacher fully controls over the classroom activities and also determines the number of speaker going to speak in the class for given duration. Therefore, the linguistics structure of classroom discourse is different from other types of conversation. Sinclair and Coulthard (1975) shown that classroom discourse includes the structure of (IRF) teacher initiation, students' responds and teacher's feedback. When the teacher doesn't provide feedback, the students realize that they make wrong response and they will try it another way. But in

casual conversation we don't find this type of remedial feedback. An example between 'student A' with 'student B' in the class, asks the time in the following ways:

Student A: Excuse me, what time is it please?

Student B: Umm....., it's twenty past four.

Student A: Oh! Thank you very much.

Except classroom conversation, we don't find this kind of formality and politeness in day to day conversation. They will ask directly to others without any hesitation.

Teaching of English as a foreign language, or second language; when the students are in classroom, their language and discourse patterns seem different from outside classroom environment in terms of choice of words, formality and salutation etc. The possible reasons behind this are: sociological factors of setting, status and role that they have while having conversation.

Statement of the Problem

In the context of Nepal, English subject is used as a compulsory subject from class one to Bachelor level. Therefore, English is considered as international language and contact language for those who come from abroad and their mother tongue is different. I have been teaching English since 2071 BS. In my teaching career, I found that spoken discourse didn't get any attention in any educational institutions so far. Our classroom is full of diversity; bilingual learners are in the class. For the bilingual speaker, speaking English language is really challengeable. Use of mother tongue in ELT classroom and mixing of different phrases, words are those other factors that come under discourse analysis. Discourse analysis didn't get that much importance as it required. Classroom discourse analysis studies classroom interaction pattern between the teacher and the student. In the field of spoken discourse analysis, I rarely

found the related research done by researcher. So, I took this as a problem and selected topic of my study.

Rationale of the Study

Several researches have been carried out in the field of spoken discourse but only few of them addressed the real issues regarding spoken discourse analysis. Especially in the case of spoken discourse, the perceptions of the researcher, their style of presentation, methodology and findings are not so satisfactory for the new researcher. Researcher must try his/her best to address the given issues. Each and every step we have to glance, observe, critically examine and evaluate the different parts of our study. Therefore, spoken discourse which is taught and learnt in ELT classroom need to be evaluated on time. In the L₂ speaking classroom, mostly learners prefer to use mixture of different words from their own languages, the choice of words, sentences and tense used and their structures anything could be vary from one learner to another learner from one context to another context. By looking these situations, the problems faced by non-native English teacher, L₂ learner (students) needs to be discussed and examined.

A grammatically well-formed text may also misinterpret if it lacks contexts i.e. occurs in isolation. On the contrary, an ill formed text may also survive in a context if the meaning is understood or message is conveyed clearly.

Therefore, it is necessary to conduct research and pay attention to the raised issue as far as possible.

Research Questions

The following research questions are used in this study:

- a. What spoken discourse pattern is followed in Nepali ELT classes?
- b. How Sinclair and Coulthard model is applied in Nepali ELT classes?

Objectives of the Study

The study had the following objectives

- i. To find out the uses of spoken discourse pattern in ELT classroom by L₂ speakers in terms of the following variables:
 - New chunks of mother tongue or mixture of words as a discourse
 - Spoken discourse and conversation analysis
 - Classroom discourse and contextualized discourse
- ii. To suggest some pedagogical implication.

Delimitations of the Study

This research had following delimitations:

- a. The area of research delimited to Sunsari district.
- b. The study delimited with Itahari Sub-Metropolitan City and Ramdhuni Municipality.
- c. The study delimited with Aarambha Vidya Mandir and Rising Star English School for (6, 7 and 8 grade only).
- d. Three English teachers and ninety students were sample of population.
- e. Observation and checklist were used as primary tools of data collection.
- f. Only fifteen minutes class was recorded and observed.
- g. The study was delimited for obtaining information from selected respondents only.
- h. Among the five unit of classroom discourse analysis, three rank scale 'act', 'move', 'exchange' were focused.

Chapter II

LITERATURE REVIEW

Theoretical and Conceptual Framework

Kafle (2012) carried out a research entitled “Language Used in Academic Prospectuses: A Descriptive Study”. He tried to analyze and describe the language used in academic prospectuses in terms of sentence types, aspect, tense, voice and register word. Objectives of his research were to describe the language used in academic prospectuses in terms of tense, voice, sentence types and aspect. Altogether ten institutions were selected from Sunsari district as a population of the study. He applied judgmental sampling procedure and observation was used as a tool for data collection. After conducting research he found that the language used in academic prospectuses was very simple and straight forward. Cliché and unfamiliar idioms and phrases were not used.

Pokhrel (2015) carried out a research entitled “Practice of Code-Mixing in English Language Classes.” He tried to analyze the use of Nepali code-mixing of teachers in English classroom. Objectives of his study were to find out the use of code-mixing by teachers in the classroom as well as to analyze the use of code-mixing. He had selected thirty English teachers from thirty Government Secondary and Lower Secondary Schools of Dharan and Itahari metropolitan city. He followed the observational and experimental research as the sampling procedure. He collected the data by using questionnaire, and observation. He found that the number of code-mixing is greater while teaching English in the classroom. The background of teacher, students’ cultural background, influence of mother tongue is the responsible factors of code-mixing. Code-mixing facilitates the understanding but hinders in learning

English control of code-mixing is needed as far as possible.

Willis (1981) conducted a research on “Spoken Discourse Analysis in the ELT Classroom: A System of Analysis and a Description.” He tried to analyze the classroom discourse model of Sinclair and Coulthard (1975), where they have given analysis pattern for spoken discourse in EFL classroom. The purpose of his study was to find out pattern of analysis in an EFL classroom. The discourse was observed from highest level transaction to lowest level act. He attempted to use S&C model of discourse and all the data were recorded on tape. He observed five groups of students and in each group 6-12 students were there. When he conducted the research, he found out that transaction boundaries were compatibly appeared with topic related sequences.

Daniels (1975) carried out a research on “Teacher Language in the Classroom.” To analyze classroom verbal interaction, he applied exploratory research design. The main objectives of his research were to find out the patterns of teachers’ language in descriptive way, language structures, and use of vocabulary. He selected 8 classes of secondary school and 6 classes of basic schools. The samples of secondary level teachers were all university graduates and two primary teachers had university degrees. He had used two instruments as the tools for data collection: pre-test and post test. Under pre- test, multiple choice items was constructed to test knowledge aspect on the given topics. Under post test he constructed 30 items multiple choice test to measure pupil achievements. He found out that secondary teachers had asked more questions calling for reasoning and explanation. But it was found that students performance was directly lead by the teachers’ questioning strategies. Secondary teachers used expanding form of discourse on certain matters. Classroom discourse used by an experienced teachers’ was more relevant in comparison

with inexperienced teacher. This result has prevailed that most of the teachers preferred to use simple language components and structures.

Similarly, Habwe (1999) conducted a research on “Discourse Analysis of Swahili Political Speeches.” The purpose of his research was to discover details of cohesive devices of political speeches in Kenya. Next objective of his research was to describe and analyze some aspects of pragmatic meaning. He selected 4 districts of Kenya and two representative areas Nairobi and Mombasa. He collected the data through observation, audio-visual recording and political speeches at mass rallies. He collected eight speeches in Mombasa and Nairobi then he finally selected 4 speeches as representatives of his study. His main focus was on pragmatic aspects such as code-switching, dialogue, honorifics, metaphor etc. while collecting primary data. He had used qualitative approach for his study. Among the five hypotheses, the first hypothesis had shown that discourse organization and pragmatics meaning can be analyzed thoroughly. This study also clarified that meaning is largely implemented in discourse.

Alshenqeeti (2014) conducted a research entitled “Questioning in the Saudi EFL University Classroom”. The purpose of research was to investigate perceptions of questioning behavior of teachers and students in a higher level of education. The study aimed to investigate students' perception on questioning, identifying the teachers' questions patterns and its functions. In order to achieve reliable and valid result he decided to include first year students at Taibah University as a sample of his study. Among 500 students 341 were selected as a sample population. Data collection tools like questionnaire, video records of the classroom and interviews with selected respondents. The findings of this study showed that teachers' questions support on different discursive functions like assisting on students' fluent talk, the repair of

communication breakdown etc.

Dahal (2010) carried out a research on Analysis of Spoken Discourse Pattern in Nepali ELT Classes. The purpose of his research was to observe the classroom interaction patterns in Nepali ELT classes and make contrast it to the Sinclair and Coulthard model of classroom interaction. He selected two secondary school and ten Compulsory English classes were observed and audio-taped. The observed classes were analyzed under five discourse units but mostly his focus was on exchange and move. The major findings of his research were lessons (data) began with an exchange and within a lesson where six transactions were identified. Teachers' opening move was repeated more time in contrast with other three types of moves. It was also found that both types of exchanges were used in the classroom.

Implications of Reviewed Literature

After reviewing some theses conducted by different researchers in different places what I found that discourse is not a simple phenomenon, it is rather complex and needs critical judgment. The researcher has conducted research related to this area and all most all of the findings are implementable in the field of teaching and learning. Discourse is a text. Text is filled up with letters, words and sentences. And meaning of discourse differs from one context to another context. Therefore, we can say that discourse is context dependent variable. Socio-cultural context and linguistic context bring the variation in meaning. Some researchers have suggested that their research is applicable to form insights, and broaden the related area of study. Some of the researcher has conducted research on language used in academic institutions, code mixing, spoken discourse in ELT classroom, discourse analysis of political speeches, questioning in EFL University etc.

Mostly their focus is on periphery of use of language, classroom language, language in speech and questioning. It means language of discourse and its uses are their matter of study. They claimed that their research have created some space for further research. But even trying to make clear concepts and findings applicable, they left some space for further study. Despite those things I glance to those topics from different perceptive. Those theses really helped me to draft and finalize proposal of my thesis. They served as a guideline for my proposal writing. And I hoped that they will assist to other researcher to accomplish their research related to this area.

Theoretical Framework

Discourse Analysis:

Discourse could be defined from various ways. Some of the scholars like, Crystal (1992, p. 25) opines discourse as "a continuous stretch of (especially spoken) language larger than sentence, often consisting of a coherent unit, such as a sermon, argument, joke or narrative." Nunan(1993, p.7) views that "a discourse refers to the interpretation of communicative events in context."

Similarly, Cook (1989, p. 156) defines discourse as "stretches of language perceived to be meaningful, unified and purposive."

From the above given definitions, we conclude that discourse is a text, which denote clear meaning; either it is a single word, phrase or something like that.

Classroom discourse:

Interaction that takes place inside of the classroom between the teacher-student and among the students in the physical is known as classroom discourse. In another words, it is also known as classroom interaction.

Types of Discourse

Discourse is the text that is bigger than sentence level. It deals with the spoken feature of language during the interaction. The types of discourses are:

Spoken and Written Discourse

Cook (1996, p. 50) defines, "spoken discourse is often considered to be less planned and less orderly, more open to intervention by the receiver." It is a type of discourse which is found in the conversation form. On the other hand, written discourse tries to find out the knowledge of the script, it comes with paper pencil work. There are some approaches which study discourse relevance to the features of different disciplines.

Following McCarthy et al, Nobert Schmitt and Cameron (1991) classification of discourse according to different criteria to disciplinary origins are shown in the following figure:

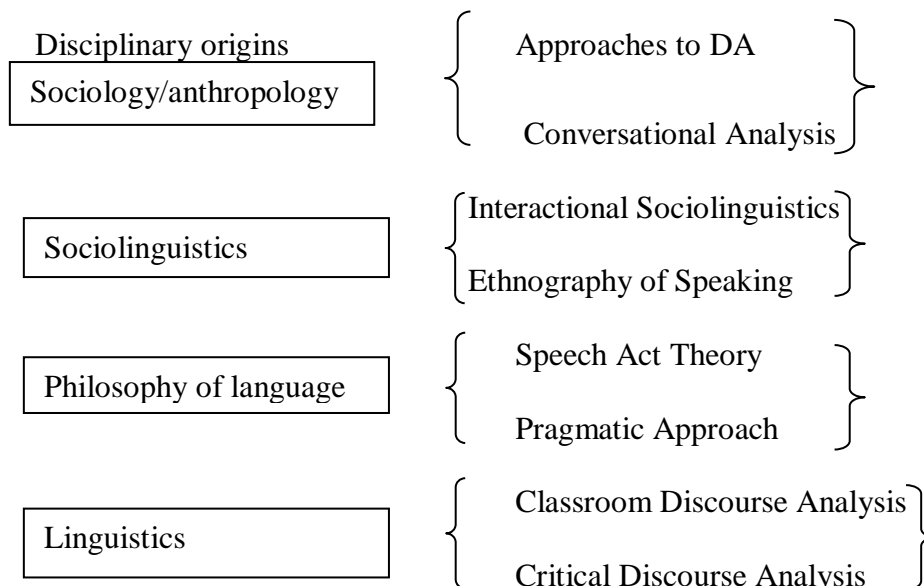


Figure 1: Theoretical Framework

This proposal is based on Sinclair-Coulthard Model of Classroom Discourse Analysis.

It is based on teacher-student interaction patterns. Their proposed pattern describes classroom discourse in rank scale. To characterized and co-respond the discourse, scale has been developed from lower level to higher level. “This is the simple and powerful model, although it may not be the only authentic one” (McCarty, 1991). It is an appropriate model to study conversation exchange and conversation analysis of teacher-pupil interaction.

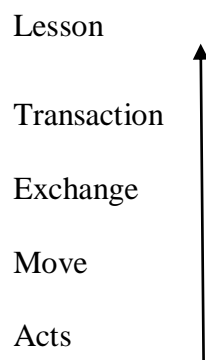


Figure 2: Discourse Rank Scale

Acts:

Acts are the minimal unit of classroom discourse. Acts are conversed with functional properties of language. Acts are the lowest rank in the model. Moves are made up of acts, although “some moves consist of a single act” (Coulthard, 1985, p. 125). Sinclair and Coulthard mentioned twenty-two acts in their prescribed model of discourse analysis. “Each act has given a certain code that contains interactive functions” (Coulthard, 1985, p. 126). Acts are generally found in speakers' exponents. In an initiating move, the ‘free standing’ act, or ‘head’, point out the different types of exchanges such as eliciting, informing and directing.

Exchanges and Moves:

Sinclair and Coulthard indicate in their model that there are two “major classes” of exchange: boundary exchanges and teaching exchanges (1992, p. 25). As mentioned by Sinclair and Coulthard, 'boundary exchanges typically prevail the beginning or the end of a lesson, transaction, with some of the expressions like ‘right’, ‘alright’, ‘now’, ‘OK’ ‘good’ etc.' They describe teaching exchanges as the “individual steps by which the lesson progresses” (1992, p. 25).

In the Sinclair and Coulthard model of discourse analysis, teaching exchanges required at least single move, and if we talk about maximum number, they are of three: *opening* move, followed by *answering* move and *follow-up* move (Cook, 1989, p. 47). These moves are also known as IRF i.e. Initiation (I), Response (R) and Feedback (F) (Sinclair & Coulthard, 1992, p. 26), which are the terms used to express the structure of exchanges. In an exchange the move is “the minimal contribution a speaker can make to an exchange” (Coulthard, 1985, p. 125). As mentioned in their

model, most of the time teacher made initiation (I) moves, these are sometimes responded by verbal or non-verbal Response(R) move , and then the teacher immediately provides some kind of a Feedback or Follow-up (F) move on students' response which accepts, rejects, evaluates, or comments on the student response move (Hellerman, 2003, p. 80).

Transactions:

Transactions are made up of exchanges. Transactions have certain message or content, delivered and discussed in the class.

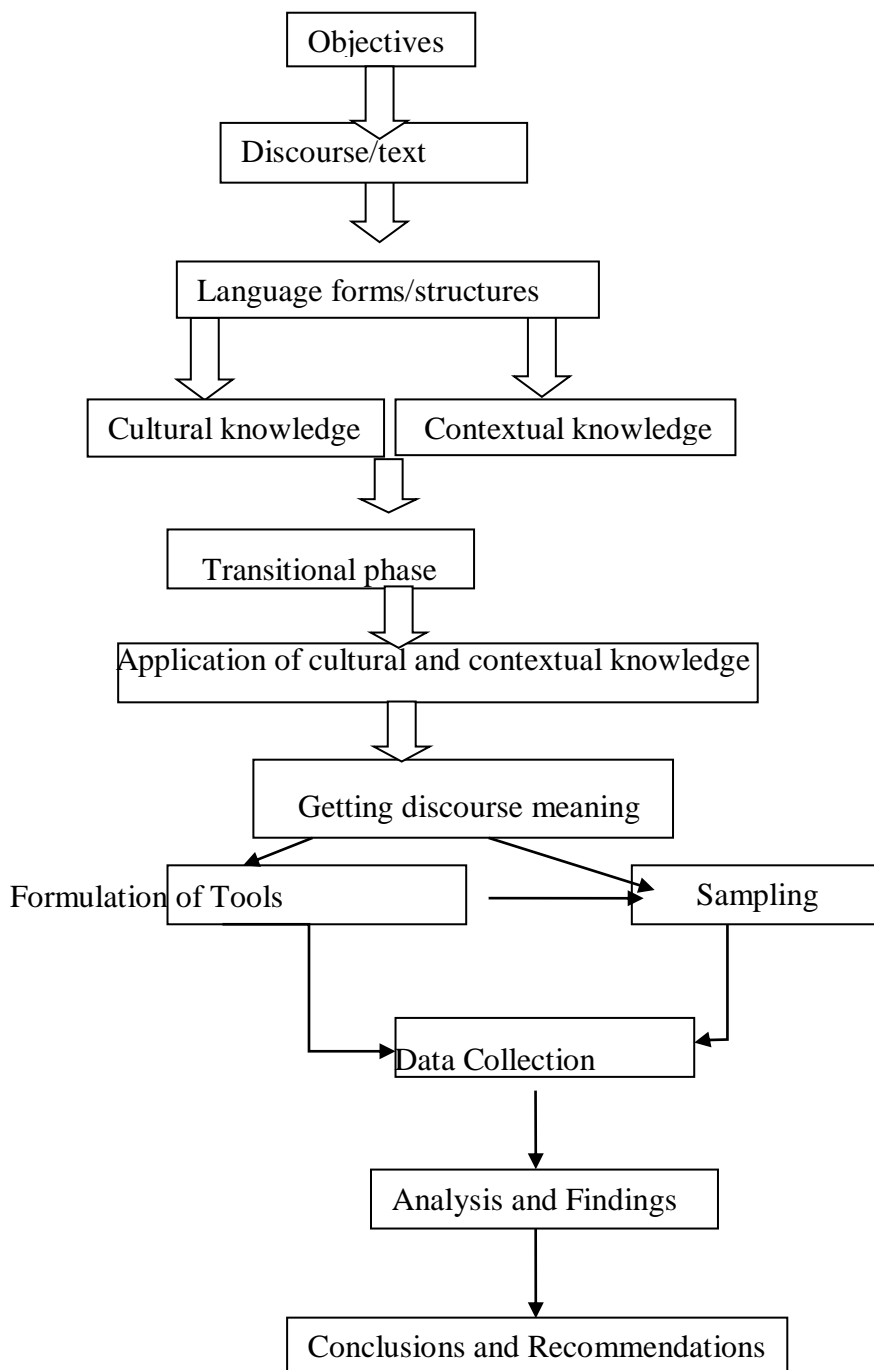
Lesson:

The highest unit of a classroom discourse is lesson. It consisted series of transactions.

After the completion of one transaction another transaction is introduced and this cycle makes up a complete lesson.

Conceptual Framework

Figure 3: Conceptual Framework



Chapter III

RESEARCH METHODOLOGY

This chapter provides an overview of the research design, methodology and data collection tools, populations, sampling procedure, sources of data, data collection, analysis and interpretation procedures. To conduct this research I have decided to follow descriptive qualitative research.

Design of the Study

This study adopted descriptive qualitative research design. The procedure of qualitative research design includes collection of the data, analysis of the data, interpretation of the data and at last brings out the findings of the research.

This is the descriptive qualitative research design. It analyzes the discourse pattern used in ELT classroom in Nepalese context. This study provides an analysis of the language, particularly in the ELT classroom in Nepalese context. It also includes collection of the data, organization of data, tabulation of data, and descriptions of the data thoroughly.

On the basis of its design, this study tries to detect to what extent Sinclair and Coulthard model of prescribed spoken patterns are used in classroom conversation.

To obtain detail qualitative data, classroom observation was taken as the most important tool including check lists for data collection. I visited two private schools and observed and recorded conversation between teacher and students.

Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Kumar

(2011) defines descriptive qualitative research design, "a study in which the main focus is on description rather than examining relationships or associations is classified as a descriptive study."

I determined to analyze the discourse pattern given by Sinclair and Coulthard which is used in classroom conversation. Throughout this study, my intention was to observe classroom discourse based on teacher-student interaction patterns and to provide some pedagogical reformations as well. Thus, I selected descriptive qualitative research design to meet the objective of this study.

Sources of Data

Mainly two types of data: primary source of data and secondary source of data were taken to carry out this research.

Primary sources

Primary sources of data were collected by visiting two boarding school of Sunsari district. On that visiting the researcher recorded the conversation between teacher and student of English classes of 6, 7 and 8 respectively. (See appendix-IV.)

Secondary sources

I collected secondary sources of data by thorough study of different published books, journals, articles, researches etc. Some of the researches done by scholars like Alshenqeeti (2014), Kafle (2012), Pokhrel (2015), Sapkota (2016), Dahal, B. (2010) were taken as secondary sources for this research.

Sample Population

Students and English teachers of grade 6, 7 and 8 of Aarambha Vidya Mandir and Rising Star English School were sample of this study. Altogether one hundred students

and three subject teachers were considered sample population of this study.

(See appendix-IV.)

Sampling Procedure

During research tenure, above mention informants were total population. I adopted judgmental non random sampling procedure. Data were collected through audio recording and class observation.

Research Tools

I applied observation and checklist of students-teacher conversation as the major tools for data collection. (See appendix-I, II& III.)

Data Collection Procedures

To gathered valid, reliable and authentic data, I followed all the steps and their procedures for the completion of this research. At first, I got the permission from school administration and visited two boarding schools named Aarambha Vidya Mandir and Rising Star English School of Sunsari district. Then I visited and recorded six classes with the help of school administration and subject teachers. For my convenience, I just took 15 minutes to record and observe the class. After that, I transcribed the audio recorded raw data and analyzed spoken discourse pattern suggested by Sinclair and Coulthard and how are they practiced in our context where English language is taken as contact language.

Data Analysis and Interpretation Procedures

After the collection of raw data from primary sources, I started data analysis and interpretation procedure. Descriptive method was applied for data analysis and interpretation. Systematic procedures like collection of data, observation, organization

and structuring was followed. To fulfill the objectives of this study, I observed the data and analyzed the spoken discourse pattern used in classroom conversation.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter included details analysis and interpretation of the data after collecting from the classroom observation. To meet the targeted objectives of this study, data were descriptively analyzed and interpreted. After that findings were listed.

Classroom interaction between teachers, students and among students was recorded via. audiorecorder. (See the Appendix-I, II & III) After recording the data I began to analyze on the basis of suggested model of classroom discourse patterns by Sinclair and Coulthard.

Results

After the interpretation of collected data, followings are the results of this study:

- Though discourse is not a new topic but most of the teachers and students do not have any idea on it.
- Some of the teachers were familiar to discourse and they treat their students with positive feedback.
- Whenever students asked the questions to their teacher, he/she didn't listen it because of class noise.
- Sometimes non-verbal responses also made by the students.
- Both of them were not hesitating to ask and answer in Nepali language although it was English subject.
- The teacher was seen as a beginner of the lesson, everything was under his control.
- P-elicited was rarely found in the class.

Discussions

Two private schools' students of grade 6, 7 and 8 and English teachers were the sources of data for this research. The data were collected with the help of audio recorder and class observation. These educational institutions were chosen because they were well renowned private school of this area. My intention was to inform the people about spoken discourse pattern used in English conversation among the teachers and students. Similarly, I wanted to inform the researchers how spoken discourse pattern could be important phenomena for ELT teachers in Nepal as well as in other countries where English language is considered as foreign language. In this study my aim was to investigate discourse rank scale in the context of ELT classroom in Nepal as suggested by Sinclair and Coulthard in their popular model of spoken discourse analysis.

In this study, the researcher classified discourse under the three major classes. They are: act, move and exchange. At the beginning, whole class conversation is put in the form of table where different types of acts, moves and exchanges were listed accordingly. Then the major class of discourse is listed one by one. Spoken discourse analysis by teachers and students of class (6, 7&8) is distributed under the following ways. For the convenience of data analysis, the pages have been formed into seven columns. Every column is titled with 'exchange', 'opening', 'move', 'act', 'follow up' and 'act'.

Table 1: Spoken Discourse Analysis of Grade 7

Exchange	Opening Move	Act	Answering Move	Act	Follow-up Move	Act
Boundary	Good afternoon sir.					
Boundary	Good afternoon. Are you fine?	el	Yes, sir.	rep		
T-elicit	Let's start our class today.	d				
T-elicit	See on the page no. 68.	el	Ok sir.	rep		
T-elicit	What is the name of the boy, Ruchi?	el	It's naughty Shakil, sir.	rep		
T-direct	Listen carefully.	d				
T-elicit	How can we define word 'naughty'?	el	Naughty?	rep	Sorry?	
p-elicit	Not listening making noise.	el	Not listening making noise is naughty.	rep	Is it?	
T-elicit	Naughty means who do not obeys.	el	Yes, mam.			
t-direct	Stand up Aaryan.	d	Hajur			
t-direct	How can you explain the word 'naughty'?	d	Naughty means the person who does bad things.			

t-direct	Other who can explain? Raj, can you explain the word 'naughty'?	d	Person who does bad works.	rep	Ok. Sit down.	e.com
T-direct	Others? Aaditya, is it about you?	d	NV			
t-elicit	Actually naughty means that do not have the good behavior. Who always disturb others same like you making noise not obeying to others? Not listening others. Who always create the problems or not? Understood?	el				
t-direct	Who are naughty here raise your hands?	NV				
t-elicit	Naughty Shakil means name of the boy. Who are naughty?	el	Sakil	rep	Sakil	e.com
T-elicit	Sakil always going to school alone.	el				
t-direct	With whom are you coming, Ikshya?	d	Ureka	rep	You come with	e.d

 Ureka.

T-elicit	But Sakil has no friends.	el		
	He used to come alone.			
T-direct	Do you know the reason	d	Because he	rep
	why?		was naughty.	
T-inform	Naughty people have no	i		
	friends or the naughty			
	friends. The reason was			
	that he was very naughty			
	and undisciplined.			
T-inform	Alex Understood?	d	Aaryan is	NV
			your friend?	

The table 1 presents that there were twenty two exchanges in class seven conversations. It was clearly seen deviation in the type of exchanges and the number of exchanges. Most of the time t-elicitechange dominated over other types of exchanges. T-direct and t-inform exchanges were found eight and two times in a given table. Only one elicitation was made by the students. The realization of boundary exchange was by the exponent 'Good afternoon sir! There were twenty two opening move and thirteen answering move. The table also depicts that the follow up move was found just five in number.

From the above mentioned explanations, it clearly shows the differences in exchanges like t-elicit t-direct, t-inform p-elicit, boundary and so on. Similarly, in the case of opening move teacher's side is more in number and students' turn is less. For the turn of answering move, single words, sometimes double and sentences were found. It shows that there is still lack in conversation between teacher and students inside of the

classroom.

Table 2: Spoken Discourse Analysis of Grade 6

Exchange	Opening Move	Act	Answering Move	Act	Follow-up Move	Act
Boundary	Good afternoon, sir.	b, n				
Boundary	Good afternoon, students. How are you?	rep				
Boundary	I'm good.					
T-elicit	So, let's start today's session.	el	NV	rea		
t-elicit	What have you seen in the picture?	el	A	rep	Yes	
t-elicit	Next Richa, what is in the second picture?	el	Camera.		Yes, it is a camera.	e, com
t-elicit	Could you spell it?	el	CAMERA			
t-elicit	Do you have any idea why it is used for?	el.n	Get photos.	rep	Yes, a camera is used for taking pictures.	e.com
t-elicit	Ok. Now, the next picture.	el	It is geometry.	rep	You are right. It is used to keep	

	What is it about?		things/instruments.
t-elicit	Please repeat. Geometry is used for keeping things.	el	In a group. rep Geometry is used for keeping things.
t-inform	You see things like a camera, geometry, sharpener, whiteboard....	i	
t-direct	Now your task for tomorrow is to make at least 4 pictures of them and write their at least one use.	d	Ok, sir.
Boundary	Thank you, class.		
Boundary	Thank you, sir, for teaching us. Bye-bye, sir.		

The table 2 depicts that the number of exchanges were found fourteen in 15 minute classes. Different types of exchanges were found when I observed this table. T-elicit exchange was repeated maximum in number in contrast with the other types of exchanges. T-inform and t-direct exchanges were occurred equally just for one time only. There were four repeat exchanges. The number of p-elicit exchanges and the number of p-inform was nil. This represents that teacher exchange was found to be more rather than students'.

In an above conversation, realization of boundary exchange was pointed out by some of the acts such as 'Good afternoon sir, 'are you fine?', 'Thank you' etc. For the opening move, teacher started at first and students responded on it through answering move but not always. When the answering move was realized on the side of students, it was ignored because they didn't get feedback on it. The total number of opening move was fourteen among them twelve were made by the teacher and rest of were by students'.

Although, eight answering moves were realized by the students' side, including one NV response, only four had got follow up move (feedback) from the teacher. It shows the imbalance between teachers and students moves. For the seventh time, the opening move is realized by elicit act where only one time for bid, inform, direct and nomination. Seven t-elicit acts were found but non for p-elicit acts. For the opening move, teacher used six different types of acts. They were: elicits, direct, information and bid. Similarly, on the side of the learners repeat and reply were used.

From the above table, it is found that almost in every conversation t-exchange dominated other type of exchanges that result to occur less in teacher-student conversation. T- elicit and t-direct repeated maximum time so that rest of others opening move, answering move and follow up move seem imbalance.

Table 3: Spoken Discourse Analysis of Class Eight

Exchange	Opening Move	Act	Answering Move	Act	Follow-up Move	Act
Boundary	Good morning sir.					
Boundary	Good morning class.					
T-direct	Turn at page no. 112 and see the picture first. Tell me what have you seen in the picture.	d	NV	rea		
T-inform	Found it or not?	i	Yes, sir.	rea	Good	e.com
T-elicit	Now tell me what have you seen in the picture?	el	A man sir.	rep	A man. Yes, you are right.	acc
T-direct	Read the first paragraph.	d	Buzz of reading.	rea		
P-elicit	Sir 'acclaimed' means?	el	ACCLAIMED sir.	rep.		
T-inform	Acclaimed means highly respected.	i				
p-elicit	Sir, 'supreme' means?	el	Most superior or greatest one.	rep		
t-direct	Now read the second	d	Reading	rea		

	paragraph.			
p-elicit	Sir, 'expelled'	el	Nikaliyeko	rea
	meaning in Nepali?			
p-elicit	Sir, how to	el	Vidyasagar	rep
	pronounce this one?		college	
t-direct	Now move on to the	d	Reading	rea
	next paragraph.			
p-elicit	What is the meaning	el	Strong objection	rep
	of 'protest', sir?			
p-elicit	Escaped means?	el	To free oneself	rep
t-direct	Now tomorrow do	d		
	the exercises of No.			
	1 and 2.			
Boundary	Ok, sir.			

This table 3 shows that total number of exchanges were seventeen. Conversation begins from the boundary exchange i.e. 'good morning, sir.' Altogether three boundaries were found in a whole class conversation. Some of the exchanges like boundary, t-direct, p-elicit, t-inform and t-elicit were found in the given table that created the differences in their forms. P-elicit exchange repeated six times where t-direct was repeated five times which seemed less in contrast with other class conversation. Similarly, t-elicits appeared only one time where t-inform took place two times. In a whole conversation, the students' and teacher's answering move appeared for thirteen times. If we looked on answering move, 'repeat' took its place for seven times and six times for 'react'. The follow up move was realized for two times

only.

In conclusion, we found five types of exchanges after analyzing the table. They were: t-inform, t-elicit, boundary, t-direct and p-elicit for most of the time. Opening move, answering move and follow-up move got three acts and two acts accordingly.

Transaction of exchanges and the variation in different types of exchanges result dominance over pupil elicit exchanges. Similarly, students' answering move and teacher's answering move occurred seventeen times that shows visible impact over the other type of exchange and move respectively.

Chapter V

SUMMARY AND CONCLUSIONS

In this chapter, I discussed summary of this study and conclusions after analyzing and interpretation of the data.

Summary

The summary of this study are mentioned below.

i. Major findings of this study on structure of spoken discourses are listed below:

It was found that teacher informs exchange was occurred slightly in comparison with other type of exchanges.

The teacher didn't provide cue, bid, clue etc. when there was t-elicited exchange.

When p-elicited exchange is followed by feedback it is structured as IR(F).

When the teacher asked for non-verbal acts, the students were confused and most of the time some students have continued out and others have copied that.

ii. In each and every type of classroom activity, it was the teacher who stands as a one and only beginner of the lesson and classroom conversation.

He started conversation at first and when he got the responses rarely gave feedback to the students. In another word, teachers elicited exchange directed all classroom activities. The pupil elicited was rarely found in whole conversation.

iii. The students and teachers both had produced phrasal structure.

iv. For the explanation of concrete idea, teacher and students both used their mother tongue that may disturb the student in target language.

v. Participation on the side of students' was also poor. Main reason of this was because of lack of warming up activities to them, so that all students did not participate equally and they didn't utter any word or sentences at all.

- vi. In most of the time boundary move was not found. It was just used for the initial greeting and at last for thanking purpose only.
- vii. The teacher didn't revise the previous day lesson so this part was omitted. Increasing students' participation and active involvement, it was necessary to remind previous day topic.
- viii. While teaching concrete vocabulary, teacher didn't apply the fruitful materials that failed to create English speaking environment.
- ix. Although forty minutes was given for each period teacher utilized 20 to 25 minutes in the classroom so that the students were not getting required amount of exposure in English language.
- x. At the beginning of the session, class wasn't arranged in a systematic way.
- xi. Teachers came to teach in the class but they didn't seem interested whether the students learnt or not.
- xii. In this classroom observation, the teacher didn't encourage the student to write on their copy and also for different types of drilling activity for unfamiliar words, phrases, spelling and pronunciation.
- xiii. Teacher informs exchange was less in given conversation.

Recommendations

Teaching /learning activities is the combination of interaction between teacher-student, and students-students. Unless the amount of exposure is provided EFL/ESL learning is not possible. The amount of exposure provided to the students and interaction inside the classroom determine the successfulness and pause of teaching learning activities for the effective implementation of discourse, this study strongly recommends to apply in an ELT classroom. The teacher needs to be role model,

facilitator, motivator and guide for his/her students. Teachers' role is not limited to the ultimate source of knowledge but as a guide, facilitator and role model to the students. Next important point that should be implemented is the length of the period that the students need to be exposed in ELT classroom. Similarly, class times should be maximized, STT should be maximized and TTT should be minimized as far as possible.

It is the responsibility of the teacher that he/she should always motivates students to have conversation in English, ask questions and respond on it. Warming up activities arouse the interest in learner and learning becomes full of fun activities therefore there must be included warming up. Appropriate teaching methods should be applied so that more students will participate, and they learn and understand the text easily.

P-elicite and p-inform should keep on priority to raise curiosity on the learners.

Punctuality is another factor that can influence the whole class and on the part of the teacher he can influence them with his behavior.

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APPENDIX-I

Teacher entered into the class seven. There were 24 students in the class. He introduced the topic. The topic was 'Naughty Sakil'.

Teacher: Page no. 180. See there. There is saying naughty Sakil. What is the name of the boy, Ruchi?

Student: Sakil.

Teacher: What is the meaning of the naughty? How can we define word naughty?Naughty means what? Similar meaning of naughty?Sorry?

Students:Notlistening making noise.

Teacher: Not listening making nose is naughty.

Teacher: You?Umm... you, stand up?

Teacher: Aaryan?

Student: Hajur.

Teacher: How can we explain the word naughty?

Student: Naughty means the people who do the bad things.

Teacher: Other who can explain?Raj, can we explain word naughty?

Student: Person who does bad works.

Teacher: Bad works? Other?Aaditya? Is it about you?

Students: Laughing.

Teacher: Badmas.Badmas .sit...sit.

Teacher: Actually naughty means who do not have the good behavior.Who always

disturb others same like you making noise not obeying to others. Not listening others.

Who always create the problems or not? Understood?

Teacher: Who are naughty here, raise your hands?

Student: Laughing.

Teacher: Who is naughty?

Student: Laughing.

Teacher: Naughty Sakil.

Teacher: Sakil means name of the boy.

Teacher: Who are naughty?

Student: Sakil(answering) Sakil. (repeats)

Teacher: Ok. Sakil always going to school alone.

Teacher: With whom you are coming Ikshya? You come with Ureka. But Sakil has no friends.

Teacher: He used to come alone. Do you know the reason why?

Student: Because he was naughty.(Answering)

Teacher: Naughty people have no friends or the naughty friends. Alex,

Understood?Aaryan is your friends?Ok let's see. Alone because he has no friends.

The reason was that he was very naughty and undisciplined. And we know naughty people have rarely means never like by the other. Coming alone and returning home alone.

Teacher: He was very bad boy. How he was bad? He was very bad boy because nobody wanted to be his friends.

Teacher: Parvat, what type of friend you need?

Student: Good(repeat)

Teacher: You Sakshyam, what type of friend you want?

Student: (No response.)

Teacher: Okay. We always want the Who has the good behavior? Who is honest?

Who is the quite disciplined? Who helps us in a difficult problem?

APPENDIX-II

This is Grade six. There were almost thirty two students presented in the class. At 10:50, second bell rang and teacher entered into the class.

Students: Good afternoon sir.

Teacher: Good afternoon students.

Students: How are you?

Teacher: I'm good. So, let's start today's session. What have you seen in the picture?

Students: A sharpener sir.

Teacher: Next Richa, what is in the second picture?

Student: Camera.

Teacher: Yes, it is camera. Could you spell it?

Students: CAMERA.

Teacher: Do you have any idea why is this use for?

Students: Get photos.

Teacher: Yes, camera is used for taking picture. Ok, now next picture. What it is about ?

Students: It's geometry.

Teacher: You are right. It is used to keep things /instruments. Please repeat.

Geometry is used for keeping things. In a group(geometry is used for keeping things).

Teacher: You see the things like camera, geometry, sharpener, whiteboard.....

now your tasks on tomorrow is make at least 4 pictures of them and write their at least one use.

Students: Ok, sir.

Teacher: Thank you class.

Students: Thank you sir for teaching us. Bye-bye sir.

APPENDIX-III

This is the conversation of Grade eight. There were twenty students in this class. The lesson topic was Ganesh Man Singh. Lesson begins in this way:

Students: Good morning sir.

Teacher: Good morning class. Turn at page no. 112 and see the picture first. Tell me what have you seen in that picture?

Teacher: Found it or not?

Students: Yes sir.

Teacher: Good. Now tell me what have you seen in the picture?

Students: A man sir.

Students: A boy.

Teacher: Yes, you are right.

Teacher: Read the first paragraph then.

Students: Buzz of reading.

Teacher: Sir, 'acclaimed' meaning?

Students: ACCLAIMED sir.

Teacher: Acclaimed means highly respected.

Students: Sir 'supreme' means?

Teacher: Most superior or greatest one.

Teacher: Now read the second paragraph.

Students: Reading.

Students: Sir 'expelled' meaning in Nepali?

Teacher: Nikaliyeko.

Students: Sir, how to pronounce this one?

Teacher: Vidyasagarcollege.

Teacher: Now move on to next paragraph.

Students: Reading.

Students: What is the meaning of 'protest' sir ?

Teacher: Strong objection.

Students: 'Escaped' means?

Teacher: To free oneself.

Teacher: Now tomorrow do the exercise of Q.No.1 and 2.

Students: Ok sir.

APPENDIX-IV**Class: Six****Name of the students****Subject Teacher: Arjun Chaudhary**

- | | |
|-----------------------|----------------------|
| 1. Aayushna Bista | 23. SamjhanaRajdhami |
| 2. Anjal Chaudhary | 24. Jamisha Gahatraj |
| 3. Anish Khatiwada | 25. Umanga Sardar |
| 4. Aashika Chaudhary | 26. Yunish Chaudhary |
| 5. Barsha Chaudhary | |
| 6. Binu Baran | |
| 7. Bishwas chaudhary | |
| 8. Chirag Chaudhary | |
| 9. Dilya Jha | |
| 10. Gracy Rai | |
| 11. Jasmil Rai | |
| 12. Mide Sherpa | |
| 13. Namrata Chaudhary | |
| 14. Prakit Rai | |
| 15. Prince Thakur | |
| 16. Rijan Rajbamsi | |
| 17. Ritika Shah | |
| 18. Ranish Adhikari | |
| 19. Saimon Chaudhary | |
| 20. Saman Khadka | |
| 21. Samip Chaudhary | |
| 22. Samir Katwal | |

Class: Seven**Name of the students****Subject Teacher: Sanjaya Limbu**

1. Aaditya Pandey
2. Aamok Shah
3. Aarbik Sunwar
4. AaroHi Dahal
5. Aayush Khatri
6. Abishek Chaudhary
7. Amir Rai
8. Aashma Chaudhary
9. Bihant Shah
10. Gaman Thing
11. Jony Chaudhary
12. Laxman Chaudhary
13. Niki Rajdhami
14. Nishan Rai
15. PrabinaRajdhami
16. Prapti Mali
17. Prashant Bhattarai
18. Pratikshya Rai
19. Raj Kumar Shah
20. Rejish Shrestha
21. Rijan Karki
22. Saayam Rai
23. Safal Kafle
24. Samar Rai
25. Samikshya Chaudhary
26. Shristi Khadka
27. Smrity Chaudhary
28. Sohan Kumar Chaudhary
29. Susang Rai

Class: Eight**Name of the Students****Subject Teacher:** Bhagat L. Harijan

1. Aakash Chaudhary
2. Abishek Khawas
3. Alina Rajdhami
4. Atit Khadka
5. Bandana Chaudhary
6. Bijaya Magar
7. Bishak Khadka
8. Brijesh Chaudhary
9. Himal Thapa
10. Jeshmin Shah
11. Khagendra Shrestha
12. Kushal Chauhan
13. Kylish Chaudhary
14. Mahima Rajdhami
15. Mamata Khadka
16. Narbada Chaudhary
17. Nelbin Gurung
18. Nikita Rajdhami
19. Nimsang Sherpa
20. Nischal Basnet
21. Nischal Chaudhary
22. Prawjal K. Chaudhary
23. Praktisha Chaudhary
24. Prashant Chaudhary
25. Priya Kalikote
26. PurushotamRajdhami
27. Rashmita Khadka
28. Rishav Chaudhary
29. Rohan Rajdhami
30. Rojal Thami
31. Safalta Raut
32. Sajina Rajdhami
33. Samrat Moktwan
34. Samyog Khadka
36. Shristika Pradhan