

CHAPTER ONE

INTRODUCTION

1.1 General background

Language is the most valuable single possession of human race. It is unique to human species which has enabled mankind to establish great civilization. Human beings differ from all the other species in this earth only because they possess a unique faculty of speech. Human beings express their personality, emotion and feeling through language. It is the universal medium alike for conveying the common facts and feelings of everyday life. Mankind is the only species in this earth that is gifted with the power to articulate speech. We perceive the picture of the whole universe in terms of language. Thus, it is the ubiquitous, it is present everywhere. We pray and think, read and write, mediate and dream in terms of language. It is way of transmitting our history, thoughts, literature and the whole of our achievements from generation to generation. This is a very complex human phenomenon. According to Encyclopedia Britannica (vol.13) language is "a system of conventional, spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate."

Language is the system of human communication which consists of the structural arrangement of sounds (or their written representation) to form larger units. It is considered to be a part of human behavior because it is such an effective means which enables the mankind to express and share their ideas and experience within a society. So, it is also regarded as a tool for social communication. Humans also get information by using other means such as olfactory, gustatory, kinesics, haptics and proxemics as well. Unlike other means of communication which give us knowledge of something about the present, language furnishes us with the knowledge

of the past and future. The creative and productive aspects of language are amusing for development of human civilization.

Since past days, language has been viewed differently. Some linguists say it is an organized noise used in actual situation whereas others take it as a complex human phenomenon. Sapir, (1921) views "Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." Although there are verities in defining language, it is a vehicle of communication which facilitates us to share our opinions with others and to know something more about the world.

The primary function of language is for interaction and communication. Language is species-specific to human beings i.e. only normal human beings can communicate with each other by using language because they are genetically equipped to acquire language that animals can not use language as human beings use although they are trained rigorously.

So, in a nutshell, language is human phenomenon especially meant for communication with its own system and produced voluntarily through vocal apparatus. Thus, voluntarily, vocal system, human and communication are the nucleus features in defining a language.

1.1.1 English language in Nepal

Nepal is a multilingual country with 126 languages out of them 3 languages (i.e. Dura, Kusunda and Khaling) are already extinct and only 123 languages are alive today (Ethnologue; 2005). English language is one of the widely used languages in Nepal. Teaching and learning of English is taking place as a foreign language in school curriculum from grade one to bachelor level.

English language has been used in educational field in our country since the establishment of Durbar High School in 1854 A.D. Since then

its scope has also been increasing rapidly. The sound knowledge of English language is a must to establish international diplomatic relationship, to conduct international business, and to read the most of the important books of the world. Furthermore, it is the age of science and technology so that we would be like a dumb in front of scientific inventions in the absence of the knowledge of English language. English language has gained a prestigious standard in most of the countries in which it is spoken as a second or foreign language. Nepal is not an exception in this regard. On the whole, the sound knowledge of English language has been proved to be a key to a box of knowledge and any prestigious professional field in our country.

Although English entertains as the only foreign language in Nepal in different fields like education, mass media and so on, its teaching and learning has not been that systematic. Due to lack of expertise and sociolinguistic situation of Nepal, teaching and learning of English has not been to the mark successfully in the field of pedagogy (Phyak, 2006).

1.1.2 What is discourse analysis?

A discourse is a coherent piece of communicative event. It can be defined as a stretch of language consisting of several sentences which are perceived as being related in some way sentences are related not only in terms of the ideas they share but also in terms of jobs, they perform within the discourse, i.e. in terms of their functions. Discourse has been defined variously. Crystal (1992:25) defines discourse as "a continuous stretch of (especially spoken) language larger than a sentence, often consisting of a coherent unit, such as a sermon, argument, joke or narrative." Nunan (1993:7) opines that "a discourse refers to the interpretation of communicative events in context." Similarly Cook (1989:156) views discourse as "stretches of language perceived to be meaningful, unified and purposive."

Having gone through the definitions mentioned above, we can simply define that discourse is more than the limit of a sentence boundary. It is a coherent piece of any communicative event with its communicative function and a context to it. Discourse is any stretch of sentences or utterances serving a communicative function.

Discourse analysis refers to the study of how sentences and utterances in written and spoken language form larger meaningful units such as paragraphs, conversations, interviews etc. For Rirchards et al. (1999: 111) discourse analysis generally deals with:

- ⇒ How the choice of articles, pronouns and tenses affects the structure of the discourse?
- ⇒ The relationship between utterances and sentences in a discourse.
- ⇒ The moves made by speakers to introduce a new topic, change the topic or a higher role relationship to other participants.

Discourse analysis examines how stretches of language, considered in their full textual, social and psychological context, become meaningful and unified for their users. It is a rapidly expanding field, providing insights into the problems and processes of language use and language learning, and is therefore of great importance to language teachers. Traditionally, language teaching was concentrated on pronunciation, grammar and vocabulary and while these remain the basis of foreign language knowledge, discourse analysis can draw attention the skills needed to put this knowledge into action and to achieve successful communication in classroom and outside. In other words, discourse analysis serves the purpose of how the formal and functional properties of language help in serving as a means to communicate our thoughts and feelings efficiently and appropriately. For the complete understanding of the text in a discourse, we must recognize the sociolinguistic, psycholinguistic, semantic and pragmatic contexts. Discourse analysis

studies the various cohesive devices employed to bring out meaning and purpose of speech acts. It seeks to interpret how the cohesive devices and coherence in the discourse generate meaning, bring about a purpose and provide a unity in the given discourse.

Discourse analysis covers an extremely wide range of activities, from the narrowly focused investigation of how words such as 'oh' or 'well' are used in causal talk, to the study of the dominant ideology in a culture as represented, for example, in its educational or political practices. When it is restricted to linguistic issues, discourse analysis focuses on the record (spoken or written) of the process by which language is used in some context to express intention. Thus, discourse analysis will enable educators to judge the educational value of classroom activities as well as the participation structures in which such activities are housed.

However, within the study of discourse, the pragmatic prospective is more specialized. It tends to focus specifically on aspects of what is unsaid or unwritten (yet communicated) within the discourse being analyzed (Yule; 1996:83). Thus, the term discourse analysis has come to be used with a wide range of meanings which cover a wide range of activities. It is used to describe activities at the intersection of disciplines as diverse as sociolinguistics, psycholinguistics, philosophical linguistics and computational linguistics. So the analysis of discourse is the analysis of language in use. It cannot be restricted to the description of linguistic forms independent of the purposes or functions which those forms are designed to serve in human affairs. While some linguists may concentrate on determining the formal properties of a language, the discourse analyst is committed to an investigation of what language is used for.

1.1.3 Classroom discourse

Classroom discourse refers to the interaction between the teacher and learners, and amongst the learners in the classroom. It is also known as classroom interaction. Since 1960s there has been a growing interest in studies of language interaction inside the classroom. Naturally such studies have had educational priorities and have varied in the degree to which they have related their analytical categories to the linguistic data.

Classroom discourse is the type of language used in classroom situations. It is often different in form and function from the language used in other situations because of the particular social roles students and teachers have in classrooms and the kinds of activities they usually carry out there. According to Richards et al. (1999: 52) teachers tend to rely on a discourse structure with the following pattern:

Initiation - Response - Evaluation

In this typical three part structure, the teacher initiates a question in order to check a student's knowledge, the student responds, and the student's response is evaluated with feedback from the teacher. Classroom discourse is a fruitful area for the study of social relationships and their impact on language learning in classroom.

As the main medium of instruction, the language of the classroom has long been considered a fine lens through which to view the teaching and learning that occurs inside schools. Most studies of classroom language have focused on how classroom talk differs structurally from everyday conversations, with little attention to the substance of the teaching and learning. These studies have shown that classroom conversations led by the teacher and involving the whole class typically have large structural junctures that delimit lessons and tasks, and phases within them. Within the phases, as in everyday conversations, turns at talk are organized in a sequential flow, however, rather than the pairs of

turns typical of everyday talk e.g., question-answer; greeting-greeting, offer-acceptance), the internal structure of classroom turn-taking frequently adds an evaluation by the teacher who normally also initiates the sequences (Mehan, 1979). These classroom turn sequences, then, typically have three parts rather than two-teacher Initiation (I), student Response (R), followed by teacher Evaluation (E) of the response.

The belief about the teaching and learning process in language classroom is that the discourse between teacher and students should flow continuously, with turn taking in the classroom more equally distributed. In short, discourse should follow the T-S-T-S (teacher-student-teacher-student) pattern. In many English as a Second Language (ESL) classroom situations, as evidenced in research by Mohtar (1988), the pattern T-S-T is pre-dominant. The T-S-T pattern occurs when a teacher asks a question, a student answers, and the teacher provides feedback. The teacher then asks another question and the same pattern is repeated. Sinclair and Coulthard (1975) categorize this sort of exchange as Initiation-Response-feedback (I-R-F)

Since spoken language is "the medium by which much teaching takes place and in which students demonstrate to teachers much of what they have learned" (Cazden, 1988: 432), "a study of classroom discourse can reveal much about the teaching and learning process." According to Wells (1986), teaching a language is not simply the transmission of linguistic knowledge. It is more of an attempt to negotiate shared meanings and understanding between the learners and their interlocutors (Saleemi, 1989; Hatch, 1992). Teachers very often use small group activities or pair work to ensure maximum participation among students. Large groups are often believed to provide little opportunity for students to talk and to generate meaningful language. However, a study by Ernst

(1994) has shown that communication within a ten member teacher-led group can engage students in meaningful discussion.

The importance of successful participation in classroom discourse to students' achievement has prompted suggestions that the social skills and discourse grammars underlying successful participation in school be explicitly taught to maximize the chances for all children to participate fully in classroom learning (Cazden, 1988).

Classroom discourse is a fertile area for the study of social relationships and their impact on learning. The classroom discourse can be analyzed under different ranks. The basic assumption of a rank scale is that a unit at a given rank, for example, word, is made up of one or more units of the rank below, morphemes, and combines with other units at the same rank above, group (Halliday:1985). The unit at the lowest rank has no structure. For example, in grammar 'morpheme' is the lowest unit, and cannot be subdivided into smaller grammatical units. However, if one moves from the level of grammar to the level of phonology, morphemes can be shown to be composed of a series of phonemes. Similarly, the smallest unit at the level of discourse will have no structure, although it is composed of words, groups or clauses at the level of grammar.

Each rank above the lowest has a structure which can be expressed in terms of the units next below. From the linguistic point of view, classroom discourse is an unconstrained string of units, the organization would have become fundamentally pedagogic. The rank scale used in the discourse analysis lies between non-linguistic organization and grammar. This can be illustrated as follows:

Table no. 1: The relationship among non-linguistic organization, discourse and grammar.

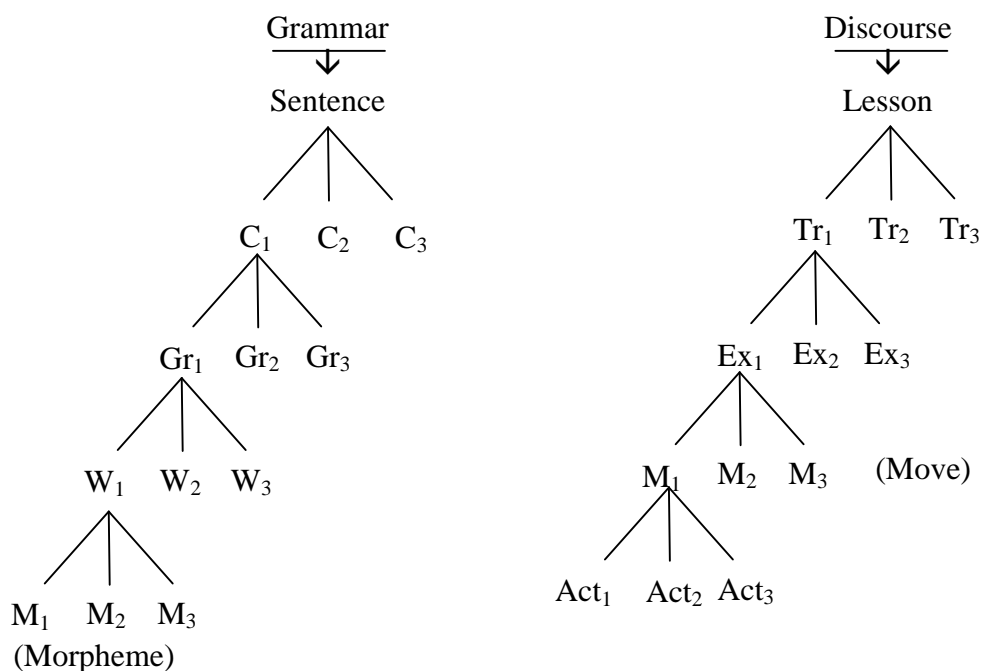
Non-Linguistic Organization	Discourse	Grammar
Course		
Period	Lesson	
Topic	Transcration	
	Exchange	
	Move	Sentence
	Act	Clause
		Group
		Word
		Morpheme

(Adapted from Sinclair and Coulthard, 1978)

From the above table, it is obvious that the top of the discourse scale is, 'lesson', which corresponds roughly to the rank 'period' in the non-linguistic level. Likewise, the bottom of the discourse scale, 'act' corresponds roughly to the 'clause' in grammar. Morpheme is the lowest unit and it has no structure because it is no more divisible that's why it is called the minimal grammatical unit. Furthermore, the words combining together form larger unit which is called phrase; phrases, in turn, form again larger unit called clause and clauses, in turn, form again larger unit called sentence, which is the largest unit in grammar and it has no class.

The same is true with discourse analysis. Lesson is the largest unit, and the act is the smallest one. The first one has no class and the last one has no structure. So discourse analysis follows the approach of grammatical analysis and describes the relation between the grammatical structure of an utterance and its function in discourse. The similarities

between the discourse analysis and the grammatical analysis can be shown in the following tree diagram:



The tree diagrams clarify that morpheme is the smallest unit of grammar and morphemes together compose a word. Similarly, words compose a group or phrase, groups further compose a clause and finally clauses form a sentence which is the largest unit of grammar. On the other hand, act is the smallest unit of discourse. Acts together form a move and moves compose an exchange. Exchanges further compose a transaction and finally, transactions form a lesson which is at the top level of discourse.

In a conclusion, the classroom is a unique communication context, one in which the meanings being communicated and the structure of that communication are shaped by the actions and perceptions of both teachers and students, as well as by the social, cultural, and institutional contexts within which classrooms exist. It is obvious that the norms that regulate and determine classroom discourse will vary depending on differences among teachers, students, classroom events, and the socio cultural contexts within which the interaction takes place. Thus,

classroom discourse is a set of underlying classroom activities that take place between teacher and students, and among students themselves.

1.1.4 Model of discourse analysis

Many researches have been carried out in classroom discourse. Sinclair and Coulthard (1978) have propounded the approach of classroom discourse analysis which is paralled to grammatical analysis. The process adopted by them is called 'model of description' and 'hierarchical or rank scale'. They have analyzed the classroom discourse under five ranks ranging from lesson at the top to act at the bottom. The ranks given by them have been described as follows:

Lesson (Rank: I)

The 'lesson' is the highest unit of classroom discourse, made up of a series of transactions. If the pupils are responsive and co-operative, the discourse unit 'lesson' may approximate closely to any plan the teacher may have formulated for presenting his/her chosen topic. S/he may have decided, for example, to start off by presenting some information, to continue by discovering whether the information has been assimilated, and then to get the pupils to use the information he has presented in their own work. Alternatively a teacher might begin with a series of elicit exchanges, attempting to move the pupils towards conclusions which will later be elaborated in an informing transaction. However, a variety of things can interfere in the working out of the plan in actual discourse. The structure of the lesson is affected by such performance features as the teacher's own memory capacity for ordering speech, and, more importantly, the need to respond to unpredicted reactions, misunderstandings or contributions on the part of the pupils.

Transactions (Rank: II)

Transaction has structure in terms of exchanges. It often begins and ends with a boundary exchange which consists of a frame and/or a focus

followed by a succession of informing direction or eliciting exchanges which are generally related to stating, commanding and questioning behaviour. For classroom discourse, transactions are defined as units whose boundaries are typically marked by frame and focus. The structure of transaction is as follows:

Table no. 2: Structure of transaction

Elements of structure	structure	Classes &Exchange
Preliminary (P)	PM ($m^2 \dots m^n$)	P.T: Boundary
Medial (M)		M: Teaching
Terminal (T)		

The above table states that there are three elements of structure, called preliminary (P), Medial (M) and Terminal (T). In the third column, the elements of transaction structure are associated with the classes of the rank below exchange because each element is realized by a class of exchange.

Exchange (Rank: III)

The exchange is the most crucial part of the classroom discourse. There are two major classes of exchange boundary and teaching. The function of boundary exchange is, as the name suggests, to signal the beginning or end of what the teacher considers to a stage in a lesson; teaching exchanges are the individual steps by which the lesson progresses. Boundary exchanges consist of two moves, framing and focusing; often the two occur together, the framing move frequently occurs on its own, the focusing move does so only rarely. The structures and classes of exchanges are given below:

Table 3 : Boundary exchange

Elements of structure	Structures	Classes of move
Frame (Fr)	(Fr)(Fo)	Fr: Framing

Table 4: Teaching exchange

Elements of structure	Structures	Classes of move
Initiation (I)	I (R)(F)	I: Opening
Response (R)		R: Answering
Feedback (F)		F: Follow-up

Exchanges are further sub-categorized with specific functions and unique structures in eleven sub-categories. Of the eleven sub-categories, six are free exchanges and five are bound. The function of bound exchanges is fixed because they either have no initiating move, or have an initiating move without a head, which simply serves to reiterate the head of the preceding free initiation.

i. Free exchanges: The six free exchanges are divided into four groups according to function, and two of the groups further subdivided according to whether teacher or pupil initiates, because there are different structural possibilities. The four main functions of exchanges are informing, directing, eliciting, and checking, and they are distinguished by the type of act which realizes the head of the initiating move, informative, directive, elicitation and check respectively.

a. Teacher inform: This exchange is used when the teacher is passing on facts, opinions, ideas, new information to the pupil. Pupils may, but usually do not, make a verbal response to the teacher's initiation. Thus the structure is I (R); there is no feedback.

Table no. 5: Structure of teacher inform

Opening	ac	Answering	Act	Follow-up	Act
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Now	m				
luckily, the	i				
French					
could read					
Greek					

In this type of exchange response is an optional element.

b. Teacher direct: This category covers all exchanges designed to get the pupil to do but not say something. Because of the nature of the classroom, the response is compulsory element of structure. This is not to suggest that children always do what they are told, but it does imply that the teacher has a right to expect the pupil to do so. Just as anyone can produce an ungrammatical sentence when he feels like it, so a pupil can break the rules of discourse. Feedback is not an essential element of this structure although it frequently occurs. The structure is IR (F)

Table no. 6: Teacher direct

Opening	act	Answering	act	Follow-up	Act
I want to take your pen and I want you to rub it as hard as you can on something wollen	d		rea		

In teacher direct, there are initiation and response as the obligatory elements whereas, feedback is an optional element.

c. Teacher elicit: This category includes all exchanges designed to obtain verbal contributions from pupils. Sometimes an elicit is used in isolation in the middle of a series of informs to check that the pupils have remembered a fact. The elicit exchanges which occur in the classroom have a different function from most occurring outside the classroom. Usually when we ask a question we don't know the answer; almost invariably the teacher does know the answer and children can get quite annoyed if s/he doesn't after all that's his/her job. This fact enables us to explain why feedback is an essential element in an exchange inside the classroom. Having given their reply children want to know whether it was the right one. So important is feedback that if it does not occur we feel confident in saying that the teacher has deliberately withheld it for some strategic purpose. Thus the structure of elicits differs from that of directs in that F is a compulsory element.

Table no. 7: Teacher elicit

Opening	act	Answering	act	Follow-up	act
What's the name of this cutter?	el	Hacksaw	rep	The hack-saw	e
Hands up	cu			And I'll	z
NV	b			put that	
Janet	n			one there	

In the structure of teacher elicit all the three elements Initiation, response and feedback are obligatory ones.

d. Pupil elicit: In many classrooms children rarely ask questions and when they do they are mainly of the order ' Do we put the date' or ' Can I go to the lavatory?' Usually the child has to catch the teacher's attention and her/his permission to speak. This permission may not be granted. The initial bid may be countered with a 'not now' or 'just a minute' and the exchange never get off the ground. The crucial difference between teacher and pupil elicits is that the pupil provides no feedback- an evaluation of a teacher reply would be cheeky. Thus the structure is IR.

Table no. 8: The structure of pupil elicitation

e. Pupil inform: Occasionally pupils offer information	Opening	act	Answering	act	Follow-up	act
	Mrs. H.	b	Yes	rea		
	Yes	n	They're-that's	com		
	Are the numbers for the letters?	el	the order, one two, three, four			

which they think is relevant or interesting- they usually receive an

evaluation of its worth and often a comment as well. Thus the structure is IF not I(R) as for teacher informs.

Table no. 9: The structure of pupil inform

Opening	act	Answering	act	Follow-up	
Miss P.	b			Oh yes.	acc
There's some-there's a letter's missing from that up and down on I can't see one.	i			you're right It is I can't remember what it is	e com

In the above type of exchange, there is initiation and feedback but not the response.

f. Check: In most lessons teachers feel the need to discover how well the children are getting on, whether they can follow what is going on, whether they can hear. To do this they use a checking move which could be regarded as a sub-category of elicit except that feedback is not essential, because these are real questions to which the teacher does not know the answer. Any evaluation is an evaluation of an activity or state not the response. Thus the structure is IR (F).

Table no. 10: The structure of check

Opening	act	Answering	act	Follow-up	act
Finished Joan?	ch(n)	NV	rep	Good girl	e
And Miri?	n	Yes	rep	Good	e
Finished?	ch	Yes	rep		

In the structure of 'check' there are three elements, out of which two (initiation and response) are obligatory and one (feedback) is optional element.

ii. Bound exchanges: Of the five types of bound exchange, four are bound to teacher elicits, and one to a teacher direct. As mentioned above, an exchange is bound either if it has no initiating move or if the initiating move it does not have any head, but simply consists of nomination, prompt, or clue. The types of bound exchanges are given below:

a. Re-initiation (I): When the teacher gets no response to an elicitation s/he can start again using the same or a paraphrased question or s/he can use one or more of the acts- prompt, nomination, clue, etc. to re-initiate. The original elicitation stands and these items are used as a second attempt to get a reply. This gives a structure of $IRI^b RF$, where I^b a bound initiation.

Table no. 11: The structure of re-initiation (I)

Opening	act	Answering	act	Follow-up	act
What is 'comprehend'?	el	∅			
Nicola?	n	∅			
In fact if you get this word you'll comprehend	cl	Find out	rep	yes, find out	e
Nv	b				
David again	n				

b. Re-initiation (ii): When a teacher gets a wrong answer there are two major routes open to him/her: s/he can stay with the same child or he can keep the question and move on to another child. It is usually realized by 'Yes', 'No' or a repetition of what the pupil has just said An indicating move is not essential for the bound exchange, but if it does occur it is realized by prompt, nomination, or clue. This gives a structure of $IRF (I^b) RF$.

c. Listing: Occasionally teachers withhold evaluation until they get two or three answers. Sometimes they are making sure that more than one person knows the answer, sometimes they have asked a multiple question. In this case the structure is exactly the same as for Re-initiation (ii), IRF (I^b) RF, but the realization of two of the elements is different. I^b is only realized by nomination and the F preceding I^b contains no evaluation.

Table no. 12: The structure of listing

Opening	act	Answering	act	Follow-up	act
What's the name of each one of those?	el	Paper clip	rep	Paper clip	acc
		Nail	rep	Nail	acc
		Nut and bolt	rep	Nut and bolt (I+)	e

d. Reinforce: Very occasionally there occurs a bound exchange following a teacher direct. They occur when the teacher told the class to do something and one child is slow or reluctant or hasn't fully understood. The structure is IRI^bR with the I^b realized by a clue, prompt or nomination. In the following example a West Indian boy has misunderstood the directive.

Table no. 13: The structure of reinforce

Opening	act	Answering	act	Follow-up	act
I want you to take your pen and I want you to rub it as hard as you can on something woolen.	d	ACTIVITY	rea		
Not in your hair, on your jumber.	cl	ACTIVITY	rea		

e. Repeat: In every communicative situation there will be times when someone does not hear. Of course teachers can and do use this exchange when they have heard, but want a reply repeated for other reasons. The structure is IRI^bRF.

Table no. 14: The structure of repeat

Opening	act	Answering	act	Follow-up	act
What are you laughing at Rebecca?	el<n>	Nothing	rep		
Pardon	loop	Nothing	rep	You're laughing at nothing	acc

In the exchange 'repeat' the participant re-initiate the same thing which s/he has already said and there is feed back after the second response.

Move (Rank: IV)

Moves are made up of acts. Moves themselves occupy places in the structure of exchanges. There are five classes of move and that these realize two classes of exchange-boundary and teaching. Framing and

focusing moves realize boundary exchanges and opening, answering, and follow-up moves realize teaching exchanges. These moves are described below:

i. Framing move: Framing moves are the indicators by the teacher that s/he regards one stage in the lesson as ended and that another is beginning. Framing moves are probably a feature of all spoken discourse - shop assistants often use them to indicate that they have finished serving one customer and are ready for the next - but occur more frequently in classroom language because it is carefully structured by one participant. The boundaries of transactions are typically marked by framing moves whose realization at the level of form is largely limited to five words- 'ok', 'well', 'right', 'now', 'good'- uttered with strong stress, high falling intonation and followed by a short-pause or silent-stress. Focusing moves frequently, though not always, follow framing moves. The elements of structure, structures and classes of act regarding framing move are presented as follows:

Table no. 15: Framing move

Elements of structure	Structures	classes of Act
head (h)	hq	h: marker
qualifier (q)		q: silent stress.

ii. Focusing move: Focusing move usually follows framing moves. Their function is to talk about the discourse to tell the children what is going to happen or what has happened. Focusing moves have an optional marker and starter, a compulsory head, realized by a metastatement or a conclusion and an optional comment. The elements of structure, structures, and classes of act focusing move are as follows:

Table no. 16: Focusing move

Elements of structures	Structures	Classes of Act
signal (s)	(s)(pre-h) h	s: marker
Pre-head (pre-h)	(Post-head)	pre-h: starter
head (h)		h: choice from
post-head (post-h)		metastatement or conclusion
		post-h: comment

- iii. **Opening move:** The function of an opening move is to make others participate in an exchange; opening and answering are complementary moves. The purpose of a given opening may be passing on information or directing an action or eliciting a fact. The type of answering move is predetermined because its function is to be an appropriate response in the terms laid down by the opening move. The following table shows the structure of opening move:

Table no. 17: Opening move

Elements of structure	structures	Classes of Act
Signal (s)	(s) (pre-h) h	s: marker
Pre-head (pre-h)	(post-h) (sel)	pre-h: starter
head (h)		h: elicitation or directive or informative or check
post-head (post-h)		post-h: prompt or clue
select (sel)		sel: (clue(bid) nomination)

- iv. **Answering move:** It is also known as supporting move. It is complementary to the opening move. It may occur with all other types of moves but the essential notion is to support the preceding moves.

Answering move has a simpler structure; a maximum of three elements- pre-head, head and post-head, and very often only the head occurs. The response appropriate to an informative is simply acknowledgement that one is in the classroom. Following a directive, the head of an answering move is realized by react, but the pupil may also acknowledge verbally that has heard. Following an elicitation there is a reply, and sometimes a comment as well.

Table no. 18: Answering move

Elements of structures	Structures	Classes of Act
Pre-head (pre-h) head (h) post-head (post-h)	(pre-h) h (post-h)	Pre: acknowledge h: choice of reply react acknowledge post-h: comment

The above table clarifies that answering move with its elements of structure, structures and classes of acts that come under each element.

v. Follow-up move: Follow-up, the third class of move in teaching exchanges, is an interesting category. Its function is to let the pupil know how well s/he as performed. It is very significant that follow-up occurs not only after a pupil answering move, but also after a pupil opening move when the head is realized by an informative. In other words the teacher often indicates the value of an unelicited contribution from a pupil, usually in terms of relevance to the discourse. The follow-up move has a three-term structure, pre-head, head and post-head realized by accept, evaluate and comment respectively.

Table no. 19: Follow-up move

Elements of structure	structure	classes of Act
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pre-head (pre-h)	(pre-h) h (post-h)	pre-h: accept
head (h)		h: evaluate
post-head (post-h)		post-h: comment

The act 'evaluate' is seen by all participants as a compulsory element. A teacher can produce a follow-up move which overtly consists of only accept or comment, but evaluation is then implicit (and usually unfavorable). Very frequently, if the teacher only accepts a reply, the class offers another reply without any prompting.

Act (Rank: V)

The unit at the lowest rank of discourse is act and corresponds most nearly to the grammatical unit clause, but when we describe an item as an act we are doing something very different from when we describe it as a clause. The act has no structure in discourse level because it cannot be broken into further smaller units. Grammar is concerned with the formal properties of an item; discourse with the functional properties with what the speaker is using the item for the four sentence types, declarative, interrogative, imperative and moodless realize different discourse acts, many of them are specialized and some are quite probably classroom-specific. The classes of acts given in Sinclair and Coulthard (1978) are given in appendix II.

1.2 Literature Review

Gallagher, J.J. and M.J. Aschner, (1963) analyzed the classroom interaction focusing on the relation of productive thought processes in pupils to verbal interaction in the classroom. The category system developed is for sequences of cognitive processes and includes five categories, for memory, routine and convergent, divergent, and evaluative thinking. The data analyzed consists of tape-recordings, and accompanying notes by trained observers on the general atmosphere, and the general behaviour of the teacher including his use of praise, humour, disciplinary measures, teaching correspondence in patterning between the thought processes of teachers and pupils, suggesting that the quality of thinking is largely dependent on the way in which the teacher structures the classroom situation. Finally, they drew conclusion that pupils' verbal interaction in the classroom was determined by their own nature, the relationship with their teachers, teaching process and the content of the lesson.

Sinclair and Coulthard (1978) carried out a dissertation on classroom discourse. They analyzed the interaction of eight to eleven years old children and their class teachers in different subjects. Their analysis propounded a theoretical model of analyzing classroom discourse in terms of five discourse units: lesson, transaction, exchange, move and act from top to bottom respectively.

Edmondson (1981) carried out a study on spoken discourse. His dissertation is concentrated in the use of language in classrooms. He has also investigated the conversational behaviour in relation to its use and effects in terms of linguistic orientation. He came to an important conclusion that teachers' and students social roles and relationships in the classroom play crucial role in classroom interaction. His study also

revealed that teacher very often asked question as a teaching strategy and the turn-taking in the classroom was controlled by the teacher.

Greenleaf, C. and S.W., Freedman (1997) studied "Linking Classroom Discourse and Classroom Content: Following the Trail of Intellectual Work in a Writing Lesson" in University of California. The main aim of the study was to suggest an approach to analyzing classroom talk that aims to account for the intellectual work of the classroom that shows what stands to be learned. The focus was on an eleven-minute, teacher-led, whole-class activity that contains Initiation-Response-Evaluation (I-R-E) exchanges, but that does not function to test students' knowledge. The analysis system extends the theoretical construct of preference organization from conversational analysis to the study of a whole-class, teaching-learning interaction in a ninth-grade English classroom, during which an expert teacher helps his students prepare to write a character sketch. Their analysis revealed the underlying intellectual structure of the interaction, including the teacher's pedagogical goals, the cognitive skills required for successful student participation in the activity, and the strategies students apply to the task.

Mohtar, T.M.T. and M. Yusoff (1998) carried out a study on "Sustaining Student Engagement in Classroom Discourse" in the University of Malaya. They mainly focused on interaction between teacher and students. They also examined some possible reasons for the lack of participation among students in the classroom. They also discussed possible strategies for engaging students in classroom discourse. In their study, they suggested a number of factors which favour the sustenance of classroom discourse. The researchers tried to identify possible reasons for a lack of student interaction in the classroom. They mainly focus their attention on the following four areas: student characteristics; teacher characteristics; the teaching process; and lesson

content. They drew a conclusion that the classroom lesson can provide a communicative context if, during the course of performing everyday classroom activities, the teacher and the students build on each other's communicative behaviour as they work towards fulfilling curricular objectives. To be able to do this both teacher and students must understand interactional rules. They suggested that student interaction can be limited by student characteristics, teacher characteristics, the teaching process, and the content of the lesson. Finally, they made a conclusion belief that the teacher can encourage student participation and they have outlined a number of strategies to help teachers do so.

Shah (2003) carried out a research on the Classroom Discourse of grade nine of the public schools of Kathmandu valley. The objective of his study was to describe the classroom discourse between the teacher and students. He found twenty six discourse acts, three moves, three exchanges and five sub-exchanges. His study also revealed that It was teacher who initiated and dominated classroom most of the time.

Phyak (2006) carried out a study on 'How does a teacher interact with students in an English classroom?' He selected a government aided school out of Kathmandu valley using purposive sampling method. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom. Out of discourse strategies, his sole focus was on politeness and indirect speech acts. He reached a conclusion that there was only one way interaction in the classroom. The classroom language used by both teachers and students was not polite. He found that it was not because of power relationship rather of culture and lack of exposure. Because of influence of their cultural behaviour of mother tongue, students were found to use impolite language. His study revealed that one of the real problems in

teaching of English in the context of Nepal was lack of classroom interaction strategies from both teachers' and students' side.

1.3 Objectives of the Study

The objectives of this study are as follows:

- i) To analyse and compare classroom discourse of the public and private school in terms of acts and moves.
- ii) To suggest some pedagogical implications.

1.4 Significance of the Study

As this study is a classroom research, such analysis can be useful in finding out the effectiveness of teaching methods and the types of teacher-student relationships. This study will be an example of carrying out classroom research or action research for teachers to improve their own teaching and to make the classroom interactive. On the whole, this study will be significant to the policy makers, curriculum designers, textbook writers, language teachers and trainers, students of discourse analysis and prospective researchers.

1.5. Definition of Specific Terms

The specific terms used in this dissertation are defined as follows:

Act: It is the lowest unit of discourse analysis.

Anaphoric reference: It is a way of making the identity between what is being expressed and what has already been expressed.

Classroom discourse: It is the type of language used in classroom situations.

Discourse: Discourse is a continuous stretch of (especially spoken) language larger than a sentence

Discourse analysis: It is the study of how sentences are organized into larger units, like paragraphs.

Move: It is defined as any illocutionary force [intention] of the speaker express through a linguistic form; a unit of discourse which maybe smaller than an utterance.

CHAPTER TWO

METHODOLOGY

This study incorporated the following methodology to obtain the intended objectives:

2.1 Sources of data

The researcher utilized both primary and secondary sources of data for the study.

2.1.1 Primary source

The primary data were collected from the three English classes of Grade Eight of two public and two private schools of Morang district.

2.1.2 Secondary source

The researcher studied books, theses, articles, and journals related to the present research to facilitate the present study. Some of them were as follows: English textbook of grade eight, Sinclair and Coulthard (1978) *Journal of NELTA* (2006, Vol-xi, p.88), and Shah (2003).

2.2 Sampling procedure

To carry out this study, the researcher selected two public and two private schools of Morang district using random sampling procedure.

2.3 Tools for data collection

The major tool used for the collection of data was classroom observation. The researcher recorded the classroom interaction while observing the classroom discourse. He also took notes of some important non-verbal acts of the interlocutors by keeping the diary.

2.4 Process of data collection

The researcher selected two public schools and two private schools of Morang district by applying the simple random sampling procedure. After selecting the schools he went there and built rapport with headteacher and subject teachers of concerned schools. Three English language classes of the grade eight of each school were observed after

taking permission from the headmasters and subject teachers of the respective level. The researcher and the subject teacher entered the class simultaneously and the researcher took his seat at the back of the class. The significant non-verbal acts of the teachers and students were noted down in diary. The researcher recorded the classroom interaction using a tape recorder.

2.5 Limitations of the study

This study has the following limitations:

- (i) The number of sample schools was limited to four in total.
- (ii) The study was based on classroom discourse in English language classes of grade eight.
- (iii) The classroom of discourse analyzed was based on the observation of three classes of each four schools.
- (iv) Other units of discourse except 'move' and 'act' have not been touched by the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

The collected data have been analyzed and interpreted taking the theoretical framework provided by Sinclair and Coulthard (1978). The collected data from four (two public and two private) schools of Morang district have been analyzed and interpreted under two units of discourse 'act' and 'move'. The major strategies used for the analysis and interpretation of data have been given below:

- (a) The page has been divided into three columns for opening, answering, and follow-up moves in such a way that one reads down the first column until s/he reaches a horizontal line across the page, then reads down the second column to the line, then down the third column.
- (b) Non-verbal surrogates of discourse acts have been represented by NV.
- (c) An additional column has been added to each column opening, answering, and follow-up moves respectively to label the types of acts.

The collected data have been analyzed descriptively. The classroom discourse of each school has been presented in separate tables and a short general background of each class has been given preceding each table. The data in the table represent the data from three classroom observation of each school. After presenting the data on table the detail analysis and interpretation of data in-terms of 'move' and 'act' has been made with supportive examples. The analysis and interpretation of 'move' and 'act' is the common analysis and interpretation of two public and two private schools. The particular move and act in the conversation has been italicized.

3.1 Analysis and interpretation of classroom discourse of public schools

(a) Classroom discourse of Janata Lower Secondary School, Indrapur-8, Morang.

The quality or quantity of the classroom interaction between teacher and students is determined by the various factors that take place directing or indirectly in the classroom situation. When the researcher entered the class with the English teacher of grade eight simultaneously, he found that the classroom was bright and furniture (desks, benches, windows, etc.) was well managed. There were about 65 students in the class. The researcher continuously observed the same English class for three days. On the first day, he found a look of surprise in students' face and a sort of hesitation in teacher's behaviour. But, such activities seemed to decrease and the teaching-learning process turned to its natural route till the third day. The teacher was not found using any teaching materials except the materials of daily use (i.e. textbook, blackboard, chalk, duster,). The teacher initiated the lesson without any revision or warming up activities. He used students' mother tongue wherever any difficult words appeared in the text. The teacher never went to back benches he seemed to interact only with the front benchers.

The students occasionally ask some questions, however, they frequently responded on teacher's questions. But their answers were in single words in most of the times. The teacher tried to give an equal opportunity for both boys and girls. There were no any jokes or humours for the students to break their monotony till the three classes the researcher observed although the teacher used polite language and encouraged the students after their appropriate response. The language used by the teacher was quite audible for the students to listen. The following table shows the detail analysis and interpretation of the

classroom discourse of Janata Lower Secondary School, Indrapur - 8, Morang:

Table no. 20: Analysis of classroom discourse of public school (I)

Opening move	Act	Answering move	Act	Follow-up move	Act
Good morning, sir	gr			Good morning	gr
Are you well?	ch	Yes, sir	bp		
Sit down	di	NV (they sit down)	rea		
Open the book at page no 54	di	NV (looking at the picture)			
What is the Gokyo, sir?	as bp	The name of a place like Biratnagar	an		
What is the meaning of dangerous sir?	as bp	not safe (Khatara)	an		
Exciting mean	as	curious (Utsuka)	an		
What is the spelling of mountains?	as	MOUNTAINS	an		
Read the passage	di	(sound of reading)	rea		
Now I am going to ask some of you to read some of the paragraph one by one. Ok?	sw pp ch				
Ok	da				

first of all you 'Krishna' Read the first paragraph	no di	The most difficult, dangerous and exciting part of the trip has begun. Two Balloons are going to fly right over Everest. Everyone is waiting at Gokyo.	an	ok Thank you	ev en
sit down	di	NV(sits down)	rea		
Krishna read so nicely. Kanchan you read the second paragraph.	en di	It took six days for the party ... rest of the equipment.	an	not/epment/ it is pronounced as/Ikuipm nt/	rej
Anyway She also read the second Paragraph nicely sit down	sw en di	NV (sit down)	rea rea		
Everybody read the third paragraph	di	(sound of reading)			
Now	sw				

I am going to write some simple questions on the board. And you try to find the answer to these questions, ok?	da	Ok sir	bp		
Where are the balloons going to fly?	as	Two balloons are going to fly right over Everest.	an		
Say again	di	Two balloons are going to fly right over Everest.	an		
Amrita say	no	Two Balloons are going to fly right over Everest	an	Thank you sit down, yes, balloons are going to fly right over Everest	ev acc
Now, next question who carried the balloons?	sw as				
Roll no. ten	no	Yak	an		
Is it right?	ch	No, sir	bp		
Who carried the balloons? Roll no. four	as no	Porters Porter	an an	Yes, sit down The balloons were carried by the porters.	ev

Say all of you	as	The balloons were carried by the porters	an		
Read the first three paragraphs of "Upto Gokyo" at your house and I will ask you some questions from that tomorrow	di				
It is your homework ok	pp	Ok, sir Thank you sir	bp tl		

The table shows that there were sixteen acts used in classroom interaction. Out of them answering occupied the highest frequency i.e. 13. Similarly, the act directing occurred 10 times. The acts asking and being polite appeared seven times each and reacting covered its frequency of six. Likewise, nominating and switching both occurred four times respectively. In the same way, evaluating and checking both took place three times each. Finally, the acts of greeting, pin pointing, drawing attention, encouraging occurred twice and rejecting, accepting, taking leave once.

The table also reflects that the classroom interaction was fully dominated by the teacher. The students' participation seemed to be very low and interaction also one way. They responded passively on the teacher's question. They never initiated the conversation and their participation was only on answering move as an obligation. The classroom discourse was purely mechanistic because the students never showed their creativity, they only responded on teacher's questions.

(b) Classroom discourse of Sajilal Higher Secondary School, Sundarpur, Morang.

When the researcher entered the class, he first noticed that most of the students were from the different ethnic groups (i.e. Tharu, Rajbansi, Magar, etc). The classroom was full of about seventy students sitting in two columns separately for boys and girls. In spite of its size, sometimes the teacher's voice was quite audible from the back part of the classroom. The students seemed to puzzle in the middle of the interaction because of the frequent use of discourse fillers (i.e. um, yes, etc) by the teacher. The teacher tried to involve the students in interaction individually as well as in a mass but only the students from some front benches were found to participate in interaction. The interaction was only between teacher and students but not among the students themselves. The teacher seemed to be lacking the use of body language but the use of blackboard was appropriate. The sole authority of correcting students' response and providing feedback was in the teacher's hands. He never encouraged other students to check the response of one student. Most of the time is the students reacted non-verbally against teacher's questions. As a whole, the classroom discourse was initiated with greeting and ended on taking leave till the researcher observed the class for three days. Despite some minor changes, the researcher did not find any special changes during his observation of the classroom discourse of this school. The analysis and interpretation of the classroom discourse of Sajilal Higher Secondary School has been presented in the following table:

Table no. 21: Analysis of classroom discourse of public school (II)

Opening move	Act	Answering move	Act	Follow-up move	Act
Good morning sir	gr			Good morning class, sit down	gr
How are you?	as	We are fine thank you	an		
Yes, ok Um..... Today we are discussing about 'in Janakpur Topic 'In Janakpur' Turn book on page number 38.	hm da pp di				
What did you study yesterday?	as	Janaki Mandir	an	Yes, yesterday we studied Janaki Mandir	en
Where is it?	as	In Janakpur	an		
Now next question,	sw as	Maithili	an	Maithili Very good	acc en

Which language is spoken there?					
Um....., now, we areum Look at your book very carefully	hm di	(students look at their books)	rea		
Now, now one yes You um..... Sitaram Read the paragraph Second.	da hm no di	(Sitaram reads the 2 nd paragraph)	an	On the railway, yes, very good. Thank you. Sit down	en
Who was missing?	as	Chankhay was	an	Yes, chankay a very Cleaver monkey yes.	acc en
Who will read the next paragraph?	as	(Students nod their heads.)	an		ev
You (pointing to a girl)	no		rea		
Did you finish?	ch	It is like a kind of lake.	an	Yes a kind of lake.....	
Yes, um.....	hm	(They look at the	rea	Yes, sit	di

Look here I'm writing some Word meanings on the board	di	board.)		down.	
How many wild buffaloes were there?	as	There were nearly 200 wild Buffaloes.	an		
What killed them?	as	Big flood	an	Big flood killed them	acc
Now How many wild buffaloes did they see?	sw as	Two handred	an	No.....No	rej
Write these questions for your homework.	di	(The students write questions from the blackbosrd.)	rea		
Yes, Did you finish?	hm ch	Yes, sir	an bp	Ok, now bye.	tl

The table, presenting an analysis of classroom discourse of Sajilal Higher Secondary school, Sundarpur Morang shows sixteen discourse acts and three moves. The act 'answering' had the highest frequency, that is 12 and the acts: taking leave, being polite, rejecting and accepting each had occurred once. The frequency of checking, nominating, accepting, switching, evaluating and greeting is two in each case. Likewise, drawing attention, appeared three times so its frequency of occurrence was also three. In the same way, reacting and encouraging, and directing and hesitation marker occurred four and six times respectively. The act

'asking' which was used very often by the teacher in the classroom discourse of this school appeared eleven times. So it had the second place in terms of frequency of occurrence from the top.

The moves initiated by the teacher were not always clear for the students so most of the time the students reacted non-verbally. It was all because of the lack of their language competency and the sound and habit of the teacher. Their participation was only in answering move. The sole authority of the classroom was in the teacher's hand because the students were just the passive participants. All the discourse moves were controlled by the teacher.

3.1.1 Analysis and interpretation of acts of classroom discourse of public schools

The researcher found the following acts in the classroom discourse of the public (Government aided) schools of Morang District.

- i. **Greeting (gr):** It was found to establish relationships and promote feelings of good will. It functioned as the head of opening and responding moves. It was realized by closed class of items such as - Good morning, Good afternoon according to the part of day.

Example: (a) Ss: *Good morning, Sir*

T: *Good morning class. Sit down*

(b) Ss: *Good morning Sir.*

T: *Good morning class. Are you well?*

- ii. **Drawing attention (da):** It was used to draw the attention when the students deviated from the main subject matter. It worked as per-head of opening and follow-up moves. It was realized by the expressions like - Hello; look here, etc. and other non-verbal actions like - making eye contact with the student and patting on the desk or on the blackboard.

Example: (a) T: *Look here*, I'm writing some word meanings on the blackboard.

Ss: (silent)

(b)T: *Look at the picture of Gokyo.*

Ss: (silent)

- iii. **Checking (ch)**: The function of checking was to enable the teacher to assert whether there were any problems preventing the successful progress of lesson. It was used as a head of opening move. It was realized by a closed class of polar questions like finished? Ready? Any more? What?

Example: (a)T: *What ? say ... say again.*

Ss: (silent)

(b)T: *Do you know?*

Ss: (silent)

- iv. **Switching (sw)**: It was used to shift the subject matter from one to another. It was used as pre-head of opening move. This act was realized by closed class of items like- anyway, next, then, similarly, now, let's etc.

Example: (a) T: *New next question*

Ss: (silent)

(b) T: *Anyway let's go to the next paragraph.*

Ss: (silent)

- v. **Reacting (rea)**: The students reacted differently in different types of instructions the teacher provided them. Mainly reacting was used to provide a non-linguistic response. It was found to work as the head of responding move. It was realized by non-linguistic response like -looking at the blackboard, turning the pages, listening to the teacher ect.

Example: (a) T: Look at your book very carefully.

SS: (*The students look at the books*)

(b) T: Who will read the next paragraph?

SS: (*The students nod their heads.*)

vi. **Accepting (acc)**: This act was used to give feedback and to indicate that the student's reply was appropriate. It worked as pre-head or post-head of follow-up move. It was realized by a closed class of items-yes, good, fine and repetition of pupil's reply.

Example: (a) T: What killed them?

Ss: Big flood.

T: *Yes, big flood killed them.*

(b) T: Who carried the balloons?

Roll no. 4: Porters

T: *Yes, sit down.*

vii. **Rejecting (rej)**: Sometimes teacher rejected the students' response when s/she could not agree with their response. It was used to make the students aware of some things incorrect and to give them appropriate feedback. This act worked as pre-head or post-head of follow-up move. It was realized by 'no', non-linguistic properties like shaking head horizontally and changing the facial expression from the normal state to dark or red.

Example: (a) T: How many?

SS: Two hundred.

T: *NO....No. Two only.*

(b)T: *Not/epmen/ It is pronounced as/I'kwipm nt/.*

Ss: (silent)

viii. **Evaluating (ev)**: The teacher very often evaluated the students' reply to questions. It was used to encourage further participation

by the students. When the teacher provided feedback, the students continued to give answers. Feedback encouraged the students to provide further information. This act served the function of a head of follow-up move and it was realized by assertive sentences and generally by a closed class of items like-yes, no, right, good, very good, etc.

Example: (a) T: What did you study yesterday?

Ss: Janaki Mandir.

T: *Yes, yesterday we studied Janaki Mandir.*

(b) T: Where are the balloons going to fly?

Ss: Right over the Everest.

T: *Yes, balloons are going to fly right over the Everest.*

- ix. **Nominating (no):** After responding to a student's answer, the teacher encouraged other students to contribute for information/answer. S/he selected some students and provided them with an opportunity to talk about and comment on what was said by the previous student. So it was used to nominate a student for participating in classroom discourse. It worked as pre-head or selecting of opening move. It was mainly realized by student's name, roll no, you and non-linguistic action like eye contact.

Example (a) T: Ok. first of all *you Krishna*, read the first paragraph.

Krishna: (Reads the paragraph)

(b) T: *You Sitaram*, read the paragraph second.

Sitaram: (Reads the second paragraph)

- x. **Answering (an):** Answering out occurred very frequently in most of the classroom interaction. It was used to provide linguistic response offered by asking and checking. Mainly it worked as head of responding move. It was realized by assertive

sentences and non-linguistic action like nodding and shaking head.

Example:

(a) T: Where are the two balloons going to fly?

SS: *Two balloons are going to fly right over Everest.*

(b) T: What is a pond?

Ss: *It is like a kind of lake.*

- xi. **Encouraging (en):** An encouraging act was used as reinforcement element in classroom discourse. It provided benefit mainly for those students who hesitated and did not want to participate in classroom discourse. It was realized by closed class of items- yes, good, very good, and by cheerful facial expression after the students' response.

Example :(a) T: *Krishna, read so nicely, Kanchan, you read the second paragraph.*

Kanchan: (Reads the second paragraph.)

(b) T: Who was missing?

SS: Chankhay was missing.

T: *Yes, Chankhay a very clever monkey thank you very much. Who will read the next paragraph?*

- xii. **Being polite (bp):** The classroom language used by both teachers and students was not polite, however, the students were found using very few polite expressions. This act was used to make the expression polite and functioned as post-head of opening and responding moves. It was realized by 'sir', 'miss' and please.

Example: (a) S1: What is the Gokyo *sir*?

T: Name of place like Birathagar.

(b) S2: What is the meaning of dangerous *sir*?

T: Not safe (Khatara).

- xiii. **Hesitation marker (hm):** The teacher said some unnecessary words in the middle of the sentences when s/she had to think next word. Hesitation marker worked as conversational filler in classroom discourse. It was realized by a closed class of items like- um..., ya..., ok., yes, etc.

Example: (a) T: Now, *now one yes ...you um...Sitaram*, read the second paragraph.

Ss: (silent)

(b) T: Maithili *um.....now were um...* look at your book very carefully. I am going to read the passage um... Paragraph first paragraph.

Ss: (silent)

- xiv. **Asking (as):** The act 'asking' was used to get a response from the students most of the time but sometimes from teacher too. After a student's response, the teacher asked another question to elicit further information. The subsequent question was related to the previous one asked and the information required was within the student's knowledge. So, it was used to provoke a linguistic response and worked as a head of opening move. It was realized by interrogative sentences.

Example: (a) T: *How many wild buffaloes did they see?*

Ss: Two

(b) T: *Who carried the balloons?*

Ss: Porters.

- xv. **Taking leave (tl):** It was used to take leave from each other at the time of departure. Although the students seemed poor to interact with each other, they used polite forms at the end of

classroom discourse. It was realized by thanks, thank you, bye, etc.

Example: (a) T: It is your homework

Ss: Thank you sir.

T: *O.k. bye.*

(b) T: It is your homework ok.

Ss: Ok sir, *thank you sir.*

xvi. **Pin-pointing (pp):** It was used to give emphasis on something. It worked as an initiation element of the opening move.

Example: (a) T: *Today we are discussing about 'in Janakpur'*

Ss: (silent)

(b) T: *Yes, I am giving the same homework.*

Ss: (silent)

xvii. **Describing (de):** It was used to make the context clear and to provide information. It was realized by assertive sentences.

Example: (a) T: *Yes, kind of lake but it is smaller than the lake. The lake where there is clear and still water.*

Ss: (Listen to the teacher)

(b) T: *Railway is path. Yes, trainpath, trainway.*

Ss: (silent)

xviii. **Directing (di):** In most of the phases of the lesson, the teacher directed the students to perform different tasks. Very often the teacher directed the student in mass but sometimes a individual student was also asked to accomplish the work. So this act was found to be used to control the class.

Example: (a) T: *Read out the first paragraph and point out the difficult words.*

(b) T: *Listen to me ...*

Ss: (silent)

3.1.2 Analysis and interpretation of each move of classroom discourse public schools

As the researcher analyzed the data of the public schools, he found three types of major moves. They are opening move, answering move and follow-up move. The following paragraphs deal with the analysis of each move:

i. Opening move

The opening move was initiated by the teacher most of the time. The initiation of opening move only by teacher showed that the students were not participating actively. The function of an opening move was to make others participate in an exchange. The purpose of it was passing on information or directing an action or eliciting a fact. This move was found to be ended after the selection of a responder. It was used to initiate the teacher-students interaction and also to make them proceed further in an exchange and realized by drawing attention, nominating, encouraging, greeting, directing etc.

Example:

Table no. 22: Opening move

Opening move	act	Answering move	act	Follow-up move	act
Now, Next question Which language is Spoken there?	da sw as	Maithili	an	Maithili very good	en

In the above example, drawing attention and switching realize the pre-head and asking realize the head of the opening move which was initiated by the teacher. From the structural sequence of the opening

move, it has been obvious that only head was found to occur and other elements (single, pre-head, post-head and selection) were optional.

ii. Answering move/ Responding move

In the classroom discourse of public schools, answering, move were very frequent. The participation of students in this move was active in comparison to that of teachers. The pupils who were much passive for other moves, participated in interaction by using the acts like, answering and reacting in responding move. It was used by the students to provide an appropriate response elicited by opening move.

Example:

Table no. 23: Responding move

Opening move	Act	Responding move	Act	Follow-up move	Act
How many wild buffaloes did they see?	as	two	an		

The above table states that responding move has been realized by an act 'answering'. This table also signifies that the responses of the students were in single word like 'two'. Instead of telling ' They saw two wild buffaloes', they responded in a word. They responded in this way because of the lack of appropriate exposure to English language.

iii. Follow-up move

Follow-up move was used to let the pupil know how well s/he performed something in course of classroom interaction. This occurred after a pupil answering move. It was used to provide feedback for the students. There were three (pre-head, head and post-head) elements in the

structure of follow-up move. Out of them pre-head and post-head were the optional elements and head was the obligatory element. Pre-head was realized by 'accepting' and 'rejecting'. The act 'evaluating' realized the head and encouraging, clarifying etc. realized the post-head of the follow-up move.

Example:

Table no. 24: Follow-up move (Public school)

Opening move	Act	Responding move	Act	Follow-up move	Act
What killed wild buffaloes?	as	Big flood	An	Big flood killed them	ev

With this move, the students' responses have been evaluated by the teachers. The teachers repeated the students' response to ensure that whether their response was correct and also to provide them feedback. In the above example, only the head has been used and it has been realized by evaluating.

3.2 Analysis and interpretation of classroom discourse of private schools

(a) Classroom discourse of Bal Pratibha English Boarding School, Khorsane, Morang.

The class observed in Bal Pratibha English Boarding School was situated in a small room where there were some other classrooms in its opposite direction. There were about twelve students in that class. Because of the noise of the students in from neighboring classrooms, the interaction of this classroom was hampered in some ways. The lesson was initiated with the summary of the previous lesson. The teacher's personality, clarity of language according to the level of the students,

facial expression and gestures helped the students a lot to take part in the classroom discourse from the very beginning to the end of everyday lesson. The teacher did not evaluate the students' response by himself at first instead he paved the way for other students to express their opinions on that particular response of a student and finally he clarified accumulating all the possible responses given by the students. The teacher very often exemplified by quoting some relevant things from real life situation. The students had a kind of hesitation to take part in classroom discourse on the first day of observation but they did not expose any such feelings in later classroom observation. The classroom discourse of Bal Pratipha English Boarding School is given in the following table:

Table no. 25: Analysis of classroom discourse of private school (I)

Opening move	Act	Answering move	Act	Follow-up move	Act
Last time we discussed about reported speech. How to report something ya, someone say something at that time we report to third person. That is called reported speech. Today we are going to discuss upto Gokyo.	su				
What do you mean by Gokyo?	as				
Is it a name of a person?	ch	Place	an		
What type of place?	as	Mountains	an		

Ok now we are going to discuss the first paragraph Read the first paragraph and point out the difficult words very quickly	sw di	(Noise of reading)	rea		
Did you finish?	ch	Finished	an		
If so Did you find any difficult words there? What are they?	ch as	Equipments	an		
Others? Do you have any other difficult words?	ch as	NV			
Equipments means the things or materials that are required that are needed. Suppose we are going to climb the mountain at that time we need certain materials ya, such type of materials, goods or things are called equipments.	cl				
Do you have other difficult words regarding the first paragraph?	ch	Nv			
No?	ch	No, sir	an (bp)		
If so, let's discuss The most difficult, dangerous and exciting part of the trip has	da des				

<p>begun. Ya... It's very much ...</p>	hm				
<p>What type of journey this is?</p>	as	NV			
<p>It is the most difficult. Not only difficult, more difficult but most difficult. Means among many difficulties, it is the most difficult.</p>	des				
<p>Difficult also ya?</p>	ch	NV			
<p>Certainly to climb a mountain is dangerous also ya? Sometimes we may fall. Many people have died because they fell down from the mountains. Pasang Lhamu Sherpa, look she fell down the mountain and died. That's why it is also a dangerous types of trip exciting also, to some extent it is exciting also. To reach the summit of the mountain, from one angel it is most exciting too and from other angles it is most difficult and dangerous also. Two ballons are going to fly right over Everest.</p>	des				
<p>Where are two balloons going?</p>	as	Right over Everest	an	Right over Everest ya	acc

					eva
Means only balloons are going there or there are people within balloon?	ch	People too	an	Ya People are also there in the balloons.	eva cl
And Balloons are going fly right over the Everest. Every-one is waiting at Gokyo. Where are they waiting?	sw des as	At Gokyo	an	They are waiting at Gokyo	acc
It took six days for the party to walk from Namche to Gokyo. How many days did it take?	des as	Six days	an		
It took how many days?	ch	Six days	an		
It took six days for the party to walk from where to where?	cl as	Namche to Gokyo	an	Ya Namche to Gokyo Not from Gokyo to Namche	eva acc ack
Two balloons were carried by porters Who were balloons carried by?	cl as	Porters	an		
Do you know the meaning of					

porters? Who is porter? Do you have any idea? Porter means a person who makes pots?	ch as ch ch	NV			
PORTER means a person who carries load ya. Who carries baggage and luggage. He is the porter.	ch				
Who were balloons carried by?	as	Ballons were carried by porters.	an		
Yaks carried the rest of the equipments. Ballons were carried by the porters but the rest of the things or remaining of things who carried?	des as	Yaks carried	an		
Ok, now We have come to the end of the first paragraph. Did you understand this paragraph?	sw ch	NV			
Do you have any difficulties regarding this paragraph	ch	No	an	No. Ok then	acc sw
What are the party planning to do?	as	NV			
No idea?	ch				

(signaling a boy) Do you have any idea? What are the party planning to do?	no as	They are planning to go Gokyo.	an		
To go.....	pg	To go to Gokyo.	an	Thank you very much. They are planning to go Gokyo	Eva su
Ok, next question What are the party planning to do ?	sw as	NV			
Where are they waiting ? They are waiting at Gokyo. Where are they waiting	as pg as	They are waiting at Gokyo	an	Thank you very much	eva
Ok Do you have any problem regarding this paragraph?	sw ch	No sir	bp	No?	eva
If so Tomorrow your homework is that You have to write answer for these questions.	pp di	NV (write the question from the blackboard)	rea		

Now	da				
Do you have thing to ask?	ch	No, sir.	bp	Thank you class. This much for today. Tomorrow we shall study.	tl

The above table shows that there were nineteen discourse acts. The acts 'asking' and 'answering' had the highest number of frequency-18 So it is clear that the main technique of teaching in this school was question-answer. The teacher frequently checked whether the students had some problems or not. The language used by the teacher was clear for the students because he was aware of hesitation markers. Most of the acts were in opening move. Responding move was realized by answering, reacting, being polite. The follow-up move consisted very few acts, the major acts in follow-up move were accepting, evaluating, clarifying, acknowledging, summarizing and taking leave.

(b) Classroom discourse of Subijimar Memorial English School, Biratchowk, Morang

There were nearly thirty-five students in their neat uniforms in the grade eight of Subjimur Memorial English School. The furniture was placed appropriately so that no students hid the blackboard. The teacher's commanding voice, use of simple of language, movement around the classroom, sufficient knowledge the subject matter and the use of gestures helped the students understand the subject matter and take part in the classroom interaction. The researcher found that the students initiated the move, evaluated their friend's response and provided guidance in most

of the times. The number of students participating in the classroom discourse of this school was high in comparison to other schools. The students rarely reacted non-verbally. The lesson went ahead by using lectures and question-answer techniques. When the researcher conducted a post-class discussion with the teacher after three-day observation, he found that there were no any changes in the degree of students' involvement in classroom interaction. The students played supportive roles and they were seen as active participants throughout the lesson. Although most of the students took part in classroom interaction, the number of girl-students participating in the classroom interaction was less from the first day to the last day of observation. The analysis and interpretation of the classroom discourse of Subijimur Memorial English School have been presented below:

Table no. 26: Analysis of classroom discourse of private school (II)

Opening move	Act	Answering move	Act	Follow-up move	Act
Where is Ellen's mountain situated?	as	It is situated in Scotland.	an		
And today we are going to study about the same mountain and how was it named:-.....	pp			Can feel Everything	ack
Listen to me at first carefully and if you have any	di				

difficult words in the passage please try to underline the words					
Sir, what is the meaning of door?	bp as	Listen carefully at first	di		
Sir, Leaning means?	bp as	Leaning means supporting with wall or stone or something	an	With rock	ack
				With rock here	acc
Do you have difficult words?	ch	No Sir	an bp		
Can you tell me What's the meaning of blind? You please (indicating a student)	ch no	Yes Sir Um...a person who can't see	acc bp hm an	A man or person who cannot see is called....	pg
				A blind, there is always dark	cl

				for blind people because he or she can't see anything's with his or her eyes.	
What was she doing? Can you tell me?	as ch	She was leaning Against the rock.	an	Against the..... rock	en
How old was she ?	as	She was 14 years old.	an		
Now, next paragraph Do you have any questions?	sw ch	No, sir	an bp		
Listen carefully and if you have any difficult words please underline and tell me one by one.	di	(students look at their books)	rea		
Can you tell me what is the meaning of 'steep'	as	Steep mean 'chiplo' sir	an	Not chiplo	ev

?					
Sir, pipe	as	Pipe means a narrow...		Cylindrical Hollow shape....	pg
				Any hollow shapes from where water or liquid can be passed.	cl
Anyway What were Ellen's brother and father doing at that time?	sw as	They were fighting against English.	an		
What did she use to do?	as	She used to look after her father's goats.	an	She used to...look after her father's goats.	en ack
Sir, Can we say, she used to graze her father's goats?	bp as	Yes We can say she used to...	acc ev		
Sir,	bp	It's a kind	an	Sir,	bp

What's meant by 'camp' ?	as	of temporary house.		I think camp mean as like a cottage sir? It looks like tent.	ch ev
Raju, What did he say?	no as	(After a short pause) "Listen Ellen" I think we are.....	an	Is it yes	ch acc.
Sir, What's attack?	bp as	Attack means to encounter.	an	To kill	ack
How was the way to the mountain?	as	It was narrow, dark, wet and slippery.	an	The road was	en
Now, Um..... Today I am going to provide you home work Be ready for writing	sw hm da di	 (students turn their	 rea		

homework for tomorrow. Read three times and try to complete answer to the following questions.		copy and write questions from the black board)			
--	--	--	--	--	--

The table clarifies that there was good interaction between the teacher and students in the classroom discourse. The acts occurred in the classroom discourse of this school were similar to acts of the previous schools but the students very often initiated the move in this school. The students frequently acknowledged and interrupted the interaction so there was frequent change of move in the classroom discourse of this school. The guidance was very often provided by the teacher but there was also students' role to provide the guidance in some cases which facilitated two way interaction between teacher-student and student-student.

3.2.1 Analysis and interpretation of each act of classroom discourse of private schools

The acts found in the classroom discourse of the private schools were similar to the public ones. But the major difference between these two schools in terms of acts was that there were some more acts in the classroom discourse of the private schools than that of the public ones. And one of the major acts 'greeting' was found to be missing in everyday interaction of classroom discourse of private schools however there was good interaction between the teacher and students at the later phase of the classroom. The students of the public schools showed their greeting at the beginning of the lesson by using simple exponent such as 'good morning sir'. On the other hand, the students of the private schools just stood up

from their benches to welcome their teacher and the researcher to their classroom. The acts found in the classroom discourse of the public schools were also common in the classroom discourse of the private schools. In addition to the acts found in the classroom discourse of the public schools (greeting, drawing attention, checking, switching, reacting, accepting, rejecting, evaluating, nominating, answering, encouraging, being polite, hesitation marker, asking, taking leave, pin pointing, describing, directing,) the following acts were found in the classroom discourse of the private schools.

- i. **Summarizing (su):** It was found that the teacher summarized the previous lesson before beginning the new lesson. So summarizing worked both as revision and motivation for the students. In course of classroom discourse, it was used to give a brief account of the preceding chunk of discourse. It was realized by anaphoric sentences and generally marked by closed class of items- therefore, in this way, thus, so, etc. This act was not found in classroom discourse of public schools.

Example: (a) T: *Last time we discussed about reported speech. How to report something.....*

Ss: (silent)

(b) T: *It is the story of a blind girl and this Ellen's mountain is related with a blind girl who was totally blind and could not see anything but.....*

Ss: (silent)

(c)T: *She felt unhappy and was very sad at that time why? Because being a girl she could not go to fight.*

Ss: (silent)

- ii. **Acknowledging (ack):** In most of the classroom discourses of the private schools, the students were found seemed that they understood what the teacher was trying to convey them. Acknowledging was used as symbol that the students understood the message. So it was realized by 'yes', 'o.k.', and by the repetition of teacher's last words. This act was found to be rare in classroom discourse of public schools.

Example: (a) T: And she knew the smell of flowers and

SS: ...*fruits*

(b) T: This is supporting with wall or stone or something

SS: *with rock.*

- iii. **Providing guidance (pg):** The teacher guided students to continue talking by providing clues and prompts. It was found that after repeating a student reply teachers provided a clue to help students answer questions more correctly which was not found in public schools. Sometimes the teacher elaborated on the student's answer and then provided a prompt to obtain further information.

Example: (a) S1: Sir, pipe?

T: Pipe means a narrow ...

S2: *Cylindrical...*

S3: *Hollow shape*

(b) T: *Who is porter? Porter means a person who makes pot?*

Ss: (silent)

- iv. **Clarifying (cl):** In course of classroom interaction this act was found to be used when a student got puzzled or

when the teacher realized something he had to make clear. So this act was used to satisfy the students' curiosity. Most often it was teacher himself who clarified the students' curiosity but occasionally a student tried to fulfill the curiosity or a problem of another student. So it was found that this act was used to clarify, justify, provide additional information and exemplify something. It was realized by assertive sentences, drawing something on the board ,etc.

Example: (a) T: *At that time perhaps women were not allowed to fight. Moreover, she was a blind girl. That's why we can say only themen were fighting at that time but she wanted to take part in battle to protect Scotland from English. That's why she was very sad because she did not get any chance or she couldn't go for fighting with English people.*

Ss: (silent)

(b) T: *Camp means a kind of temporary house made by army or...*

Ss: (silent)

3.2.2 Analysis and interpretation of each move of classroom discourse of private schools.

The researcher has not gone through each move here because the types of moves he found in the classroom discourse of private schools were similar to the moves found in public schools. So, the types of moves, their structures and realizing elements were same in both kinds of schools. However, the following paragraphs show a comparison between the public and private schools in terms of moves.

(i) Opening move

This move was initiated by the teacher very often but role of the students was also seen crucial in the classroom discourse of the private schools. Unlike the students of the public schools, the students of private schools participated in this move. They actively put forward their queries using this move. But within the classroom discourse of the private schools, the number of girl-students initiating move was found to be less in comparison to that of the boys. The move initiated by the students showed that they were participating in the classroom interaction very actively and also there was good two-way interaction between the teacher and students. The students mainly initiated this move when they found something new in the text or they did not understand what the teacher was trying to convey them. The major function of this move was to make other interlocutors participate in a discourse. The acts found in this move were drawing attention, nominating, asking, being polite checking etc.

Example:

Table no. 27: Pupil initiating move in private school

Opening move	Act	Answering move	Act	Follow-up move	Act
Sir, what is the meaning of door?	sp as	Listen carefully at first	di		
Sir, Can we say, she used to graze her father's goats?	bp as	Yes, we can say she used to.....	acc ev		

The table shows that the students were very much curious and they were actively participating in classroom discourse and helping their teacher to lead the lesson forward to the success. These kinds of curiosity

and co-operation were not seen in the classroom discourse of the public schools. In the above examples the moves initiated by the students using the acts 'being polite' and 'asking' were guided by directing and accepting and evaluating in the first and second example respectively.

(ii) Responding move

The responding move was determined by the opening move. Just like in the classroom discourse of the public schools, this move was very frequent in classroom discourse of private schools too. The major difference between the classroom discourse of the public schools and the private schools in terms of responding move was in a way the students responded. The responses of the students of the private schools were in full sentences in most of the times but the students in the public schools responded in single word or in short phrases and very often they reacted nonverbally (i.e. shaking and nodding their heads). There was good participation of most of the students in this move in the classroom discourse of the private schools whereas only few students sitting on the front benches were seen participating in this move in the classroom interaction of the public schools. The students who were passive in opening and follow-up move were found showing their participation in this move in both kinds of schools. The acts 'answering' was more frequent than other acts in both types of schools. This move was used by the interlocutors to provide an appropriate response elicited by the opening move.

Example:

Table no. 28: Pupil responding move in private school

Opening move	Act	Responding move	Act	Follow-up move	Act
Can you tell me what's the meaning of blind?	as	Yes Sir Um..... A person who can't see	acc bp hm an	A person who can't see is called	pg
Where are the party planning to go?	as	They are planning to go to Gokyo.	an		

The above example shows that the move initiated by the teacher was responded by the pupils. In the first part of the above example, accepting, being polite and hesitation marker realized the pre-head and answering realized the head of the responding move. Whereas, in the second part of the above example only head occurred which worked as the obligatory element of the responding move.

(iii) Follow-up move

Follow-up move was used to provide feedback for the students. The acts used in this move were accepting, evaluating, clarifying, acknowledging, summarizing, taking leave, providing guidance, being polite, etc. There were three elements in the structure of follow-up move in both types of schools. Those three elements were pre-head, head and post head. The major difference between public and private school in terms of follow-up move was the presence of the act 'greeting'. Greeting was found only in the classroom discourse of the public schools, however, the students were not seen good enough to interact with the

teacher in the public schools. The acts such as summarizing and providing guidance were not in the classroom discourse of the public schools but such acts were seen in follow-up move of the classroom discourse of the private schools. This move was used in both types of schools as to let the pupil know how well s/he performed something in course of classroom interaction.

Example:

Table no. 29: Follow-up move (private school)

Opening move	Act	Responding move	Act	Follow-up move	Act
Where are two balloons going to fly?	as	Right over Everest.	an	Right over Everest yes	acc ev
It took six days for the party to walk from where to where?	Cl as	Namche to Gokyo	an	Yes, Namche to Gokyo. Not from Gokyo to Namche	ev acc ack

In the first part of the above example, the act 'accepting' realized the pre-head and the act 'evaluating' realized the head of the follow-up move. Similarly, in the second part of the above example, the act 'evaluating' realized the head and 'accepting' and 'acknowledging' realized the post-head of the follow-up move.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter has been classified into two parts namely findings and recommendations. After analyzing and interpreting the data, some findings have been listed out. On the basis of their findings, some recommendations have also been made last.

4.1 Findings

The major findings of this research are as follows:

- (i) The classroom discourse was generally dominated by the teacher in both types of schools but the domination was a bit flexible in public schools in comparison to the private ones. However, the teacher-student relationship was closer in the private schools than in the public ones.
- (ii) The teachers of public schools were found to initiate conversation most of the time but students initiated conversation more often in private schools.
- (iii) At the time of responding teachers' questions, the students of the public schools generally responded incomplete answer but the students of the private schools more often responded in full sentences.
- (iv) Students' participation in classroom interaction was more in private schools than in public schools.
- (v) Student-student interaction was quite rare in the public schools but the students interacted and shared their ideas more in the private schools.
- (vi) All the students of private schools tried to respond to the questions of the teachers. On the other hand, only a few students

in the front seat of the public schools were giving answers in a single word and short phrases like: yak, two animals, etc.

- (vii) It was found that the use of mother tongue (MT) was the last resort to facilitate comprehension. The use of MT was rare in the private schools but more in public schools than the private ones.
- (viii) Interruption and discussion were sometimes seen in the classroom discourse of the private schools but no any interruption by the students was found in the public schools.
- (ix) The development of lesson was more systematic in public schools than that of the private ones.
- (x) The students in private schools initiated the 'moves' very often but the students in public schools were not found to initiate the conversation. They mainly participated in responding move initiated by the teacher.
- (xi) The overall observation of the English language class of the public schools reflected that English is a difficult subject but it was not viewed a difficult subject in private schools.

4.2 Recommendations

Classroom interaction is important to make teaching/learning activities effective. Researches on classroom languages show that classroom interaction is the major point which shapes the rate and route of language learning. For effective language learning effective classroom interaction is inevitable. This study has made following recommendations to make classroom interaction effective:

- i. The language teacher should use simple language in classroom. S/he should attract the pupils' attention to the main subject matter by asking simple questions. It would be better if s/he summarizes the lesson at last.

- ii. The teacher should encourage and inspire students to interact in classroom about any relevant topics while doing so, s/he has to give clues in simple English language.
- iii. The teacher should make sure that all the students are attentive to the subject matter. Unless the students are attentive, they can't take part in classroom discourse.
- iv. In case of the public schools, the language teachers should encourage the students more by giving clues, prompts or creating favorable situation to increase students' participation in classroom interaction.
- v. The language teacher should not be like of authority but s/he should be democratic. S/he should behave friendly with the students so that they can put forward their opinions and problems.
- vi. Research on classroom interaction should be given priority.
- vii. The less participation of some students mainly in public school is the result of having less exposure in English language. So the teacher should not only be a language teacher but also a good psychologist to know more and more about the pupils. A teacher cannot teach well unless s/he knows pupils' mind.
- viii. Trainings should be provided to the teachers in classroom English along with the resource materials to ameliorate the overall condition of English.

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APPENDIX - I

TRANSCRIPTION OF DATA

1. Transcription of classroom discourse of Bal Pratibha English Boarding School, Khorsane, Morang.

Topic: Upto Gokyo

T: Last time we discussed about reported speech. How to report something ya, someone say something at that time we report to third person. That is called reported speech. Today we are going to discuss upto Gokyo.

What do you mean by Gokyo? Is it a name of a person?

Ss: Place

T : What type of place?

Ss: Mountains

T : Ok now we are going to discuss the first paragraph.

Ss: (Noise of reading)

T : Did you finish?

Ss: Finished

T : If so did you find any difficult words there?

What are they?

Ss: Equipments

T : Other?

Do you have any other difficult words?

Ss: (Silent)

T : Equipments means the things or materials that are required that are needed. Suppose we are going to climb the mountain at that time we need certain materials ya, such type of materials, goods or things are called equipments.

Do you have other difficult words regarding this first paragraph?

Ss: (Silent)

T : No?

Ss: No, Sir.

T : If so, let's discuss. The most difficult, dangerous and exciting part of the trip has begun, ya. It's very

What type of journey this is?

Ss: (Silent)

T : It's the most difficult. Not only difficult, more difficult but most difficult. Means among many difficulties, it is the most difficult.

Dangerous also ya.

Ss: (Silent)

T : Certainly to climb a mountain is dangerous also ya? Sometimes we may fall. Many people have died because they fell down from the mountains. Pasang Lhamu Sherpa, look she fell down the mountain and died. That's why it is also dangerous type of trip. Exciting also, to some extent it is exciting also. To reach the summit of the mountain, from one angle it is most exciting too and from other angles it is most difficult and dangerous also. Two balloons are going to fly right over Everest.

Where are two balloons going?

Ss: Right over Everest.

T : Right over Everest ya.

Means only balloons are going there or there are people within balloons?

Ss: People too.

T : Ya, people are also there in the balloons. And balloons are going to fly right over the Everest. Everyone is waiting at Gokyo.

Where are they waiting?

Ss: At Gokyo.

T : They are waiting at Gokyo. It took six days for the party to walk from Namche to Gokyo.

How many days did it take?

Ss: Six days

T : It took how many days?

Ss: Six days

T : Six days

It took six days for the party to walk from where to where?

Ss: Namche to Gokyo.

T : Ya. Namche to Gokyo.

Not from Gokyo to Namche.

The balloons were carried by porters.

Who were balloons carried by?

Ss: Porters

T : Do you know the meaning of porters?

Who is porter? Do you have any idea?

Porter means a person who makes pot?

Ss: (Silent)

T : P-ORTER means a person who carries load ya. Who carries baggage and luggage. He is the porter.

T : Who were balloons carried by?

Ss: Balloons were carried by porters.

T : Yaks carried the rest of the equipments. Balloons were carried by the porters but the rest of the thing or remaining of things.

Who carried?

Ss: Yaks. Yaks carried the remaining of the things or rest of the things.

T : Ok now we have come to the end of the first paragraph. Did you understand this paragraph?

Ss: (Silent)

T : Do you have any difficulties regarding this paragraph?

Ss: No

T : No. ok then

What are the party planning to do?

Ss: (Silent)

T : No idea?

(signaling a boy) Do you have any idea? What are the party planning to do?

Boy: They are planning to go Gokyo.

T : To go.....

Boy: To go Gokyo.

T : Thank you very much.

They are planning to go Gokyo.

Ok next question.....

Ya, What are the party planning to do?

Ss: (Silent)

T : Why is 'are' used here?

Ss: (Silent)

T : The party, you may see the word party is singular but why 'are' you may say ya, because use party can be used as plural. That's why - what are the party planning to do?

Where are they waiting?

Ss: (Silent)

T : They are waiting at Gokyo.

Where are they waiting?

Ss: They are waiting at Gokyo.

T : Thank you very much, sit down.

Ss: (Silent)

T : Ok, do you have any problem regarding this paragraph?

Ss: No sir

T : No? If so tomorrow your homework is that you have to write answer for these questions. These questions, not other
Now you said orally ya, and tomorrow you have to write answers to these questions.

Ss: Nv (write the questions from the black board)

T : Now, do you have anything to ask?

Ss: No sir

T : Thank you class. This much for today. Tomorrow we shall study.

2. Transcription of classroom discourse of Subijimur Memorial English School, Biratchow, Morang.

Topic - Ellen's Mountain

T : Where is Ellen's mountain situated?

Ss: It is situated in Scotland.

T : And today we are going to study about the same mountain and how was it named? Ellen's mountain for the first time today we are going to study. It is a story of a blind girl. And this Ellen's mountain is related with a blind girl who was totally blind and who could not see anything but.....

S₁: Can feel everything.

T : Listen to me at first carefully and if you have any difficult word in the passage please try to underline the words.....

S₁: Sir, What is the meaning of doog?

T : Listen carefully at first.

Ellen sat leaning against a rock. The sun shone warmly. Her feet.....

S₂: Sir, leaning means?

T : Leaning means supporting with a wall or stone or something.

S₃: Rock

T : This is supporting with wall or stone or something

S₃: Rock

T : This is supporting with wall or stone or something

S₄: With rock

T : With rock here.

Her feet told her where she was. She knew the feel of sand and stones and different kinds of grass. Ellen was fourteen and she was blind. But she knew the sound of birds' wings and their songs. She knew the feel of things. Round and smooth like eggs, rough like rock, soft like her dog's fur. And she knew the smell of flowers and fruit.

Ss: Fruit.

T : Do you have any difficult words?

Ss: No sir

T : No?

Ss: No sir

T : Can you tell me what's the meaning of blind?

S₁: Yes, Sir.

T : You please (indicating a student)

S : Nv (stands up)

T : Can you tell me?

S : Um..... a person who can't see

T : who can't see is blind?

S : Yes

T : Is he right?

Ss: Yes sir.

T : A man or person who cannot see is called.....

T/Ss: Blind

S₁: Sir Look he did not say.

T : A blind, there is always dark for blind people because he or she can't see any things with his or her eyes.

Ss: Eyes

T : And any other words if you have?

What was Don't you have anything?

S₁: Dog's fur?

T : Dog's fur? Fur is especially Um.....hair of animal is known as fur.

S₂: Sir fur means 'Bhutla'?

T : Yes. And any other words if you have?

Ss: No sir.

T : No?

Ellen she was what was she doing? Can you tell me?

Ss: She was leaning against the rock.

T : She was.....

Ss: She was leaning against the rock.

T : Against the

Ss: Rock

T : How old was she?

Ss: She was fourteen years old.

T : And can you tell me, what sort of girl was she?

Ss: She was a blind girl.

T : Could she feel anything with feet?

Ss: She could feel everything with her feet.

T : What could she feel with her feet?

Ss: She could feel everything with her feet. She could feel sand, stones, grass.

T : She could feel

Ss: Sand, Stones, Grass.....

T : And also could feel the smell of what?

Ss: Flowers and fruits

T : Flower and

Ss: Fruits

T : Now, next paragraph, do you have any questions?

Ss: No sir.

T : How next paragraph, Listen carefully and if you have any difficult words please underline and tell me one by one.

Ss: Nv (Look at the book)

T : Ellen's father and brothers were away fighting the English. She felt sad because she could not go too, because she was a girl, and she was blind. But looked after her father's goats. She knew each one. When Ellen called, they came. When she played her pipe they followed her up the steep mountains. It was a happy life.

Was there any difficult words?

Ss: No Sir.

T : Can you tell me what is the meaning of 'steep'?

S₁: Steep mean 'Chiplo' sir

S₂: Not chiplo.

T : What do you mean by steep?

S₃: Oh like 'Khudkilo'

T : Steep mountain.....

Any other?

Ss: No sir

S₄: Sir, pipe?

T : Pipe means a narrow.....

S₁: Cylindrical.....

S₂: Hollow shape.....

T : Any hollow shaped from where water or liquid can be passed

S₁: Sir only liquid can be passed.....

T : Anyway what were Ellen's brother and father doing at that time?

Ss: They were fighting against English.

T : With whom were they fighting at that time?

Ss: With English....English people.

T : Could she go to fight with English people at that time?

Ss: No, she can't.

T : Why?

Ss: Because she was a girl and she was blind.

T : And was she feeling at that time when she didn't get chance to go?

Ss: She was feeling very sad.

T : She felt.....

Ss: Sad

T : She felt unhappy and she was very sad at that time why because being a girl she could not go to fight. What did she use to do?

Ss: She used to look after her father's goats.

T : She used to.....

Ss:Look after her father's goats.

S₁: (Boy) Sir, We can say, She used to graze her father goats?

T : Yes, we can say she used to.....

At that time perhaps women were not allowed to fight. Moreover, she was a blind girl. That's why we can say only the men were fighting at that time but she wanted to take part in battle to protect Scotland from English people. That's why she was very sad because she didn't get any chance or she couldn't go far fighting with the English people.

S : Now the next paragraph I think

T : Um.....now the next paragraph. Listen carefully and if you have any difficult words again please note down in your copy and tell me one by one at last.

S₁: Sir, What's mean by 'camp'?

T : Camp? It's a kind of temporary house made by army or.....

S₂: Sir I think camp mean as like a cottage sir?

T : It looks like tent.

S₃: Sir, commander mean?

S₄: Commander means captain.

T : A person who is leading the group of army, who commands. Then, one night her brother, Callum, came home. "Ellen, I have come for you," he said." We need you. Stewart, our commander, wants you to come," So Callum took Ellen to the fighters' camp. Stewart, the commander spoke to her.

Who was the commander of Scotland?

Ss: Stewart

T : What did ha say to Ellen? Can you tell me?

Ss: Nv

T : What did he say to Ellen one day?

What did the commander say to Ellen ane day?

What did he say to Ellen one day? Raju, what didi he say?

Raju: (After a short pause) " Listen Ellen " I think. We can hundred men.

Behind us is the river. In front is the mountain. The English are at top.

We are going to attack them tonight. But there is.....

T : Is it?

Raju: Yes.

T : What did Stewart say to Ellen?

..... Say to her? Is he right? (pointing to a student) What do you think?

S₁: Yes, sir.

T : But, I don't think so. Stewart said to go with.....fighters camp why because why?

Ss: Um.....

T : She could lead the.....

Ss: She could lead the army towards the top of the mountain

T : To the top of the mountain.

Once again. Now next paragraph. Sit down please.

"Listen Ellen" We are a hundred men. Behind us is the river. In front is the mountain. The English are at the top. We are going to attack them tonight. But there is only one narrow path. It is dark, wet and slippery and very steep. Your brother, says that you can lead us there."

S₁:What's mean by narrow?

S₂: Narrow means.....

T : Narrow means not board.

S₃: Sir, what's attack?

T : Attack means to encounter

S₄: To kill

T : How was the way to the mountain?

Ss: It was narrow, dark, wet and slippery.

T : The road was.....

Ss: Dark, narrow.....very steep.

T : Very steep and.....

T/S₅: Slippery

T : Now, Um.....today I am going to provide you homework. Be ready fir writing homework for tomorrow. Read three times and try to complete answer to the following question.

How old was Ellen?

QN.2.....What did she use to do?

How was the way to go to the top of the mountain?

QN. Last, What were Ellen's father and brother doing?

3. Transcription of classroom discourse of Sajjal Higher Secondary School, Sundarpur-Morang.

Topic: In Janakpur

Ss: Good morning sir.

T : Good morning class. Sit down.

How are you?

Ss: We are fine thank you.

T : Yes ok. Um..... Today we are discussing about 'In Janakpur'. Topic 'In Janakpur'; Turn book on page number 38. Now I am going ask a question.

What did you study yesterday?

Ss: Janaki Mandir.

T : Yes, yesterday we studied Janaki Mandir. I will ask you another question. Where is it?

Ss: In Janakpur.

T : Now next question which language is spoken there?

Ss: Maithili.

T : Maithili. Very good.

Now say everybody which language is spoken there?

Ss: Maithili

T : Maithili Um..... Now we areUm.....there is alook at your book very carefully. I am going read the passage, paragraph, first paragraph. Look at your carefully.

Ss: Nv

T : In Janakpur, visited the Janaki Mandir, where they found a gold image of sita in 1657 temple dated from

.....nearly everyone there speak
Maithili.

Now, Now one yes you Um..... Sitaram; Read the paragraph send.
Everybody listens careful to hear.... Him.

Sitaram: Houses have beautiful paintings on the walls. Black lines with
bright reds yellows and blues. We described them to Jyoti, she could feel
the black outlines. Noticed chankhay was missing and spent hours
searching for him. What a relief to find him! Had a great ride on the
railway.

T : On the railway yes. Very good. Thank you sit down. Um....Now I'll ask
you some question about this party.

When did they see beautiful houses?

Ss: March 15

T : March 15. Yes, good. Good answer now other.

Who was missing?

Ss: Chankhay was missing.

T : Yes, Chankhay a clever monkey yes. Thank you very much and who will
read the next paragraph?

Who will read the next paragraph?

Ss: Nv

T : You (pointing a girl)

(A girl stands up)

Girl: Thursday March 17, flew the balloon over the Koshi Barrage. It is a set
of gates across the Sapta Koshi River, and makes a big lake. Flew over
the Koshi Tappu Wildlife Reserve where there were nearly 200 wild
buffaloes. We saw two big floods killed a lot of them in 1785, but the
main problem now is they inter-bread with domestic buffaloes.

T : Buffaloes. Did you finish?

Girl: Nv.

T : Yes, sit down. Um....yes now third paragraph.....If you don't know any words from these two paragraphtwo paragraphs. If you don't know, tell me I will write on the board and clear you, describe you. Which words?

Ss: Nv.

T : From these two paragraph. I will write on the board and make you clear.

Any word meaning.....

Can you find here?

Which word meaning?

S₁: Pond

T : Pond? Pond... look at on the board 'pond'.

What is the pond?

Ss: Nv.

T : What is a pond?

S₂: It is like a one kind of lake.

T : Yes, kind of lake. But it is smaller than the lake. The lake where is clear and still water is there.

T : Can you see any in our village?

S₃: No, we can't see.

T : No, any other?

S₄: Railway

T : Yes, what is a railway?

Do you know? (pointing to a student)

S : No

T : No, railway rail there is rail like bus, van, truck.....It goes on a 'Leikh'
and that is a rail. Railway way is path. Yes, train path. Trainway. Another
words?

S₁: Missing

T : Missing? Missing Um.....missing mean what?

We can't find.

Now, you noticed?

Notice?

S₂: A kind of box.

T : Notice means?

Notice means a kind of blackboard.

Any other?

Ss: Nv

T : Do you need any other?

Ss: Nv

T : Any other or not?

Ss: Nv

T : Any other words?

Ss: No sir.

T : Yes, Um.look here, I'm writing some word meaning on the
board.....look at the sentences now...

Ss: Nv (they look at the board)

T : Read these sentences for sometime.

Ss: (Silent)

T : Look here

Ss: Nv

T : Yes look at the board I'm writing some sentences some questions and you give the answer these questions. Yes.

When did they see beautiful houses?

Ss: (Silent)

T : And other questions. Look at the third paragraph.

Ss: Nv

T : How many wild.....How many wild buffaloes were there?

Ss: There were nearly 200 wild buffaloes.

T : Nearly.

T/Ss: 200 wild buffaloes there.

T : What is the main problem of death of wild buffaloes in Koshi Barrage?

S₂; Big flood and a lot

T : What? Say say again.....

Ss: big flood

T : listen now

Ss: Nv

T : The next question : what killed wild buffaloes?

(after a pause and sound of a student coughing)

Don't you know?

Ss: (Silent)

T : What killed them?

Big flood. What?

Ss: Big flood.

T : Big flood killed them. Now next question.....

Who enjoyed a big ride on a railway?

Who enjoyed?

Ss: (Silent)

S₁: Chankhay

T : Who?

Ss: Chankhay

T : Now, how many wild buffaloes did they see?

Ss: Two hundred wild buffaloes.

T : How many?

Ss: Two hundred.

T : No....no How many wild buffaloes did they see?

S₁: Two

T : Two only

S₂: Two

T : They saw two wild buffaloes. How many?

Ss: They saw two wild buffaloes.

T : Um.....now again..... what killed them?

Ss: Big flood.

T : Yes, big flood. Correct

Where are wild buffaloes?

Ss: (Silent)

T : Where?

Ss: Koshi Tappu....Koshi Barrage.

T : you, where?

Boy: Koshi Tappu.

T : Yes, there is a wild life reserve centre.

Um....listen now questions for your homework. I'll write on the board
and I'll say also and check tomorrow. Take down from the board.

Ss: Nv

T : When did you.....yes I'll give some questions.

What did they see in the Koshi Tappu?

Next question: when did shambu fly over the koshi barrage? Where is janaki mandir? Write these three questions for your homework.

Ss: Nv

T : Write the answers I will check it tomorrow.

Ss: Nv

T : Yes, write questions.

Ss: Nv

T : Yes, did you finish?

Ss: Yes sir.

T : Ok, Now, Bye.

4. Transcription of the classroom discourse of Janata Lower Secondary School, Indrapur-8, Morang.

Topic: Upto Gokyo

Ss: Good morning sir.

T : Good morning class. Are you well?

Ss: Yes sir.

T : Sit down.

Ss: Nv

T : Open the book at page no. 54.

Ss: Nv

T : Look at the picture of Gokyo.

Ss: Nv

S₁: What is the Gokyo Sir?

T : The name of a place like Biratnagar.

S₂: What is the meaning of dangerous, Sir?

T : Not safe (Khatara)

S₃: Exciting mean?

T : Curious (Utsuka)

What is the spelling of mountains?

Ss: Mountains

T : Read the passage.

Ss: Sound of reading.

T : Now I am going to ask some of you to read some of the paragraph one by one, ok?

Ss: (Silent)

T : Ok, first of all you Krishna, read the first paragraph.

Krishna: The most difficult, dangerous and exciting part of the trip has begun, Two balloons are going to fly right over Everest. Everyone is waiting at Gokyo.

T : Ok Thank you, sit down.

Krishna: Nv (Sit down)

T : Krishna read so nicely, Kanchan you read the second paragraph.

Kanchan: It took six days for the party to walk from Namche to Gokyo. The balloons were carried by porters. Yaks carried the rest of the equipment/epment/

T : Not /epment/ It is pronounced as /IKuIPment/ anyway she also read the second paragraph nicely, sit down.

Kanchan: Nv

T : Everybody read the third paragraph.

Ss: (sound of reading)

T : Now I am going to write some simple questions on the board. And you try to find the answer to these question ok?

Ss: ok sir

T : Where are the balloons going to fly?

Ss: (After sometime) Two balloons are going to fly right over Everest.

T : Say again.

Ss: Two balloons are going to fly right over Everest.

T : Amrita say.

Amrita: Two balloons are going to fly right over Everest.

T : Thank you sit down.

Amrita: Nv

T : Yes, balloons are going to fly right over Everest.

Now, next question.

Ss: Nv

T : Who carried the balloons?

Ss: (Silent)

T : Roll no. ten

Roll no. 10: Yak

T : Is it right?

Ss: No, sir.

T : Who carried the balloons?

Ss: Porters

T : Roll no. four

Roll no. 4: Porters

T : Yes, sit down.

Roll no. 4: Nv

T : The balloons were carried by the porters.

Say all of you.

Ss: The balloons were carried by the porters.

T : Read the first three paragraphs of 'Upto Gokyo' at your house and I will ask you some questions from that tomorrow.

Ss: (Silent)

T : It is your homework ok?

Ss: Ok sir. Thank you Sir.

APPENDIX - II

The classes of acts given in Sinclair and Coulthard (1978).

S.N.	Label	Symbol	Realization and Definition
1.	marker	m	Realized by a closed class of items-'well', 'ok', 'now', 'good', 'alright', 'right'. Its function is to mark boundaries in the discourse.
2.	starter	s	Realized by statement, question or command. Its function is to provide information about or direct attention or thought.
3.	elicitation	el	Realized by question. Its function is to request a linguistic response.
4.	check	ch	Realized by a closed class of polar questions concerned with being 'finished' or 'ready', having 'problems' or 'difficulties', being able to 'see' or 'hear'. They are 'real' questions, in that for once the teacher doesn't know the answer. If he does know the answer to, for example, 'have you finished', it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.
5.	directive	d	Realized by command. Its function is to request an on-linguistic response.

6.	informative	i	Realized by statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention and understanding.
7.	prompt	p	Realized by a closed class of items 'go on', 'come on', 'hurry up', 'quickly', 'have a guess'. Its function is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.
8.	clue	cl	Realized by statement, question, command, or moodless item. It is subordinate to the head of the initiation and functions by providing additional information which helps the pupil to answer the elicitation or comply with the directive.
9.	cue	cu	Realized by a closed class of which we have only three exponents, 'hard up', 'don't call out', 'is John the only one'. Its sole function is to evoke an (appropriate)
10.	bid	b	Realized by a closed class of verbal and non-verbal items-'sir', 'miss', teacher's name , raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse.
11.	nomination	n	Realized by a closed class consisting of the names of all the pupils, 'you'

			with contrastive stress, 'anybody', 'yes', and one or two idiosyncratic items such as 'who hasn't said anything yet'. The function of nomination is to call on or give permission to a pupil to contribute to the discourse.
12.	acknowledge	ack	Realized by 'yes', 'ok', 'cor', 'mm', 'wow', and certain non-verbal gestures and expressions. Its function is simply to show that the initiation has been understood, and, if the head was a directive that the pupil intends to react.
13.	reply	rep	Realized by statement, question, moddless and non-verbal surrogates such as nods. Its function is to provide a linguistic response which is appropriate to the elicitation.
14.	react	rea	Realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the preceding directive.
15.	comment	com	Realized by statement and tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information
16.	accept	acc	Realized by a closed of items 'yes', 'no', 'good', 'fine' and repetition of pupil's reply, all with neutral low fall intonation. Its function is to initiate that the teacher has heard or seen and that the informative, reply

			or react was appropriate.
17.	evaluate	e	Realized by statement and tag-questions including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or intonation, also by 'yes', 'no' 'good' fine, with a high fall intonation, and repetition of the pupil's reply with either high fall (positive), or a rise of only kind (negative evaluation).
18.	silent stress	ss	Realized by a pause, of the duration of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.
19.	meta-statement	ms	Realized by a statement which refers to some future time when what is described will occur. Its function is to help the pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.
20.	conclusion	con	Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items 'so' or 'then'. In a way it is the converse of meta statement. Its function is again

			to help the pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.
21.	loop	l	Realized by a close of items 'pardon', 'you what', 'eh', 'again', with rising intonation and a few questions like 'dod you say', 'do you mean'. Its function is to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally.
22.	aside	z	Realized by statement, question, command, moodless, usually marked by lowering the tone of the voice, and not really addressed to the class. It is really instances of the teacher talking to himself, 'it's freezing in here; 'where did I put my chalk?'