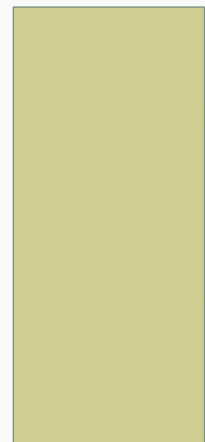


CLASSROOM DISCOURSE

1.2. DISCOURSE ANALYSIS.

C1- Primary Education - EFL MENTION

Theme 1- LANGUAGE AND COMMUNICATION.



COMMUNICATION PARADIGM

- From “Form” to “**Meaning** “+ “**form**”
- From Communication = question + answer
to **Communication = expression,
interpretation and negotiation of meaning**

(Lee, 2000)

FROM *EXERCISES* TO *TASKS*

Exercises

- Form-focused language use
- Language “learner”
- Intentional

Task

- **Meaning-focused language use**
- **Language “user”**
- **Incidental**

TASK

“An activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (Jane Willis)

USEFUL TERMS

- **Discourse:** stretches of language perceived to be meaningful, unified, and purposive
- **Discourse type**
- **Speech act:** an utterance defined in terms of intention and/or effect
- **Schemata/Schema:** a mental representation essential to discourse processing

(Cook: 1989)

SCRIPTS

- A **script** is a stereotypical sequence of events in a standard situation
- Scripts organize the knowledge associated with common events
- Scripts represent a casual chain of events and states that describe a situation
- People usually omit many of the parts of the casual chain when telling
- Scripts are essential to story understanding as a means of filling in the details that are not explicitly mentioned but would normally be inferred.

ELEMENTS IN A SCRIPT

- Actors (roles)
- Props
- Actions (each actor carries out a serie of *actions* to meet her goal within the scripts. Can be grouped in *plans*)
 - Arrange
 - Do
 - Pay
 - Evaluate

GOAL: TO OBTAIN FOOD

SCRIPT: GROCERY SHOPPING

Actors (roles):

- Customers
- Checkout clerks

Props:

- Basket/ shopping cart.
- Groceries on display for purchase (by food group)
- Signs (directory and price)
- Scales and bags in produce area
- Checkout register

Actions:

- Go to market **ARRANGE**
- Select basket/shopping cart
- Weigh and bags food
- Select food
- Choose food
- Weigh and food if necessary
DO
- Place food in basket/cart
- Take basket/cart to checkout counter
- Unload basket/cart
- Pay for groceries **PAY**
- Exit store with groceries
EVALUATE

Hatch, E. (1992) *Discourse and Language Education*. New York: C.U.P.

TEXT GENRES:

- **Narrative text**
- **Descriptive text**
- **Procedural text**
- **Argumentative text**

FEATURES OF COMMON TEXT TYPES

TARGETING TEXT: A GUIDED WRITING PROJECT

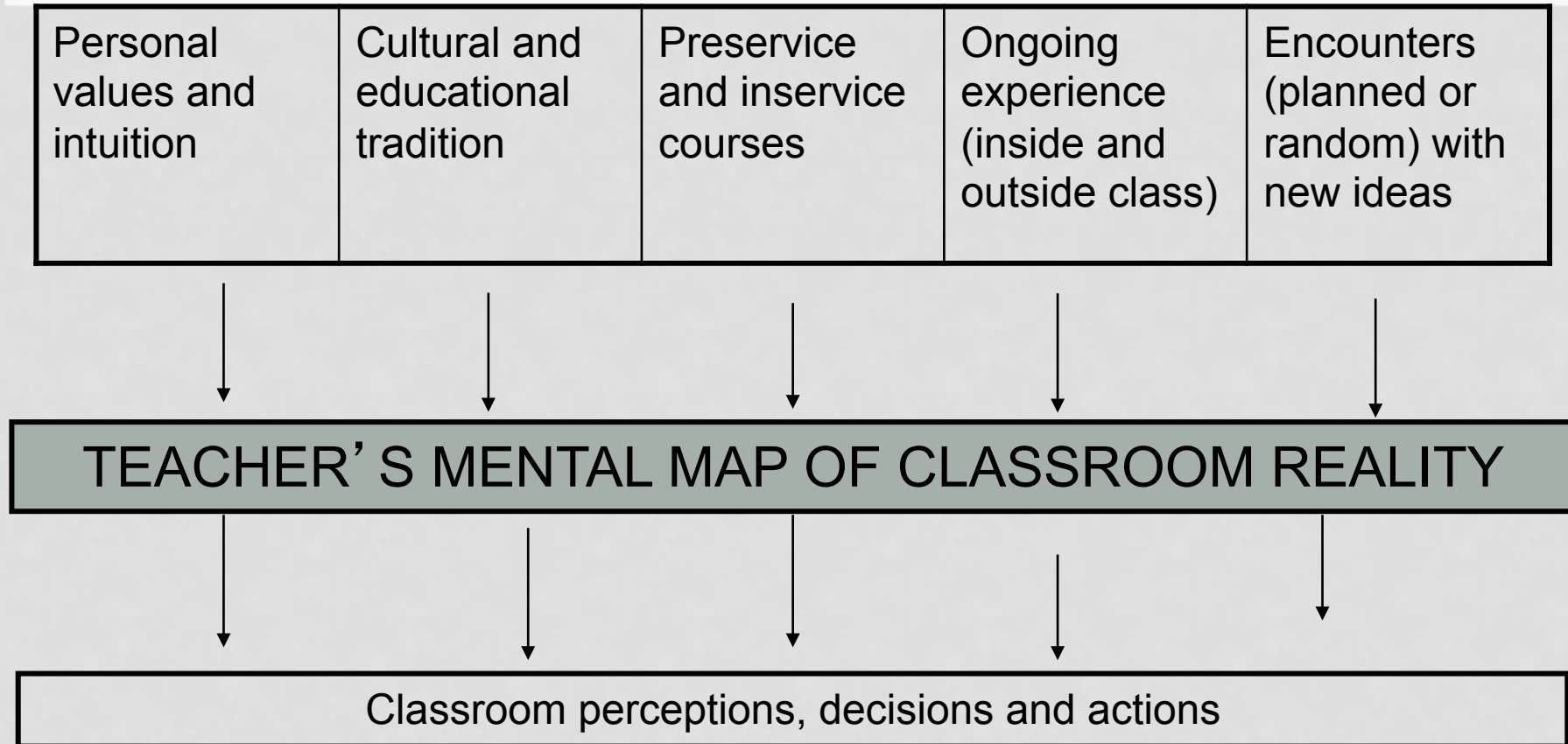
	Social Purpose	Framework	Language Features
Explanation Eg. explain how soil erosion occurs, explain why Australian fauna is unique	To explore how things work or how something came to be - to explain phenomena	a statement about what is to be explained explanation sequence (several statements of reason explaining and elaborating on the topic) concluding statement (optional) Explanations may include visual images such as flow charts or diagrams	cause and events relationships simple present tense generalised non human participants passive voice eg 'is driven by' complex sentences technical language
Exposition Eg. a letter of protest, poster advertising sun-smart behaviour	Expositions are used to argue (or persuade) a case for or against a particular point of view or position	statement or position points in the argument with evidence and examples (elaboration) reiteration - restate the position in light of the arguments presented	generalised participants linking words associated with reasoning eg 'therefore' nominalisation (actions become things). Eg. 'to pollute' becomes 'pollution' evaluative language eg 'important', 'significant', 'valuable'

FEATURES OF COMMON TEXT TYPES

	Social Purpose	Framework	Language Features
Recount- Such as: •Personal retellings, eg. diary •Factual retellings, eg. science experiment or news •Imaginative recounts	To tell what happened, to retell events	•Orientation (who, where, when) •Series of events in time-order •Personal comment	•use of nouns to identify people, animals and things •linking words to do with time eg 'later', 'after', 'before' •simple past tense •action verbs
Narrative Eg fairytales, legends, plays, science fiction, myths, cartoons, adventure stories	To entertain, create, stimulate emotions, motivate, guide, teach	•orientation (introduce main characters in a setting of time and place) •complications/problems (main characters find ways to solve the problem) •resolution	•defined characters •descriptive language •dialogue •usually past tense
Procedure Eg. recipes, craft instructions, game rules, science experiments	To tell how to do or make something	•goal •materials •method or steps •evaluation (optional)	•use of action verbs (turn, put) •linking words to do with time •tense is timeless •use of precise vocabulary
Information Report	To organise and present information about a class of things.	•general statement identifying the subject of the information report •bundles of information relating to such things as: habits, behaviour, colour shape •summary(optional)	•generalised participants •impersonal objective language •timeless present tense •technical terms •paragraphs with topic sentences

CLASSROOM DISCOURSE

THE TEACHER'S MENTAL MAP



Littlewood "Adapting Classroom schemata"

CLASSROOM SPOKEN DISCOURSE: FEATURES OF DISCOURSE.

(HYMES: 1972)

- **Setting (social and psychological)**
- **Purpose**
- **Participants (roles)**
- **Key**
- **Channels**
- **Message content**
- **Message form**

WAYS IN CLASSROOM ACTIVITIES MAY BE ORGANIZED

TYPES OF INTERACTION:

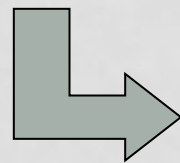
- Teacher interacting with all students as a class:
- Teacher to meet with some students as a group
- Students work independently at their desks with the teacher available for help
- Group work with little supervision from the teacher.

(Hatch, E: 1992)

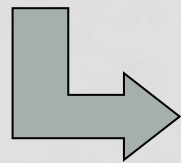
CLASSROOM SCRIPT /SCHEMATA: ACTIONS

Sinclair and Coulthard (1975):
Lessons

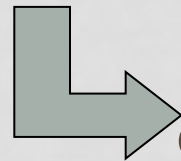
 Transitions:



Exchanges preliminary, medial and terminal exchanges



Moves



acts

CLASSROOM SCRIPT /SCHEMATA: EXCHANGES/ DO

- Teacher informs
- Teacher directs action
- Teacher elicits verbal
- Pupil elicits
- Pupil informs
- Teachers checks
- Teacher reinforces inform
- Teacher repeat
- Pupils list

CLASSROOM SCRIPT /SCHEMATA: MOVES

Each exchange:

- **Framing moves**
- **Focuses moves**
- **Opening moves**
- **Answering moves**
- **Follow-up moves**

CLASSROOM SCRIPT /SCHEMATA: ACTS

Opening move:

- *Starter*
- *Elicitation question*
- *Prompt*
- *nomination*

CLASSROOM DISCOURSE ROUTINES

- requesting elaboration
- eliciting student initiations
- individualizing comments
- providing positive evaluations
- increasing wait time
- asking higher order questions
- assigning peer interactions