

CHAPTER II

LITERATURE REVIEW

This chapter investigates oral communication skills dan classroom discourse analysis. This chapter describes the concepts utilized to justify this research.

A. Oral Communication Skills

This section elaborate several aspect of oral communication covering: the definition of oral communication skills, the important of oral communication skills, and the challenges on developing oral communication skill.

1. Defining Oral Communication Skills

Students need more than only the formal ability to present well and a variety of formulaic language for effective communication. Because it depends on the context, effective communication is ingrained in the specific discourse community (Bizzell, 1989). Oral communication is a reflection of the enduring and significant role that language and communication play in human society. Communication is more than just words being exchanged between people, as (Halliday, 1978) argues. It is a "...sociological encounter", and social reality is "created, maintained, and modified" through the interchange of meanings during the communication process.

Oral communication is a two-way process that involves both the production skill of speaking and the receptive skill of understanding, (Byrne, 1986). The advantage of oral communication is its linguistic method for conveying information. Oral communication includes more than just verbal proficiency; it requires the ability to send and receive written and verbal messages (Sevila, 2021). According to (Brown, 1994), speaking and listening skills integration is referred to as oral communication skills since speaking and listening can directly foster the development of listening. The importance of speaking is being able to convey information in a structured manner, entertain and persuade the audience. With good public speaking skills, anyone can convey thoughts, ideas, information or other things well. Apart from that, you will also become more confident, able to lead others and influence others. Speaking skills can also expand networking. When

you speak well in public, people can be amazed and want to talk to the speaker. This could be a good opportunity to build new relationships to open up various opportunities. The same as a teacher when doing public speaking in class he must be able to speak good language and convey various material things and students will be amazed and want to talk to the teacher.

Oral communication is made up of a variety of components that, when combined, determine whether a contact is successful or unsuccessful. Not everybody has good communication skills. Fluency and accuracy in communication are considered in this study.

According to Sitorus (2001), there are three types of social interaction:

- Interaction between Individuals and Individuals. When two individuals meet, social interaction has begun to occur. Although the two individuals do not do any activities, social interaction has actually occurred if each party is aware of the existence of the other party which causes changes in each of them.
- Interaction between Group and Group. This type of interaction occurs in the group as a whole not as individual members of the group concerned.
- Interaction between Individuals and Groups. The form of interaction here varies according to the circumstances. The interaction is more striking when there is a clash between individual interests and group interests.

The former speaks of using language correctly and without reservation, whereas the latter discusses using language that is grammatically and phonologically right. According to Alwright (1994), teaching that involves both the teacher and the students is a "learn by doing approach." Since the listener reacts to the speaker's speech, speaking occurs in their presence. "If they are exposed to new teaching techniques, teachers can modify their practices" (Bashiruddin, 2003). Applying innovative teaching techniques such role-playing, discussion through pair

and group work, and demonstration to promote student participation in class activities and enhance OCSs was the first step in a journey toward transformation and improvement (Cameron, 2001; Hall, 2011). According to Shughri's (2007) research, "these strategies brought real life situations into the classroom, where students were provided with rich opportunities to express their ideas and exchange their opinions". Several important themes emerged from the use of these strategies during the intervention phase, including: an increase in students' participation and responses to class activities; the development of accuracy and fluency skills; the observation of very little code switching; the assistance of peers and self-correction in improving accuracy and fluency; and the ability of students to sustain oral skills through imitation and questioning. These theme findings pointed definitely in the direction of raising students' OCSs.

2. The Importance of Oral Communication Skills

Oral communication skills are crucial in both personal and professional contexts. Effective oral communication involves the ability to convey ideas, thoughts, and information clearly and accurately through spoken words. This skill is essential for a variety of reasons and is often linked to success in various aspects of life. While there is a growing research on importance of communication skills from various perspectives, the number of studies that examine communication skills with regard to the way messages are conveyed is considerably smaller.

Since English serves for international communication, most foreign language learners try to learn it. Oral communication skills are the most important skills for learning a foreign or second language. Among the four major language skills, speaking is considered the most important skill in learning a foreign or second language. Brown and Yuke (1983) said, "Speaking is the skill that students will be assessed most in real life situations". Despite its importance, the teaching of speaking skills is still undervalued and most EFL/ESL teachers continue to teach their speaking skills simply as memorizing dialogues or repeating exercises. However, the modern world demands the need for communication skills for students and English teachers must teach the necessary skills to ELLs (English

Language Learners) so that they can improve their ability to speak and perform well in real life situations. In today's EFL/ESL teaching environment, oral skills are completely neglected while employability relies more on communication than technology. Since important elements of language such as phonological, morphological, semantic, and syntactic aspects are given less priority, this becomes a major obstacle for ELLs to acquire speaking skills among English language learners. So far, more concentration has been given to reading and writing skills. Having realized the importance of oral communication skills, emphasis is now placed on developing students' speaking skills so that they can continue their studies successfully and excel in their field after they complete their education. Moreover, English is the language for getting job opportunities and achieving success in achieving your desired life goals.

Existing studies mostly have focused on written communication skills (Jones, 2011). These skills undoubtedly are the foundation of literacy and a prerequisite of any business communication, although Stevens (2005) stresses that oral communication skills are lacking in young employees.

Alrowayeh (2017), oral communication is crucial to language learning because it speeds up the process, helps students meet their goals, increases opportunities for further learning, fortifies the bond between students and teachers, and fosters an enjoyable learning environment. Effective oral communication abilities so allow students to: enhance their academic success, raise their personal effectiveness, extend their employment alternatives, and enhance their later professional competence. (Crebert, et al., *ibid*: 5).

Oral communication is fundamental for successful collaboration and teamwork in both professional and personal settings. It allows individuals to share ideas, coordinate tasks, and exchange information in real-time. Effective communication fosters a positive team environment and enhances overall productivity.

In conclusion, oral communication skills are essential for success in various aspects of life, including personal relationships, academic pursuits, and professional

endeavors. These skills enable effective collaboration, career advancement, customer relations, leadership, academic achievement, and conflict resolution. Developing strong oral communication skills can lead to improved outcomes and a more fulfilling and impactful life.

3. The Challenges on Developing Oral Communication Skills

There are a few studies that investigated the problems EFL teachers faced to develop learners' oral English communication skills at the tertiary level in Bangladesh (Chowdhury & Shaila, 2013). In other words, we can state that although a good number of studies have been conducted on the problems developing EFL learners' oral English communication skills from learners' perspectives, studies are also required to investigate the problems EFL teachers face while teaching oral skills in global EFL contexts (Adhikari, 2011; Musliadi, 2016; Nuraini, 2016). Ferrari, Punie, and Redecker (2012) assert, places a strong emphasis on oral communication, it has been widely acknowledged that the implementation of the Oral communication strand has proved challenging and some teachers may have struggled to implement this component because the underlying framework was unclear to them. Patil (2008) asserts that building up the learner's performance was a priority that the teacher should consider in order to make the learner feel comfortable with their language use.

Teaching oral communication skills in English as a Foreign Language (EFL) settings can be challenging due to a variety of factors. These challenges often arise from differences in language proficiency, cultural backgrounds, learning environments, and teaching methodologies.

a. Lack of Authentic Input

There may not be much actual English language input available to EFL students outside of the classroom. This may make it more difficult for them to acquire natural pronunciation, vocabulary, and fluency (Richards, J. C., & Rodgers, T. S. 2014).

b. Cultural Barriers

Students' confidence in utilising English for oral communication may be impacted by cultural differences. Due to varying social standards, fear of making mistakes, and variances in communication norms, students may feel uneasy or hesitant (Byram, M. 1997).

c. Fear of Making Mistakes

When speaking in a foreign language, students frequently worry that they may make mistakes, which can cause anxiety and make them reluctant to participate in oral activities (Horwitz, E. K. 2001).

d. In EFL contexts, class time may be constrained and speaking practise in English may not be given to students frequently enough. Speaking practise can be further diminished by time constraints and large class sizes (Nation, I. S. P., & Macalister, J. 2010).

e. Teacher-Centered Approaches

EFL classrooms may be dominated by traditional teacher-centered methods, which might reduce student involvement and active participation in speaking activities (Nunan, D. 1991).

f. Assessment Methods

Because judging speaking ability is subjective, evaluating oral communication skills can be difficult. The speaking skills of students may not be accurately reflected by traditional written tests.

g. Lack of Real-World Context

Teaching oral communication skills in isolation from real-world contexts may limit students' ability to apply their language skills in authentic situations.

h. Variability in Student Proficiency

Many times, students in EFL classes include a mixture of speakers of other languages. It might be tough to meet the needs of every student (Ellis, R. 2008).

In teaching English, there are quite a lot of problems faced by students which become obstacles to the development of their English language skills. One of the difficult problems that is often faced is problems with speaking ability. The difficulties for teachers in teaching in class are at points b and c. According to Darsiana, (2018) Factors that influence learning English to be difficult are:

- Low English speaking skills due to unfamiliarity.
- Some students are still reluctant and even keep their mouths shut when they are asked to speak in English. In fact, if you look at vocabulary mastery, the student should be able to speak English even in a series of very simple sentences.
- Have difficulty speaking English so they have not been able to communicate.

To address these challenges, EFL educators can implement learner-centered teaching approaches, incorporate authentic materials, create a supportive and inclusive classroom environment, integrate technology for practice, provide examples of speaking opportunities, and implement formative and performance-based assessment methods. According to Rao (2012) the teacher introduces the language item in the class and the learners situationalize it. Tolerate the students if some of them simply repeat what they say. Professional development and ongoing training for EFL teachers can also play a vital role in improving their ability to address these challenges effectively.

B. Classroom Discourse Analysis

This section elaborate several aspect of classroom discourse analysis covering: the definition of classroom discourse analysis, the importance and benefits of classroom discourse analysis, function classroom discourse analysis, and procedure to analyze classroom discourse.

1. Definition Classroom Discourse Analysis

Discourse analysis focuses on the nature of language in use. This includes, in the narrowest sense, the relationship between multiple utterances and in the broadest, the relationship between language use and language ideologies (Razfar, 2005). Discourse analysis refers to the study of the relationship between language and the

contexts in which it is used. It involves looking at both language form and language function and includes the study of both spoken interaction and written texts. According to Betsy Rymes (2008) classroom discourse, "as an investigation into how discourse (language-in-use) and context affect each other, our framework consists of three ever-present dimensions of Language-in-Use. It identifies linguistic features that characterize different genres as well as social and cultural factors that aid in our interpretation and understanding of different texts and types of talk. 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,1987, cited from Wittrock,1988). The use of discourse analysis in EFL teaching and learning can tell a lot about how teachers can enhance their methods by examining how language is really used in the classroom and how students can pick up a language via exposure to various discourses. One technique for teachers to keep track of both the quantity and quality of their students' production is through classroom discourse analysis, which is a component of classroom process research.

A wide definition of classroom discourse is all of the communication that occurs in a classroom or other educational setting. A survey of the literature reveals, however, that the context of what constitutes classroom discourse as a unit of analysis is rather broad, and it may be more useful to think of this unit by extending the definition of the term to discourse in educational contexts. A more recent focus on learning and identity building through discourse has replaced earlier research that looked at teacher and student interaction in the classroom discourse analysis. Gumperz's (1982) work has been a significant component of research on classroom discourse and cultural diversity. The crucial understanding of contextualization cues—verbal cues created during interaction that permit the process of conversational inference to occur—and conversational inference—the situated or context-bound process of understanding among participants—came from Gumperz's work. As Philips (1983) has shown, what makes one communicatively competent within a community may not make one competent within an educational setting. What is more, Cook-Gumperz and Gumperz (1982) contend that there is a vast difference between ways in which people learn the world over. To put it

another way, cross-cultural analyses of learning practises should be included in discussions of cultural differences in discourse style and behaviour in addition to discussions of linguistic practises.

According to some researchers, literate practices—which are comparable to discursive practices—are significantly different in school contexts than in the communities where kids were socialised. Shirley Brice Heath's (1983) study of multiple communities in Appalachia discussed how not only linguistic practices differed in terms of socialization across communities, but the expectations of literacy practices also differed across these cultural traditions. Additionally, there is a growing body of research in the field of new literacy studies that has successfully brought attention to the fact that literacy is valued differently across cultures and that literate practises have effects that extend far beyond the boundaries of the classroom. One implication of these studies on cultural differences in language and literacy practises, as well as between the community and the classroom, is that different contexts have different standards for what constitutes knowledge, and that success in the classroom necessitates an understanding of how the dominant culture uses language and literacy. The perspectives that students take and the role that teachers play in the formation of classroom and educational identities have become a recent focus of classroom discourse analysis.

2. Classroom Discourse Analysis Strategies

A characteristic feature of classroom discourse is the teacher's control of the interaction. A large body of research proves the unequal roles of participants in classroom communication with the teacher managing the conversation and turn-taking . According Shughri (2007), "this strategy brings real life situations into the classroom, where students are given many opportunities to express their ideas and exchange opinions" . However, the control over the classroom discourse leads to limited learning as there is no place for meaningful, spontaneous and natural interaction. Students can only acquire the language through involvement in interactions and relationships formed when they take part in communication. Language thus activated and internalized becomes part of the students' cognitive

resources . Learning needs to be meaningful as it allows “new pieces of information [to be] attached to existing knowledge so that a new, meaningful whole, like the completed puzzle, is formed”. Learning needs to be based on the processes of assimilation, accommodation, developing meaningful cognitive sets (i.e. forming logical connection and organization in the material), and using advanced organizers (i.e. general concepts that help the learner to organize and understand new material). Meaningful learning allows the information to be retained for a longer period of time; the information may be retrieved faster; furthermore, the student’s cognitive structure is developed. Teachers tend to limit speaking opportunities for their students by asking questions that fulfil educational goals but prevent interlocutors from developing conversation and also violate pragmatic conventions of conversation. Other studies prove that classroom discourse is limited to teacher-initiated questions are to a great extent display questions that are difficult to answer due to a short time allowed for response, and the third turn is merely a simple feedback.

a. Question and Answer

One method used to change this character is that teachers must be able to stimulate students to want to ask questions and be willing to answer. Ask comes from the basic word. Asking has meaning in the verb or verb class so that asking can express an action, existence, experience or other dynamic meaning. Ellis (2008), an effective teaching approach will consider each student's unique needs and abilities, providing appropriate feedback to improve fluency and accuracy. This recognition fosters a positive learning environment where students feel valued for their contributions. Asking is the activity of students asking for information or explanations, asking to be told about something, being able to reveal what ideas they are thinking about by using the words what, who, where, why and how. Dominant students do not dare to ask questions. Lack of courage is caused by fear of making mistakes, not mastering the material, not concentrating on learning. Answer means giving an answer

(to a question, criticism, etc.), discussing, answering (Arif Budiman, 2018). Asking and answering skills are important assets in the teaching and learning process. The teacher becomes the central motivator for students to ask and answer questions. Asking and answering can be used as a learning medium. The term commonly used to use this media is QnA or an abbreviation of Questioning and Answer. Asking questions can be done from teachers to students or from students to teachers and even from students to other students. Answering can be done by teachers for students or students for teachers and even students for participants. The role of teachers in Teaching and Learning Activities as managers is very necessary. Teachers who know the right time to carry out QnA activities. Question and Answer activities at the beginning of learning as an appreciation and motivation for students can also be used as a pre-test for students to determine students' initial level of knowledge and stimulate students to read the material that will be taught. Questions and Answers in the middle of Teaching and Learning activities or during core activities as a deepening of the material being studied and capturing students who do not yet understand the material being studied. Question and Answer at the end of Teaching and Learning activities as a post test to measure the level of understanding of the material.

The existence of QnA activities makes the teaching and learning process come alive and students are active. On the other hand, if students are active then the Teaching and Learning Activities come to life. The teacher's role as a manager and motivator is very important in generating questions and answers.

b. Scaffolding

Scaffolding is the theoretical framework that is frequently associated with the sociocultural approach to education. Structural scaffolding, as defined by Wood, Bruner, and Ross (1976), pertains to the tutorial support that an adult offers a child in order to facilitate learning that

surpasses the student current capabilities. Developing a student understanding so that they can independently complete a given task in the future is the objective of scaffolding. The instructor is accountable for regulating the components that are at first beyond the capabilities of the student or juvenile (Wood, Bruner, & Ross, 1976). According to Vygotsky (1978), it is recommended that learners receive guidance or scaffolding from a more proficient peer in order to complete a given task. According to Ge and Land (2003), these concepts of scaffolding place significant emphasis on the facilitation of comprehension-monitoring strategies through dialogue and social interaction. It is implicit that various approaches may be taken to accomplish a scaffolding interaction or process. A multitude of strategies are employed to assist learners, including but not limited to the following: modelling (Waiqui, 2006; Yelland & Masters, 2007; Mertzman, 2008); prompting (Forman, 2005, 2008); questioning (McCormick, 1997; Mertzman, 2008; Sharpe, 2008); gesture and action clues (Anton, 1999; Ohta, 1999); and feedback provision (Aljaafreh & Lantolf, 1994; Nassaji & Swain, 2000). Additionally, there are scaffolds that provide high and low support (Pentimonti & Justice, 2010) and a scaffolded digital literacy environment.

c. Feedback

In learning, feedback is mandatory and commonplace. There are 2 types of feedback in teaching and learning activities, namely feedback from teachers to students and feedback from students to teachers. Teacher feedback to students is action or information provided by the teacher to provide information regarding aspects of student performance or understanding. This feedback provides information about the gap between what has been understood and what should be understood, as well as what further action should be taken (Nita, 2022). Meanwhile, student feedback to the teacher is information about how learning has

been carried out in class. From student feedback, teachers will get information about whether learning is effective and acceptable to all students. Thus, a teacher can take corrective actions if there is something that is deemed lacking in implementing learning.

The purpose of feedback is given to students to provide information about student achievements in the learning process. This feedback has many important benefits in learning, including the following:

- Encourage increased effort, motivation or involvement to reduce the gap between current achievements and the goals students want to achieve
- Provide information about alternative strategies for understanding the material that has been studied
- Confirm students that they are right or wrong, or how far they have understood the lesson being taught.
- Become a guide for students about what must be done to improve learning outcomes
- Provide direction regarding restructuring of understanding
- Provide feedback on students' strengths and advantages related to learning activities.

Feedback is usually given at the end of the lesson and can be used as reflection material for both teachers and students.

d. Presentation

Direct in-class presentations are one of the right methods to get students to want to use English. At the beginning of class, students seem to have a lot of difficulty and are forced to use English, but as time goes by, students will get used to using it, at least when students are in English class. According to Rust (2010), students can receive a higher level of interaction through friends in the same class and their teachers. According to Wardhani (2009), a presentation aims to (1) provide

information; (2) persuasion; and (3) entertaining. But whatever the purpose of a presentation, the most important thing is to think about who the audience is. Are they professionals or nonprofessionals? Buyer or seller? Service provider or user? Internal or external? In more detail, the objectives of presentations can be further grouped as follows: (1) To demonstrate: services, products, and systems; (2) To form: image, strategy; (3) To entertain : colleagues, outsiders; (4) To sell: concept, product, idea; (5) To represent: group, company, department; (6) To promote: attitude, way of working; and (7) To propose: solutions, new concepts (Ido Priyono Hadi, 2001)

e. Discussion

According to Basyirudin (2002), the discussion method is a way of studying subject matter by debating problems that arise and arguing with each other nationally and objectively. In English foreign language, the discussion method is used as a way to overcome teaching and learning difficulties in the classroom. Teaching materials are saturated because teachers teach one-sidedly and students only listen to the teacher's explanations. Of course, when using the discussion method it can also be used as a basis for students' critical thinking, especially when solving problems that arise related to what they are learning.

In addition, the discussion method is designed to solve problems by using students' abilities to learn ideas and think critically and rationally, so that the process of educating students independently to solve various problems is certainly

Planning is not the sole factor that affects effective teaching (Richards, 1998). According to van Lier (1991), preparation and improvisation are two crucial components of teaching. Teachers' improvisations and participatory decisions are just as significant as the preparation they perform before a lesson. Under this teaching paradigm, choices are made based on the learner's objectives, the context's

opportunities and limitations, and the teacher's pedagogical goals. A wise choice is one that makes sense for the situation.

3. Importance and Benefits of Classroom Discourse Analysis

Classroom discourse analysis refers to the systematic study of communication patterns, interactions, and language use within educational settings. This analytical approach has gained significance in education research due to its ability to uncover valuable insights into teaching and learning processes. Classroom discourse analysis helps researchers and educators gain a deeper understanding of how students learn and make sense of concepts. By analyzing classroom interactions, researchers can identify cognitive processes, misconceptions, and the effectiveness of instructional strategies (Mercer, N., & Littleton, K. 2007). Analyzing classroom discourse provides insights into the dynamics of teacher-student interactions. This can reveal how teachers scaffold learning, ask questions, provide feedback, and engage students in meaningful conversations (Walsh, S. 2006).

Classroom discourse analysis can reveal differences in student involvement and communication styles. Educators can seek to create more inclusive and participative learning environments by recognising imbalances. Teachers can evaluate their pedagogical strategies by analysing the dialogue in the classroom. Teachers can hone their instructional tactics, boost classroom management, and increase student engagement by reflecting on their interactions with students. Gee, J. P. (2014) discourse analysis can highlight communication gaps that obstruct learner comprehension. Educators can create tailored interventions and instructional strategies to address these limitations by identifying them. Discourse analysis can also help students find their latent talents and make the transition from being passive to active learners, which is a significant advantage. Teachers do practically all of the in-class activities, lesson presentations, and closed-ended questions, making it highly challenging and occasionally impossible for them to identify students' latent skills.

Applying innovative teaching techniques such role-playing, discussion through pair and group work, and demonstration to promote student participation in class

activities and enhance OCSs was the first step in a path toward transformation and improvement.

4. Function of Classroom Discourse Analysis

Teachers should concentrate on two points before entering the classroom. Teachers should first analyse and compare the curriculum and textbooks for the teaching objectives and use them creatively. The knowledge and experiences of pupils should be known by teachers, second. Teachers should also respect pupils, provide them opportunities, have faith in them, and foster positive relationships with them. Teachers should also be polite and supportive, treat pupils fairly and equally, and provide a welcoming environment for learning. Teachers should permit and provide possibilities for student-to-student and student-to-teacher interactions. Also, students should actively engage in classroom interaction, and reduce teachers' dominant role in the class (River, 1987, as cited in Ab Rashid, & Al-Smadi, 2017). Discourse analysis enables teachers and students to identify their weaknesses and areas of strength before assisting them in closing the gaps. For the benefit of both students and teachers, it can define what goes on in the classroom when teaching English as a foreign language. Due to their control over the learning objectives, learning styles, and activities in the classroom, teachers play a prominent role. Language learning processes both short-term and long-term are influenced by teachers.

The teaching and learning process is not facilitated by such a classroom environment. Instead, it hinders learning by demoralising kids and stifling their energy and ingenuity. It casts a poor light on education and learning.

Flanders (1970), for instance, focused in particular on teacher talk and its consequences for students' achievements, using terms such as Asking Questions, Giving Directions, Accepting Feeling, and so on. These were rather general terms and often difficult to apply with certainty to different utterances. Bellack and his colleagues (1966), pursuing issues of the structured nature of classroom work rather more fully, began to conceive any lesson in more ordered and hierarchical terms. They identified the labels Bellack given to the four analytical units: game, sub-

game, cycle, and move. Although not linguistically characterised, the motion nevertheless had several characteristics that Sinclair and Coulthard, whose work was linguistic, subsequently accepted. One of four sorts of moves is possible: solicitation where the individual making the request was actively looking for responses (verbal or nonverbal); a response that involves some form of reciprocity with the move to solicit; Structuring, where instructional activity was started, either by starting a path of action or by excluding others; and finally, Reacting, where this was a step made in response to any of the others.

In this case, class discourse can be an exceptional solution for students' problems understanding the target language being studied in class (Tang, 2017). Students sometimes have difficulty understanding the teacher's explanation. Students need clarification to know the meaning of learning. In conditions like this, the teacher must change the basis into an understandable language, or this process can be called code-switching; moreover, the lesson is an English lesson (Scotton, 2017). To clarify the explanations given by professors to students, such as when studying English under specific circumstances necessitating clarification to understand the subject, class discourse and code-switching are necessary in the teaching and learning process (Donaldson, 2011). Researchers are currently focusing on class discourse by using code-switching when delivering material to students in a class, ensuring that the language choice in class discourse is essential for creating a practical and easy-to-understand class (Fachriyah, 2017). For instance, the instructor will utilise English or the other language being taught in the class to clarify English subject. When a pupil does not understand, the teacher will ensure that every student can comprehend the information being presented. As a result, the instructor can employ code-switching to replace the language being spoken with one that both the teacher and the pupils in the class can understand (Puspawati, 2018).

5. Procedure to Analyze Classroom Discourse

Analyzing classroom discourse involves examining the interactions, conversations, and communication that take place within a classroom setting. This process can provide insights into student engagement, learning dynamics, teacher-student interactions, and the overall effectiveness of teaching strategies.

a) Define Research Objectives:

Clearly outline the goals and objectives of your analysis. What specific aspects of classroom discourse are you interested in studying? This could include teacher-student interactions, peer-to-peer discussions, questioning patterns, participation levels, etc.

b) Data Collection:

Collect audio or video recordings of classroom interactions. Depending on your research objectives, you might want to focus on specific lessons, topics, or activities. Ensure you have the necessary ethical approvals and permissions for recording and using the data.

c) Transcription:

Transcribe the recorded interactions verbatim. This involves converting spoken language into written text. Transcription software or services can be helpful in this process to ensure accuracy.

d) Coding Scheme Development:

Develop a coding scheme that outlines the categories, themes, or concepts you want to analyze within the discourse. This could include categories like teacher talk, student responses, questions, explanations, and more.

e) Qualitative Analysis:

For a deeper understanding, engage in qualitative analysis by examining the content of the coded segments. Look for patterns, recurring themes,

and variations within the discourse. This can provide insights into teaching strategies, student engagement, and learning dynamics.

f) Interpretation and Conclusion:

Interpret the quantitative and qualitative findings in the context of your research objectives. What do these findings reveal about classroom discourse? How do they align with existing theories or literature on education and communication?

