

Towards the Adoption of Classroom Discourse Analysis for Creating a Model Classroom at the University Level

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Abstract:

The present research study sheds light on the incorporation of classroom discourse analysis in the teaching process inside university classrooms. The aim of the study is to conceptualize and establish a theoretical model for the teachers of English to adopt in classroom discourses at the university level. The problem of the research is quite evident in that there are various teaching methods which university teachers of English definitely follow. Teachers prefer to adopt the method they consider suitable for the materials they teach. It is hypothesized that if the teachers of English try to stick to a compromised language teaching method, the language teaching/learning situation will be better improved and developed. To validate the hypothesis, a questionnaire is adopted and presented to 19 university teachers of English to assign the method they should follow inside the classroom. Then, the framework is conceptualized and established by the researchers according to the results of the questionnaire. The researchers adopted the qualitative and quantitative methods in analyzing data. Based on the results obtained and data analysis, it is concluded that the university teachers of English prefer to adapt to different methods and models of teaching in order, for them, to select and adopt the language teaching method(s) they characterize for the materials they intend to teach inside their classrooms.

Keywords: Classroom interaction, classroom discourse, linguistic competence, classroom context, communicative competence .

نحو التبني لتحليل الخطاب الصفّي لخلق نموذجاً صفياً على المستوى الجامعي

ملخص البحث:

تلقي الدراسة الحالية الضوء على دمج تحليل الخطاب في عمليات التدريس داخل الصفوف الدراسية بالجامعة. تهدف الدراسة الى تصور وإنشاء نموذجاً نظرياً للمدرسين لاعتماده في الخطابات الصفية على المستوى الجامعي. على الرغم من وجود طرائق تدريس مختلفة ، إلا أن مدرسي اللغة الانجليزية في الجامعات يتبعون بالتأكيد الطريقة التي يرونها مناسبة للمواد التي يقومون بتدريسها. ان مشكلة البحث واضحة هنا و لحل المشكلة اعلاه يفترض الباحثان بانه لو قام مدرسو اللغة الانجليزية بالاعتماد على طريقة توليفية فان الموقف التعليمي والتعلمي سوف يتحسن ويتطور نحو الاحسن. تم اعتماد استبيان وتقديمه إلى ١٩ مدرس جامعي لبيان الطريقة التي يتبعونها داخل الفصل. ثم يتم وضع تصور للإطار ووضعه من قبل الباحثين وفقاً لنتائج الاستبيان.

الكلمات المفتاحية: التفاعل الصفّي، الحوار الصفّي، القدرة اللسانية، السياق الصفّي، القدرة التواصلية

1.1 Introduction

Classroom interaction is regarded as a crucial activity in language teaching and learning process not only in functioning as a psychological means, but also as medium for achieving effective language learning and thinking. Methodologically, the activity of the classroom interaction shows how teachers interact with their students during the whole class group, based on one-to-one interactive teaching. It is considered a competence, termed as a “classroom interactional competence, which, in turn, refers to the teacher’s and learner’s ability to deal with the interaction as a central tool for assisting and enhancing language learning.

Classroom discourse refers to what goes in the classroom teaching. It is a form of discourse which falls within language classroom, specifically verbal routines in classroom. In addition, it includes certain features, such as modes of interactions, the teachers’ talk, and unequal power of relations. Classroom discourse is a complex sociocultural process that involves techniques of meaning construction in the development of students’ social identities.

In the classroom interaction, the teacher plays a very active role inside the classroom, moreover, the teacher’s talk and roles are closely integrated into classroom discourse because the teacher can modify and adjust the functions and forms of language to improve the type of interaction and achieve a good communication process.

1.2 Classroom Discourse

Classroom discourse refers to the oral interaction that takes place inside the classroom. Nunan (as cited in Behnam & Pourian, 2009: 118), states that it is also considered as a “distinctive type of discourse”. Furthermore, Jocuns (2013:1) defines classroom discourse as “all those forms of talk that we may find within a classroom or other educational setting.”

1.3 The Traditional Method of Teaching

The traditional method of language teaching inside the classrooms was considered as initiation response feedback in which the teacher asks certain questions and the students are expected to answer the questions, posed by the teacher. The role of the teacher, then, is to evaluate the response(s) and give the student(s) the feedback. Interaction in this case depends on the nature of the type of materials or subjects that the teacher intends to teach. Accordingly, the teacher is the only person who dominates the classroom and a very limited number of students are going to participate or interact inside the classroom teaching.

1.4 Teacher's Role

The main role of the teacher is to become a facilitator who initiates questions where all students are engaged in the process of listening first. Later the students are expected to participate differently according to the knowledge they have about the question raised. In this case, the teachers motivate their students to engage and interact inside the classroom. Here, the discourse should be very rich; it should provide the students with a wide range of thinking in order, for all of them, to participate and think of the question(s) from different perspectives.

To achieve this task, the teacher represents the key person inside the classroom and in the whole process of teaching and learning. Vijaya and Naik (2016:20) believe that "the teacher is an integral figure in the overall running and management of the classroom." In fact, it is not easy to become a teacher as a teacher is really considered the center of language teaching process. He/she is an actor who keeps students on the stage and the facilitator who guides and directs the students towards being well – educated people.

According to Harmer (2007: 25), the teacher has different roles inside classroom; he/she can be the controller, the assessor, the organizer, the prompter, the participant, and resource. Generally, good teachers should be able to run class activities and interactions effectively and at different situations. If teachers manage their classroom effectively, this may reduce the effect of stress and tension from the part of the learners and make them more enthusiastic and thus they participate effectively as well.

1.5 Classroom Language

The social and cultural variables found in languages play a great role in determining the type of social oral interaction. In this sense, it is believed that:

Sociolinguistics holds that differences in oral communication reflect social variables such as gender, ethnicity, social class, and age. When children enter school, their mode of oral communication has been influenced by these factors, they also already work within a communication system which consists of language structure (sound structures, inflection, syntax), content (meaning, and use (purpose of communication, appropriate forms of communication)). (Wikinson & Silliman, 2000: 2).

Sociocultural theories emphasize that L2 development is a process that is determined by social interaction. In general, students use language for the sake of communication and interaction; therefore, they can share common knowledge inside the classroom and practice social interaction. Thus, using "a mediating language in an L2 class and have the students engaged in classroom activity critically allows a large part of language learning process to remain in the control of learners and thus meaningful to them" (Danping, 2019: 48).

The Translanguaging Theory focuses on the utilization of communication strategies that learners use in social setting and classroom setting as well. In this case, students can share their social and cultural competence as they interact inside the classroom. In this respect, Danping (2019: 50) adopts such a theory as a conceptual framework to understand and analyze the emerging pedagogy in communicative Second Language classroom.

1.6 Teacher's Attitude

Teachers' and students' language attitude may vary under the influence of many factors at an institutional, professional, and personal level (McMillan and Rivers 2011; and Stables and Wikeley 1999). Attitude is "a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or racial group, a custom or an institution." (SivaKumar, 2018: 284). Thus, the teachers' attitude can shape their way of thinking about social issues and about their profession and at the same time, it reflects the way students consistently act inside the classroom. As the teachers are regarded as the builders of the societies, they have a favorable tendency toward their own profession.

1.7 Classroom Context

Interaction inside the classroom is highly affected by the classroom environment; instruction time, use of technology and supportive factors that may have a direct influence on the teaching/ learning process. Social context inside the classroom is of great importance for students' engagement. It includes factors like behavior, emotion, attitude, belief, and perception. Therefore, context does not only include environment, but it also includes these aforementioned factors. Context and environment should include the teacher, the students, and the paraprofessionals as well. Thus, all participants inside the classroom work together to create a social context. Consequently, the nature of that context determines the abilities of the participants in keeping engaged in the process of learning.

De Boer (2009: 42) states that the students can "minimize their learning opportunities by utilizing all participants as resources from which to access new language. They can also practise it "outside the classroom to be autonomous learners" (Cockayne, 2010: 18).

1.8 Discourse Analysis and Language Teaching

For decades, language teaching has been concerned with grammatical competence. Although language teaching methodology has been changed, the major underlined principles have undergone no remarkable changes. The emphasis was on grammatical competence rather than on communicative competence. As the ultimate goal of learners is to communicate, communicative competence should be considered along with grammatical competence. Canale (as cited in Coulthard, 1985:94) states that communicative competence consists of grammatical, sociolinguistic, discourse, and strategic competence.

1.8.1 Communicative Competence

The communicative competence is divided into linguistic competence and pragmatic competence. The former is related to syntax and phonology while the latter is related to “the use of language under certain context” (Taguchi, 2006: 514). In this case, pragmatic competence deals with the pragmatic knowledge and the strategic competence required for the communicative interaction.

1.8.1.1 Grammatical Competence

Grammatical competence refers to how literal meaning on utterances can be understood and expressed. Millrood (2014:260) refers to grammatical competence in the context of learning as “a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for the students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about the right and wrong linguistic forms, and to perform language testing tasks.”

1.8.1.2 Sociolinguistic Competence

This concept refers to the hearer’s “knowledge of the sociocultural rules of language and discourse” (Brown, 2001: 247). Also, Lyster (1994: 263) defines this concept as the “capacity to recognize and produce socially appropriate speech in context”. In fact, it is not easy to grasp and have control over this concept fully; it needs certain mastery over the social and cultural norms and beliefs of the given community. Sociolinguistic competence “includes not simply rules of address and questions of politeness but also selection and formulation of topic and the social significance of indirect speech acts” (Coulthard, 1985: 94).

1.8.1.3 Discourse Competence

Discourse competence refers to the cohesion and coherence in the structure of texts. It is concerned with “the knowledge about the organization of different speech events and the interpretation rules for relating form to function.” (Coulthard, 1985: 94). In other words, it refers to the way words, sentences, and utterances are put together to form one unified spoken or written text (connectedness and cohesion) (Januin and Stephen, 2015: 159).

1.8.1.4 Strategic Competence

Strategic competence is concerned with verbal and non-verbal communication. It provides the speakers with the ability to manage breakdown in communication. It also enhances the effectiveness of messages delivered by speakers. Seong (2014: 15) indicates that strategic competence refers to the problem solving mechanism in oral communication. It is used to “compensate for breakdown in communication due to performance variables or to insufficient linguistic competence” (Carnale and Swain, 1980: 30)

1.9 Speech Acts

Speech act is mainly concerned with the speaker's intention and the effect of speech on listeners. According to Searle (1969: 16) "speaking a language is performing speech acts." Searle believes that the minimal unit of linguistic communication is the speech act. These acts are represented by three main acts: locutionary act (the act of saying something), illocutionary act (the act achieved in saying something), and perlocutionary act (the act achieved by saying something or the effect the utterance has on the hearer in certain situations). Levinson (1983: 236) also asserts that illocutionary act is central to speech act theory. This act is directly related to the social function of utterances. It is confirmed that "whenever a speaker utters a sentence in an appropriate context with certain intentions, he performs one or more illocutionary acts." (Searle and Vanderveken, 1985: 1). On these bases, Searle classifies these acts into categories: declaratives, representatives, commissives, directives, and expressives. Flowerdew (1988: 71) states that this classification is of vital importance in language teaching. They are considered to be effective tools "in the hands of the designers of a language teaching syllabus." To Brown (1980: 193), communication is a series of speech acts in combination with a particular intention.

Moreover, speech acts deal with the actions and the discourses in use, i.e. it is also concerned with the social discourses. Yi-Xuan (2016: 515) believes that "it is of vital importance to let language learners acquire its concept and principles." Abboud (1999: 120) believes that speech act is "useful in language teaching since it provides the learners with a means that can facilitate their understanding of how to use the foreign language they intend to learn", i.e. how the language works. Foreign language teachers should be aware of the existence of these acts separately and collectively. The use of an individual act and the use of the combination of these acts in everyday conversation are inevitable. At the same time, it is important to know how these acts function effectively in everyday speech. Therefore, teaching learners how to master these acts remains an urgent necessity. As speech act theory focuses on the necessity of context of situation in identifying and interpreting speech acts, foreign language learners may vary in the choice of these acts according to the situation in which they occur. Therefore, a speech act plays a major role in the classroom interaction.

1.10 Sinclair and Coulthard Model

According to Sinclair and Culthard Model, teachers guide their students through asking questions all the time. Van de Walle et al. (2014:20) believe that classroom discourse includes "the interactions between all the participants that occur throughout a lesson." It includes both the teacher –student interaction as well as the student –student interaction.

Speech acts theory assigned the functional meaning of an utterance. It presents the locutionary act, illocutionary act, and the perlocutionary act. Illocutiory act is the fundamental part that conveys the meaning of utterances to the listeners. Sinclair and Coulthard (1975) assign a new level of analysis of utterances in the context

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represented by discourse. They realized that the appropriate setting for applying their model in discourse is the classroom setting. They presented a model that depends on a rank scale that consists of lesson, transaction, exchange, move, and act. The lesson represents the largest element of classroom discourse (Raine, 2010: 5). In this case, a combination between language function and social practices could be achieved. By focusing on the exchange which includes initiation, response, and follow up “a linguistic context for the understanding of speech acts” is given (Paterson, 2008: 71). According to this model, the teacher makes the initiation and follow up while the learners’ responses are limited to the moves.

RANK	
I	Lesson
II	Transaction
III	Exchange : Boundary structural elements - Frame/Focus basic structure - (Fr) (Fo) moves - Fr : Framing/Fo : Focusing Teaching structural elements - Initiation/Response/Feedback basic structure - I (R) (F) moves - I : Opening/R : Answering/F : Follow-up
IV	Move
V	Act

Types of Teaching exchange : Free - Teacher inform/direct/elicit Pupil elicit/inform Check Bound - Re-initiation i & ii/Listing/Reinforce/ Repeat	
Types of Move : Opening/Answering/Follow-up/Framing/Focusing	

2.1 Methodology

In order to arrive at certain solutions to solve the posed problem of the research, the researchers try to adopt certain statistical procedures aiming at validating the assigned hypothesis. They adopted qualitative and quantitative methods in analyzing the data under study.

2.2 Data Collection

The source of data of this research study is the conducting of a questionnaire consisting of twenty items presented to the university teachers of English at the University of Basrah/College of Education for Human Sciences / the Department of English. The participants (19) of this questionnaire are asked to respond to 20 items with respect to Likert’s Scale. The questionnaire is submitted to the participants via google form. To analyze the data, SPSS software is also used for indexing and charting.

2.3 The Questionnaire

The questionnaire consists of (20) items distributed according to Likert's Scale to five categories (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree). The participants are asked to respond to each item according to the categories mentioned. The number of participants in this questionnaire is (19) male and female university teachers. They are asked to indicate their gender, scientific qualification and years of experience.

2.4 Samples

The mean year of the teaching experience of the participants in teaching English at university level in particular the College of Education for Human Sciences is (5) to (43). The male and female teachers participated in this study are (13 males and 6 females). The scientific qualification of teachers varies between 6 professors, 6 assistant professors, 4 lecturers, and 3 lecturer assistants.

2.5 Data Analysis

From the analysis of data, it is clear that Q2 got the highest percentage (97.89%) where the participants Strongly Agree on emphasizing that "In his teaching, a teacher should focus on developing his learners' linguistic competence which includes: grammar, vocabulary, spelling, and pronunciation. This assures the ultimate aim of teachers to developing the learners' linguistic competence as it represents the base on which the learning of a language depends. Q13 and Q14 got the percentages (81.05%) and (80%), respectively. Participants Agree on that "A teacher should have a course of ELT method in order to adapt himself to the new developments of language teaching"; at the same time, "The teacher should teach the assigned language teaching materials, in addition to some related materials, prepared by him in order to improve the learners' mental and communicative ability. This of course reflects the teachers' awareness of the importance of having ELT courses for the sake of developing their own method of teaching; moreover, they concentrate on teaching the assigned materials and providing the additional supplementary materials in which they could find them useful for the learners to develop their communicative skills. Participants also Agree on Q12 "A teacher should incorporate culture as an integral part into his language teaching inside his classroom periods." where this question got the percentage of (78.94%). Emphasizing the role of teaching culture indicates the teachers' dependence in selecting the model they find it suitable for their learners. Q15 and Q20 scored (77.89%). The participants Agree on that "A teacher should seek for creating and achieving a good interactive atmosphere among his learners." Responses of Q20 show that "A typical model classroom should be characterized by social, cultural, and discursive nature." The teachers should create an atmosphere inside their classrooms that is appropriate for teaching culture and social and discursive practice. Regarding Q3 and Q8, participants Agree on both "In his teaching, a teacher should endeavor more to developing his learners' communicative competence." and "A teacher should follow a teaching technique of group- work

discussion in order to create a situation in which language is really practiced.” where they both got the percentage of (76.48%). Again, the teachers here, stress the importance of developing the learners’ communicative competence in creating an appropriate situation where language can be practiced effectively and functionally.

Q11 scored (75.78%) where participants Agree on that “Critical thinking should be concentrated on in order to develop the learners’ ability to use language adequately and appropriately.” To make learners participate effectively in classroom, one of the essential roles of the teachers is to develop learners’ critical thinking. Q1, Q4, and Q6 scored the same percentage (73.68%). The participants focus on that “A teacher should integrate in-class learning with the new teaching technologies of electronic language learning.”, “Reading as a receptive skill should be given more attention in classroom discourse during the teaching process.”, and “Most language teachers feel more restricted by the pedagogic nature of the adopted courses which, in turn, impedes the right implementation of the required method”; respectively. In this respect, teachers should integrate both in-class learning and E learning. Accordingly, the method of teaching will differ and depend on the teachers’ perspective as they select the materials and setting of teaching. In this case, they do not want to be restricted by the pedagogic nature of the courses they teach. They can, themselves, adopt the method they find suitable for their learners. In addition, developing receptive skills is also important in the process of teaching and learning. Developing the reading skills indicates developing learners’ ability to interpret words and understand texts. Consequently, the teachers can trace the development of their learners’ receptive skill. Q7 reflects the participants’ concentration on that “Most students show great enthusiasm for the method I use in order to develop their interactive ability.” It scored the percentage of (72.63%). This reflects the teachers’ dependency in selecting the method they find it appropriate to their learners. It also reflects that the teachers require their learners’ response regarding the effectiveness of the methods that they follow inside the classroom while teaching.

Q5 scored (69.47%) as the participants agree on that “Writing as a more basic productive skill should be given more teaching opportunities in the classroom.” The teachers focus on this productive skill which is also called the active skill as the learners’ progress in learning a language will be reflected directly and accurately in their writings. Q10, Q19, and Q16 scored the same percentage (68.42%). Participants Agree on Q10 “The clarification of some of the difficult words is sometimes given in the learners’ native language.” Teachers follow the method they find it suitable for the development of their learners. They sometimes feel that it is necessary to use the mother tongue language to facilitate their learners’ understanding of some of the difficult words in classroom in order to make the teaching learning process moves smoothly. On the other hand, participants were Neutral on Q19 and Q16 “The eclectic method in ELT is the best one for creating a model classroom.” and “A teacher should follow acts of speech theory as a considerable teaching method.” Participants do not want to be restricted to one method of teaching nor to follow the eclectic model all the time. They prefer the adaptation to different models or methods

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and then they can select the suitable one(s). Q17 scored (61.05%). Participants were Neutral on the usefulness of Sinclair and Coulthard method in teaching “A teacher should follow Sinclair and Coulthard model as a teaching method.” Again, teachers do not want to follow a specific method of teaching rather they prefer the adaptation process. Concerning Q18, the participants were also neutral on it “I think that both speech acts theory and Sinclair and Coulthard model are useful for creating a good classroom discourse.” It scored (60%). This also emphasizes the teachers’ rejection to stick rigidly to one specific model when they teach. Q9 scored (52.63%) where the participants Disagree on that “The nature of classroom discussion should be based on a teacher- centered orientation rather than a student- centered orientation.” This means that teachers represent the core of the teaching learning process. This provides the teachers with effective tools for controlling and manipulating learners’ performance inside the classroom while checking the effectiveness of classroom interaction.

Table (1): Frequency, Mean, Percentage Variance and Sort of the Participants’ Responses

Q. No .	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Percentage	Variance	Sort
2	1	0	1	7	10	4.315789	97.89474	Strongly Agree	1
13	1	1	1	9	7	4.052632	81.05263	Agree	2
14	2	0	0	11	6	4	80	Agree	3
12	2	0	1	10	6	3.947368	78.94737	Agree	4
15	2	0	1	11	5	3.894737	77.89474	Agree	5
20	1	1	2	10	5	3.894737	77.89474	Agree	6
3	3	0	1	8	7	3.842105	76.84211	Agree	7
8	1	0	2	14	2	3.842105	76.84211	Agree	8
11	2	0	3	9	5	3.789474	75.78947	Agree	9
1	2	1	4	6	6	3.684211	73.68421	Agree	10
4	1	2	3	9	4	3.684211	73.68421	Agree	11

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6	1	1	3	12	2	3.68421 1	73.68421	Agree	12
7	1	0	6	10	2	3.63157 9	72.63158	Agree	13
5	1	3	6	4	5	3.47368 4	69.47368	Agree	14
10	2	2	3	10	2	3.42105 3	68.42105	Agree	15
19	1	0	9	8	1	3.42105 3	68.42105	Neutral	16
16	2	0	9	6	2	3.31578 9	66.31579	Neutral	17
17	1	1	13	4	0	3.05263 2	61.05263	Neutral	18
18	2	1	11	5	0	3	60	Neutral	19
9	2	8	5	3	1	2.63157 9	52.63158	Disagree	20

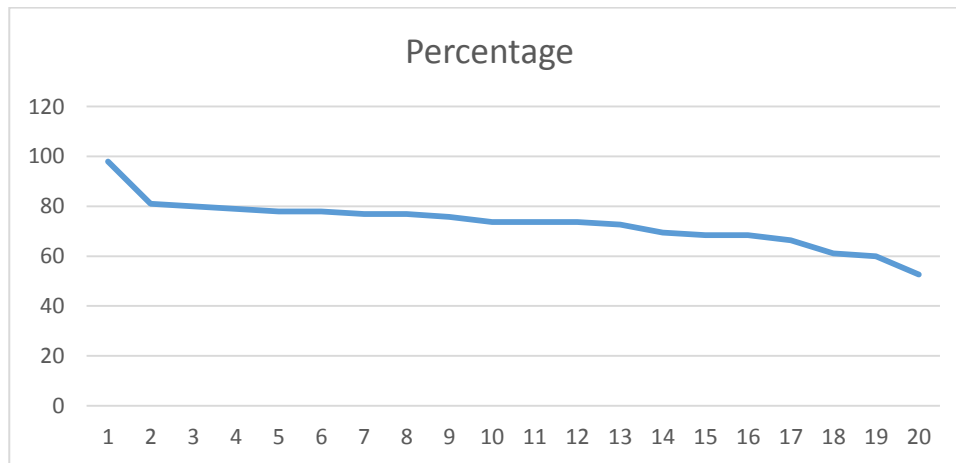


Figure (1): The Percentage of the Participants' Response to each Question

Table (2): Descriptive Statistics of Participants' Response Showing Mean and Standard Deviation Using SPSS

	N	Mean	Std. Deviation
Q1	19	3.68	1.293
Q2	19	4.32	1.003
Q3	19	3.84	1.385
Q4	19	3.68	1.108
Q5	19	3.47	1.219
Q6	19	3.68	.946
Q7	19	3.63	.895
Q8	19	3.84	.834
Q9	19	2.63	1.065
Q10	19	3.42	1.170
Q11	19	3.79	1.182
Q12	19	3.95	1.177
Q13	19	4.05	1.079
Q14	19	4.00	1.155
Q15	19	3.89	1.150
Q16	19	3.32	1.057
Q17	19	3.05	.705
Q18	19	3.00	.882
Q19	19	3.42	.838
Q20	19	3.89	1.049
Valid N (listwise)	19		

Table (2) shows the number of the participants in this research study together with the means and standard deviation. With respect to mean, table (2) reveals that participants' scores represent the highest average (4.32) in responding to Q2 while they scores the lowest average of (2.63) in responding to Q9. Regarding consistency, the participants are consistent in responding to all of the questions as the standard deviation shows the positive results that show no great difference from the mean; they are all distributed closely around the mean (see Figure (2) and Figure (3)).

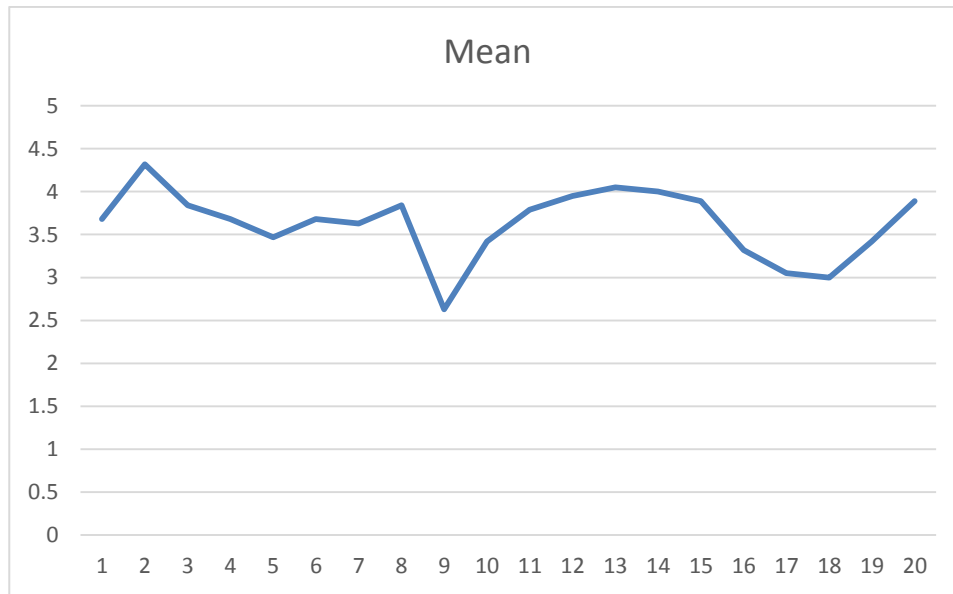


Figure (2): Mean of Participants' Responses

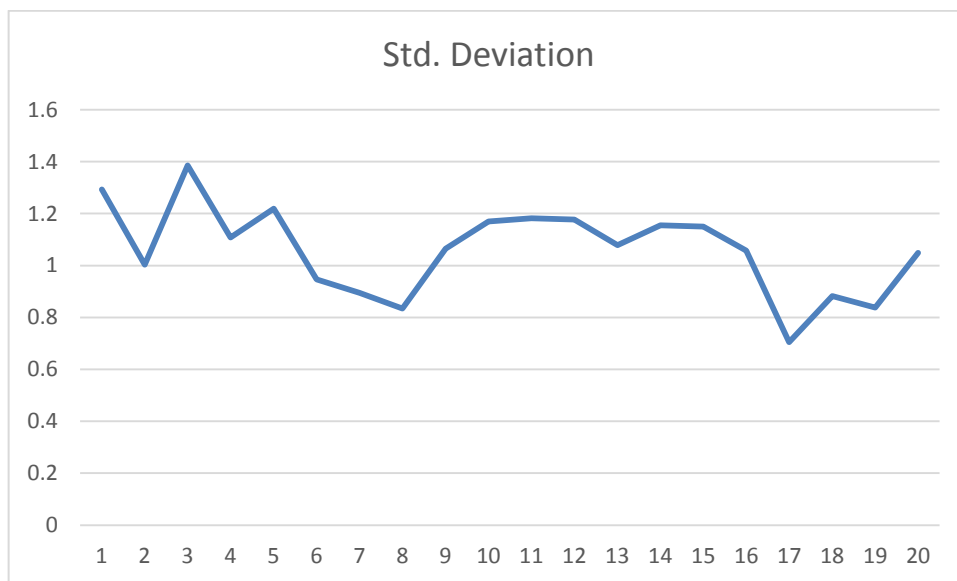


Figure (3): Standard Deviation of Participants' Responses

3.1 Conclusions

As the teachers of English concentrate on developing the learners' linguistic skills, it is obvious that they basically tend to adopt the appropriate method of teaching that they find suitable for the materials they teach. Therefore, teachers focus on the role of teaching culture and creating an atmosphere in which language can really be practiced; moreover, the participants emphasize the importance of incorporating teachers in having up to date courses in ELT methods. This can help the teachers in the process of adaptation after which they can adopt their appropriate method of language teaching. Accordingly, the teachers should take different and up to date courses in ELT methods; they can, then, select and adopt the suitable method(s) depending on the courses they teach. They do not want to be restricted to following one selected method. Consequently, the proposed typical model classroom, according to the respondents' responses, is the one that focuses on teaching and developing the learners' linguistic competence which is characterized by social, cultural, and discourse nature. Ultimately, it is concluded that the university teachers of English prefer to adapt themselves to various methods of teaching in order, for them, to select and adopt the method they characterize for the language materials they teach inside their classrooms.

3.2 Recommendations

Based on the results obtained, analysis, and the discussion of this research study, the researchers arrived at the following recommendations of the proposed model which should be characterized by:

1. Integration of skills: focusing on the learners' linguistic competence (grammar, vocabulary, spelling, and pronunciation).
2. Adaptation: being adapted to different ELT methods to adopt the suitable one(s).
3. Development: developing the learners' mental and linguistic abilities
4. Interaction: focusing on social, cultural, and discursive issues.
5. Language practice: enhancing in-class and online teaching-learning process.

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Appendix

The questionnaire of the teachers of English

Letter of transmittal

Gender:

Scientific Qualification:

Years of experience:

Subjects you teach:

The following questionnaire is part of a research paper entitled "Towards the Adoption of Classroom Discourse Analysis for Creating a Model Classroom at the University Level". It is entitled to tackle the type of activity practiced in classroom interaction, and to show how teachers of English could manage their classroom interaction with their language learners during the given classroom teaching periods. Your contribution will be highly appreciated and taken into consideration. It will promote the language teaching/learning process at the University of Basrah. So, please give your responses to this questionnaire.

Thank you very much

The researchers

No.		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	A teacher should integrate in-class learning with the new teaching technologies of electronic language learning.					
2	In his teaching, a teacher should focus on developing his learners' linguistic competence which includes: grammar, vocabulary, spelling, and pronunciation.					

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3	In his teaching, a teacher should endeavor more to developing his learners' communicative competence.					
4	Reading as a receptive skill should be given more attention in classroom discourse during the teaching process.					
5	Writing as a more basic productive skill should be given more teaching opportunities in the classroom.					
6	Most language teachers feel more restricted by the pedagogic nature of the adopted courses which, in turn, impedes the right implementation of the required method.					
7	Most students show great enthusiasm for the method I use in order to develop their interactive ability.					
8	A teacher should follow a teaching technique of group-work discussion in order to create a situation in which language is really practiced.					
9	The nature of classroom discussion should be based on a teacher- centered orientation rather than a student- centered orientation.					
10	The clarification of some of the difficult words is sometimes given in the learners' native language.					
11	Critical thinking should be concentrated on in order to develop the learners' ability to use language adequately and appropriately.					

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12	A teacher should incorporate culture as an integral part into his language teaching inside his classroom periods.					
13	A teacher should have a course of ELT method in order to adapt himself to the new developments of language teaching.					
14	The teacher should teach the assigned language teaching materials in addition to some related materials prepared by him in order to improve the learners' mental and communicative ability.					
15	A teacher should seek for creating and achieving a good interactive atmosphere among his learners.					
16	A teacher should follow acts of speech theory as a considerable teaching method.					
17	A teacher should follow Sinclair and Coulthard model as a teaching method.					
18	I think that both speech act theory and Sinclair and Coulthard model are useful for creating a good classroom discourse.					
19	The eclectic method in ELT is the best one for creating a model classroom.					
20	A typical model classroom should be characterized by social, cultural, and discursive nature.					

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1	I use education technology in your teaching.					
2	I focus on teaching grammar.					
3	I focus on teaching vocabulary.					
4	I focus on language proficiency (speaking).					
5	I focus on pronunciation.					
6	I focus on way of reading.					
7	I focus on writing techniques.					
8	The curricula delimit the method you follow.					
9	I use more than one method while teaching the same subject.					
10	Time delimits my way of teaching.					
11	Students interact with the method I follow.					
12	There is a kind of discussion during the lesson.					
13	The discussion during the lesson is at the end of the lesson.					
14	The classroom is teacher centered or student centered.					
15	I encourage students to follow critical thinking.					
16	I provide the students with the meaning of some difficult words.					
17	I focus on culture while teaching.					
18	I have taken a course in methods of teaching.					
19	I teach the required materials and I add other related subjects.					
20	There is a real interaction among my students.					

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21	I you use Arabic language to clarify meaning of some difficult words.					
22	I follow speech act theory as a method of teaching.					
23	I follow Sinclair and Coulthard model as a method of teaching.					
24	I think following both speech acts and Sinclair and Coulthard model would be useful.					
25	I use my own method of teaching (mixed method).					