THE STRUCTURE OF CLASSROOM DISCOURSE IN KENYAN SECONDARY SCHOOLS: A CASE STUDY OF THE NAIROBI AREA.

BY

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A THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH IN THE DEPARTMENT OF ENGLISH IN KENYATTA UNIVERSITY

AUGUST 1991
I declare that this thesis is my own original work and has not been submitted for a degree in any other university.

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A B S T R A C T

This study attempts to describe the discourse structure in Form Two classes in secondary schools in the Nairobi area. This is done in a number of subjects, namely English, Kiswahili, Christian Religious Education (C.R.E) and Biology. Halliday’s ‘Categories of the Theory of Grammar’ is used as the theoretical basis of description.

Chapter one gives a general introduction to the work as a whole, while Chapter two looks at the works that were considered in the process of planning for the study. This includes the theoretical basis for the research and literature related to the present work either in terms of observation instruments or similar researches carried out.

Chapter three gives a report on the research methodology, how the study was carried out. Chapter four reports the findings of the research, giving and discussing the actual structures that the researcher came across in the various classes. Chapter five gives a general summary based on the findings in this study and looks at the general implications of the study.
INTRODUCTION

1.1 BACKGROUND

Researches that have been done on classroom discourse have focused on components which include the exchange (Sinclair and Coulthard, 1975) and the teaching cycle (Bellack et al. 1966). These basically consist of three moves - an initiation move by the teacher, a response move by the pupil and an evaluation or follow-up move by the teacher. These moves are considered by Sinclair and Coulthard to be the basic unit of interaction.

In the present work, an attempt has been made to explore the language of the classroom to find the structure of discourse and if there are any differences at any time and what might be the cause(s) of these differences, if any. The work has looked at the linguistic structure of classroom discourse, that is, the function that language is put to in the classroom by both the teacher and the learners.
1.2 STATEMENT OF THE PROBLEM.

The major task of the work was to establish the model or the structure of discourse in the classroom. The situation here - the classroom - has as its participants the teacher (T) and the learners or the pupils (P). Another 'participant' which the study took into consideration was the text book and the role it plays in the discourse in the classroom.

Traditionally, it is believed that the teacher always talks more in the classroom while the pupils say little or nothing at all and that the teacher is always in control of the interaction in the classroom. Flanders (1970) for instance says that classroom interaction consists of 90% lecture by the teacher, 3% teacher's questions, 3% pupils' answers and 4% silence. The present study looked at the Kenyan situation in order to find out if there is any divergence from this traditional belief which implies that the pupils only answer questions asked by the teacher and listen, and that they do not ask any questions at all, or comment on what is going on in the classroom. The research focused on some six secondary schools in the
The form two class was chosen for reasons that have been explained in Chapter Three below. In these classes, four subjects - English, Kiswahili, Christian Religious Education (C.R.E) and Biology were observed.

The study looked at the problem in terms of several questions:

a) Who controls the talk in the classroom?

b) Who talks more, the teacher or the learner, and when in the discourse process does one speak?

c) Does the same person speak more all the time or does the amount of talk vary?

d) If there are any variations, what causes them? (might it be the subject, perhaps, or any other cause?) The general question here was, what do the teacher and the learners do with language in the classroom?

1.3 RATIONALE FOR THE STUDY

Many studies have been carried out on classroom discourse and its analysis. Many of these studies, however, have concentrated on the teaching of English, either as a second language
or as a foreign language, for example Flanders, (1970), Naiman et al. 1975; Rwakyaka, 1976; Moskowitz, (1976); and Agalo (1986). Even those studies that have looked at discourse in other classrooms Sinclair and Coulthard (1975) and Bellack et al. 1966) have not considered the differences in structure in the different subjects. The present study throws light on interaction in the teaching of different subjects with an aim to compare the structure of discourse in the different subjects.

The present work is important to educators and educationists who can get from it a sketch of what goes on in the classroom, so as to assess the learning that goes on. This is because the language used in the classroom (the discourse in this case) is what facilitates learning. Teachers, in particular, can use the study to monitor their personal performance in their own subjects in order to change their classroom interactional techniques, if they think it necessary in order to enhance the teaching-learning situation.

Teacher educators can also use the study to find out which discourse structures are more
appropriate for different subjects. This can be done by experimenting with the structures that are seen in this study.

The present study is relevant as a contribution to linguistics in general, since it is an analysis of naturally occurring language in the classroom.

1.4 AIMS OF THE STUDY

The researcher had the following objectives at the outset of the investigation:

a) To describe the main features of classroom discourse. [These were observed in different classroom situations - during the teaching of English, Kiswahili, C.R.E. and Biology.

b) To establish reasons for any variations that may be observed, both in the same classroom during the teaching of different subjects and in different classrooms (when the same subjects were taught).

c) To establish the influence of the text book on the discourse structure.
1.5 HYPOTHESES TESTED

The researcher looked at the following hypotheses or variables during her research:

a) The structure of classroom discourse varies depending on the subject being taught/learnt.

b) The learners' level of intellectual ability influences the discourse structure in the classroom.

c) The use of text books is a factor that influences the nature of discourse in the classroom.

1.6 DEFINITION OF TERMS

1.6.1 Discourse

In this work, the word 'discourse' has been used to refer to spoken language rather than written text, to interactive dialogue rather than non-interactive (written) monologue. This distinction is necessary because many writers use the term to refer to both written and spoken communication.
In this work, textbooks, which consist of written texts have been cited and their role in the structure of interaction stated. This however, does not change the definition the researcher has chosen for the term ‘discourse’, since what is important is not so much the written text as how it facilitates the classroom discourse - the interaction between the teacher and the learners.

1.6.2 Exchange type and Exchange Structure

These two terms have been used to mean different concepts in this work. Exchange type has been used to refer to the general function of the exchange as a whole, for instance if it is an eliciting exchange, an informing exchange, a directing exchange or a boundary exchange. An eliciting exchange is one where one participant solicits for a verbal response and this response is given. An informing exchange is one in which a participant provides information to the others. In a directing exchange, a participant gets the others to perform a non-verbal action while a boundary exchange is found at the beginning or at the end of transactions.
The exchange structure on the other hand refers to the move composition of the exchange, or the participants turns and how they follow one another in any one exchange. Here there is the T (Teacher) structure for example, the T-P-T (Teacher-Pupil-Teacher) structure, and others.

6.3 Notations

T - Teacher
P - Pupil
TB - Text Book
INIT - Initiation
RESP - Response
F.UP - Follow-up
SOL - Solicitation
ACKN. - Acknowledgement
STR - Structuring
META - Metastatement
S - Silence
P(TB) - Pupil reading from the text book
T(TB) - Teacher reading from the text book.
CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 THEORETICAL FRAMEWORK

This study, like many discourse analyses that have been carried out before (e.g. Sinclair (et al) (1972), Sinclair and Coulthard (1975) is based on Hallidays's (1961) classic article 'Categories of the Theory of Grammar', which is a theory of linguistic description.

In Halliday's description, interrelationships between units are presented in terms of a rank scale, with a given rank being made up of one or more units of the rank below it. In this way a sentence, the highest unit, is made up of one or more clauses, which are then made up of word phrases or word groups. These word groups are in turn made up of single words, which are in their turn made up of morphemes, the units at the lowest rank. In grammatical structure therefore, the sentence is at the highest rank and the morpheme is at the lowest rank, being the smallest meaningful unit:
From this framework, The English Language Research Group (E.L.R.G) at the University of Birmingham proposed a new level above the sentence-discourse-with its own rank scale to cope with classroom discourse. They suggested that the units at the different rank scales in discourse were realised by items at the level of grammar. For example, at the level of acts, the act 'directive' can be realised by four clause types as well as in other ways e.g.

1. Shut the door (imperative)
2. Can you shut the door? (interrogative)
3. I want you to shut the door. (declarative)
4. The door (moodless).
The present work did not, however, look at how the different units are realised. The aspect which was considered here was how the units were used - the function of the various units and the general structure of discourse.

From Halliday's rank scale, Sinclair et al (1972) came up with five ranks to handle classroom discourse.

Lesson
Transaction
Exchange
Move
Act

Coulthard, one of the members of the English Language Research Group that came up with the above rank scale, says that postulating 'lesson' as the largest unit "was an act of faith, since they were unable to provide any structural statement in terms of the units at the next rank -
transactions" (Coulthard 1975: 123). Since no structure for lesson has been discovered then, 'lesson' in discourse seems to have the same status as paragraph in grammar. For this reason, the present research has not considered it as part of the rank scale so the transaction is considered the largest unit. Another reason for this is that in all the lessons observed, one period consisted of one transaction - one topic was discussed.

The transaction, at the highest rank, is a kind of topic unit which is typically marked by frames - words like 'right', 'well', 'o.k', 'good' and 'now', which are marked by 'high-falling intonation' (Coulthard 1985:123).

The exchange can be said to be 'the primary unit of language interaction' (Sinclair and Brazil 1982). The exchange is made up of an utterance or a series of utterances (or turns) that compute(s) interactive meaning. For instance, if a person asks a question, it is only when another gives an answer that the interaction gets meaningful.

The move is the minimum contribution by one speaker (one turn that one speaker takes in the
The acts, which are the units at the lowest rank in the scale, are defined in terms of their function in the interaction. The other units at the higher ranks are defined in terms of possible combinational structures of lower ranks.

Just as in grammar, the sentence may consist of different clause types - for instance, main clauses or subordinate clauses. So in discourse the units are divided into types or classes. In this way, there are different categories of acts, which have been suggested by the E.L.R.G: (English Language Research Group).

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Evaluate

The interactive acts consist of options that may be used during initiation - informative, directive, elicitation; those that may be used during response acknowledge, reply, react; and those that may be used during follow-up - accept, evaluate and comment. These interactive acts, as well as the meta-interactive and turn-taking ones, and their occurrence in the discourse were observed by the researcher.

The types of moves that have been suggested are structuring moves - those that elicit a verbal or nonverbal response; responding moves - those that reciprocate soliciting moves; and reacting moves, which are prompted by either soliciting, structuring, responding or prior soliciting moves.

2.2 REVIEW OF RELATED LITERATURE.

Discourse, in Linguistic terms, refers to messages and the circumstances - the context of situation in which the messages are produced and interpreted. Discourse analysis, the analysis of the communicative functions of language, aims at the analysis of the text, to identify the situation between that text and the circumstances
in which it is produced. Crystal (1987) states that discourse analysis focuses on the structure of naturally occurring spoken language, rather than the written language. Edmondson (1981) also has this opinion, referring to spoken language as 'discourse' but referring to written 'discourse' as 'text'.

Many researches have been carried out in the area of classroom discourse, some of which look at the structure of what goes on and others which look at observation methods or instruments best suited for the classroom observations.

One of the works that came up with instruments of observation is Flanders, (1970) While observing linguistic behaviour in the classroom, Flanders came up with Flanders' Interaction Analysis Categories (FIAC). He divided these into "teacher talk" and "pupil talk" as well as what he called "silence and confusion" (pauses and short pauses not understood by the observer). Flanders then concluded that classroom interaction is made up of 90% lecture by the teacher, 3% pupils' answer and 4% silence. This maintains the belief that teachers speak almost
100% of the time.

Fanselow (1987) came up with another observation tool - FOCUS - which he uses for describing communications that take place both in the classroom and in other settings. FOCUS stands for "Foci for Observing Communications Used in Settings". It helps generate and explore alternatives in language teaching. It is relevant, however, to the observation of other subjects in the classroom. The acronym, taken to mean 'focus' implies change and variability, since when one focuses on a different variable even within the same classroom, (for instance the subject) there should be a change in what one observes. The acronym Fanselow uses helps to highlight interaction in any setting, not just the classroom and it thus became significant to the present study. "Foci" (plural for 'focus') indicates that more than one characteristic of the situation is being observed. "Observing" highlights the fact that the purpose of the observation is to look and describe, and not judge at all. It is only after the observation that one can analyse and make conclusions and this helps in the objectivity as well as in the purpose of the research in order to discover rules. In
"Communication" messages may either be linguistic or non-linguistic. In the classroom, any form of communication that takes place in the classroom is important during the observation e.g. gestures.

FOCUS describes five characteristics of classroom messages, - the source, the pedagogical function, the medium used, how the medium is used and the content. The source is the sender of the message (the teachers, the student(s) the textbook, etc. The pedagogical function of a message is defined by the use of the four move types - structuring, soliciting, responding and reacting.

Structuring moves according to Fanselow set the context in which learning activities are to take place, halting or changing the direction of activities in the lesson. For example:

1. T: Today we shall practice using the indefinite article

2. T: That's enough about parasites. Let us now look at the saprophates.
3. T: We have been looking at Paul's life as a Pharisee. Let us now concentrate on his conversion and his life as an apostle.

The function of soliciting moves is to elicit verbal or non-verbal responses. Examples are:

1. T: Pronounce these words (points at board)

2. T: What are some examples of parasites that you know?

3. T: Close the door, please.

Responding moves are those elicited by soliciting moves - they are mainly (verbal) response to questions asked before.

Reacting moves modify what was said or done in the moves that elicit them. This may be a soliciting, structuring, responding or a prior reacting move. These (- Reacting moves) differ from responding moves in that they are not elicited directly by soliciting moves. Examples are:
The moves used by Fanselow, even though he referred to them as having pedagogical function, can also be said to have linguistic function, as will be seen below when discussing the works of Sinclair et al. and Sinclair and Coulthard.

The third characteristic - medium -refers to the way messages are sent in the classroom - whether linguistic, non-linguistic, paralinguistic or tacit. For the present research, the last three media have been referred to together as non-verbal, since for this researcher, the form (through which medium is passed) is not very important.

Fanselow’s characteristic which he calls Content is what the teacher sets out to impart to his learners. He divides this into the
'Contextual system', the grammatical system, the 'Meaning system', 'the Speech and Writing system' the 'Sound system' and the 'Unclassified content'. For the present research, content is considered not in the various categories but as a whole - in terms of the subjects observed and how they affect the linguistic structure of the interaction that takes place.

In her work, Moskowitz (1976) adapted FLINT - Foreign Language Interaction System - from Flanders' FIAC. The work categorises Teacher Talk and Pupil Talk, but modifies Flanders' categories by further categorising Teacher Talk as having either indirect influence or direct influence on student participation. The indirect influence subcategories describe teacher behaviour that increases students' participation in the lesson. The subcategories of direct influence describe teacher behaviour that limits the students' freedom to participate in the lesson. For example, the teacher may give a model for the students to emulate or criticise student response.

FLINT also describes Student Talk adding five
sub-categories to Flanders's main category. According to Moskowitz, the learner talks more than Flanders concluded in his work.

After looking at the observation instruments available for a descriptive research into classroom discourse such as the present work is, it is appropriate to look at the results of research projects describing the classroom interaction in other countries.

Bellack et al (1966) observed social-studies classes in high schools in America. While coding and transcribing the lessons, the researchers noted three categorisations of interaction by teachers and students:

1) types of pedagogical moves
2) teaching cycles
3) various types of meaning

Whatever was said was categorised under four types of moves which are similar to those discussed above in the discussion on FOCUS - soliciting, structuring, soliciting and reacting moves, and defined the teacher's role as 1) to solicit and 2) to react. The students'
responsibility in the classroom, they found out, was to respond since they dominated that move type.

A finding that was of interest to the present research was that "individual teachers deviate little from the pedagogical role patterns that characterise the group as a whole" (Bellack et al. 1966:49). With this assumption in mind the present researcher considered the differences in subject rather than in the teachers as a possible reason for any diversion in the discourse structure. The present research was also concerned with the types of move that was used more frequently by the teachers and the pupils.

Another finding by Bellack et al. concerned the fundamental pattern of discourse - that teacher-solicit followed by student response occurred more frequently than any other. A teacher reaction completes the pattern but, the researchers contend, this is not integral to the pattern.

Sinclair and Coulthard (1975) divided classroom communication into different move types in a study of a variety of classes in England.
The purpose of their research was to analyse the linguistic aspects of the classroom interaction of teachers and pupils. They sought answers to four questions:

1) What kind of utterance can appropriately follow what?

2) How are the topics developed?

3) How and by whom are topics introduced? and

4) How are turns to speak distributed; and do speakers have differing rights to speak?

The researchers analysed lessons taught by a variety of teachers to students of different ages studying different subjects. For this reason, this research was the one most relevant to the present work because of the different variables considered during the analysis. The difference here is that Sinclair and Coulthard were working for a uniform structure while the present research looked at the differences in structure due to
difference in variables in the classrooms.

The Sinclair - Coutlhard system classifies classroom discourse into five ranks. The top rank is Lesson, followed by Transaction which is made up of Exchanges, moves and Acts. Exchanges are divided into boundary exchanges, informing, directing and eliciting exchanges.

The boundary exchange, the researchers say, consists of a frame and/or a focus and begins or ends a transaction while the informing, directing and eliciting exchanges are concerned with what is more commonly known as 'stating', 'commanding' and 'questioning' behaviour.

The moves are subdivided into five types: Framing, Focusing, Opening, Answering and Follow-up. The last four correspond closely to Bellack's four move types - structuring, soliciting, answering and reacting respectively. The first move - Framing - concerns transitional remarks by the teacher defined by a marker followed by silent stress; for instance, Now or Right or O.K.

Sinclair and Coulthard found that students
very rarely make the opening (soliciting/move) and when they do, they concern procedure, for example, asking whether they may leave the room or when a test was to be done. The structure of moves was also analysed by Sinclair and Coulthard into the various acts such as elicitive, directive, nomination, etc.

These different units or characteristics are used in the present research and the Sinclair-Coulthard research as a whole is of great relevance to this research.

Naiman et al. (1975) described some communication similar to those described in the researches by Bellack et al. and Sinclair and Coulthard: Elicitive, Responsive and Evaluative communications. Their objective was to determine the learning environment and how it affects the language learner. Since the teacher was part of that environment, observations were made of his classroom behaviour. The language observed was French. The observation Schedule used had three categories - Elicitive, Responsive and Evaluative. Clues, types of activity, mode and subject matter were also identified. The elicitive communication
was subdivided into those that elicit: general information, clarification of specific information, elaboration, repetition of a preceding statement (or louder response), recommencement of previous response, confirmation of comprehension or inviting students' questions, and corrections. The subcategories of Responsive Communications are complete, partial continuing, and no response. In Evaluative communications, the teacher may either accept the response, partially accept it, reject it, give no feedback or react to the pupils' behaviour. He may also, in this communication, repeat the response, correct by implicit or explicit remark, localise and indicate incorrectness clarify, elaborate and provide the answer.

The researchers found that the questions calling for specific information was the most common, and that the type of content determined the type of questions asked. The activities were found to be limited - oral activities played a greater role than written activities. Exercises and reading occurred least frequently. When the activities were varied however pupil interest and attentiveness was greater. The communications used
by Naiman et al. are related to the present study especially in that the subcategories they use correspond to some of the acts that have been discussed above.

Apart from the Focusing move of Sinclair and Coulthard, the present research made use of Bellack et al structuring move. This is because the researcher felt the Focusing move was appropriate for setting the scene for the topic to be taught while the Structuring move was appropriate for directing the pupils within the discourse. The Focusing move was therefore used in boundary exchanges while Structuring moves were used in exchanges within the transaction.

Politzer and Weiss (1972) describe the use of drills, visual aids and the textbook. They set out to find out the characteristics that contribute to a significant difference of achievement of first-year foreign language high school students. The results showed that teachers used a variety of drill types but favoured repetition, conversion, and substitution drills over Free Response, Dialogue and Translation drills. The research found that
teachers on the average referred directly to the textbook occasionally, used visual aids occasionally and varied structures occasionally.

Sinclair and Brazil (1979) point out the kind of things that teachers do in the classroom as well as the other major areas of attention in the classroom. The teacher tells things to the students, gets them to do things, gets them to say things and evaluates the things they do and say. At the same time, discourse in the classroom is divided into three main areas of attention: the subject matter (the content) of the lesson, the organisation of the lesson and the disciplining of a large group, such as is found in the classroom. It is to be expected, they say, that classroom activities will make different selections from the possible kinds of language activities. These two researchers also state that "skill and craft classes, physical education, and music will no doubt have many meetings which are not dominated by continuous talk," (Sinclair and Brazil 1979;7) thus bringing in the idea that different subjects (and the learning activities involved) will encourage different structures of discourse to a large extent. They discuss at length different
move types that may be used in the classroom. These correspond fully to those discussed by Sinclair and Coulthard.

Any learning task involves the learner in two ways: task-related activities or what Wright (1987:34) refers to as 'interactivity', and interpersonal activity, or Wright's 'interpersonality'. In this, the nature of the learning activity and the way in which it is managed by the participants will give rise to differing levels of learner and teacher involvement. At one extreme, the learner may interact with the teacher or teaching materials, and at the other, have maximum learner involvement. The amount and type of subject or topic-oriented material determines whether or not the task is a means of acquiring facts (instrumental) or dominated by the learners' own contributions. Wright also states that where the activity is instrumental, and the teacher or teaching material dominates, it amounts to lecture, but if the activity is interpersonal and the students interact, it amounts to project (or group) work.
In the same work, Wright (1987) cites the patterns of communication of small groups from Leavitt's (1951) work. Here, there is a 'multi-channel' pattern where every member of the group connects linguistically with every other member. In the 'circle' pattern members are in direct communication with only those adjacent to them. The 'Y' has one member facilitating the flow of communication while the 'wheel' pattern has a member being in the central position having the role of information processor. These patterns are relevant to the present work because they give an insight into the linguistic relationships that can be found in the classroom. Any patterns can be used to reflect the teacher-learner interaction in the classroom, even though the original research deal with learners' groups working in the laboratory. The patterns cited here are relevant as they helped the researcher cope with group interaction in some of the classrooms observed as is seen in chapter 4.

Rwakyaka (1976) carried out a research in which she used FOCUS as the observation instrument. She found out that the teacher primarily solicits, reacts and structures while
the students mainly respond.

There are some works that have been carried out in Kenya on the interaction between the teacher and learners, with emphasis varying from one researcher to the other. Agalo (1986) for instance, looks at the role played by discourse in second language teaching. He suggests that discourse should be used as a method of teaching instead of the more common combined grammar translation and direct method which, he feels, has failed. The research is concerned with factors that promote and those that constrain classroom exchange. It therefore differs from the present research in its emphasis on teaching methodology, rather than the discourse structure itself.

Ndumbu (1978) looks at classroom interaction in the classroom with emphasis on the psychological aspects, such as pupils’ reactions to the ‘progressive’ and ‘traditional’ classrooms and the social relationships between the teacher and the pupils. The research, carried out in London, uses Flanders’s instrument of analysis (FIAC) to compare how much the teacher talks and how much the pupils talk but does not say what
they do with this talk - the function of the talk.

Sanga (1982) investigates what goes on in the Chemistry classroom. The way the teacher behaves, he contends, determines how the students behave. He divides chemistry teachers in Machakos district into 'upper' and 'lower' groups. The type of teacher identified determines if he will use his own ideas only or allow pupils' ideas too and use them. He finds that the 'upper' group use more probing questions and allow more pupil ideas in the class, while the 'lower' group use more routine questions - no inquiry type questions - and allow very little expression of pupil ideas in their lessons.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 SCOPE AND LIMITATIONS

The research was carried out in six secondary schools in the Nairobi area. All the schools observed were within the city except one. This odd-man-out was a co-educational boarding school and to observe one of its type, the researcher had to move out of Nairobi to the neighbouring Kiambu district. The reason for this was that there is no school of this type (co-educational and boarding) within Nairobi. Despite this, the researcher contends, the discourse in the classroom was not affected. This is because the various structures found in the city schools in the subjects observed would have been found in the semi-rural one also.

3.1.2. The Subjects.

For this research, the population consisted of one form two class in each of the six secondary schools that were selected. The schools included
a co-educational day school (school A), a boys' day school (school B), a girls' day school (school C), a Co-educational boarding school (school D), a boys' boarding school (school E), and a girls' boarding school (school F). The emphasis on the different types of schools was to allow the researcher to get a sample representative of the different types of schools there are in Kenya.

The schools chosen were all public (government-run) schools. This was done in order to limit other variables that might interfere with the discourse in the classroom, e.g., economic factors, teachers' ability (in terms of training, etc.)

In each school, one class was selected from the form two classes and it is within this one class that the observation of all the subjects was done. The Form Two class was chosen mainly because of its position in the secondary school cycle. It is a class that is already established in the school (unlike Form One) but at the same time the students do not learn with the idea of the forthcoming 'O' level examinations in mind all the time (something that happens in Form Three and
Four). The teaching-Learning process and the interaction in the classes is therefore not interfered with much by these factors - uneasiness due to newness in the school and anxiety for the examinations ahead.

3.1.2.1 Characteristics of the Subjects.

In all the classes chosen, observation was done during the teaching/learning of four subjects - English, Kiswahili, Christian Religious Education (C.R.E) and Biology. English and Kiswahili were chosen to look at the discourse in the language classroom and find out if the languages are taught in the same way (in terms of interaction) and in order to compare them with what has been found in other language classrooms elsewhere (e.g Naiman et al., 1975 Rwakyaka, 1976 etc). C.R.E and Biology were chosen as an arts and a science subject respectively. This does not however mean that they represent the other subjects in the two classes in which they belong since the researcher believes that every subject will have a unique structure of discourse even if the subjects belong to the same group (such as sciences or arts). The choice of four different
subjects was to enable the researcher to find out the effect of subject variation on the discourse structure.

The two languages, English and Kiswahili, were observed during the teaching/learning any topic of Grammar while any topic in the other two subjects was allowed. The topic was not selected by the researcher, since the topics taught were included in what the teacher had already planned for the term. If the researcher had selected the topic, it may have made the teacher uneasy and the situation would have been unusual (not normal).

3.1.3 Limitations

The present research could only look at the small number of schools and subjects chosen, and only in one area (Nairobi), because of the little time available at the time of the study. Another limiting factor was resources. The available resources only allowed for the present research without any more additions. As a result, only the language functions were considered, without looking at how these functions are realised. Aspects such as meanings, intonation and
grammatical realisations, for example, were not looked into.

3.2. **DATA ELICITATION AND COLLECTION**

Before the actual collection of the data, it was necessary to inform the teachers the purpose of the research - that the data would be used for descriptive and not evaluative purposes. This was in order to get the teachers to use their usual techniques, making no special changes for the occasion, and the researcher told them this. The researcher arranged the observation sessions to fit into the school timetable so that the school routine was not disrupted, and also to make the situation as normal (usual) as possible for both the teacher and his/her students.

In all the classes chosen, the participant - observation method was used. The researcher sat in during the sessions of the chosen subjects. Each subject was observed twice in every class. The first observation however was used to accustom the teacher and the learners to the presence of the researcher and her equipment. The second lesson was used for the research. This was
necessary in order to minimise the possibility of the researcher interfering with the natural (or normal) interaction in the different classrooms.

The sessions were recorded by the use of an audio tape-recorder. In addition, the researcher recorded on paper the non-verbal interaction (communication) that took place between the teachers and the learners, for example, pointing (to nominate) gestures, writing on the chalkboard, raising of hands, etc.

The learners' performance lists were taken from the teachers and used by the researcher to note the students who contributed to the discourse in the classroom and their intellectual ability in the various subjects, with a view to establishing a possible correlation. The lists were arranged according to performance from the highest to the lowest and the pupils divided into the upper half and the lower half. The analysis was then done, looking at whether the pupils were upper half or lower half pupils, and whether this contributed to the discourse structure.
3.3. CODING AND ANALYSIS OF DATA

After collecting the data, it was transcribed, incorporating the tape-recordings and the written notes on non-verbal communication.

In order to obtain answers to the questions raised in Chapter I, the different structures of exchanges were noted, and the frequencies of each structure calculated. Apart from this, the different types of exchanges that occurred were noted and discussed. From the exchanges the types of moves occurring in the different structures were discussed. From there, the acts in the different moves were also discussed.

The learners' performance lists were also used in the analysis of the data to find out the ability of students who took part in the discourse, for instance, those who initiated exchanges, as well as the types of moves the students of different abilities used.
CHAPTER FOUR

THE RESULTS

4.1 THE EXCHANGE STRUCTURE IN THE DIFFERENT SUBJECTS

In the different classrooms, the researcher observed twenty-nine different exchange structures. Some of these were observed in all the classes and in all the subjects while others occurred in just a few of the classes (or subjects). These structures ranged from those where the teacher started and completed an exchange without pupils taking part to those where the pupils began and ended the exchange without the teacher's participation. In between were those in which both the teacher and the pupils took part. These varied because some (most) were initiated by the teacher while others were initiated by the pupils. These exchange structures were as follows:-

1. T
2. T-P-T
3. T-P

18. T-P-P
4. T-P-P-T
5. T-P-P-T
6. T-S-T
7. P
8. P-P
9. P-T
10. P-T-P-T
11. T-P-T-P
12. P(TB) (reading)
13. P-P-T
14. T-P-T-P-T-P-T-P-T
15. T-S-T-S-T-P-T
16. T(TB) (reading)
17. TB - P
18. T-P-P-T
19. T-P-T-S-T
20. P-T-P-T-P-T
21. T-P-P-T-S-T
22. S
23. T-P-T-P-P
24. T-P-T-P-P
25. T-P-P-T-P-T
26. P-T-P
27. T-P-T-S-T-P-T
28. T-TB-P-T
29. TB-P-T
30. T-P-T-P-T-P-T-P-T
31. T-S-T-S-T-P-T
32. T-TB-P-T
33. TB-P-T
T=Teacher  P=Pupil  TB= Text book  S= Silence

4.1.1 The English Classroom

The frequency of the different structures varied from one class to the other and from one subject to another since even the total number of exchanges was not the same in all the classes.

In school A, out of a total of 52 exchanges in the English class, 30.8% were T-P-T exchanges and 19.2% were T exchange. T-P exchanges were
13.5% of the total while T-P-T-P-T and P-P each occurred 9.6% of the total exchanges. The T-S-T occurred 7.7% of the time, T-P-P-T occurred 5.8% of the total while P exchanges only occurred 3.8% of the time.

In school B in which the English class had a total of 54 exchanges, T-P-T was the most frequent structure, making up 37% of the total exchanges. P(TB) was next with 18.5%, followed by T exchanges which had 16.7% of the total exchanges. After this came T-P-T-P-T with 9.3% and T-S-T with 5.6%. T-P-P-T, T-P and T-P-T-P each had 3.7% of the total exchanges and the least frequent was P-T which was only 1.9% of the total exchanges.

School C had 54 exchanges in all. T-P-T was the most frequent here too occurring 33% of the time while P-T was next with 27.8% exchanges. The T structure had 16.7% of the total and this was followed by T-P, T-P-P-T, P-T-P-T, P-P-T and T-P-T-P-P-T-P-T-P-T each of which had 3.7% of the total exchanges. T-P-T-P-T and T-S-T each occurred only once, making up 1.9% of the total exchanges each.
Of the 52 exchanges in school D, 34.6% were T-P-T, 23.1% were T exchanges, and 15.4% were T-P-T-P-T. T-P and T-S-T exchanges each made up 7.7% of the total exchanges and this percentage was also shared by the T-S-T-S-T-P-T structure. The T-P-T-P structure only occurred twice, making up 3.8% of the total exchanges.

In school E, out of a total of 60 exchanges, 27.7% were T-P exchanges and 16.7% were T exchanges. P-T exchanges made up 13.3% while T-P-T exchanges made up 11.7% of the total exchanges. The P(TB) structure occurred 10% of the time while the TB-P-T occurred 6.7% of the time. Other structures - T-P-T-P, T(TB) and T-P-P- occurred once each and this was only 1.7% of the total exchanges.

In school F, there was a total of 81 exchanges. 39.5% of these were T-P-T while 16% were T exchanges. 11% were T-P, 9.9% were P-T exchanges and 3.7% were TB-P-T exchanges while T-P-T-P, P, and P-P-T exchange structures occurred twice each, making up 2.5% of the total number of exchanges each. T-P-T-P-T and T-P-T-P-T each
occurred only once and this was 1.2% of the total exchanges.

From the above results, it was observed that the T-P-T structure was the most frequent, followed by the T structure and T-P structure. In the English classes, the P-T and T-P exchange structure was in most cases a modification of the T-P-T structure where either the teachers's initiation or the teacher's follow up moves were absent. The direct use of the textbook during the lesson accounts for the big difference noticeable in school E's structures. In the school E class, the pupils were initiated quite often by the textbook and not the teacher so that she (the teacher) only directed the discourse and gave follow-up to the pupils. This is different from school B where the pupils read from the book - P(TB) to inform the rest and not to initiate. The initiation here (school B) was done by the teacher after the pupils had read from the textbook.

4.1.2. The Kiswahili Classroom

The structure in the Kiswahili classes differed little from that in the English
classes, with T-P-T, T-P and T exchanges being the most frequent overall.

In school A, where there was a total of 53 exchanges, 39.6% were T-P exchanges, 30.2 were T-P-T while 18.9% were T exchanges. P-T-P-T, T-P-T-P and T-P-T-S-T, exchange structures each made up 3.8% of the total exchanges.

School B had a total of 34 exchanges. 32.4% of these were T-P-T and 29.4% were T exchanges. P-T exchanges took up 17.6% of the total exchanges while T-P exchanges took up 11.8% and the rest of the exchanges were T-P-T-P-T, P-T-P-T and T-P-T-P each of which had 2.9% of the total number of exchanges.

Out of a total of 55 exchanges in school C, 63.6% were T-P-T exchanges, 14.5% were P-T and 9.1% were T exchanges. T-P-P-T took up 7.3% and T-P took up 5.5% of the total exchanges. Here, the P-T structure was mainly a modification of the T-P-T structure, with the teacher's initiation coming much earlier in the discourse than the pupils' responses and the teacher only giving follow-up.
School D had a total of 45 exchanges, and 24.4% of these were T-P-T exchanges. T exchanges and T-P exchanges each occurred 22.2% of the time each, while T-P-T-P-T and T-S-T occurred 11.1% of the time each. The T-P-T-P and T-P-T-S-T structures occurred twice each, and this was 4.4% of the total exchanges in each case.

In school E, there was a total of 38 exchanges. 39.5% of these was taken each by T exchanges, while 23.7% was taken each by T exchanges and T-P exchanges. T-P-T-P-T and P-T exchanges took up 5.3%, while T-P-T-P-T took up 2.6% of the total number of exchanges.

The Kiswahili classroom in school F had a total of 63 exchanges. 65.1% of these were T-P-T exchanges. T and T-P exchanges made up 12.7% of the total exchanges each, while P-T made up 6.3%. The P and T-P-P-T-S-T exchanges occurred once each and this was 1.6% of the total.

From these results, it can be seen that, even though the total number of exchanges was smaller in the Kiswahili classes, the trend is almost the
same as that in the English classes. Here, the textbook was only referred to (having been read out of class) but was not used directly within the lesson. As a result, the variations seen in the English classroom in schools B and E were not noted in the Kiswahili classroom. In fact, T-P-T exchanges had higher percentages in Kiswahili than in English, getting as high as 65.1% (in school F) while the highest in any English class was 39.5%.

4.1.3 The C.R.E. Classroom

The total number of exchanges in the C.R.E. classes were, in general, smaller than in the English and Kiswahili classrooms discussed above; they ranged from 28 to 39 exchanges.

In school A, there was a total of 34 exchanges in the C.R.E classes. 29.4% of these were T exchanges and 20.6% were T-P-T exchanges. T-P-T-P-T-P-T exchanges took up 14.7% of the total exchanges, while T-P-T-P-T took up 11.8%. 8.8% were T-S-T exchanges while 5.9% were T-S-T-S-T-P-T exchanges. The S structure (where there was noticeable prolonged silence) occurred 2.9% of the
total time. This was when the teacher let the students write down what she had said.

School B had a total of 28 exchanges. Of these, 32.1% were T exchanges while 28.6% were T-P-T exchanges. T-P-T-P-T, P-T and T-P-P-P exchanges had 7.1% of the total each, while the rest - T-P T-P-P-T, P-T-P-T, T-P-T-P-T-P-T and T-P-T-P-T each was 3.6% of the total exchanges.

Out of a total of 39 exchanges in school C, 33.3% were T exchanges and 30.8% were T-P-T exchanges. 10.3% were T-P-T-P-T while 7.7% were T-P exchanges. T-S-T, S and T-P-P-T-P structures were each 5.1% of the total number, while T-P-T-P occurred only once, and was 2.6% of the total.

32.4% of the total 37 exchanges in school D were T exchanges. The next most frequent here was the T-P-T, with 16.2%, followed by T-S-T and T-P-T-P-T-P-T structures, each with 13.5%. The T-P-T-P-T was next, with 10.8% while T-S-T-S-T-P-T was the least frequent, with 8.1% of the total exchanges.

In school E, there was a total of 34
exchanges, 32.4% of which were T exchanges while 26.5% were T-P-T exchanges. T-P and T-P-T-P-T took up 14.7% each, and P-T and T-P-T-P-T-P-T took up 5.9% of the total exchanges each.

School F had a total of 32 exchanges and 31.3% of these were T exchanges. The next most frequent structure was the P-P one, with 18.8%, followed by T-P-T, with 15.6%. P exchanges occurred 12.5% of the time, while T-P-P-T and S structures occurred 6.3% of the time each. The P-T-P-T and P-T-P occurred 3.1% of the time each. In this classroom, there was group discussion and this is why the P-P and P structures occurred, since during the group discussions, the teacher did not take part in the discourse at all.

It was observed that in the C.R.E classes the T exchanges were the most frequent, followed by the T-P-T exchange. The rest varied from one class to the next. Here, the text book was not used, but there was reference to the Bible, which the pupils read from or were supposed to have read from. The researcher observed that where the pupils had not read before the lesson, there were more T-S-T or T-S-T-S-T-P-T structure for instance
school D, while where they had read, there were more of T-P-T exchanges.

4.1.4 The Biology Classroom

For Biology, school A had 35 exchanges in all. Out of these, 42.9% were T-P-T, while 22.9 were T exchanges. T-P-T-P-T made up 17.1% of the total exchanges, while T-S-T made up 8.6%. The rest - P-T, T-P and T-P-T-S-T-P-T each made up 2.9% of the total exchanges.

School B had a total of 41 exchanges. 24.4% of these were T-P-T exchanges while 22% were T exchanges. T-P-T-P-T exchanges also made up 22%. T-P-T-P-T-P-T made up 12.2% of the total exchanges while T-S-T and T-P-T-P each made up 7.3% of the total. T-P exchanges only occurred 4.9% of the time.

In School C, there was a total of 65 exchanges; 30.8% of which were T-P-T and 26.2% were T exchanges. T-P-T-P-T took up 18.5%, while T-P took up 12.3% of the total exchanges. P-T and T-S-T-S-T-P-T were 4.6% of the total each. T-P-T-P, the least frequent here, was 3.1% of the total number of exchanges.
Out of 33 exchanges in school D, 27.3% were T exchanges and 21.2% were T-P-T exchanges. T-P-T-P-T and T-P-P-T exchanges each had 18.2% of the total exchanges, T-S-T took up 12.1 and T-P took up only 3.0% of the total number of exchanges.

In school E, where the total was 33 exchanges, 30.3% were T exchanges, 27.3% T-P-T exchanges and 15.1 were T-P exchanges. The S structure made up 12.1% of the total, P-T-P-T made up 9.6 and T-P-T-P-T made up 6.1% of the total number of exchanges. The S structure was more frequent here mainly because the teacher drew or wrote on the chalkboard several times, and this is when the prolonged silence was manifested—when the pupils copied down the diagrams from the blackboard.

In school F, there were 33 exchanges altogether. 30.3% of these were T-P-T while 21.2% were T exchanges. T-P-T-P-T exchanges made up 18.2%, while the T-P exchanges made up 12.1% of the total exchanges. P-T-P-T exchanges were 9.1%, T-P-P-T 6.1% and the S structure 3.0% of the total exchanges. Here also, S was manifested when the
teacher drew a diagram on the chalkboard.

In the Biology classroom in three classes T-P-T was the most frequent exchange followed by T exchanges while in the other, three classes, T was the most frequent, followed by T-P-T. The difference here was brought about by the topic Where the topic affected the pupils' (and teacher's) day-to-day lives, for example types of food, or parasites, the T-P-T exchange was more frequent. Where the topic was a bit removed from their lives, for example photosynthesis, the T exchange was more common. Since the teacher needed to give more information to the pupils. Apart from these, the T-P-T-P-T exchanges were more frequent here than in the other subjects observed. Here, the teacher re-initiated the exchange when an incorrect or incomplete answer was given.

4.1.5 The Major Differences

Many of the structures occurred in all the classes observed. The researcher however, observed that the T exchange structure differed from one subject to the other mainly in terms of the time taken every time. In the English and
Kiswahili classes, even when the T structure occurred very frequently, the time taken on each was less than one minute. The T structure in the Biology and C.R.E classroom, however took, time ranging between two minutes and four minutes. It was also noted that in the language classes the T exchanges were of the directing and informing type, but in C.R.E and Biology, they are mainly informing exchanges.

It was also observed that the types of exchanges vary according to the subject. The language classes had more eliciting exchanges than the C.R.E classes, which in turn, had more of these than the Biology classes. This is the reason why English and Kiswahili had more T-P-T exchanges than any other, while C.R.E had more T exchanges than any other. The Biology classes had more T-P-T in three classes and more T in the remaining three classes.

4.2 THE MOVE COMPOSITION OF THE EXCHANGES

4.2.1 T Exchanges

These are those in which only the teacher spoke, with the pupil not contributing to the
discourse and only being the listener.

This exchange structure varied in terms of move-type, depending on their position in the transaction - at the beginning, within the transaction or at the end of it. They also varied in terms of the type of exchanges they were, depending on the position in the transaction.

At the beginning of the transaction (at the beginning of the lesson) there were boundary exchanges - in all the subjects observed. The exchange consisted of at least a focusing (FOC) move. Some consisted of a framing (FRAME) move as well. There are those that, apart from having the focusing and framing moves, also acted as informing exchanges. Example are:

i) T: Last time we discussed tag questions. (FOC)
   Today I would like us to look at adverbs

ii) T: Now. Yesterday we looked at the spread of Christianity in the first century (FOC)

iii) T: So (FRAME)
    We'll look at Baptism together then (FOC)
    I'll give you some group work to do
When the T exchange occurred within the transaction, it was either an informing exchange or it consisted of structuring moves. In the former case such an exchange was used to explain the content of the subject being taught. This took place as an eliciting exchange (after the teacher’s follow-up). In the latter case, the exchange was used to tell the students what to do or how to do something (or what not to do), and this included such functions as disciplining the students in the course of the discourse.

Examples are:

iv) T: Good. God identifies himself with people such as the aged. (F.UP)

Lesson three is that wealth should be used in preparation for the Kingdom of God and not for our own selfishness (INFORM)
iv) T: Kanuni kuu lingine ni kuwa kila shairi lina mpangilio maalum wa vina. (INFORM)
Nitaeleza kwa kirefu.

vii) T: The discovery of viruses was only made at the turn of the 20th Century after the invention of the electron microscope. There was the tobacco mosaic disease ... (INFORM)

viii) T: Let us go back to the textbook and find out more about this. (STR)

ix) 9) T: What are you doing? Someone is chewing behind there. You know you shouldn’t chew in class. You need to be punished. (STR)

x) 10) T: Katika ukurasa wa sita wa Kitabu Kiswahili kwa Shule za Sekondari kamilisha sentensi hizo kisha eleza maana na matumizi ya methali hizo. (STR)
(This example was used at the end of the lesson where there was no pupil reaction to the teachers’s instructions.)
When the T exchange was used at the end of the transaction (the end of the lesson) it was as a boundary exchange. Here, the teacher mainly used the Focusing move. Examples are

T: I want you to read up to the end of the chapter because next time I will ask questions from that chapter. (FOC)

T: For the next lesson, we will look at the apostolic age. (FOC)

T: We have been looking at Proteins and have heard about the importance of eating protein foods. We also learnt about sources of proteins and how we can supply the essential amino acids. (FOC).

4.2.2 T-P-T Exchanges

As has been seen from the section on Exchange structure, this was the most common structure overall. Of the T-P-T exchanges encountered, the most persistent was the eliciting exchange. In this, there was Teacher Initiation, (INIT) Pupil response (RESP) and Teacher Follow-up (F.UP).
Examples are:

i) T: Let us begin with sentence (a). What is the subject here?  
   (INIT) 
   P: She  
   (RESP) 
   T: She is the subject. Good.  
   (F.UP) 

ii) T: What are the damages these parasites - worms - cause to the host?  
    P: They take much of the food from the host.  
    (RESP) 
    T: Good. They take much of the food. Since this is where there is most of the digested food, so they deprive the host of the food.  
    (F.UP) 

iii) T: What problems did the missionaries face when they came to Africa?  
    (INIT) 
    P: Some of the African tribes like the Maasai were very hostile.  
    (RESP) 
    T: Thank you. One problem was the hostilities of the Africans.  
    (F.UP)
Apart from this, the structure also consisted of Teacher Initiation, Pupil reaction and Teacher follow-up. The initiation in such a case was either a soliciting move that required a non-verbal reaction rather than a verbal response from the pupils, or a proposed focusing move by the teacher which necessitated a pupil reaction, which in turn, elicited a Teacher follow-up. Example are:

iv) T: Where is the duster? (INIT)

P: (Gets the duster from desk and cleans the chalkboard) (REACT)

T: Good. Now that the board is clean, I can use it. (F.UP)

v) T: Today, I'd like us to begin looking at different modes of feeding. Let us begin with parasitism. (FOC)

P: Excuse me, Sir, we have already done that. (REACT)

T: I'm sorry about that. I have confused your class with Form 2C with whom I haven't done this work. (F.UP)
vi) T: Who will draw the structure of a virus on the board? Oswald. (SOL)

P: (Draws the structure)

T: That's a good trial. You have, however, mixed up these two features (corrects) (F.UP)

Examples (iv) and (vi) above are directing exchanges, while example (v) is a boundary exchange. The first (iv and vi) get the pupils to do something - to get the duster and clean the blackboard, and to draw on the board respectively - while the last (v) focuses on what the teacher intends to cover during that period.

The T-P-T exchange was also used when the teacher took the role of the text book, reading out from the book and the pupils responding to these moves and the teacher giving the follow-up. This happened especially in the language classes where there was a limited number of books, or if only the teacher had a copy of the text. For example:

vii) T(TB): Jaza mapengo haya kwa kutumia maneno
yafuatayo: 'Usiku kucha,' 'mchana kutwa,' 'kisirisiri,' 'kinyama,' 'sawa sawa,' 'hohe hahe,' na 'alfajiri'. Sentensi ya kwanza ni: walishinda wakingojea mgeni kutoka ulaya

P: Wananchi walishinda mchana kutwa wakingojea mgeni kutoka ulaya. (RESP)

T: Vizuri sana. Mchana kutwa. (F.UP)

iii) T(TB): Eleza maana zaidi ya moja ya neno hili: 'kana'. (INIT)

P: Kukataa, na pia inamaanisha 'kama' (RESP)

T: Vizuri. Pia inaweza kuwa 'mkono wa usukani' (F.UP)

ix) T(TB): Were the mothers there before or after midnight? (INIT)

P: They were there before midnight? (RESP)

T: Good. They were there before since it says The hour of midnight found them there.

The T-P-T exchange structure was also seen where the teacher wanted to find out if the pupils had understood the lesson so far and to get them to ask questions. His move to find out this served as an initiation to the exchange that
followed. This, however, only took place when the pupils had questions or comments following the teacher's initiation. The teacher's move that followed then completed this kind of structure. Examples are:

x) T: Is there any question so far? (INIT)

P: Did Paul meet the other apostles, like Peter (REACT)

T: Yes he did. But we are coming to that so I will not dwell on it now. (RESP)

xi) T: George, you have a question? (NOM)

P: Yes. How did Paul preach? Did he go to the streets? (INIT)

T: That's a good question. He preached in the temples and even on the road where he met people. (RESP)

This T-P-T exchange structure was different in that there was a teacher response rather than the usual pupil response and it also has no teacher follow-up.
The pupils here elicited a response from the teacher. The pupils' elicitation here was a reaction to the teachers' initiation, rather than a response - they reacted by asking.

4.2.3 T-P Exchanges

This exchange structure consisted of Teacher initiation and pupil response, or Teacher initiation and Pupil reaction. In the former case, it became an eliciting exchange while in the latter, it became a directing exchange. Examples are:

i) T: Where is your blackboard duster? (INIT)

   P: In the drawer to the teacher's table (RESP)

ii) T: Where is the duster (INIT)

   P: (walks out to get it) (REACT)

iii) T: Why are you fidgeting, Paul? (INIT)

   P: (sits up and attends to lesson) (REACT)

iv) T: In the chemical reaction, the colour changes from blue to? (INIT)

   P: Green (RESP)
In the above examples, (i) and (iv) are eliciting exchanges while (ii) and (iii) are directing exchanges. Example (iv) obviously lacks a teacher follow-up. This took place especially where there was a series of eliciting exchanges. The follow-up would not be given until all the solicits (e.g. questions) were exhausted in the series. For example:

v) T: So in the chemical reaction the colour changes from blue to? (INIT)
   P: Green (RESP)

vi) T: From Green to? (INIT)
   P: Yellow (RESP)

vii) T: Then? (INIT)
    P: Orange (RESP)

viii) T: Any other colour? (INIT)
     (Silence)

T: So we had various colours - from blue we got green, then yellow and finally ended up with a deep orange colour. (F.UP).

Even though the same pupil could have given
one answer, the teacher broke up the question so that different pupils gave different answers. The teacher’s follow-up was a summary of the exchanges prior to it.

Apart from being used in the above type of sequence, the T-P exchange structure was also used when there was a sequence in which the teacher didn’t follow up an answer, but instead, nominated someone else to give a different (next) answer. This was when a question, for instance, needed more than one answer, or when (for instance in the language classes) the pupils gave different sentences. The nomination then signalled correctness of the previous response and at the same time acted as an initiation. If the response in such a sequence was incorrect, there was then a T-P-T a structure with the teacher re-initiating the student, the student responding by correcting and the teacher following up. Examples are:

ix) T: Let us give answers to the questions (FOC) in the exercise on page 200. Lucy, give us the first answer. (INIT)

P: You didn’t keep your promise, did you? (RESP)
x) T: Linda (INIT)
   P: You don't have anything to say about this, do you? (INIT)

xi) T: Mwema (INIT)
   P: I haven't changed my mind, have I? (RESP)

xii) T: Joyce (INIT)
   P: Now that you have finished your lunch, we'll go to see the man together, won't we? (RESP)

Alternatively, the teacher used a structuring move to initiate the pupils' response. This happened either when they had done the work and read from their exercise books, or when they read from the text books. Here there is an implicit source (the textbook or exercise book) whose move comes before the pupils' response. This source, however, was implicit because the actual words here were not read out (the questions, for example were not read out by either the teacher or the pupil, but it was obvious that the response was to the textbook and not the teacher's previous move).
Examples:

xiii) T: Jane, can you read out the first sentence you wrote down in your exercise book? Sentences for the exercise on page 21 - the exercise about ways of referring to the future?

P: We go to Uganda next Saturday.

ix) T: Read out yours Omollo

P: I'm going to see my mother tomorrow.

The teacher's silence here was taken to mean that the response given was the correct one.

With the T-P structure should be considered the T-P-T-P exchanges in which the teacher initiated, the pupils responded, the teacher re-initiated and the pupil gave another response. The teacher did not give any follow-up to the response. The pupils' first response was either incorrect or incomplete and thus elicited a re-initiation from the teacher. Lack of the teacher's follow-up was taken to mean that the pupil's response was satisfactory.
4.2.4 **T-P-T-P-T Exchanges**

This exchange structure was manifested in different ways. The teacher at times initiated the exchange and a pupil gave an incorrect response (a wrong answer). The teacher then re-initiated so that another response was given, either by the same pupil or by a different one. The structure, manifested in this way, is similar to structure 14 (T-P-T-P-T-P-T), the only difference being that in 14 the teacher re-initiated more than once and the pupils made two (or more) response moves. An Example is:

1) T: Tunasema hapa, pale, na ikiwa zaidi twasemaje? (INIT 1)

   P: Huko (RESP 1)

   T: Hapana. Kitu kikiwa karibu twasema hapa, mbali kidogo twasema pale, na mbali zaidi je tutasemaje? (INIT 2)

   P: Hapo. (RESP 2)

   T: Vizuri sana, twasema hapo. (F.UP)

This exchange structure was also seen when the pupils' response to the initiation was given in
chorus or by one pupil but was inaudible. Here, the teacher's second move was a structuring move, getting the pupil to speak louder or getting one pupil to speak instead of the whole class, for example,

ii) T: Tunatumia neno gani maalum la kishairi kumaanisha hizo silabi? (INIT)

P: (inaudible) (RESP1)

T: Zungumza kwa sauti (STR)

P: Neno ni mizani (RESP 2)

T: Mizani kwa hivyo kanuni nyingine kuu ni mizani. (F.UP)

(iii) T: Which groups of people require more body-building foods? (INIT)

PP: (Mumbling all over the classroom) (RESP 1)

T: Let one person put up their hand (STR)

P: Children (RESP 2)

T: Children, Yes. (F.UP)

Apart from these manifestations, the T-P-T-P-T
structure was also seen when a pupil put up his/her hand and the teacher nominated him to speak. The pupils' bid came when the teacher was closing the last exchange, and as a result, did not interfere with what the teacher was saying. As a result, it did not become part of the previous exchange. Example:

iv) T: Yes, George, you had your hand up. (NOM)
   P: How does the bacteria get into the rumen of the animal? (INIT)
   T: How does it happen? Anyone with an answer? (RE-INIT)

   P: It can be taken in by feeding
   T: Yes, the animal takes in the bacteria through feeding - it goes in with the food. (F.UP)

In this example, instead of answering the pupils' question, the teacher re-initiated and opened the exchange to the rest of the class to join in the interaction. After the pupil responded, the teacher then gave a follow-up, giving the answer he might have given to the pupil's initial question.

In the T-P-T-P-T exchange structure, the
pupil moves were either made by the same pupil or by different pupils. There were times when the pupils reacted to a T-P-T exchange and thus it became a T-P-T-P-T exchange since the teacher reacted to the pupils' reaction. Examples are:-

(v) T: Is there any other problem that the missionaries faced in Africa? (INIT)

P: The food they ate was a great problem since the Africans ate food very different from what they themselves ate at home. (RESP)

T: Good. In Europe, the staple food is either bread or potatoes. In Africa, there was maize, beans, millet, cassava, etc. This was a different type of diet which made many diarrhoea. (F.UP)

PP: (laughter) (REACT)

T: Remember one can't work if they are not getting the right kind of food. (REACT/F.UP)

At other times, the T-P-T-P-T structure took place when after initiation, a pupil bid (loudly) to
give a response so that that became a move by itself. The teacher then nominated the pupil who then gave a response and the teacher finally gave a follow-up move. An example is:

vi) T: Who will tell us some of the Matyrs we have heard of in Africa. (INIT)

PP: (in chorus) me, please, here Sir, etc. (BID)

T: Yes, Jane
P: St. Charles Lwanga
T: Yes, that is one of the matyrs here. He was a Ugandan.

4.2.5 T-P-P-T Exchanges

These are exchanges in which there were either two pupil response moves or a pupil’s response and a pupil(s)’ reaction, which followed the teacher’s initiation and these two moves were followed by the teacher’s follow-up. When the second pupil move was a response, it responded to the teacher’s initiation, especially if the first response was incorrect. The pupil reacted by speaking directly to the first pupil – reacting to what he said rather than what the teacher asked.
Examples are:

i) T: Paul started his journey in Cyprus. From here where did he go? (INIT)
P: Galatia (RESP)
P: No, not Galatia (REACT)
T: He did not go to Galatia but to Antioch (F.UP)

(ii) T: Who can tell us what ions are? Someone told us they are positively charged but that is only half the answer. Even those that are negatively charged are ions (INIT)
P: It is negatively charged. (RESP)
PP: (laughter) (REACT)
T: Let's put it this way, an ion is a particle which is charged either negatively or positively. (F.UP)

iii) T: Jibu swali la sita. (INIT)
P: Wananchi walishinda usiku kucha (RESP)
P: Wananchi walishinda mchana kutwa
wakimongojea mgeni wao. (RESP)

T: Unashinda mchana kutwa lakini
unasema usiku kucha.

In examples (i), P responded to P’s answer, stating that it is incorrect but did not offer a better answer so the teacher gave the correct answer in his follow-up move. In example (iii), on the other hand, the second pupil realised that the first pupil’s answer was incorrect and provided the correct answer and in the teacher’s follow-up he responds to both pupils by commenting on the first (incorrect) answer as well as repeating the second (correct) answer.

In example (ii), the pupils reacted to the response given by laughing so that the teacher instead gave the correct answer which she had expected.

To be included here, is the T-P-P-T-P-T exchange in which after the second pupil’s move (reaction), the teacher gave a re-initiation particularly if the pupils responses were incorrect or incomplete. The T-P-P-T part of the
exchange was similar in circumstances to those already cited above while the last part was similar to the T-P-T exchanges discussed above, with the pupils responding to the re-initiation, and the teacher giving a final follow-up. This exchange was therefore of the eliciting type.

4.2.6 T-S-T Exchanges

This structure consisted mainly of eliciting exchanges. Here, the teacher initiated the exchange by asking a question but the pupils did not provide any response, because they did not know the answer, and the teacher was therefore forced to respond to his own question. Similar to this is the T-S-T-S-T structure where the teacher's initiation was answered by silence. He then re-initiated (re-elicited) but there was still no response. Eventually the teacher gave the answer to his own question.

Included here, are those instances when there was a teacher initiation, followed by a pupils response in which the answer was incorrect. The teacher gave a re-initiation and was answered by silence and he ended up giving the correct
answer himself. Examples are:

i) T: From your chemistry, why are these two called ions? What is an ion? (INIT)
   (Silence) (-RESP)

   T: Have you never come a cross this? An ion is simply a particle that is either positively or negatively charged. (T-S-T) (RESP/F.UP)

ii) T: The simplest lipid is triglyceride. Tri-means three so what makes it up?
    (INIT)
    (Silence) (-RESP)

    T: What are the three molecules? (RE-INIT)
    (Silence) (-RESP)

    T: Alright, it is made up of two molecules of fatty acids and one of glycerol. (F.UP/RESP)

i) T: What is the source of the nitrogen that ends up in our food? Anyone who can even guess? (INIT)
   (Silence) (-RESP)
T: You have dealt with the nitrogen cycle in Form One. What is the main source of nitrogen.

(RE-INIT)

P: The soil

(RESP)

T: It is not the soil but the air. That's where we get most of the nitrogen. (F.UP/RESP)

(T-S-T-P-T)

In this exchange structure the silence was also found when the teacher wanted to find out if the pupils had understood. Silence on the part of the students therefore signalled that they had understood, otherwise they either said they had not understood or asked questions for the teacher to make something clear. For example:

iv) T: Is there any question that far? (INIT)

(Silence) (-RESP)

T: In that case, if there is no question, we shall proceed. (F.UP)

v) T: Anyone who has not understood that? (INIT)

(Silence) (-RESP)

T: We'll continue over the next period. (F.UP)

Silence in the above structures of exchange
(T-S-T, T-S-T-P-T) either signalled lack of knowledge of the appropriate response, on the part of the pupils, or that they had understood the topic and had no questions for the teacher.

While looking into the T-S-T exchange structure, it is necessary to look at times when there was a break in the discourse and silence prevailed for long stretches of time. This happened at different times, depending on the activity the class was taking part in. When, for instance, the teacher wrote sentences on the chalk board that were to be used in the stretch of discourse that followed, there was an interlude of silence. When there was an exercise the pupils were doing from their text books or from the chalk board, there was also a stretch of silence. Silence was also observed when either a pupil or the teacher drew a diagram on the board. The silence being discussed here came between, rather than within exchanges but they were part and parcel of the general interactive atmosphere in the classroom.

Another structure worth discussing here is the T-P-T-S-T one. Here the pupil's response was
either incomplete or incorrect and the teacher
gave a re-initiation but was rewarded by silence.
As a result, he answered his own question. The
silence here occurred due to lack of knowledge on
the pupils' part.

4.2.7 **P-T and P-T-P-T Exchanges**

These are exchanges in which the pupils were
the initiators while the teacher took the role of
responding or evaluating the pupil's initiation.
The initiation by the pupils varied from being an
elicitation (a question), to being a response that
was asked for in another exchange altogether. If
the initiation was a question, the teacher either
gave a response and ended the exchange there, or
made the exchange longer by asking a different
pupil to answer the question. Examples:

i) P: You said there were many Jews in Athens.
   Did they also worship idols?  (INIT)
   
   T: Oh Yes, Even though they knew Yahweh,
   they also worshipped the gods they found
   being worshipped in Athens.

ii) P: Is 'early' an adverb or not?  (INIT)

   T: Can somebody answer that Question? (RE-INIT)
P: I think it depends on how it is used. (RESP)
T: Yes, there are many words that can be used either as adverbs or adjectives depending on how they are used. (F.UP)

If the initiation was a response, it usually came immediately after a T-P-T Exchange structure, or after another P-T exchange. These were instances in which there was a sequence where one question had many possible answers. The teacher initiated once and afterwards only gave a follow-up to a response, but did not re-initiate the exchange. The pupils' response plus the teacher's follow-up stood out as complete exchanges. Examples are:

iii) T: Mafumbo yanaweza kutumiwa mahali pengine, siyo katika mashairi peke yake. Ni wapi pengine tunapotumia mafumbo? (INIT)

P: Katika nyimo (RESP)
T: Nyimo (F.UP)

iv) P: Katika methali (RESP)
T: Methali, vizuri (F.UP)
v) P: Katika hadithi (RESP)
T: Ndiyo, pia kuna mafumbo katika riwaya ndefu. (F.UP)

Examples (iv) and (v) come immediately after (iii) so the initiation in (iii) serves as the implicit initiation of the other two exchanges. The teacher's repetition of the pupil's answer seems to signal that the next pupil may speak.

At other times, the pupils initiated the exchange by bidding and their bid stood out as a move on its own. The teacher then nominated the pupil in a different move. After this, the pupil asked a question which elicited the teacher's response. An example is:

vi) P: Excuse me, Sir (BID)
T: Yes, James (NOM)
P: What would you say is the damage caused by parasites like worms in the intestines? (ELICIT)

T: One damage is that they injure the walls of the intestines especially if they use hooks or suckers to cling to the wall (RESP)
Here, acts such as Bid, nomination and Elicitation become moves on their own, and instead of the teacher's follow-up, there is the teacher's response.

At times, the teacher did not answer the pupils' questions fully so the pupil had a re-initiation move. The teacher thus had two responding moves and the pupil, two initiating moves. The initiating move and the re-initiating move were made either by the same pupil or a by different pupil.

An example is:

vii) P: Did the Jews also worship idols? (INIT)
    T: Yes they did.
    P: But you have just said they followed the law of Moses. How could they follow this law and still worship idols? (RE-INIT)
    T: They knew the real God, Yahweh. Those who opposed Paul were mainly the educated Jews who wanted to philosophise over everything, for example, why they
shouldn't worship other gods. (RESP)

The P-T exchange was also used when the pupil wanted to correct something that had been done - especially what had been written on the chalk board. Here, the teacher's move was either a reacting one - to correct the wrong, or a responding one, telling the pupils why it is or is not wrong. Examples.

vii) P: Excuse me, Madame, You have written 'laugh to the joke' instead of 'laugh at'. (INIT)

T: Thank you (corrects), it should be 'laugh at' (REACT)

ix) P: Kuna mahali umeandika 'inchi' nami nafikiri ungeandika 'nchi'. (INIT)

T: 'inchi' na 'nchi' ni maneno tofauti yenye maana tofauti. Hapa nina maana ya urefu fulani, kwa hivyo ni sawa. (RESP)

In the first instance, the teacher reacted by correcting the error, while in the second, the teacher responded (or reacted) by explaining why
the word she had used was the correct one.

4.2.8 P and P-P Exchanges

These two types of exchanges are those that occurred without the teacher's participation in the exchange. In the P exchange one pupil made a complete 'exchange' while in the P-P exchange, pupils spoke to each other without the teacher taking part.

These structures were limited because they occurred when there was group work given for the pupils to discuss on their own. Group work was observed during the teaching of English in school A and during the teaching of C.R.E. in school F.

In the English class, one pupil led the discussion so that there was mainly the P-P structure of exchange. The leading pupil therefore facilitated the flow of communication in the group. This is similar to Wright's 'Wheel' Structure discussed in Chapter Two. This pupil even nominated the person to speak next. For example:
i) P: Let's begin with the first question.
   Jane, give us your idea. (INIT)

   P: One of the nouns in that paragraph is 'knowing' (This is written down) (RESP)

(ii) P: It's almost time. Let's have two more verbs from the paragraph and finish up.
   (INIT)

   P: There is 'talking' and 'has come'. (RESP)

   The leader did not evaluate whatever response was given but simply got the interaction going.

   In the C.R.E class, there was no leader as such. The pupils gave their views which were recorded by the group secretary. One pupil's contribution to the discussion was therefore complete as a P exchange. The P-P exchange occurred when a pupil disagreed with another or wanted clarification, or if the secretary wanted the rest of the group to wait so that she could finish writing a point. Examples are:

   iii) P: One of the rituals in Baptism is that a
person is anointed with oil (this is written down)

iv) P: Jane, you said that Baptism symbolised newness I don't understand. (INIT)

P: All I meant is that a person starts afresh another kind of life from the one he has led before he is baptised - you begin with Jesus this time. (RESP)

P: Just say that again so that I can write it down. (INIT/STR)

P: I said that the laying of hands is a form of blessing.

The P-P exchanges are either of the directing type or of the eliciting type, while the P exchanges are of the informing type.

The P exchanges also took place when the groups (one member of every group) reported their results to the rest of the class. Here the pupil gave all the points before the teacher got the class to discuss them (the points). The P
exchanges here were also of the informing type.

4.2.9 P(TB) and T(TB) Exchanges.

In these exchange structures, the pupils or the teacher respectively read from the textbook which, here, was the source. This happened especially where there was a limited number of texts, so the reading was done so that everyone had access to what the book said. The use of the textbook within the lesson took place mainly in the English classes. In C.R.E, the textbook was referred to but was not used on the spot (in the lesson).

The T(TB) and P(TB) exchanges were informing exchanges only. The pupil, or the teacher, read in order to inform the rest of the class. It was after this that the exchanges changed to either eliciting or directing exchanges and the rest of the class got involved.

4.2.10 TB-P and T-TB-P Exchanges

In these exchange structures, the text book played a major role because it actually elicited a pupil response. There are several structures that
belong here. One of these is a TB-P structure in which, instead of the teacher initiating, the textbook was the source of initiation to which the pupil's response was directed. For example:

1) TB: This is the class, my class, I belong to it. (INIT)

P: This is the class, this is my class, this is the class I belong to.

(An example was given in the text on how to do the exercise).

In this kind of arrangement, the teacher's role was to correct any errors and to nominate the pupils. The nomination, however, did not always take place because, at times, the pupils took turns according to the sitting arrangement. One thus spoke after the person next to him and this went on until all members of the class had said something, and the routine started again. If the teacher made a correction, the structure then became TB-P-T with Textbook initiation, pupil response and teacher follow-up.

The T-TB-P exchanges took place when the
teacher gave a structuring move, directing the pupils where to read from in the textbook and answer the question, or when the teacher nominated a pupil to answer the next question from the book. The textbook, once again, was the source (initiator) while the pupil then responded to the TB initiation. The teacher either gave a follow-up move, or did not, so the pupil at times ended the exchange. An example is:

ii) T: Geoffrey can you give us the answer to the question on page 219? (NOM)

TB: Use the word 'early' as an adjective as an adverb. (INIT)

P: The early bird catches the worm - adjective He came for lunch early today - adverb (RESP)

T: That's good, you've used the word correctly in both sentences. (F.UP)

With the presence of the textbook, the teacher had a choice of either taking part or not taking part, and letting the textbook take his or her role.
4.2.11 **T-P-P Exchanges**

In these exchanges, the teacher made an initiating move and the pupils made more than one subsequent moves and the teacher did not follow-up the pupil moves. This happened when there was a class discussion in which the pupils' opinion was sought by the teacher. The teacher did not give his or her own opinion and as a result pupil moves completed the exchange. This happened mainly in the C.R.E classrooms. These exchanges were mainly of the eliciting type, and the teacher's elicitation was followed by two or more pupil responses. Here, even when the exchange began as a T-P-T one, the end was made up of pupil moves so there was then T-P-T-P-P(-P)

Examples are:

1) **T:** This group would like to know some of the things associated with the laying of hands

   Any suggestions?  

   (INIT)

   **P:** Blessing  

   (RESP )

   **P:** Baptism  

   (RESP )

   **P:** Anointing  

   (RESP )
In this example, there is no follow-up to the suggestions given. This may be because the teacher wanted the pupils to think on their own, since they were doing some group work which would later be discussed by the whole class and she would then give her feedback.

ii) T: Any questions up to there? Nyamweya (INIT)

P: If incest was wrong, why did God allow Jacob to marry a cousin?

P: Let me answer that. I think right and wrong is not universal and depend on the circumstances at the time it happens. (RESP)

P: I think so too because, for example some time back, Masaai raiding for cattle was correct and moral but today even the Masaai view this as wrong because times have changed. (RESP)

In this example, the teacher facilitates communication, controls the interaction but does not complete the exchange. He lets the pupils give their views.
This exchange structure was very rarely seen in the classroom but when it did occur, the last move by the pupil was a follow-up, very different from the usual teacher follow-ups because the pupil used it either to comment on the teacher’s response, or to thank the teacher for the response he or she gave. This was an eliciting exchange in which the pupil’s initiation was a question for the teacher to answer. An example is:

P: Excuse me, what does dipping in water during baptism symbolise? (INIT)

T: In general, it symbolises going into the grave and being raised out of it with Jesus (RESP)

P: Thank you, I always thought it was some way of making us clean - like washing away sins. (F.UP)

It is possible for the teacher to have another follow-up move here, but this is not provided at all, and the pupil thus ends the exchange.
4.3 THE ACTS

In the examples cited in the preceding discussion of the moves, it can be seen that different acts were prominent in different moves—whether they were moves by the teacher or by the pupils, or whether the textbook played an important role.

4.3.1 Initiation

4.3.1.1 Teacher initiation

In this type of move the teacher either informed the pupils, directed them to perform something, elicited a verbal response from them, or nominated one pupil to say or do something. If there was a re-initiation, any of these acts could be used and/or a loop could also be used.

The informative act was used to give the pupils information about the topic, while the elicitation was used to call for a verbal response from the pupils. The directive was used to get a physical (non-verbal) reaction, and the nomination, to choose a particular pupil to talk to avoid indisciplined chorusing. The loop was only used
in a re-initiation, where the teacher wanted the pupils to repeat what he had said. Examples are:

(i) T: Kanuni nyingine ya ushairi ni mizani
   (INFORM)

   Abdalla
   (NOM)

   Tueleze maana ya neno 'mizani'
   (ELICIT)

   ii) T: Who will draw for us the structure of a tape worm on the black-board?
       (DIR)

       Onyango
       (NOM)

   iii) T: What is the adverb in that sentence?
       (ELICIT)

       P: (inaudible)
       (RESPONSE move)
       (REPLY)

       T: Say that again for all to hear
       (LOOP/DIR)

   In example iii) the teacher's second utterance is a re-initiating move, and uses a loop (asking the pupil to repeat), which is thus at the same time a directive.
4.3.1.2 Pupil Initiation

In these moves, the act that was almost always there was the bid in which the pupil caught the teacher’s attention in order to speak. When the pupil had bid and had the teacher’s and the class’ attention, he then made an eliciting and/or a commenting act. These happened more in the eliciting exchanges where the pupil wanted to find out something from the teacher or clarification of something. For example:

P: Excuse me sir. (BID)
You said that the Jews in Athens worshipped idols when Paul went there. (COMMENT)
Did they also believe in the law of Moses? (ELICIT)

This type of initiation, where the teacher’s information was commented on, occurred only when the pupil belonged to the upper quarter in the performance lists - only the very bright pupils were able to initiate the exchange in this way. In the P-T exchanges, where the pupil’s initiation move was an answer to a question that came after several exchanges before it, the move consisted of a reply and not any of the other
acts. This however still remains an initiating move, because it was combined with the teacher follow-up to form an exchange.

The pupil also nominated another to speak, but this was only when he was a group leader in group work.

4.3.2. Response

4.3.2.1. Pupil Response

The most prominent act in the pupils' response moves was the replying one. This is because the response move was, in most cases, a verbal response to the teacher's initiation. Apart from replying, the pupils also reacted - non-verbally - to the teacher's directives. Acknowledgement was also observed, but this mainly happened non-verbally - the pupils nodded their heads to acknowledge the teacher's information or response. There are times, however, when the pupils' response was silence. This became an act especially where there was a teacher follow-up, either giving an answer to the elicitation, or re-initiating the exchange. For example:

i) T: What makes up triglycerite? (ELICIT)
   P: (Silence)
T: It is made up of Glycerol and fatty acids
(REPLY)

ii) T: Where is your duster? (ELICIT)

P: (Gets up with duster to dust the blackboard) (REACT)

Here, the elicitation by the teacher is understood as a directive to rub the chalkboard and the pupil therefore reacts (physically) by rubbing the board. The pupil may also reply to the elicitation by saying, for example, "it is in the drawer to the teacher's table", as has been reported elsewhere. This raised the question of the intended meaning, and the pragmatics of classroom discourse, but this is beyond the scope of the present research.

4.2.2. Teacher Response

The most prominent act in the teacher's response move was the replying one. Here the teacher gave a verbal response to the pupil's elicitation. The teacher also reacted by re-elicitation, asking a pupil to answer a question asked by another one. The teacher at times also acknowledged a pupil initiation, especially if the pupil had commented on some part of the discussion,
or corrected what had been said or done. Examples are:

i) P: How does the bacteria get into the rumeh?

T: Can someone tell us how it happens?

ii) P: Did the Jews also worship idols?

T: Oh yes, even though they knew Yahweh, they worshipped the gods they found being worshipped in Athens.

iii) P: Excuse me Madame,

You have written 'laugh to the joke'

instead of 'laugh at'

T: (nods after reading) (ACKNOWLEDGE)

(corrects the mistake) (REACT)

In example i) the teacher reacted by re-eliciting, while in ii), the teacher gave a verbal reply to the question, and in iii) the teacher acknowledged the pupil's correction and also reacted (physically) by correcting the mistake.)
4.3.3 Follow Up

4.3.3.1 Teacher follow-up

The teacher follow-up, when it was present, consisted of one or all of the three acts, accept (or reject), evaluate and comment. The teacher either accepted or rejected what the pupil had said and evaluated it (by praising the pupil for instance) and commented on it.

Examples are:

i) P: Neno 'kana' lina maana ya 'kataa' (REPLY)
   T: Vizuri sana (EVALUATE)
      Pia yaweza kuwa na maana ya 'mkono was usukani' (COMMENT)

ii) P: 'The book' is the subject (REPLY)
    T: Yes, the book is the subject (ACCEPT)

iii) P: (Draws the structure of a virus on board) (REACT)

    T: That is a good trial (EVALUATE)
    You have, however, left out a few structures like these (adds them) (COMMENT)
4.3.3.2 Pupil Follow-up

In the pupil follow-up, only two acts were observed. The pupil acknowledged the teacher's response to his elicitation (his question), and at times gave a comment, for example:

T: In general it (baptism by dipping in water) symbolises going into the grave and being raised out of it with Jesus  (REPLY)

P: Thank you  (ACKNOWLEDGE)
I always thought it was some way of making us clean - like washing away sins. (COMMENT)

It was very noticeable that pupil follow-up lacked evaluation, whereas the teachers almost always had an evaluating act. This, the researcher contends, is because of the social situation where the teacher is the one who gives feedback, which includes evaluation, not the pupils.

4.3.4 The T Exchange Structure.

In the exchanges where the teacher was the only speaker, the acts present varied, depending on the position of the exchange within the
Boundary exchanges consisted mainly of markers and metastatements. The marker gave signal that the transaction was beginning (or ending), while the metastatement talked about the discourse - either saying what had been done before, or was about to be done in the lesson. Examples are:

i) T: Now (MARKER)

Yesterday we looked at the spread of Christianity in the first century (META).

ii) T: Today we have looked at the importance of proteins and seen reasons why we should always provide it in our diet. (META)

These T exchanges, when they occur within the transaction, consist of informing acts. These acts are also at times found in the boundary exchange, where the teacher focuses and begins the lesson by giving information on the topic. Examples are:

iii) T: Kanuni nyingine ya ushairi ni ile ya vina ampapo kila shairi lazima liwe na
mpangilio maalum wa vina (INFORM)

iv) Tulikuwa tumeangalia vielezi (META)
Leo tutatazama vionyeshi (META)
Neno 'vionyeshi' au 'viashiria ina maana ya maneno ambayo yanatumwiwa kuonyeshea vitu au mahali (INFORM)

Example iii) is an inform exchange, found within the transaction and has one informing act. Example iv), on the other hand, is a boundary exchange, consisting of two metastatements and one inform act.

4.3.5 The P Exchange Structure

The exchange structure discussed in section 4.2.8 above, mainly consisted of informing acts, giving information, either in the groups or to the whole class (during reporting time after the group discussions). Where there was a group leader, however, there were other acts such as directive, comment, nomination and elicitation.

Examples are:

i) P: One of the rituals in Baptism is that a person is anointed with oil (INFORM)
ii) P: You said that Baptism symbolised newness (COMMENT)
I don't understand (ELICIT)
P: All I meant is that a person can start afresh... (REPLY)

iii) P: Jane (NOM)
You had something to say. (ELICIT)
P: I think 'knowing' has also been used on the last line as a verb (REPLY)

iv) P: It's almost time, Let's finish up (DIRECTIVE)

4.3.6 Text Book Moves

Where text books were used, there were two major acts that were observed: the informing and eliciting acts. Where the teacher or the pupils read from the book (T(TB) or P(TB)), the acts were informing ones. With the text book initiating the exchanges, the acts were eliciting ones, with the pupils responding to textbook elicitation and the teacher providing a follow-up (evaluation).
4.4 THE ROLE OF THE TEXT BOOK

When the textbook was used during the discourse, it did affect the routine that was there in its absence. Instead of the teacher being the initiator, the text book at times took over, so that the pupils' response was directed at the textbook rather than at the teacher. The teacher then took the role of nominating speakers and giving feedback (follow-up) to the pupils. The teacher, therefore, became the director in the interaction and the textbook became the source of information.

The presence of the textbook also contributed to a lot of silence, especially when the interaction was between the pupils and the textbook (during an exercise being done silently). The textbook was then the source and the pupils (and the teacher) were the target of the information.

While looking at the role of the text-book in classroom discourse, it is necessary to comment on the fact that, even when the text was used by the pupils out of class - before the lesson, the discourse, was affected. This was seen, for example,
where pupils had been told to read some passages in the Bible. When the passages had been read, there was less silence in the eliciting type of exchanges. When passages had not been read, there was a lot of silence and the pupils contributed less to the discourse and as a result, the teacher spoke more - there were more T exchanges of the informing type.

4.5 **ROLE PLAYED BY THE PUPILS' INTELLECTUAL ABILITY**

From the observations in the different classes, it is obvious that the intellectual ability of the pupils, as shown by their performances in the different subjects, - did affect the structure of discourse. Whether a pupil belongs to the upper half (having higher ability) or to the lower half (with lower ability) determined whether, for instance, he could initiate exchanges or not. The differences were observed especially where the pupils initiated exchanges and also where the pupils reacted to a prior move.

When the teacher was the initiator, s/he also nominated a pupil to respond to the initiation,
whether the pupil raised his/her hand or not. This seemed to be an attempt by the teachers to get all the pupils to take part in the discourse. It was observed that in such nomination, the lower half pupils contributed more to the T-S-T structure, while the upper half contributed more to the T-P-T structure.

The voluntary bidding and initiation by the pupils was related to their intellectual ability. The pupils who initiated exchanges, eliciting and/or directing exchanges, were those who were in the upper half bracket in terms of their performance. These pupils were able to comment, accept, or even reject (question) what the teachers had done and/or said, readily asking for clarification where they felt they had not understood. The only time pupils from the lower half initiated was when they used the LOOP, that is, asking the teacher to repeat something. This, however, was also done by the upper half pupils. The upper half pupils therefore contributed a lot to the P-T and P-T-P-T exchange structure, when these were eliciting exchanges and where the act LOOP was not used.
The pupils' ability also played a major role in the T-P-P(-P) exchange structure. As has been stated in section 4.2.11 above, this structure was observed mainly where there was an open class discussion where the pupils' opinion was sought. The upper half pupils contributed 90% of the pupil moves in these exchanges. In this kind of situation, the upper half pupils were more eager to take part, and therefore, bid to be nominated.

Another observation was that the lower half pupils contributed more to those exchanges that had re-initiation, since they gave more responses that were incomplete or incorrect than did the upper half pupils. This necessitated repeating of the initiation, rephrasing it or giving hints to the pupils. The lower bracket therefore contributed more to the first P move in the T-P-T-P-T structure in which there was a lot of re-initiation. This does not mean that the upper bracket did not contribute to teacher re-initiation. They did, but their contribution to that end was minimal.
The upper half pupils were also responsible in most cases for the T-P-P-T exchange structure. This was mainly where the second P move was a response to the teachers initiation, not a reaction to the first P move. Here the pupil realised that his & her colleague's response was incorrect, and therefore, gave the correct response, or modified the other pupils' response. The second P move, in this case, was made by an upper half pupil.

In general, it was observed that the upper half pupils contributed more to the discourse than the lower half ones - about 70% of all the pupil moves were made by those from the upper half bracket.
5.1  **THE FUNCTIONS OF TEACHERS AND LEARNERS**

The present study reveals that the teacher's major role is to inform the pupils and to solicit (elicit) responses from them. This is shown by the many teacher inform exchanges and the fact that teachers initiated the talk very often. The teacher also structures the discourse, telling the pupils what to do and when to say it, and even nominates the person to speak. This means that the teacher controls the discourse in the classroom.

The pupils' major function in the classroom is to respond to the teacher's solicitations and react to the teacher's directives. The pupils only make structuring (directing) moves when there is group discussion in which one pupil leads and directs the others on what to do. The pupils do solicit, but this is limited to a few instances and to few pupils.

The findings about the role of teachers and pupils are similar to those of Sinclair and Coulthard (1975) and Bellack *et al.* (1966). They
only differ from Flanders' (1970) findings. The teachers in the classes observed do more than just lecturing the pupils and the pupils do more than listening to the teacher as Flanders observed. Teachers also structure the discourse, direct and reply to pupils and also nominate the pupils to speak. Pupils on the other hand also elicit teachers' responses, acknowledge what teachers say and even react to what other pupils say. Even though the teacher lectures (informs) pupils, the average percentage of lectures is less than the 90% that Flanders talks about.

5.2 IMPLICATIONS

One main implication of this study for teachers is that their teaching (classroom) behaviour can be systematically and objectively described to provide them with feedback. This feedback uses technical and precise language, and so eliminates such statements as "you talk too much" and "You don't allow your students to say anything," since these are rather subjective and make teachers react defensively. Systematic feedback provides teachers with facts concerning their classroom behaviour (linguistic), rather than an opinion based on impressions with which they may argue, justifiably. For example, teachers
find out the moves they use most, those that their pupils use, etc. In the light of this information, teachers can then decide for themselves whether they have achieved their objectives in the lesson. If this has not been done, the teachers have exact information on which to base their plans for changes in their linguistic behaviour in the classroom.

Another implication concerns the use of the textbook. When it is used, the pupils seem to interact more and even use it in place of the teacher. Teachers, if they use the textbook more within the lesson, may give the pupils more freedom to decide on their own about the topic in discussion, and this may make the teacher’s feedback or follow-up more essential and useful to the pupils. This will reduce the amount of talking and controlling the teacher does in the classroom. This does not mean, however, that the textbook should take the teacher’s place, or that it should be wholly depended on by the pupils, but only that textbooks are not used enough in schools - the teacher gives the pupils information and even gives exercises that could well be done by the textbook. The researcher appreciates the fact
that many schools cannot afford enough books, so the teacher very often takes over the role played by the textbook. As a result, the teacher seems to talk even more than is really necessary, doing all the initiation of exchanges, controlling the class and also evaluating what the pupils say and do. The initiating could instead be done by the textbook.

From the present research, there is the implication that teacher educators need to lay emphasis on interaction in the large classes found in Kenyan schools today. This is because, with such large classes, not all the pupils get a chance to speak and therefore before written tests are given, the teacher cannot evaluate these pupils’ understanding. This is even more so because classroom discourse is dominated by the brighter pupils, who speak more often than the less bright. Since more participation is implicit of learning taking place, and this seems to take place when textbooks are used, either in or out of the lessons, teacher educators need to emphasise the use of textbooks in the teaching process when training teachers. Classroom, discourse here can therefore be used to assess, not just the teachers' achievement, but also the pupils' learning (by the
pupils' participation).

The results of the present study are not intended or expected to be representative of all English, Kiswahili, C.R.E and Biology classes everywhere, but only to form a part of the whole. More information about what actually happens is essential before we can make conclusions about what ought to go on in these classes. More research in this field (of Discourse Analysis) is essential, therefore, in other parts of the country before these conclusions can be reached. The present research has only described what goes on in some schools in a small area - Nairobi, and has only looked at discourse functions. The area of linguistic forms used to realise these linguistic functions needs to be investigated to give us a fuller understanding of discourse in the Kenyan classroom. Apart from the linguistic realisations of acts, the pragmatics of classroom discourse could also be a fruitful area for future research.

5.3 **CONCLUSION**

This study has observed and described classroom discourse and gone on to explain the different structures in different instances. From
here, we can conclude that the structure of discourse in the classroom will vary depending on:

i) the subject being taught/learnt.

ii) the learner’s intellectual ability.

iii) the presence or absence of the textbook in the lesson.


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