

DISCOURSE ANALYSIS IN CLASSROOM MANAGEMENT

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Abstract

This study has focused on the impact of classroom management on the students' academic and emotional success. Class has importance in terms of being the place of where the educational process occurs. Teachers' roles, behaviours, rules, discipline, flexibility, communication styles in the classroom are very effective on students. In order to understand students, to tell them about herself/himself well and to be able to build a relationship depends on mutual trust; teachers need to establish effective sentences. Because words and sentences are essential elements representing us. But the factor affecting communication is "discourse" which is beyond the words and the sentences. If the teacher pays attention to "where" and "how" students say rather than "what", she/he understands students better and be more successful creating a suitable classroom environment to students. Here, "discourse" comes into play. In this study, how must the teacher pay attention to "discourse" and what kind of principles that the teacher should apply in the classroom environment according to discourse analysis have been revealed.

Keywords: Classroom management, discourse, discourse analysis.

1. Introduction:

“Classroom is the environment that students and teachers share the information and experiences in them which they provided from various communication tools with a suitable arrangement to achieve educational objectives” (Başar, 2006). Classroom environment is a social environment with a unique atmosphere and climate where the teaching-learning activity occurs and students interact with each other. Students who have different personality traits, expectations and needs create a common social structure in the classroom (Küçükahmet, 2010). In order to form a qualified learning process in this structure, it is necessary to establish a dynamic communication process among the student-student and student-teacher. And that is provided with taking into consideration the classroom management and “discourse” in classroom management.

1.1. Classroom Management

Classroom management is a process based on a scientific basis and personal skills. Classroom management, which is the sum of work and effort of providing the students' cooperation in the classroom and directing them according to specific purposes, is to perform the task, to overcome expected difficulties and to deal with unexpected ones with all kinds of resources in the classroom (Erdoğan, 2008).

Success in classroom management depends on the teacher's sensitivity and knowledge in the field of human relations. The first thing a teacher needs to do is to provide physical and psychological environment for training in the classroom (Aydın, 2004). While the physical environment can be provided with the school administration and the necessary adjustments (financial support, etc.), psychological environment is more related to the teacher's abilities. Students' readiness to the course, becoming eager to learn, and willingness to comply with the class rules and to participate in lessons are closely related to the teacher's attitude. The teacher should make the student to love the lesson and keep their motivation high. For this, the teachers need to understand them better and identify their readiness level well. Readiness of the students should not be limited only to cognitive knowledge in the lesson. Readiness involves cognitive, emotional and also physical properties of the students. Motivation of a student who is hungry or motivation a student with fever in the course will definitely be less than expected. Teachers should consider the fact that every student is different from each other and they should organize the teaching process according to this. The two most important elements of classroom management are establishing classroom rules collaboration with teachers and students, and effective communication in the classroom. The most important point that the teacher should pay attention to is the fact that besides what they said, what they didn't say in communication also affects the classroom environment. Mentioned here is the student's meaningless sounds or body languages or uncompleted sentences. For example, the teacher who asks "Why didn't you do your homework?" may get an answer like "Well, actually, I was going to do umm..." or get the facial expressions lowering his/her head as an answer. Not establishing a sentence doesn't mean that students don't respond to the teacher. Sad eyes and a shy expression are also the answers sometimes. The teacher should not give the student a hard time and not force him/her by saying "Will you give me an answer?" in these situations. Considering the overall condition of the classroom environment, the students has already gave the answer. The shyness of not doing his/her homework, a sense of humiliation in front of his/her friends, etc. are psychological factors that may prevent the students to set up of full and formal sentence. In similar cases, resource for the establishment of communication and establishing voice sentences are not required. Silence also has the characteristics of a given answer.

In order to create a positive classroom environment, teachers and students need to have positive thoughts. Positive thoughts are possible with an accurate, understandable and clear use of language. What the teacher want to teach is limited to the students' understanding. The style and body language used by teachers affect the students' comprehension levels. Teachers should avoid establishing mandatory sentences, using high tone of phrases and harsh words in the classroom. No matter what level of the students' age and readiness is, teacher's negative attitude always affects learning negatively. When the teacher creates a sentence like "You are so good at that all of you are entitled to repeat the course by end of the year." it may seem like a positive sentence in terms of grammar, but it is a negative sentence semantically. Furthermore, considering discourse, it is obvious that there is an invisible humiliation in the sentence. Although the students know that the teacher doesn't call them "lazy" directly, they cannot feel themselves successful like their teacher said. In communication, such sentences can be likened to an iceberg. There are some visible above the water. However the sentence semantically reveals its existence with the bottom of the iceberg. Iceberg consists of the elements such as experiences, cultural backgrounds and social situations of each individual and psychological process they are in. Here, "discourse" comes into play again.

1.2. Discourse

Language is a key element that enables communication between people; but more importantly, language is the carrier of sense. Meaning is to be exist with discourse as well. Meaning varies depending on the use of words on where, by whom, for who. Discourse covers these varieties.

Discourse is seen as means of linguistic material which has structural and contextual consistency, and allows individuals to construct meaning in social context. Language/speech is an action and these actions consist of three basic components: 1) expressive or demonstrative sense (what is said), 2) illocutionary force (speaker's intention in producing that utterance), 3) perlocutionary force/pressure (effects on the audience by means of uttering the sentences) (Wood and Kroger, 2000).

Discourse covers not only the content of the message but also all aspects of a message such as speaker (who says), authority (on what basis), listener (to whom) and purpose (what they want to accomplish with what they said). Discourse contains ideas, statements and information between certain groups of people which developed in relation to other groups of people within a certain period of time. Implementation of power depends on the use of such information. Discourse covers all forms of communication including speech and chat. However, it includes seeing the social world, classification and ways responding to it in daily life (Punch, 2005).

Discourse is a meta-action and it is the process regarding the practical language which return into action along with ideology, knowledge, dialogue, narration, style of declaration, negotiating, power and power exchanges. Discourse is associated with all aspects of social life like social, political, cultural, economic areas (Sözen, 1999).

Discourse is a matter of fact exceeding sentence limits and dealing with the linking of sentences (Vardar, 2002). Discourse - in certain cases that play a role in the text - is concerned with people involved in social systems and structures which is related to what and how does the text come to mean. (Nash, 2003). Meanings - underlined sometimes with the tone of voice and facial expressions, and sometimes with emphasis on sentence - is an indispensable part of the discourse (Alldred and Burman, 2005).

Discourse also includes unsaid sentence which is wanted to say too much as well as what is said. For instance, when Mrs. Erden cooks dinner, "Is the dinner good?" she asks. Response given to this question is usually like "Yes, it's good." Because there are the idea that dinner is nice and the request of verify it in the question. There is an expected "praise" for being good rather than whether the dinner is good or not. If Mrs. Erden was really wondering how the dinner was, she could ask "How is the taste of dinner?" The questions "Is the dinner good?" and "Did you like the dinner?" structurally expect positive responses from the others. In response, the answer "It is nice; but it is a bit salty." is about avoiding to break her heart and there is also an indication that the dinner wasn't good actually. The word "But" located in the sentence evokes that there is something negative about the dinner no matter what is said about how the dinner is good. In this regard, it must be known that pauses, silences and pronunciation are deeply affect the meaning as well as which connectors are used. So, it is important that "how" it is said rather than "what" is said. Saying "I love you" to someone, it is possible to say how much we hate him/her actually via our eye contact with him/her and our choice of stress and intonation. That's all about the "discourse."

In learning processes occurring in the classroom environment; as a manager, the teacher in the classroom should pay close attention to discourse. This is not just a one-sided process. The teacher should pay attention to the students' sentences, stresses and intonations, eye contacts, gestures and facial expressions as well as herself/himself. Students may not always candidly and sincerely say what they want because of the fact that teachers is in the position of manager in the classroom and this position must be respected. Such conditions like "being hesitated to ask questions when they do not understand something about the subject and considering themselves as not clever because they don't understand" should not escape the teacher's attention. To be successful in classroom management, the teacher must get to know each of the students very well and understand what the students mean "in fact/real" very well.

Each student's choice of words, sentence structures and cause-and-effect relationship established between sentences are different from each other. For this reason, when explaining a topic, the perspectives they have and the sentences they used will be different from each other. If a teacher wants to succeed as a professional, he/she should be successful in the classroom management at first. For this, he/she should pay attention to the students' discourses, and discourse analysis should be done by the teacher.

1.3. Discourse Analysis

Discourse analysis starting with questions like "Who is speaking? How and why is he/she speaking? Who is listening? Who is quiet? How is he/she listening or being quiet? Who is writing or reading? How is he/she writing or reading?" acts according to uncertainty, not based on the assumptions. In other words, it examines the question of what the people who use the language do with the language (Sözen, 1999).

Discourse analysis is the method of the research featured in qualitative research depending on developments in social psychology and it is considered as an attempt turning its focus to variability of the meaning. This approach uses ethnomethodology focusing on how they use the language in everyday events to create the speech-act theory located in philosophy of language, and people's own perception of the world in order to highlight aspects of social action of language. In this regard, in one sense, discourse analysis can be seen as an advanced hermeneutics and social semiotics which explore the "meaning" of diversity and variability (Elliott, 1996).

Discourse analysis is to examine the items like "Who does use the language; how, why, when does he/she use the language" beyond the basic level of language use. Discourse studies are interdisciplinary studies and it mostly focuses on the analysis of the text or speech based on the theory. Discourse analysis has wide application areas and subjects including linguistic form and functionality, rhetoric and styles, psychological and socio-cultural studies. In individual and corporate context, discourse analysis data is obtained from formal and informal dialogues which is documented the use of language and a lot of form of language ranging from a written text from spoken conversation in a wide area. Analysis of these data includes various studies such as organization of speech with the analysis of linguistic functionality, discourse structure, construction of meaning in dialogue and communication pattern, and investigation of the cultural and social dimension of discourse (Mazur, 2004). Examining the discourse analysis in the historical dimensions, it can be said that it served in many different areas. Today it is considered as a method of qualitative research. However, using discourse analysis in the classrooms - the smallest structures - that the educational process is formed will be useful in the teacher-student relationship in daily life. With the creation of a robust and healthy communication environment, the learning process evolves more quickly. When the students think that their teachers understand them very well, they display a more positive attitude to the lesson and the

teacher. Therefore, teacher's behaviours should be identified in the scope of discourse and discourse analysis considering the readiness, social and cultural structure, the average age, and expectations of each class.

1.4. Discourse Analysis and Teacher's Behaviours

Discourse analysis takes both linguistic and socio-cultural dimensions of speech. In discourse analysis, answers are searched to this questions: "Why this sentence may have established?" and "So, what does it mean in this case?"

Discourse characteristics must be considered in discourse analysis. In the analysis, special attention is paid to factors such as the goal of the student, psychological process he/she is in, pronunciation he/she used, language rules, cause-and-effect and meaning relations between sentences, how did he/she mention, body language, sentence length, and emphasis.

Although it is taken as a research technique, discourse analysis is an important factor governing the learning environment when used in the educational process. Teacher in classroom management is in constant communication with his/her students. This type of communication based on the mutual exchange of information. The teacher is not just in a position of information provider (active) and the students also are not just in the position of informed ones (passive). Both sides are active and a dynamic process of communication in the classroom must be established. In this communication process, the students' psychological situations they are in, and the social and cultural structures of them also reveals with the help of the words used by students. For example, the sentences and the words students choose - a student who witnessed bad events in the family and a student who has a peaceful home life - are different from each other.

The teacher asks the questions to students about the subject he/she told. As well as the students' responses, how they give these answers is also important. Situations such as giving incomplete and irrelevant answers to the questions or trying to speak by biting his/her nails give important clues to the teacher about the events experienced by the students and about their characters. If the teacher exhibit appropriate behaviours analysing this situation of students well, he/she gain students' trust and make the educational environment peaceful, based on trust, and open to learn. The students respect the teacher because they trust and love him/her, not because they afraid of teachers or steer clear of him/her. By establishing such a student-teacher relationship, success will be very high in educational institutions.

Teacher should be very careful about the sentences he/she established in class. Because there are a lot of noise in the classroom; both the teacher don't judge the students, and noise can be reduced in the classroom, when the teacher who wants to warn the students make a sentence like "When there is a noise while I'm writing, I lose my focus." instead of establishing a negative sentences criticizing the opposite side semantically such as "You're making a lot of noise." "Be a little quiet." "The course is already started, didn't you notice?" and "Why are you talking to?"

Situations such as making unnecessary sounds while talking to the teacher, playing with his/her hand, hitting each of his /her feet, biting his/her nail, saying word one by one, and pausing are the indications that the students feel themselves uncomfortable in the classroom. In such cases, teacher should present fun activities bringing the subject into a play according to the level of the students.

The student felt guilty when the teacher make a sentence in order to make the shy students who is not participating in the course, to be in events like “You aren’t participating in any events, you should be in this.” Instead, he/she should establish such an incentives sentence like “If you join the activity too, I will be very happy.”

The teacher should analyse the students’ speeches and writings both. Although diaries, essays, stories, poems written by the students may seem as ordinary assignments, the papers reflect the inner world of the students. By doing discourse analysis, the teacher may notice the students’ distress and problems that they cannot tell. Because a good classroom management is possible with getting to know each of the students very well.

Attitudes of the students talking among themselves and slang words or courtesy phrases they used show where they are in social environment and how they look around their circles. Teachers who want to make peace in the classroom, should pay attention to the sentence which the students use while talking among themselves as well as paying attention to the students’ sentences they used when talking to the teacher.

2. Conclusion

Discourse analysis, discussed as a qualitative research technique, contributes to classroom management when it becomes a technic that the teacher use in daily life. In classroom atmosphere, the teacher’s communication in the classroom - who understands what the students “couldn’t” say as well as what they said – provides the students to be successful both academically and emotionally. Classroom is not a place that teachers just write the rules, and the information to the board. It is an environment where the children - the smallest part of the community - and young people learn to express themselves and they search a place for themselves in the future. In this environment, in terms of making the educational process successful, it is important that the teacher understands the students’ spiritual world approaching each of them with discourse analysis and shows ways according to the individual characteristics of all of them.

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