CHAPTER V
CHAPTER V

LANGUAGE USE IN CLASSROOM INTERACTION

In the light of the research on interaction in literature class, this chapter discusses the issues like what English Literature teachers actually teach and students actually learn in the literature classroom, and how classroom interaction is promoted in that context. It also explores what the literature teachers with their students in their classes acquire during the teaching processes. This current chapter attempts to synthesize current insights into what actually takes place between teachers and students as they interact. Findings illustrate how lesson content and behaviour of teachers and students promote opportunities for interaction and negotiation of different acts and utterances in the classroom. The interaction that involves the negotiation of meaning, interpretation and feedback that entails the negotiation of utterances and acts become the components to successful interactive learning in the classroom situation.

5.1 The system of analysis

The central question that this study sought to answer is: What is the scope of the existing interactional activity in relation to the teaching of English Literature to the undergraduate students? This chapter deals with the analysis and findings regarding the nature of interaction in the curriculum. Data was gathered through classroom observations. This included observation of four English Literature classrooms involved in teaching Poetry and Prose. Tape recorder was used to record the classroom events and the data was transcribed later. General
understanding was gained about different interactive activities and their significance. The basic units identified were the speech acts and the utterances. Specific interactive events occurred in the curriculum in different situations. In the English Literature class, direct face to face interaction and verbal exchanges occurred between teachers and students. Topics for seminars were assigned to be completed at home. Annotative passages from the detailed study were marked in the classroom itself.

5.2 Interactive events

The interactions in various communicative events were narrative, lengthy, informative, and explanatory. The teachers' interactive speech acts were the following: Introducing, Informing, Reading aloud, Commenting, Acknowledging, Clarifying, Summing up, Extended informing, Multiple eliciting, Non-verbal acts and Checking on audience proposed by Shirly Lim (1987) And the students' interactive speech acts were predominantly Replying, Correcting, Acknowledging, Clarifying, Evaluating and Reading aloud. Each utterance is subsumed under main speech acts like Responding, Sociating, Organizing, Directing, Presenting, Evaluating and Eliciting proposed by Bowers (1980). Each utterance was governed by interactive (pedagogical) acts in relation to the topic. Utterances were the main items used to identify the speech acts, that occurred during interactive events in Prose and Poetry class.

5.3 Describing classroom language

Descriptions of classroom language can be undertaken for different purposes.
The idea of looking at classroom language is to find out what is going on in a classroom situation, especially during interaction in the Prose and Poetry class. It was explained by Sinclair and Coulthard (1975), that classroom language provided a relatively simple and more structured type of interaction than normal everyday conversation. According to their scheme for describing classroom data, the smallest unit of description proposed by them was “act” and the “acts” underlie each “utterance”.

One of the simple systems of descriptive frameworks meant to analyse classroom verbal interaction is Brown’s (1975) Interaction Analysis System (BIAS). It is not specifically intended for the language classrooms, but can usefully be applied to it. The basic categories of description in BIAS are:

**TL**: Teacher lectures, describes, explains, narrates, directs.

**TQ**: Teacher questions, about content or procedure for, which students are expected to answer.

**TR**: Teacher responds, accepts feelings of the class, describes past and future feelings in a non-threatening way, praises, encourages, jokes with pupils, accepts or uses pupil’s ideas, builds upon pupil responses, uses mild criticism such as ‘no, not quite’.

**PR**: Pupils respond directly and predictably to teachers’ questions and directions.

**PV**: Pupils volunteer information, comment and question the teacher.

**S**: Silence, pauses, short periods of silence.
5.4 Interaction pattern in the teaching of Prose and Poetry

In the teaching of Poetry as well as Prose three stages named pre-reading phase, reading phase and post-reading phase were found. In the Poetry classes the reading phase involved line by line reading of the Poem. Some teachers read the stanzas more than once whereas, in Prose classroom, the essay or lesson was read only once.

5.5 Pre-reading phase

In the pre-reading phase, the teacher explains the meaning of the title, the author and his work, his background, the style and type of the work, authors' previous works, authors' achievements and honours, description of major characters, their names with spellings, the event of the Poem or lesson. They give explanations making use of other languages also.

5.6 Reading phase

In the reading phase the teachers read the lesson, and direct the students to read the stanzas or paragraphs. Reading and explaining the text was found to be a simultaneous activity. Except for one Prose lesson, all the other literature
teaching classes were taught only in English. Tamil was used by only one Prose teacher. Prose lessons were lengthy, so the whole lesson was not possible to be read by the teacher. So the students were found participating in the reading processes. Teachers asked questions after reading and partially explained the lessons. Sometimes the questions were pointed towards an individual student; sometimes to the whole class. Some students were confident enough to provide correct answers; however some were not able to answer at all.

The teacher accepted their answers and corrected the wrong ones or continued to explain the exact details. Right pronunciation and spellings of the names of characters were provided by the teacher. Teachers' critical attitude towards an incorrect answer was observed. Reading phase like the pre-reading phase, is identified as interactional. The teacher and the student in both Poetry and Prose classes were involved in the sharing of experiences in the lesson imparting process.

5.7 Post-reading phase

The post-reading phase otherwise called as the recollection phase was found at the end of the lesson. Here the teachers were seen summing up the lesson or the Poem taught. Clarification, questions made by the student, answer given by the teacher were also identified. The drills and exercises, that is the off-class activities were instructed by the teacher. Class tests, seminar topics, summary writing, marking of annotative passages, instructions about the detailed versions were instructed to the students. This phase was mainly about how the lesson or
the Poem were to be studied. For the purpose of examination these instructions become pre-requisite. However it is noted that the pre-reading, reading and the post-reading phases involved certain percentage of interaction among the teachers and students, and provided more data for analysing the classroom interaction processes.

5.8 Pre-reading phase in teaching

Pre-reading phase should be built on the subject matter of the preceding lesson. During this session, students should be introduced to the situations according to their experience and interests. After rendering some introduction students may be encouraged to ask questions related to the title. The teacher may approach the text with informative ideas. To express content orally and encourage real communication, the teachers should stimulate students thoughts. By questioning students, the teacher can evaluate their level of understanding. It is a technique to proceed further with the lesson. The impact of teaching is based on the evaluation got through the feed-back. Students' interpretation, critical thinking, comprehension of the text etc. come to light through these feedback.

Anthony Papalia (1987) had said that “pre-reading/motivational phase activities should be built on the experience, interest of students and should be based on the content of the proceeding lesson. Expectations in pre-reading are embedded in situations and settings”. It foretells the passages’ content and makes students gather informations and helps oral presentation. Pre-readings are useful in various ways as 1. pre-reading observation has proved to be useful in marking
the readers strategies as they extract meaning from the text. 2. It made the reading comprehension clear than the knowledge or vocabulary and syntax. Interaction during pre-reading draws students’ attention and prove as a problem-solving mechanism. Students may be made to listen patiently to the summary, and the teacher may initiate a oral test. This helps them to answer the question and there by show their effectiveness in achieving their goal.

5.9 Reading phase in teaching

Reading is an important motivational skill. When the teacher reads inside the classroom, students observe silently the content of the lesson, structure of the text, main ideas and leave out unnecessary information. It is a good technique of student-teacher interaction. The teacher practices the instructional process while reading. Here the teacher is a catalyst, guide, consultant and a model for learning. Listening involves the skill of extracting salient features and favours understanding of the conceptual meaning. Reading motivates students to learn about the authors’ intentions and many content oriented view points. It provides encouragement for forming new thoughts among students apart from providing opportunities to involve in reading tasks.

Anthony Papalia explains ‘reading’ from a psycholinguistic point of view, “reading is a problem-solving behaviour that actively involves the reader in the process of deriving and assigning on contextual information that contains syntactic, semantic, and discourse constraints that affect interpretation”.

Françoise Grellet (1981) has discussed some skills on reading.
1. Recognizing the script of a language, understanding conceptual meaning, understanding relations within the sentence.

2. Identifying the main points or important information in a piece of discourse.

3. Extracting salient points to summarise, [the text, an idea etc.].

5.10 Post-reading phase in teaching

Post-reading promotes interaction between teacher and student. During classroom activity, post-reading phase becomes an integral part and comes at the end. It develops speaking-skill and helps in the review of the topics covered from the text. It demands interaction on the part of every individual student. It provides them understanding of the thematic content of the lesson. Interactive attention to each individual gives non-threatening and free mode of classroom interaction among teacher and students. This phase provides unlimited opportunities for the students to estimate their understanding of the lesson, meaning, content and the whole summary of the lesson. Planning for the next class is also decided by the teacher to some extent by getting the feed-back from the students at this phase.

5.11 The learning event

Language is used for communication. Through language the teacher imparts his or her pedagogic teaching message to students. The context of classroom communication can be divided into several events. The teacher during the speech event chooses utterances that make his or her intentions clear and accessible to
the students. Exposure to different teaching activities over a period of time enables students to see and achieve the purpose of the activities.

The classroom interactive language can be seen as a process of mutual accommodation, with the teacher acting upon the student to cause an interaction, which in turn informs an action performed by the teacher and student. This is the normal pattern of interaction between the two people, teacher and the student in the classroom atmosphere.

In the classroom interaction the teacher acts upon the learner to cause a reaction. This reaction informs some action performed by the students; a response to a question, a word spelt or pronounced and the text read. The teacher examines this action and perceives in it the reaction to the original action, and subsequently develops this action in the class. This is illustrated as follows:
5.12 Observation instrument

Seven categories of verbal interaction are used during the teaching of Prose and Poetry lessons in the literature classroom. They are: Responding, Sociating, Organising, Directing, Presenting, Evaluating and Eliciting. These categories are found in Bowers’ (1980) system. Within these seven main acts, several sub acts and utterances are identified during the use of language in the classroom. The main acts suggest various sub acts categories to be applied to segments of a lesson, units longer than a single utterance or even an exchange of the question and answer type. These sub acts exemplify continuous patterns of utterances over a period of time and correspond in many ways to teacher’s own ideas about the sub-divisions of their lessons and students learning processes.
From the classroom transcript, the subacts and the corresponding utterances are identified, and associated with Bowers’ (1980) main act segments. The subacts and utterances varied in number. The coded utterances from the subacts derived from the main acts are described in the following pages.

5.13 Speech acts (Bowers)

A most recent, and less cumbersome, instrument in the interaction analysis tradition is Bowers’ categories of verbal Behaviour in the language classroom (1980). Bowers identifies from his classroom language data seven categories of ‘move’ within a lesson, and ‘move’ is the smallest unit in his system of description. His categories make far clearer than FLINT [Foreign Language Interaction] the distinction between language used directly in connection with teaching and learning, and language used for normal social or organizational purposes [although there are still some grey areas].

Responding:

Any act directly sought by the utterance of another speaker, such as answering a question.

Sociating:

Any act not contributing directly to the teaching/learning task, but rather to the establishment or maintenance of interpersonal relationship.
Organizing:

Any act which serves to structure the learning task or environment without contributing to the teaching/learning task itself.

Directing:

Any act encouraging non-verbal activity as an integral part of the teaching/learning task.

Presenting:

Any act presenting information having direct relevance to the learning task.

Evaluating:

Any act which rates another verbal act positively or negatively.

Eliciting:

Any act designed to produce a verbal response from another person.

5.14 Analysing language in the literature classroom

Sociating act

Any act that contributes to the establishment or maintenance of interpersonal relationships in a classroom is called as 'sociating Act' and it has several subacts under it.
Social exchange of words by the teacher, greeting the students, enquiring of the students' physical state by the teacher, direction to the lesson, comment on the work, comment on pre-reading session, warning, sharing of past experiences, evaluation, suggestion for word usage, reminding and eliciting some questions and answers etc. are some of the sub acts identified to be coming under the major act called “Sociating Act”. Sociating act was found to be formal or informal, contextual or non-contextual. However in this act and pattern, teachers are involved quite often. Some of the utterances reflecting Sociating act and its sub acts drawn from class room data are presented below:

Utterances

Sociating act are realised through subacts or sequence of subacts. Some subacts like **drawing attention, commenting, relating an incident** can function as sociating act.

Some sequential pattern reflected by sub acts coming under sociating act are the following:

1. Greeting + Directing + Enquiring
2. Directing + Commenting
3. Drawing attention
4. Evaluating + Commenting + Directing + Framing
5. Warning + Sharing experience.

6. Evaluating + Suggesting

7. Commenting

8. Reminding + Commenting

1. Greeting + Directing + Enquiring

**Greeting** ------------------ Good Afternoon!, Good Morning!

**Directing** ------------------ Sit down!

**Enquiry**

*[Physical state /reason]*------ All of you look very sleepy, is it because of the heat or of heavy meal, any way, you're destined to attend the class.

2. Directing + Commenting

**Directing** ------------------ Sit down!

**Commenting**------------------ This is a very simple poem in itself as you have noticed, there are no complex words or forms to make it complex, is that right?
3. Drawing attention

Dear students!

4. Evaluating + Commenting + Directing + Framing + Directing

Evaluating------------------Good!

Commenting
[On pre-reading phase]--Pre-reading session really helps

Directing-------------------Anyway first take I will read

Framing---------------------Before I forget

Directing-------------------Take down a brief note

5. Warning + sharing experience

Warning ------------------------Be sure about the spelling

Sharing experience------------Once when I was correcting an university examination paper the student had written, ‘The lake Isle of Innisfree’ for that W.B. Yeats’, ‘The lake Isle of Innisfree’.
6. Evaluating + suggesting

Evaluating ------------------ What a presence of mind

Suggesting-------------------Also we can use the word pets.

7. Commenting

Commenting------------------ Human being or animals, this story tells us love
is the basic thing that keeps life going. When there
is life in a soul it naturally harbours love. Isn't it,
love in any form and the Swan is no exception.

8. Reminding + Commenting

Reminding---------------------Page No.42, let us do Good Manners by J.C.
Hill. Its about what J.C.Hill to say on good
manners.

You all know what is good manners, don’t you?

Commenting-------------------Sleeping in the classroom is not good manners.

9. Eliciting

Eliciting----------------------Do you offer seat for elders in the bus? How
many of you?
10. Relating an incident

Relating an incident -----It's like one may feel hungry but asks the other person, if he wishes to go to a canteen or to a hotel, indirect approach.

5.15 Responding act:

Responding act is an act realised through the utterances made in response to the utterances of another speaker answering a question.

In the responding act the teachers’ were found to be responding to students’ queries and doubts. Likewise, the students also were found to be responding to the teachers’ questions. It was mainly the response to a query. Interaction is realized as a particular classroom methodology or set of language teaching and learning strategy. The importance of what is taught in the classroom, how it is perceived by the student becomes very vital. To check upon the level of understanding the teacher questions. The response by the student or the response by the teacher to the students doubts are the main tools that indicate the perception of knowledge in the classroom. On examining the transcripts of classroom interaction, the subacts identified through the utterances in the responding acts are the following: explaining, asserting, clarifying, accepting, eliciting, etc. The following examples may provide better understanding.
Some sequential pattern reflected by subacts coming under responding act are the following

1. Clarifying + Asserting + Explaining

2. Explaining + Checking

3. Clarifying

4. Statement + Asserting + Explaining

5. Clarifying + Eliciting + Explaining

6. Accepting + Explaining

7. Accepting + Eliciting

1. Clarifying + Asserting + Explaining

Clarifying --------------- It is rather simple!

Asserting --------------- Is it not?

Explaining --------------- He finds the other road which is grassy, means not used. He selects the unused path, that is the spiritual path selected by not many of them or us. He thinks of taking that path, the unused path.
2. Explaining + Checking

Explaining-------------Better claim - a clear thinking, right of usage untouched by many, perhaps the spiritual path which had to be experienced by all but not attempted.

Checking-------------O.K. understood?

3. Clarifying

Clarifying-------------This shows how displeased you are to offer your seat.

4. Statement + Asserting + Explaining

Statement-------------In India as well as in western countries it is Winter during Christmas.

Asserting-------------Right?

Explaining-------------When you talk of Christmas what comes to one's mind is Santa Claus.

5. Clarifying + Eliciting + Explaining

Clarifying-------------Exactly!

Eliciting-------------But don't you think it is very unusual of Swan to have Trout as its friend.
Explaining----------That is what the author goes on to say.

6. Explaining + Asserting

Explaining----------Good Manners, that thing you look in a character.

Asserting----------You understand, don't you?

7. Accepting + Explaining

Accepting----------yes!

Explaining----------A fresh water fish esteemed as food and game.

8. Accepting + Eliciting

Accepting----------Yes, that’s right!

Eliciting----------Any other details that you may have read or come across, Hudson?

5.16 Directing act

This act involves giving direction directly or indirectly by the teachers to the students through verbal and non-verbal activity.

Directing act is predominantly the act of a teacher. It was teachers’ main job
to direct the students about the happenings in the classroom. Both direct and indirect method of directing were adopted as a technique by the teacher. From the examples noted from the transcripts of classroom interaction, the directing act falls under three categories on the basis of the focus given. They are personal orientation, book orientation and exercise orientation. Among the three, personal orientation was minimal in quantity. In all the utterances only few sub acts as eliciting, clarifying and dictating were noticed. The utterances describing the act are as follows.

**Direct act: Personal Orientation**

1. Sit down!

2. Today let me talk about E.A. Robinsons' 'Karma'. I hope you are well aware of the poets' background? Anyway let me briefly introduce him to you.

3. It is such a blunder. These kinds of mistakes are inexcusable.

**Direct act: Book Orientation**

1. Now you can turn to page 400, let us have a dose of Frost.

2. Since the poem 'The Road not taken' is a detailed one you can take down some points as i dictate.
3. ‘To where it bent in the undergrowth, and looked down one as far as I could’, what does this mean?

Eliciting -------------What does this mean?

4. Uma, read the next para.

5. Read the next para [points out to a student].

6. Page No. 378

7. next [continues to explain]

8. Juliana, can you tell me about Santa Claus?

9. El Ombu

Dictation--------------E,l,O,m,b,u

10. La plata

Dictation ---------------L,a,P,l,a,t,a

Indirect act: Personal Orientation

1. Now having said about the authors' background let me move on to his work. (You open the book)

2. Now I will go on to the text. (You open the book)
Indirect act: Book Orientation

1. Can one of you read the verse? Now let us go on to the poem.

2. This Prose lesson is in a essay form.

Exercise Orientation

1. O.K. Senthil, collect the notebooks and leave it on my table.

2. See and mark those vocabulary in the text itself.

5.17 Evaluating act

This act is used to rate another verbal act positively or negatively.

In the teaching learning context feedback is interpreted as error correction or acceptance of right answers. Classroom atmosphere are typical as the teacher achieves special status because of his superior knowledge. The teacher has to give approval to a student’s response [positive sanction] or negative feedback [error correction]. The choice available to the teacher for providing feedback, whether positive or negative, comprise virtually all sort of pedagogical or interactional act, confirmation checks, seeking clarification through questioning, confirming understanding and knowledge due to prior reading etc. This is the real evaluation. Evaluation not only gives cognitive information regarding the text, but also motivation and reinforcement. Evaluation usually contain some additional information or explanatory feature that signals them to be corrections instead of
confirmation like, slight modification, comment and questioning. In the present study the questioning strategies focused were found to be very minimum, hence the response by the students and the evaluation of the response were also found to be minimal. The evaluation was often followed by an explanation. Many confirmations were noted along with actual evaluation utterances.

The following are certain utterances of evaluation

1. Evaluation: ------------------- I am surprised, you are not able to answer. Well! Santa Claus is supposed to be a Bishop called George.

2. ------------------------ Good! that’s exactly what he says.

3. ------------------------ Do you understand?

4. ------------------------ Good! that’s the message.

5. ------------------------ So you have a handful of them to name, good!

The following utterances show **confirmation on the level of understanding**.

Here the evaluation is done through confirmation.

1. Confirming

   understanding------: Is it clear all of you?
2. -----------------------------: Have you all understood?

3. -----------------------------: Do you understand the surface meaning of it?

4. -----------------------------: No, you don’t know Ornithology?

In the example furnished below the evaluation pattern shows the pattern of Confirmation of prior reading of the text.

1. Confirmation of prior reading

   ------Before I forget, did you all read the poem and about the poet, as I usually instruct all of you to do so?

In the following example the evaluation pattern is clubbed with Confirmation, Directing and again Confirmation

1. Confirming

   ------It is a detailed poem isn’t it?

   Directing

   ------So, read it carefully line by line, for the next session of test on Monday. We will include this poem also.
Confir{	extit{m}}ing ---------------O.K. Now any doubt?

5.18 Eliciting act

Any act designed to produce a verbal response from another person is an eliciting act.

Eliciting act was found to be an effective mechanism to clarify students understanding of the lessons: how well they have grasped the lesson, are they able to answer the text-based questions, etc. are assessed. Through the elicitation act, Collective and individual responses were solicited. Very often the teacher would attempt an elicitation and proceed to provide the answer. Students responses were also elicited by the teachers. It also created interest within students, when it was effectively used to elicit personal experiences of the students. Elicitation by the teacher occurred in all the phases. Elicitation was not broken or ceased even when there was an incorrect answer.

The eliciting act subsumes under it various subacts:

Questioning, eliciting guessed items, eliciting names or list of names, eliciting meanings, eliciting the style of writing, eliciting definitions, eliciting personal experience and eliciting rest of the events in the lesson, etc.

1. Eliciting name --------------What is Hudson\'s full name?

Eliciting list of names-------Can you name some of his contemporaries?
What about others? O.K. those of you who agreed to have prepared earlier, name some of E.A. Robinson's poems?

2. Questioning ---------------------- Do you understand? yes........

Questioning ---------------------- Is it not a very simple poem, reflecting more of traditional form? The speciality lies in the naturalness of it, isn't it? Have you all understood the poem?

3. Eliciting meaning -------------- Old people are......

----------------------------------- Socialism. Socialism means?

----------------------------------- 'Karma' does it not sound Indian?

Do you know what it means?

4. Eliciting - style of writing ------ Can you imagine the style of his writing?

5. Eliciting-definition -------------- What is Ornithology?

----------------------------------- What is a Trout?

6. Eliciting experience ------------- Swan, have you seen Swan?
7. Elicitation ( Rest of the-------------Finally what happens? event / story )

5.19 Presenting act

The act of presenting the information which are of direct relevance is called as presenting act.

Presenting act is mainly the act of description or exposition about the author, his work, his previous work, background etc. The teacher define something, give meaning and quotations, may comment on the psychological state of the characters in the lesson, etc. The presentation act gives emphasis over the content, style and structure of the text. Through our data, it is found that the amount of explanation given by the teacher is found to be more in Poetry; word by word, stanza by stanza meaning is rendered. The modality of the use of language is slightly elevated when compared to that used in Prose teaching. There is also an indepth description rendered in Poetry teaching, whereas in Prose presentation, superficial or rather broader kind of explanation is noted. Generally the event or story is narrated with paragraph reading. In some places meanings of vocabulary and spellings for the character names were given special attention and explained.

1. The Presentation of poet's background, the poet and his works:

“Robert Frost was born on March 26, 1874, in San Francisco, California, though his ancestry was of New England. Lost his father at the age of ten, his
financial support was occasionally supplied by his grandfather. He took up various jobs at a mill, shoe factory, reporter of a newspaper, farmer, and a country school teacher. Married in 1895, to meet the necessities of family demands, he began writing Poems. At the age of forty with the publication of North of Boston, 1914, he launched upon his poetic career.

2. Presentation of the meaning of the poem

“In this Poem ‘The Road not Taken’, Frost has given an underlying meaning to the meaning which appear at the surface level. Here he actually speaks about the spiritual path and the non-spiritual path, that one would be confused to take up and follow. His ambiguity in selecting one road to tread upon, actually is synonymous with the spiritual path. When one is determined according to Frost, to take up the spiritual path to reach the abode of God, he may face varied troubles. Troubles in the sense-confusion, confusion about whether the path chosen would make a world of difference in finding a true spiritual self or would it be easier to lead a material life. For the poet himself becomes aware of the fact that the spiritual path is less trodden. However it is clear while reading the Poem that Frost takes up the spiritual path willingly and finds it befitting his soul.”

3. A quotation from the poem followed by comment on it.

“In the Old Testament, Genesis, Chr, 1:26-27, Then God said, ‘Let us make man in our image, after our likeness........’ So God created man in his own image.”

“Let us make man in our image, after our likeness’ - That is above all, he
wanted man to be specially crafted above all, above fish of the sea, over the birds of the air and over the cattle and over all the earth and over every creeping thing that creeps upon the earth”.

4. Biographical details and works of the author

“William Henry Hudson was born at Quilmes near Buenos Aires, on August 4, 1841, came to England in 1867 and for some years earned a precarious livelihood by secretarial and literary work. He wrote ‘The purple land’, ‘The Naturalist in La plata’, ‘El ombu’, ‘Green Mansion’, ‘Afoot in England’. Died on August 18, 1922 and is commemmorated by Bird Sanctuary and Epstein’s figure of Rima in Hyde Park”.

5. Presentation of definition

“Usually the last performance, or appearance or work before death of a poet or a musician is called as Swan Song. Its because of an old belief that a Swan sang sweetly when about to die”.

6. Presentation of meaning

“The author says, it would be stupid if people do not look for the real meaning in the statements people make. When a friend says, you will not be going to the post office, will you? he may mean, I should be greatful to you if you would post a letter for me”.

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5.20 Organizing act

Any act which serves to structure the learning task or environment without contributing to the teaching/learning task itself is called as the organizing act.

Organizing act is mainly getting the students informed about the process involving the management of the class and the lesson without dealing directly with the subject itself. The teacher may generally narrate the incidents of the lesson without involving with the subject itself. It is organizing the situation to the learning needs without actually involving in teaching or learning task.

1. In Tamil we say, *nalla panpukaal* Good Manners. Good Manners must be practised and adopted, patiently and skilfully, one does not get it at the time of birth itself.

2. Next class we will continue with American Literature. Meantime, write a summary of 'The Lonely Swan' and submit before this week-end.

3. That reminds me, do the exercises and submit the notebooks before the next class.

4. That we will see in the next class. We won't take the whole lesson to do the seminar, we will do part by part and combine it.

5. O.K. make two groups and combine.
The percentage of the acts and utterances in the classroom interaction while teaching Poetry based on Bowers' categorization which evolved through the present analysis may be tabulated as follows:

**TEACHERS’ ROLE IN CLASSROOM INTERACTION**

**POETRY**

Table 5.1

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Major Acts in Poetry</th>
<th>Sub Acts in Poetry %</th>
<th>Utterances in Poetry %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sociating</td>
<td>4.69</td>
<td>5.69</td>
</tr>
<tr>
<td>2.</td>
<td>Responding</td>
<td>4.69</td>
<td>4.88</td>
</tr>
<tr>
<td>3.</td>
<td>Organizing</td>
<td>12.5</td>
<td>18.70</td>
</tr>
<tr>
<td>4.</td>
<td>Directing</td>
<td>20.31</td>
<td>17.07</td>
</tr>
<tr>
<td>5.</td>
<td>Presenting</td>
<td>31.25</td>
<td>30.89</td>
</tr>
<tr>
<td>7.</td>
<td>Eliciting</td>
<td>9.38</td>
<td>8.14</td>
</tr>
</tbody>
</table>
**Teachers' Role in Classroom Interaction**

**POETRY**

- **Sociating:** 4.7%
- **Organizing:** 5.7%
- **Directing:** 17.2%
- **Presenting:** 31.2%
- **Eliciting:** 8.1%
- **Evaluating:** 14.6%

**Utterances in Poetry**

- **Sociating:** 5.7%
- **Organizing:** 18.7%
- **Directing:** 17.1%
- **Presenting:** 30.9%
- **Eliciting:** 8.1%
- **Evaluating:** 14.6%

**Sub Acts in Poetry**

- **Eliciting:** 9.4%
- **Responding:** 4.7%
- **Organizing:** 12.5%
- **Directing:** 20.3%
- **Presenting:** 31.2%
The percentage of the acts and utterances in the classroom interaction while teaching Prose based on Bowers’ categorization which evolved through the present analysis may be tabulated as follows:

**TEACHERS’ ROLE IN CLASSROOM INTERACTION**

**PROSE**

Table 5.2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Major Acts in Prose</th>
<th>Sub Acts in Prose %</th>
<th>Utterances in Prose %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sociating</td>
<td>7.60</td>
<td>8.03</td>
</tr>
<tr>
<td>2.</td>
<td>Responding</td>
<td>12.66</td>
<td>14.60</td>
</tr>
<tr>
<td>3.</td>
<td>Organizing</td>
<td>7.59</td>
<td>11.68</td>
</tr>
<tr>
<td>4.</td>
<td>Directing</td>
<td>16.45</td>
<td>14.60</td>
</tr>
<tr>
<td>5.</td>
<td>Presenting</td>
<td>35.44</td>
<td>35.04</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluating</td>
<td>11.39</td>
<td>8.76</td>
</tr>
<tr>
<td>7.</td>
<td>Eliciting</td>
<td>8.87</td>
<td>7.30</td>
</tr>
</tbody>
</table>
Teachers' Role in Classroom Interaction

**PROSE**

![Bar chart showing the percentage of teachers' role in classroom interaction.

- **Eliciting**
  - 8.9%
- **Evaluating**
  - 11.4%
- **Presenting**
  - 35.4%
- **Organizing**
  - 7.6%
- **Directing**
  - 16.4%

**Sub Acts in Prose**

- **Eliciting**
  - 8.9%
- **Evaluating**
  - 11.4%
- **Presenting**
  - 35.4%
- **Organizing**
  - 7.6%
- **Directing**
  - 16.4%

**Utterances in Prose**

- **Eliciting**
  - 7.3%
- **Evaluating**
  - 8.8%
- **Presenting**
  - 35.0%
- **Organizing**
  - 11.7%
- **Directing**
  - 14.6%
The percentage of the acts, utterances and moves in students' role occurring during the classroom interaction particularly in the pre-reading/reading/post-reading phases of teaching poetry evolved through the present analysis may be tabulated as follows:

**STUDENTS’**

Table 5.3

<table>
<thead>
<tr>
<th></th>
<th>Pre-Reading</th>
<th>Reading</th>
<th>Post-Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moves</strong></td>
<td>9</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td><strong>Utterances</strong></td>
<td>15</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td><strong>Acts</strong></td>
<td>13</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
The percentage of the acts, utterances and moves in students' role occurring during the classroom interaction particularly in the pre-reading/reading/post-reading phases of teaching prose evolved through the present analysis may be tabulated as follows:

**STUDENTS’**

Table 5.4

<table>
<thead>
<tr>
<th>PROSE</th>
<th>Pre-Reading</th>
<th>Reading</th>
<th>Post-Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves</td>
<td>12</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Utterances</td>
<td>12</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Acts</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Students' Prose

<table>
<thead>
<tr>
<th></th>
<th>Pre-Reading</th>
<th>Reading</th>
<th>Post-Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves</td>
<td>12</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Utterances</td>
<td>12</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Acts</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
The percentage of the acts, utterances and moves in teachers' role occurring during the classroom interaction particularly in the pre-reading/reading/post-reading phases of teaching poetry evolved through the present analysis may be tabulated as follows:

**TEACHERS'**

**Table 5.5**

<table>
<thead>
<tr>
<th></th>
<th>Pre-Reading</th>
<th>Reading</th>
<th>Post-Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves</td>
<td>21</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>Utterances</td>
<td>43</td>
<td>63</td>
<td>17</td>
</tr>
<tr>
<td>Acts</td>
<td>9</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>
Teachers' Poetry

![Bar chart showing the comparison of Value across different categories (Moves, Utterances, Acts) pre-reading, during reading, and post-reading. The chart indicates significant differences in Utterances and Acts categories post-reading.]
The percentage of the acts, utterances and moves in teachers' role occurring during the classroom interaction particularly in the pre-reading/reading/post-reading phases of teaching prose evolved through the present analysis may be tabulated as follows:

**TEACHERS**

**PROSE**

Table 5.6

<table>
<thead>
<tr>
<th></th>
<th>Pre-Reading</th>
<th>Reading</th>
<th>Post-Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves</td>
<td>21</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td>Utterances</td>
<td>33</td>
<td>63</td>
<td>41</td>
</tr>
<tr>
<td>Acts</td>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>
 Teachers' Prose

Moves Utterances Acts

if Pre-Reading
Reading
Post-Reading

Value

Moves
Utterances
Acts

21 21 33 41

Pre-Reading
Reading
Post-Reading

21 37 63

7 7 6
5.21. Summary

The classroom observational data regarding classroom interaction was recorded. This includes the teaching of two Poems and two Prose forms. They are 1. *The Karma* 2. *The Road not Taken* 3. *The Lonely Swan* 4. *Good Manners*. Firstly the recorded data was transcribed and then segregated into three sections as pre-reading, reading and post-reading. These three sections are inclusive of teachers' and students' role. Using Bowers' (1980) categories of verbal behaviour in the language classroom, the seven moves and the utterances identified in the acts performed in the classroom are marked. The number of times the moves, utterances and acts occur are carefully analysed and they are observed and given below in a tabulated form. Upon analysing the occurrence of the categories taken up for the study, it is noted that the *moves* are found in more numbers in the prose classes of both teachers' and students'. *Utterances* also follow suit. Only the *acts* were found to be more in number in the teaching of Poetry of both teachers' and students'. Since Prose lessons are lengthy ones, the teacher has several instances to explain certain things before completing the Prose lessons. The *moves* and *utterances* are found to be more in Prose teaching and less in Poetry teaching. As is expected the teachers' *utterances*, *acts* and *moves* are found to be more when compared to those of the students', because during classroom interaction the teacher has a major role to play and very often the students function like passive listeners to what the teachers teach.