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DISCOURSE ANALYSIS: MAKING ENGLISH CLASS ROOM EFFECTIVE

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Abstract: The term 'Discourse analysis' originated in the early 1970, constituting many disciplines such as linguistics, rhetoric, Semiotics, Cultural anthropology, Sociology and other a variety of new interdisciplinary research fields. From its beginning this term attracted the attention of scholars in the field of linguistics and applied linguistics as it is mainly deal with the study of relationship between language and context in which it is used. Cook defines Discourse as a 'language in use' Therefore 'Discourse analysis' not only has theoretical value, but it has an important application value. The main target of 'Discourse analysis' is to achieve certain communicative purpose between the speaker and listener. It includes structure of the language, idea, writing, articulation, vocabulary, grammar, and most importantly the use of speech –act theory for students, to enhance student's language learning capacity. This paper is an attempt to thrash out the practical application of 'Discourse analysis' in the English classroom by the English teacher to make English class room effective.

Keywords: Making English , 'Discourse analysis' , linguistics , society.

INTRODUCTION :-

Teaching of English as a second language (L2) always seems very complex phenomenon for any teacher. As the English class room comprises students from different sections of the society and when they are not in position to speak their own language (L1) properly, the task becomes very difficult for the English Teacher to achieve the desired effect of two way communication among the students. Mccarthy says that “Spoken language is a vast subject and little is known in hard statically terms of the distribution of different types of the speech in people's everyday lives”.²

The core aim of using 'Discourse analysis' is about understanding of English as a second language by the students without mixing their first language or taking help while making interpretation of L2. I have personally experienced that, while teaching an English poetry in UG Classes, students make different analysis of the same poetry line. However as I changed my 'Discourse analysis' method, students again made different interpretation of the same paragraph. Hence different methods of 'Discourse analysis' used by an English teacher can make English class room Effective. If any failure of communication arouse in the classroom between teacher and student, the responsibility lies more to teacher rather than to student. Because “Second language learning is a highly interactive process”.³ It is a very common experience that English teachers feel difficulty while delivering the context to students, especially when students are from different language and cultural background. Nevertheless an English teacher can make his class room effective by following common Discourse Methods

I-demonstrate an understanding of the relationships between the contexts of use and linguistic features in written and spoken texts

II-identify and describe the structural elements, textual patterns and organization of written and spoken interaction

III-demonstrate an understanding of the ways of describing meaning at word, clause and text levels

IV-become familiar with frameworks for describing conversational principles; and

V-identify and teach a variety of English discourse types

VI-raise the awareness to analysis use of language in different contexts critically

VII-construct text that can function appropriately in contexts to enhance communication skill

Using different type of language Discourse analysis, increase active participation of students in language communication and opportunities to carry out meaningful communication with the target language. In this context Jack Richards and Theodore Rodgers say that “It is the teachers responsibility to organize the classroom as a setting for communication and communicative activities”⁴. Discourse analysis method used in college level English teaching aim for to master students in acquiring the basic knowledge of language through microscopic point and macro perspective. It also means for grasp of logical interpretation and writing techniques to improve the actual ability to use the language. Therefore English teachers should make an in-depth study of discourse analysis, to explore and summarize the Discourse teaching experience and constantly improve their own teaching which can result for better teaching effect. John Flowerdew has opined that “Speaker take into account the context and what they understand to be the background and word knowledge of addressees”⁵.

Teachers should Make full use of a variety of ways, channels, and means to enable students to experience the absorption of different cultures. In addition to using the classroom and teaching materials, teachers can also be used for more diverse and effective manner, channels, and means to enable students to experience the absorption of different cultures. Teachers can gather in peacetime teaching material related to English culture, stories, pictures, photographs, physical, etc., which can organize the students to watch pictures of some English-speaking countries, in-kind to enable them to understand the state of art, sculpture, architectural style and pristine favor a more intuitive access to cultural knowledge.

In the practical application of 'Discourse analysis' theory, particularly in the English classroom, students are not just expected to pay attention to the meaning of a word, but discourse should be focus on the higher point of verbal communication. The following table shows the impact of use of Spoken discourse in English classroom as the students are different sections of backgrounds

Student Zone	Language background of the student	Type of the Method	Average understanding & Response to the Method
Urban Area	Sometimes English is used as L2 as both Written & Spoken Discourse	1-Explaining relationships between the contexts of use and linguistic features in written and spoken texts 2. describe the structural elements, textual patterns 3.Cohesion and coherence in spoken and written discourse	1- 73.50 2-58.00 3- 55.00
Rural Area	Very rarely English is used as L2 in Written Discourse		1- 56.00 2- 42.00 3-45.00
Tribal Area	No use of L2 in both Written & Spoken Discourse		1-36.00 2-32.00 3-19.00

Sample Size-20/ Class- S.Y.B.A

Another Discourse analysis method used for effective teaching is a casual conversation which is a core of Spoken discourse. Sometimes poor pronunciation by teacher and poor hearing response by student failed to master listening skills which ultimately results for the loss of interpretation. A veteran English teacher must use accurate form of discourse for learners of second language. Marianne Celce& Elite Olshtain in this context argue that “ Teachers in the new learning setting are expected to become reflective researchers who evaluate and rethink their approaches, attitudes and methods of presenting new subject matter to students”⁶. Discourse analysis should allow students the main content through the retelling, relay, abbreviations etc. In Discourse teaching, a teacher shall teach students not only the knowledge of the language, but he shall develop student's ability to use language to communicate, because proper communication is possible only when proper Discourse methods are used by the teacher. And “the objective of the speaker is to be understood and for the message to be properly interpreted by the hearer”⁷.

English teachers in the analysis of text in the classroom, should not focus only on long sentences analysis, but should also focus on analyzing text structure. By this method used by the teacher, students can grasp the idea, textual features, structure analysis which will create acquiring fluency in making logical relationship between sentences. James Paul Gee says that “We

closely study the piece of language and ask ourselves what we can learn about the context in which the language was used and how that context was constructed by the speaker/writer and listener /reader”.⁸

In the future English teaching, learning and even writing should focus on introducing students through conjunction, reference, substitution, duplication, cohesion and coherence, so that students can gradually form a discourse awareness and enhance communication skills. If, 'Discourse analysis' Methods are used properly in the English classroom, no doubt it will be effective classroom from the point of proper understanding, communication and interpretation.

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