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### **Classroom Discourse and Management: A Post-Covid-19 Experience**

by

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#### **Abstract**

Covid-19 pandemic has actually disrupted basically all things in the world. This disruption calls for a restructuring of all aspects of human life in every field of man's activities. Classroom discourse and management therefore have to be tuned in line with the new normal, with the realization that the traditional ways of teaching and learning can no longer work. Therefore, educational stakeholders (especially the teachers and their students) are expected to incorporate complete digital tools in classroom discourse and management. The digital teaching and learning introduced during covid-19 should not be replaced with any other method; rather,

it should be improved upon. This study is an exploratory work that adopts an ex post facto research design, a design that entails that data were not manipulated. Data were randomly selected from teaching and learning settings from two (2) secondary schools in Lagos metropolis and John Austin's The Speech Act Theory was employed in analyzing the primary data. John Austin maintains that utterances perform actions; he specifically explains three types: locutionary acts (the mere uttering of meaningful words), illocutionary acts (actions performed through the uttering of words) and perlocutionary acts (the effects realized through utterances). The outcome of this study shows that the traditional method is replete with teachers' complete dominance therefore the need for digitalization of classroom discourse and management.

**Keywords:** classroom discourse, management, digital teaching, learning, complete dominance

### **Introduction**

Classroom discourse (CD) and classroom management (CM) are complementary broad concepts that should be taken seriously by classroom participants after Covid-19 pandemic. CD is the language used by classroom participants during face-to-face interactions which can be formal (such as lessons, teaching, assignments, debates, examination, test and quizzes) or informal, (such as casual discussions, informal interactions and chats after the normal lesson/teaching time). It is the most powerful and an indispensable classroom tool in disseminating education- al information by the teachers to their students. It is equally a crucial tool in receiving and extracting disseminated information by the learners. Ong (2017) establish- es that it is one of the vital instructional tools that educators apply to facilitate learning. Much is to be desired of classroom discourse after Covid-19 pandemic as the normal traditional teacher-dominated method may not be effective any longer. Therefore, after Covid-19 pandemic, CD and CM should be enhanced by Information and Communication Technology (ICT) tools for maximal positive outcomes. Since CM is very crucial in today's classroom and especially after covid-19 pan- demic, it is ideal that classroom participants handle it effectively. The cognitive, affective and the psychomotor domains of education have to be well handled for positive outcomes after Covid-19 pandemic.

Classroom participants, learning environment, material and non-material contents have to be well packaged and managed with actual application of ICT tools for the sustainability of classroom discourse. This is necessary to bring back the teachers and their students who had diverted their attentions to other fields in a bid to survive the pandemic; and for those who actually used ICT tools to teach and learn more; and use them effectively. The application of Information and Communication Technologies (ICTs) contradicts what goes on in a traditional classroom (TC).

In the TC, CM involves the controlling and handling of basically everything in the classroom by the teachers who exhibit holistic power over his students. Nwiyi (2017) submits that classroom is designed to be managed by an instructor or a teacher. The teachers' total dominance of CM makes the students not to participate fully in the activities in classrooms. The teacher becomes the centre of everything and what he does benefits him more than the students.

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He also manages everything himself; some of the things that he manages are self, pupils/students, classroom leaders, educational equipment, materials, teaching records, curricula, co-curricular programmes, classroom sitting arrangements, teaching techniques, people, school officials, teacher's appearance, language, emotions, attitude to work, action, time and participants' relationship with one another in the classroom. He merely allows the students to come in when he likes. This is probably due to the power he exhibits in the classrooms.

Oyedeki (1998) observes that the teacher has power and this can be categorized into four namely, charisma, dominance, intellectual power and resources power. The teacher's charisma means his/ her ability to influence and attract people with his/ her personality. Dominance means that the teacher is able to control all situations. Intellectual power is his/her ability to express knowledge and mastery over the subjects he/she teaches and resources power means his/her ability to organize all aspects of work in the classroom. An effective teacher, according to Oyedeki is expected to utilize his/her power and authority to create an effective classroom atmosphere for teaching and learning. Deducing from Oyedeki's observations, failure to exercise his power, his leadership style, physical, and mental environment, communication and time management can be affected negatively.

For classroom discourse to be sustained after Covid-19 pandemic, the teacher's power should be directed towards the betterment of the CD and CM. Also, there should be both ideational, methodological and positional shifts from the traditional or conventional ways that teachers exhibit total dominance of classroom discourse to a dynamic inclusive classroom discourse where the students and their teachers co-think, co-talk, co-manage and co-work. There should also be a gradual paradigm shift from physical and immediate face-to-face interactions among the class- room participants to a mixture of digital, immediate and distance face-to-face talks between discourse participants in the classroom. In other words, the application of ICTs should be paramount and not just being spoken of. This suggests that the popular Initiation-Response-Feedback (I-R-F) discourse patterns and their recent modifications should give room for ICTs usable measures to achieve the suggested strands desired to sustain our classroom after the pandemic. Again, digital class- room discourses should form the fulcrum of classroom discourse after Covid -19 pandemic.

The importance of ICTs in sustaining classroom discourse and management has already been acknowledged by many researchers. Bhattacharjee & Deb (2016),

Dahiya (2005), Sangra & Sanmameds (2016), Hennessy et.al (2010), Guma et al (2013) and many others have established the indispensability of ICTs to education. ICTs are the enhancers, controllers, managers and facilitators of what goes on in the classroom (if applied). During Covid-19 era, ICTs were gateways where teachers and their students maximally engaged in teaching and learning. This should not be allowed to fade away; rather training and re-training of classroom participants on all forms of ICTs should be done in order to use them appropriately. Since what is keyed into them will be what is obtainable, all ICT knowledge and skills are necessary for maximal benefits and possible sustainability of classroom discourse after Covid-19 pandemic.

This study focuses on the practicability of ICTs as indispensable tools for sustainable classroom discourse after Covid-19 pandemic. It also centers on the prospective evaluation of classroom management after Covid-19 pandemic in Lagos metropolis, Nigeria. It suggests that we should not go back to our traditional black and white boards where the teacher alone dominates, manages classroom discourse and uses textbooks, course curricula and syllabi to teach our students after covid-19 pandemic; rather ICTs should be applied always in CD and CM.

### **Classroom Discourse**

All formal and informal interactions that take place in the classroom between the teachers and their students are known as classroom discourse. Nunan (1993 as cited in Razaie and Lashkarian, 2015) avers that CD is a special type of discourse that occurs between teachers and students. Al-Smadi and Ab Rashid (2017) posit that CD is “what happens in classroom” (164). They further observe that it includes the “mode of interaction, teacher-talk and an unequal power relation” (164). For-sell (2020) concludes that it is both oral and written language that the teachers and students use in the classroom for communication. Again, Razaie and Lashkarian maintain that CD comprises explanations, instructions, descriptions, and arguments. Luk (2017) opines that it is the contextualization or situated language use in classrooms. And Gonzalez (2008) reveals that it is an essential component of learning that includes teacher-student interactions and student-student interactions.

Meaningful and result oriented classroom discourses (CDs) are unique, well organised and readily coordinated especially by the teacher who assumes the leadership position in a classroom. It should be noted that CD has changed from what it used to be to a reformed type. Cazden, (2001) observes that it has evolved from

the investigation of teacher-student interactions to a recent emphasis on learning. The author also identifies construction through discourse; a move from teacher-student interactions to a multimodal semiotics and interaction in STEM classroom and from microanalysis conversation to Halliday's Systemic functional grammar as recent trends of CDs.

### **Classroom Management**

Management is a broad term that applies to all fields of discourse. To an educationist, management means handling men and materials by classroom participants. To the industrialists, it means getting things done by people through people. To the economists, management deals with factors of productivity. The sociologists consider management as one's ability to deal with class stratification successfully. In all fields of human endeavour, management is defined to suit their professionalism. In other words, every organization considers management as a social process designed to ensure cooperation, participation and involvement for the effective achievement of any given goal. Gbadamosi, (2006) observes that management means different things to different people.

CM focuses on the skills and techniques that classroom participants need to control their classes. It involves studying, understanding and managing self, students, classroom leaders, equipment and materials, teaching records, curriculums, co-curricular programmes, classroom sitting arrangement, teaching techniques and school officials. Teacher's appearance, language, emotions, attitude to work, actions, time and relationship with others, also constitute what should be managed. Pollar, et al (2005) maintain that in managing classroom we should be able to work with children in order "to develop a coherent sense of purpose within our classes" (256).

Achuonye and Ajoku (2003) point out that CM is the act of organising, controlling, and directing various variables in the classrooms in order to obtain their objectives. Manning and Katherine (2004) maintain that CM consists of strategies for assuming physical and psychological safety, changing student's abnormal behavior, administering self-discipline and maintain methods for organized progression of events. Osisami, et.al (2005) explain that CM is the art and science of planning, coordinating, controlling and directing different variables (human and material resources) in the classroom with a view to achieving the objectives of the class. To manage a class successfully, they opine that the manager and his support-

ing staff have to carry out some administrative tasks and processes. Some of these administrative tasks include decision-making, planning, organising, directing, coordinating, financing and taking care of class equipment, curriculum development and instructional supervision.

CM also includes a process of getting the students to cooperate in directing actions and activities towards achieving a conducive atmosphere for learning in the classroom. The classroom teacher is the administrator and the manager who strives to bring about the changes in the behavioural development of the students from the first time he interacts with the child till the time the child graduates and leaves the school. CD deals with instruction, leadership roles played by the teacher in assessing student, administrating promotion and disciplinary activities that lead to the realization of educational goals.

In order to exhibit the good qualities of a class manager, Osisanmi et al state that the teacher should have confidence, patience, true compassion for students, understanding, ability to look at life in different directions, explain topics in different ways, be dedicated to excellence, have unwavering support for the students, be willing to help students even outside the classrooms, be proud in students' accomplishments and have passion for life.

Moreover, Froyen and Iverson (1999) maintain that CD has three components namely; the content management, the conduct management and the covenant management. The content management refers to the skills a teacher possesses in subjects and activities. The teacher is expected to be an expert in different skills and activities that are related to his courses because this will enable him to be effective and efficient in these courses and activities. If he discovers that he is not good at what he is doing, he should privately updates himself because no one expects him to be deficient in any aspect of his courses or activities.

The conduct management means the skills that a teacher needs in order to administer discipline and resolve conflicts in the classroom. Conflict is said to be an integral part of any organization. Conflicts occur from time to time in the classrooms. It is therefore the responsibility of a teacher to learn all it takes to resolve conflicts so as to have a well-managed classroom.

The covenant management considers a classroom as a social system; where interpersonal relationships thrive. The teacher is expected to emphasize healthy interpersonal relationships by personally rendering praises on students and showing them how to work as a team.



## **Behaviour Management**

Behaviour management is one of the most fundamental skills that a teacher is expected to possess; it is believed that a teacher cannot operate successfully without it and that it promotes positive teaching. Each student behaves differently in various classes depending on the type of teacher, teaching method and the environment everyone finds him/herself. Both the teacher's behaviour and that of the students are complementary and reciprocal in nature. Therefore both of them should endeavour to behave appropriately.

## **Spoken, Written and Non-Verbal Discourses in the Classroom**

Classroom is a learning arena where classroom participants speak more than they write or act. Speaking constitutes 60 percent of classroom interactions. During lessons, both participants especially the teachers speak; give verbal assessments, debates, quizzes, seminars, conferences, questions and answers to their students. Osoba and Sobola (2014) explain that spoken discourse is "any social activity we engage in to relate with one another" (203). They further mention interview, sermon, seminar, public lecture, casual conversation, classroom conversation, telephone exchange and political talks are spoken discourse. Without speaking, classroom interactions will be uninteresting, uninviting and unwelcome.

Written discourse in the classroom includes writing of notes, lessons, assignments, letters, essays, petitions, term papers, memos, debates and any anything writable. It constitutes 30 percent of classroom discourse while the nonverbal constitutes just 10 percent of classroom discourse. Non-verbal discourse in the classroom entails communication without words such as gestures, posture, dressing, movement, and most importantly, non-linguistic cues such as the quality of voice, enunciation, accent, pronunciation and the rest. These also contribute to CD and CM negatively or positively depending on how they are applied.

## **Features of Classroom Discourse**

CD is a special form of discourse that involves classroom discourse participants (Nunan as cited in Razaie and Lashkarian). Its features are structured and unstructured; the structured elements are organized lessons/lecturers, assignments, tests, debates, quizzes, etc. while the unstructured features are classroom casual talks, conversation, irregular turn taking, overlaps, greetings and gossips. Its structured elements are the primary features because they are the first features that informed

the secondary features, which are informal.

### **Strategies of Classroom Discourse**

The strategies for classroom discourse involve the methods that the classroom participants are expected to apply in order to present a continuous non-interruptive classroom after Covid-19 pandemic. These include self-discovery, realization, willingness and readiness of participants to apply ICTs in classrooms. In other words, digitalization of CD is recommended after Covid-19 pandemic. John and Wheeler (2005) observe that the “power and potential of ICTs are yet to be fully realised in schools” (17). To rethink classroom discourse and manage it effectively, ICTs are to be fully utilised by classroom participants. Bhattacharjee and Deb recommend that ICTs should be applied in all subjects. Covid-19 era was a time when many teachers and students were ‘forced’ to use ICTs; now that the pandemic is over, the teachers and students should try to acquire the knowledge and skills of ICT in a conducive and relaxed atmosphere.

### **Approaches to Classroom Discourse**

There are many approaches to classroom discourse; however, few of them are discussed here. These are Discourse Analysis, Critical Discourse Analysis, Conversational Analysis and Interactional Sociolinguistics,

#### **Discourse Analysis (DA)**

Discourse analysis (DA) is the analysis of both spoken and written discourse. According to (Drid 2010, Suci 2019), DA is a very broad concept; it consists of many approaches such as Pragmatics, the Speech Act Theory, Sociolinguistics, Variation Analysis, Interactional Sociolinguistics, etc. It focuses on people’s actual utterances and what actually makes the utterances to appear the way they are. According to Schiffrin (2006), people apply discourse to represent the world, communicate intention, organize thoughts into communicative actions, arrange information to be relevant to others and convey their identities and relationships. Baxter (2001) highlights the features of DA as the principles of variability, constructed and constructive language, interpretative repertoire and a combination of micro and macro analytical approaches.

#### **Critical Discourse Analysis (CDA)**

CDA is said to have been founded by Fowler et al (1979); it centers on language as a social practice. According to Baxter, discourse is believed to be “socially constructive and socially shaped (127). CDA also focuses on language and power relationship, emancipation, text and context, self-reflexivity, interdiscursivity or intertextuality” (Baxter 2001).

### **Conversational Analysis (CA)**

The social world is replete with conversations. CA believes that ordinary conversation is a construct of the social realities. The major features of CA are orderliness in talk-in-interaction, data-centered approach, a neutrality in interaction and an objective stance in conversation (Litosseliti 2010).

### **Interactional Sociolinguistics (IS)**

IS focuses on language, context and interaction (Gumperz 1982). It deals with the way people share grammatical knowledge and contextualize what is being said differently. It centers on social and linguistics meanings derived during interactions. It also discusses how talk and culture come to create meanings. Gumperz (1982) observes that talk alone cannot give holistic meaning; therefore extracomunicative knowledge is needed for absolute meanings to be obtained from interactions in talks.

### **Classroom Atmosphere after Covid-19 Pandemic: Our Expectations**

Teachers’ management of personality, reward and reinforcement, giving of constant assignments and tests, use of tacks in handling students and their act of ensuring that there is a conducive atmosphere are recommended. Their use of class prefects or governors to enhance CD, regular issuance of appropriate communication techniques and effective CM such as greeting, welcoming the students at the door, establishing, maintaining and restoring relationships are also very necessary in managing discourse in classrooms. In addition, their use of reminders and cues, arranging seats orderly, motivating the students, desiring great and clear expectations; good and appropriate supervision of students are appreciable. Furthermore, teachers’ use of good time and “perfect” human management, activities management, and the rest of the so-called best dispositions, techniques and presentations in the classroom by the classroom participants are equally acceptable. As good as

all the strategies, dispositions, presentations and techniques are, they may not bring any drastic and sustainable change in CD and CM after Covid-19 pandemic. After all these have been written and seemingly practised before Covid-19 pandemic. What then is the way out?

The practicability of ICTs in CD and CM, and not just the incorporation of them, is the key factor in transforming and sustaining CD and CM after Covid-19 pandemic. The indispensability of ICTs to CD and CM is certain. The technological determinist (Bauldrillard 1996) considers technological advancement as investable and therefore equates basically everything to technology. This is an extremist's standpoint. Be as it may, many other scholars such as John (2005), Mumtaz, (2000), Marinagi et al, (2014), Badlergroan et al, (2012), Lundal et al, (2000); associations such as AECT, UNESCO,(2015) and many others have identified the potentialities of ICTs to the survival of classroom discourse.

### **CD and CM: Our Post-Covid-19 Expectations**

Many linguists have done several researches on teacher-centered classrooms, discipline-centered classrooms, student-centred classrooms and combined teacher-student CDs. These and many other theories and write-up may not sustain CD and CM after Covid-19 pandemic. This work therefore focuses on the usability of ICTs in classrooms; otherwise, we will still arrive at the same results with the same stagnancy in CD and CM. Classroom participants should develop the habit of constantly practising CD and CM using ICTs.

Realising the usefulness of ICTs in education, Ahrenfelt and Watkn (2008) maintain that ICT is a "key skill for life." (13). Again, John and Wheeler (2005) assert, "use computers to make classroom management easier" (20). They further state that computer should be used to think, solve problems and collaborate. Drilling and mere incorporation of ICTs in classrooms should give way for their practicability for discourses and managements to strive uninterruptedly. ICT should be the focal point of use; teachers and students should play cooperative roles of rethinking, re-acting and re-practicing using ICTs every time CD and CM occur. This is not to conclude that ICTs have no limitations. No, there are many challenges of ICTs; in as much as Africa remains underdeveloped, ICTs are bedevilled with different limitations and until these barriers are minimized or removed, the practicability of ICTs will still be a mirage. Some scholars have identified some ICTs impediments; John and Wheeler (2005) observe that there are three classes of

uncertainties as they relate to technology. They are:

- i. Teaching is known while technology is uncertain
- ii. Technology is known but its application is uncertain
- iii. All the signals of change are uncertain, so let's wait and see (3)

These uncertainties are quite realistic; the only aspect that the researcher frowns at is the second part of the third uncertainty. If we actually wait and see, how are we going to sustain CD and CM after Covid-19 pandemic? It is ideal that we don't wait and see rather we should collectively exhibit team spirit and ensure that technologies are given the value they deserve by getting up to make use of all classroom ICTs so that the future of education can be preserved after Covid-19 pandemic.

In addition, John and Wheeler further list some constraints of ICTs as bandwidth limitations, lack of hardware, funding, regulation of activities, knowledge and skills. Wheeler and Winter (2005, as cited in John and Wheeler, 2008) aver that the barriers to effective implementation of ICTs in schools are psychological problems such as attitudes, philosophies and perceptions of teaching staff. They justify their observations by stating that computers can only do what one wants them to do. These obstacles are mainly self-directed; and should be readily managed by classroom participants. More than their observations, ICTs availability, knowledge and skills are the main issues in Africa, since we are still developing as a continent. Be as it may, let us first ensure that each teacher and student has a good computer and internet service; and master the use of these devices in our teaching and learning environment before we talk of exploring other technologies such as hyperlinks, bookmarks, power-points, zooming, cropping, highlighting, animations, photos and sounds, interactive boards, navigation, movies, blogs, wikis, multimedia editing, podcasting, adobe flash, e-strategies, etc. The use of ICTs in Africa's classrooms should be gradual and steady since every technology needed to be used will take time to be fixed. African teachers, pupils/students and even parents should make the application of ICTs as a norm, a culture that everyone practices right from primary schools.

Unfortunately, many teachers, students and their parents may not be able to apply ICTs effectively; therefore, there is the need for intensive training and retraining of classroom participants. Workshops, seminars and conferences should be organized by school owners, governments and all educational stakeholders to assist the teachers and students to work appropriately using ICT tools. Teachers

and students can as well train and retrain themselves during holidays.

The big question is, how are we going to implement these training and retraining since Africa is known to be battling with poverty? We should have ideational and methodological shifts first; thereafter maintain a deliberate determination to move from the use of archaic materials and non-material contents to constant and consistent application of ICTs owing to its positive outcomes. Affirming this, Siddique (2007) opines that ICT is “an adequate medium to support the shift from teacher oriented towards more student oriented way of learning” (23).

In rethinking classroom discourse, each educational participant should concentrate maximally on CD with a view to sustaining it through all-inclusive factors such as personal, societal, environment, political and psychological adjustments. Our classrooms should be inviting, attractive, desirous, creative, productive and well managed; henceforth, our CD and CM stages, strategies and devices should be replete with the inclusion and usability of ICTs. Students should willingly attend classes and do their assignments, tests and examinations through ICT devices available in the classrooms. Siddique states that “ICT as a tool to support the learning process holds a promise to new solutions for the challenges that education is facing” (4).

The teacher, the content of what he teaches, the context of teaching and the classroom should be digital based. In other words, technologies should always form the nerve-centre in disseminating information; and managing men and materials in classrooms in Africa. Butler and Sellbom (2002), Bosley and Moon, (2003), Mumtaz, (2000), La Valle et al, (2004), Ruthven et al, (2004), and many others painstakingly investigate research based on ICTs and come out with the need to utilise ICTs. This equally indicates that the need and functions of ICTs in classrooms as they relate to the content, syllabuses, curricula, teacher factor, student-based factors, parents’ involvement and every educational stakeholder contribution cannot be overstressed. ICT is the way forward to achieving sustainability of CD and CM; regularly apply technology tools now and experience the transforming stances in your classrooms after a few months of constant application.

### **Methodology**

This is a qualitative research that adopted an ex post facto research design. The data for this study were gathered from a sample population of two schools (private

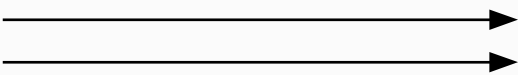
and public) in Lagos Metropolis: Ransom Kuti Memorial College, Jibowu, Lagos and DeBest International School, Odogunyan Ikorodu, Lagos. The participants were 2 teachers from the two schools, 85 students from Ransom Kuti Memorial College, Jibowu (a public school) and 30 students from DeBest International School, Ikorodu ( a private school). A total of 117 participants (comprising 115 students and 2 teachers) constituted our sample population. The method of data collection used for this study was Participant Observation.

Having obtained permission from the Authorities of the two schools purposively selected, the researcher was permitted to come on a fixed day and periods to participate in SSS 3 Physics class and SSS2 Agriculture class respectively. On the fixed day, the research used a tape-recorder and a notebook to record the lessons taught by the two teachers in the schools in question. She later listened to the recorded lessons, reheard them and at the same time compared what she reheard with the notes she took during the lessons. From these two instruments, she extracted the data she presented in this work.

### Data Presentation

Randomly selected data from two (2) selected secondary schools are hereby presented and analysed using John Austins’ The Speech Act Theory. “T” stands for the teacher’s utterances while “S” stands for the students’ utterances. This is a qualitative research; the data here represent the outcomes from the selected schools. The same data collection method (participant observation) was used in gathering data from selected schools in Lagos Metropolis.

#### Data Presentation 1

T: (247) That is what a beam is	
(248) That is just a simple definition.	S: (259) [beam
(249) They will ask you	T: (260) Now, what is a parallel beam?
(250) It comes out in WAEC	(261) A parallel beam is one in
question	which the light rays are parallel to
(251) After they have given you the	one another
calculation	
(252) Now what is a beam?	A parallel beams
(253) It is a collection of rays of light	

**Data Presentation 1**

T: (247) That is what a beam is	S: (259)	[beam
(248) That is just a simple definition.	T: (260) Now, what is a parallel beam?	
(249) They will ask you	(261) A parallel beam is one in	
(250) It comes out in WAEC	which the light rays are parallel to	
question	one another	
(251) After they have given you the		
calculation		
(252) Now what is a beam?		
(253) It is a collection of rays of light	A parallel beams	
(254) Now, we have three types of	(262) This is a typical example	
beams, three types of beams	(263) = This is example of parallel	
(255) One, the parallel beam, the	beam	
parallel beam	(264) They are parallel	
(256) Two, we have the convergence	(265) They can never meet	
beam	(266) = Parallel lines, they can never	
(257) = and we also have what?	meet	
(258) The third one, the divergence		
-----		
[beam		

**Data Analysis of Presentation 1**

This excerpt contains a total of 20 utterances in which the students only come in once. The teacher predominantly utters 14 representatives, false elicitations in (252), (257) and (260); false elicitations because he gives answers to them in (253), (258) and (261); the students were forcefully allocated only one elliptical representation in S (259). These are only false elicitations because it only allows the students to utter their locutionary act; rather than their illocutionary acts. This also results in the perlocutionary effects of lack of participation which may lead to lack of comprehension of the teachers' intentions (which might have been the desire to get the students to do things with his words).

**Data Presentation 2**



- T:(179) Number five (5) fruit crops ( )  
 (180) Now who can tell us  
 (181) Who can tell us now the the type of food in which this crop belong to what type the type of
- S:(182) vitamin
- T:(183) and give me examples of fruit  
 (184) =this other one produce (sic) vitamin and mineral , vitamin and mineral  
 (185) example orange, banana, pineapple, mango, pawpaw and cashue, cashew, and the cashew and the cashew
- S:(186) Uncle please recap the ending
- T:(187) you mean the what?
- S:(188) the example
- T:(189) the example of orange , banana , banana, pineapple, mango, pawpaw and the cashue cashew now  
 (190) Number six (6) beverages eh crops, beverages eh crops beverage eh crops
- S:(191) Uncle after cashew is what?  
 (192) That that that is the last example etc.  
 (193) What , beverages crops now, it provides what now? Pro provide what?
- fruit crops, fruit crops, fruit crops  
 (194) They provide food drink for our bodies and what ?  
 (195) For our bodies, provide food drink for our bodies  
 (196) They must be well processed  
 (197) They must undergo what?  
 S:(198) processing  
 T:(199) because of what now?  
 (200) because because due to, our own bodies  
 (201) They provide food when processed  
 (202) Who can give me example?  
 (203) Who can give me example?  
 S:(204) Cocoa, cola, kola nut, pawpaw  
 (205) One thing is , they are what now?  
 (206) They cannot be consumed, in the what now, in the what now?  
 (207) = in that raw eh state  
 (208) they must undergo processing now, so that the raw material what now ( )  
 (209) these produce food drinks when processed

## Data Analysis of Presentation 2

An exchange structure marks (T179); it is a representative and it is followed by an incomplete elicitation in (T180) with its complement in (T181). (S182) is the response to (T181); an elliptical representative that is “forcefully” i.e. involuntarily allocating uttering slot to the students. (T183) is an elicitation with a declarative structure. It is presented in Nigerian English possible to elucidate the illocutionary

force of eliciting quick comprehension of this utterance. (T184) and (T185) are representatives; (S186) is a request; (T187) is an elicitation. The elliptical representative in (S188) acts as an elicitation. It equally complements (S186). (T189) is a dictated representative which marks an end to this exchange structure. (T190) begins another exchange structure. The students do not get parts of what the teacher dictates and this necessitates (S191) as an elicitation. This is in consonance with Searle's intention of the speaker trying to get what he does not know. (S192) is a representation; (T193) starts as an elicitation but the later part of it is the response to the initial part of (T193). (T194) is a question and its response is (T195). (T196) is a representative; (T197) is another elicitation and its response is (S198). (T199) is an indirect speech act that performs a causative act as well as an elicitation. (T200) is an unclear causative; (T201) is a representative. (T202) is an elicitation; (T203) is its repeated type. (S204) is the response to (T202) and (T203). (T205) starts as a representative but ends as an elicitation. (T206) assumes the same structure as (T205). (T207) is the response to (T206). (T208) is an unclear representative. (T209) and (T210) are representatives and they mark the end of that exchange structure.

### **Summary of Findings**

From the analysis above, it is evident that the traditional method of teaching still permeate almost all schools in Lagos (and by extension Nigeria) as almost the two schools that we randomly selected still adopt the traditional method of teaching, which is teacher-centred. The teacher also predominantly applies representatives; He often uses pseudo-questions instead of the actual questions that would have encouraged the students to participate fully; elliptical representatives, elliptical elicitations and few causative as types of utterances applied in these chalk-and-board classrooms. Teacher's indirect utterances have the potentials of causing confusions to the students. Again, the continuous use of traditional strategies of teaching will not allow the new normal of digitalization to thrive; hence, the need for this research.

### **Conclusion and Recommendations**

Teaching, learning and management are old concepts that were born with man. Since their arrival, a lot has been said and written about them. They permeate almost all aspects of human living. However, in classrooms, these terms are only

applicable where man becomes old enough to teach, learn and manage. In traditional classrooms, teachers are the sole administrators and managers of CDs in teacher dominating classrooms. Again, traditional classrooms offer an unequal power relationship between the teacher and his students and this has resulted in teacher-centred classrooms which are not favourable to students' reception, comprehension and future progression.

Many scholars have argued that it is the total responsibility of the teachers who are believed to be possessors of what the learners do not have to manage CDs. Teachers are seen as visionaries, audiovisuals, leaders, advocates, controllers, administrators, advisers, organisers, emitters of knowledge and generally as indispensable figures. As true as these observations are, we have observed that over the years, teachers' total dominance of CD and CM (without including ICT tools or allocating equal slots to the students) has only made their classes teacher-centred thereby rendering their activities, events and efforts self-directed.

To manage classroom discourse after Covid-19 pandemic, it requires all-inclusive efforts of both human and non-human factors. The teacher should understand that his roles must be shared; as a leader he should share his roles with his students. Also, the students, parents, government and all educational stakeholders should play collaborative roles in ensuring that ICTs are not only incorporated in CD and CM but that they are readily practicable after post-Covid-19 era.

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