An Investigation of Curriculum Genre Using Rose (2014) Pedagogic Exchange Model

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Abstract

Classroom learning consists of a variety of pedagogic relations including teachers and learners' interactions, inclusions and exclusions of learners and evaluations. The purpose of this paper was to comprehensively examine the nature of these interactions using Rose (2014) pedagogic exchange model. The researchers qualitatively investigated the interactions of an experienced male EFL teacher with their students within their classrooms. The results revealed that the teacher acted and transmitted knowledge, included and excluded students, initiated, anticipated and responded. It was also found that the learners played a determining role in shaping pedagogic discourse. These results may have some implications for language teachers and teacher educators.

Keywords: Pedagogic Exchange, Classroom Discourse, Knowledge Exchange, Action Exchange, EFL Teachers.

1. Introduction

Around 30 years ago, Barnes (1976) published an important text *From Communication to Curriculum*, venturing on the nature of discourse in learning and predominantly examining patterns of interactions between instructors and leaners in English classrooms. Referring to this work, he maintains that it is not satisfactory to describe instruction and learning associated with knowledge transmission; As he argued, teaching and learning should also incorporate structuring chances for the students to play a greater role in shaping their own understanding. His investigations designated, however, that in whole-class instruction, teachers often provide a tense balance between developing learning and sustaining control. In the introduction to his work, he talks about the necessity to promote 'interactive' teaching and learning, rather than a philosophy where instructors use their voice to 'control and shape the thoughts of children'. Indeed, as Walsh (2002) speculates, members of an EFL classroom, like in any institutional discourse, are to a largely constrained in their selection of language by the dominant structures of that setting. Educators and learners promote the educational curriculum primarily through face-to-face communication, and it is this communication itself that puts teaching and learning into action (Huth, 2011). Consequently, it is pertinent to examine how teachers and students establish their discourse while interacting and how that establishment

figures vis-a`-vis the specific goals of the occasion that gathers the participants together in a classroom in the first place: teaching and learning. Over at least the past 40 years, researchers of classroom and teacher talk (e.g. Cullen, 2002; Jarvis & Robinson, 1997; Nassaji & Wells, 2000; Richards, 2006) have highlighted that classroom discourse is known by a command of teachers talk and students' obedience, and teachers putting forward questions in ways that appear to propagate these inequities. For instance, much has been put to the words regarding teachers transmitting knowledge through monologic discourse using an IRE (teacher Initiation, student Response, teacher Evaluation) or IRF (teacher Initiation, student Response, teacher Follow up) recitational format. In this monologic stance, questions that are closed and inauthentic function only to concisely exhibit how well a learner's recall supports itself with the meaning the teacher is broadcasting, and how well he or she can 'perform' knowing. However, as Hall and Walsh (2002) note correctly, how does teacher talk reflect the act of teaching? What kind of interaction may bring about what kind of affordances for language learning? How do teachers and students interact, in the context of what kind of verbal activities, and to what effect? are central questions to the language teaching profession and those who inform and shape it:

> Because schools are important sociocultural contexts, their classrooms, and more specifically, their discoursively formed instructional environments created through teacher-student interaction, are consequential in the creation of effectual learning environments and ultimately in the shaping of individual learners' language development. Because most learning opportunities are accomplished through face-to-face interaction, its role is considered especially consequential in the creation of effectual learning environments and ultimately in the shaping of learners' development. (Hall & Walsh 2002, p. 186).

According to Young and Nguyen (2002), the specific question of how certain students, their teacher, and the author of their textbook construct meaning is a piece of the more general question of the relationship between language and human experience. They argue that the general question is: In what ways does the language of a particular human activity influence the ways that people participate in the activity and understand it? They further claim that the way that language is structured in a particular activity is a theory of how the participants experience that activity which is in contrast with the other ways of understanding experience, for example, by asking people to describe it. In line with the questions posed by Young and Nguyen (2002) and Hall and Walsh (2002), this study tried to investigate the nature of actions and interactions among EFL learners' and their teachers in a foreign language classroom. For this purpose, functional analysis of interactions into language classrooms will be taken into account.

A toolbox for systematically delineating classroom discourse has been evolving over recent years, by means of genre and register theories (Christie 2002, Martin 1992, Martin and Rose 2007, 2008). Halliday (1978) constructs the social situations of language in three dimensions as field (what is going on), tenor (who is involved) and mode (the role of language). Martin (1992) clusters these social elements as register, and recommends a more intangible contextual layer of genre, that knits together register elements to attain participants' aims. Martin additionally represents field as sequences of activities, encompassing classifications of entities (people, things); tenor as comparative standing and interaction of participants; and mode as discourse that complements action or establishes a field, as either dialogue or monologue. If we construe genres as recurring outlines of register elements, then two broad types of pedagogic genres may be formed (Rose, 2014). Consistent with Rose (2014), we can employ knowledge genres for field establishing texts, through which institutional knowledge is developed (such as the chronicles, stories, procedures, explanations, arguments, reports and text responses described by Martin and Rose 2008). Also, we can use the term curriculum genres (following Christie 2002) for the dialogic discourse of the home, school, further education, recreation and workplaces, through which knowledge is negotiated.

The focus of this paper is on the structuring of curriculum genres. According to Rose (2014), a crucial element of curriculum genres is their two grounds, including the knowledge to be acquired and the pedagogic activity through which it is acquired. He maintains that learning actions are performed dialogically as interactions between educators and learners. We can refer to the social relations enacted between teachers and learners as pedagogic relations (after Bernstein 1990, 2000). Rose (2014) argues that pedagogic associations embrace hierarchies of power between teachers and learners, inclusion and exclusion in classroom learning, accomplishment and disappointment in evaluations, hierarchies that may be more or less obvious. Pedagogic relationships are not only passed verbally between teachers and learners, but contain relations between creators of texts and learners, the manuscripts that learners compile for evaluation, and teachers' spoken and written assessments of learners' manuscripts, along with the relationships between learners.

In classroom discourse, pedagogic relations are enacted as teacher/learner exchanges. There are two general types of exchanges, of knowledge or action. In classroom discourse, pedagogic relations are enacted as teacher/learner exchanges. There are two general types of exchanges, of knowledge or action. In an action exchange, one person does an act, which may have been required by a different person. The person acting is considered as the main actor or A1; the person asking the action to be done is a secondary actor or A2 (after Martin 1992, Martin and Rose 2007, following Berry 1981). In a knowledge exchange, the person providing information is the principal knower or K1. A person asking for or getting

information is a subordinate knower or K2. Characteristically, one asks a question to obtain information, so the questioner is K2, and the answerer K1. K1 is the core role in a knowledge exchange (Rose, 2014). This pedagogic exchange model is proposed by Rose (2014) which is used as a model of analysis in this study. The following figure presents the model of study.
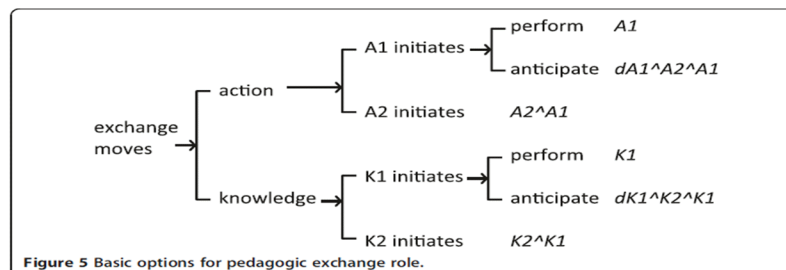

Figure 5 Basic options for pedagogic exchange role.

Figure 1. Basic options for pedagogic exchange role taken from Rose (2014, p. 8).

2. Methodology

2.1. Participants

The scope of the study was limited to a participating teacher (gender: male) who held MA in English major namely TEFL (Teaching English as a foreign language) and his language class in a language institute in Mashhad, Iran. The participant teacher's age was 25. The teacher was a registered member of the ministry of education with 5 years of experience in teaching English.

2.2. Procedure

The interactions in an EFL classroom were securitized longitudinally over a two-month period. All the interactions between the teacher and leaners were videotaped and transcribed. The researchers used Rose (2014) pedagogic exchange model to investigate action and knowledge exchanges occurring in these classrooms during the instructional period.

2.3. Data Collection and Analysis

The teacher was required to teach grammar to his classes. While he was teaching, a second participant helped the researcher to make a video of the classes' procedures. The class was filmed for 6 consecutive sessions that last for 10 hours. The class videos were transcribed and watched for further analysis based on the above model. It's necessary to declare that before collecting the data and making videos of the classes, informed consents were obtained from all individuals participating in it. The participants were fully informed about all the procedures involved in the research so they participated in it voluntarily and enthusiastically.

The collected data consist of natural discourse of language teacher so the researcher had to prepare them for coding. Data transcription was done by hand because the researcher didn't have access to suitable transcription software. The researcher tried to match transcription with the object of the study. Data were analyzed by a PhD in applied linguistics. To assure the reliability, a full professor with expertise in discourse studies and systemic functional grammar was asked to examine the analyzed data.

2.4. Study Design

The current research was designed as an Ex post facto classroom-centered multiple-case research. Ex post facto research refers to a research in which the independent variable is not manipulated by the researcher (Ary et al, 2010). Ary et al. (2010) argue that in an Ex post facto design, "The researcher simply compares groups differing on the preexisting independent variable to determine any relationship to the dependent variable" (p. 27). They explain that in an Ex post facto research the variables are different in their kind not in their amount. In this type of research, the researcher observes the effect of non-manipulated independent variable on the dependent variable. In this study observation was used in order to find out answers for the research questions. Observation is used to record teachers' classroom behaviors vie technological tools like videotaping for later transcription and analysis. According to Makey and Gass (2005), "observations are useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events that occur in second and foreign language classrooms" (p.186).

3. Results and discussion

The pedagogical exchanges which occurred between the teacher and his students are provided below in separate sections. Both action and knowledge exchanges were observed in the discourse of the teacher with his students. There are three options for an action exchange in a language classroom. The first can be performed by the teacher or student without any stimulus (A1). The examples for action exchanges are provided below:

E.X.1.

T: (the teacher distribute a handout among the students including a picture describing different time structures in English)

A1: the teacher

This is an example of action exchange occurring in classes regularly. In this exchange, there is no place for speech. At the beginning of the class time, the teacher distributes a handout among the leaners. These types of action exchanges are used for the purpose of class management and regulations. Sometimes teachers distribute a handout, turn the TV on or off, turn a light on or off, etc. to facilitate the

processes of learning. Other times, they require the learners do to something. Look at the following examples.

> **E.X.2.**
>
> *T: Ok alireza make a sentence with present time*
>
> *S: Ok*
>
> *A1: The student*
>
> *A2: The teacher*

Here, the teacher is explaining about a grammar point. To make the case mode clear, he asked one of the students to separate two sentences. The student did that. This is the case of a minimal exchange. In this case, the student is asked to do something and he did that. In this example, the teacher's role (A2) is realized by the help of an imperative sentence. Imperatives are used frequently in language classes. s Halliday and Matthiessen (2013) explain, "The basic message of an imperative clause is either 'I want you to do something' or 'I want us (you and me) to do something" (p. 103). Imperative clause is used to give a direct command to students to do something in the class. Also, the Imperative clause is used in language classroom as clear indication of who is in control and who should be controlled. The next example, provides a similar situation.

> **E.X.3.**
>
> *T: And you two* work on number 5 to number 8
>
> *S: ok*
>
> *A1: the students in pair*
>
> *A2: The teacher*

In this exchange, the teacher assign task to the learners. For this purpose, he used an imperative sentence. This imperative role was followed by the leaners. The unequal status between the teacher and students in the curriculum genre provide the required permission for such exchanges to occur.

> **E.X.4.**
>
> *S: Please explain more about the relative clauses*
>
> *T: listen up*
>
> *A1: the teacher*
>
> *A2: The students*

In this exchange, the teachers and learners' roles are reversed. In this case, the one who is demanding something is the learners. One of the students ask teachers to explain more about a particular grammatical topic. The teacher follows the demand.

> **E.X.5.**
>
> *T: Would you please clean the board?*
>
> *S: yes*
>
> *A1: The students*

A2: The teacher

This is the case where another option in an action exchange is revealed (A2^A1). This is the case where the teacher directs a student's behavior. In the fourth example, the teacher asked one of the students to help him with cleaning the board. This can be considered as an act of cooperation in the language classroom.

The other option in the action exchange category delineated by the Rose (2014) is the (dA1^A2^A1) structure. In this case, a student asks for permission to do something (dA1), the teacher gives the permission (A2) and the student perform the act (A1). Look at the following example.

E.X.6.

S: may I come to the board?

T: Yes

S: (The student goes to the board)

dA1: the student

A1: The teacher

A2: The student

Most of the action exchanges in the classrooms are enacted to manage the learners' behavior in this context (Rose, 2014). However, as noted above, in the case of the experienced teacher, the leaners employed action exchanges to regulate teacher's behavior. Here, the student demonstrates his willingness to participate in the classroom discourse. Different exchange roles (different move occurring consecutively) are observed in the experienced teacher's exchange with the learners. In most of these roles, the teacher is the initiator while some cases are provided where the learner is considered to be the initiator.

Many examples of knowledge exchanges are observed in the language classes. Like the action exchange, three options are available for the knowledge exchanges. Typically, the language classes are considered as a place for knowledge transmission. This exchange can be initiated by the teacher explaining a particular topic or by the students' asking a question (K1). This is considered as the first option. Different examples are provided below.

E.X.1.

T: Today we are going to talk about relative pronouns

K1: The teacher

In this exchange, the teacher in the knower who started the exchange without any demand from a second party. The purpose is explanation and there is no interruption. The exchange in monologue with the aim of transmitting some information. The following example provide a more detailed case.

E.X.2.

T: So we use who to connect two sentences and we omit the subject of the second sentence, we replace it with who and then we bring the rest of the second sentence after who. So we are going to speak about which.

K1: Teacher

K1 is the core role in a knowledge exchange. This exchange can be long or short. The exchange can be demanded or spontaneous. As is clear from the above example, the exchange here in the form of teacher presentation. The teacher explained a grammatical topic to the class while the students were listening.

The second option in knowledge exchange consist of three moves (dK1^K2^K1). In this case, the teacher's knowledge is anticipated (dK1) but delayed by a question (K1) and a learner response (K2).

E.X.3.

T: Now, open page 81.

T: in this page we are going to discuss about the grammar, that is passive.

T: what is passive

S: مجهول (passive)

T: do you know active sentences?

S: yes

T: passive sentences are... ...

K1: The teacher

dK1: The teacher

K2: The student

The above example provides a case of knowledge exchange in which both teachers and learners participate. Here, the teacher plays the role of a knower and the learners play the role of inquirer. To keep the exchange going, learners' participation in the form of a short answer is necessary.

There were some examples in which the learners were the initiators of a knowledge exchange. In this case, the learners asked a question and the teacher provided the answer. One of the interesting examples in our corpus was the following question:

E.X.4.

S: What is the difference between past and present times?

T: in English we usually have a timeline. In the timeline, we discuss about past , present and future. .... For the past, we have simple past. ... . For the present, just like the past, we have simple present ... ...

K1: The teacher

K2: The learners

This question from the students' part initiated an exchange which lasted to the end of the session time. The teacher explained all the three time structures in English and the learners asked their questions.

4. Conclusion

This study investigated the discourse of an English as a foreign language class. For this purpose, a model of pedagogic exchange analysis proposed by Rose (2014) was employed. Instances of action and knowledge exchanges were observed in the discourse of an EFL teacher and his students. Exploring the classroom discourse as a genre by itself in this study, the researchers attempted to explain how knowledge is shaped, represented and transmitted within the classroom. It is a way to understand how pedagogic relations can shape the participation/evaluation patterns in the teacher/learner discourse. The purpose of pedagogic relations can be twofold: On the one hand, it can prepare the learners for learning by providing the necessities. On the other hand, it can check the learning progress by evaluating the learners.

This study attempted to clarify some important points in the study of teacher/learners' discourse:

1. The researchers attempted to provide a picture of classroom exchanges which include both teachers and learners.

2. The actions which were conducted to facilitate the learning and teaching process

3. The knowledge which was transmitted to the learners

The complexity of the classroom discourse arises from the fact that all these semiotic dimensions are enacted instantaneously in every moments of a social context giving place to 20 or more students in its heart. The knowledge and actions are performed through different modalities.

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