

EXPLORING GENDER DISCOURSE IN INDIAN ESL CLASSROOMS: A CRITICAL DISCOURSE ANALYSIS

**A THESIS SUBMITTED TO THE UNIVERSITY OF HYDERABAD IN
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BY**

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TABLE OF CONTENTS

Acknowledgment.....	6
CHAPTER – 1.....	7
INTRODUCTION.....	7
1.1 Introduction	7
1.2 Overview	8
1.3 Context	10
1.4 Rationale	12
1.5 Research Aims	13
1.6 Background to the Study	14
1.7 Research Questions	15
1.8 Research Methodology.....	15
1.9 Location of the study.....	16
1.10 Structure and Organization of the Thesis.....	16
1.10.1 Chapter Two: Literature Review.....	16
1.10.2 Chapter Three: Theoretical Framework	17
1.10.3 Chapter Four: Methodology	18
1.10.4 Chapter Five: Data Analysis-I.....	19
1.10.5 Chapter Six: Data Analysis-II	19
1.10.6 Chapter Seven: Discussion and Findings	20
1.11 Conclusion.....	21
CHAPTER - 2.....	22
LITERATURE REVIEW.....	22
2.1 Introduction	22
2.2 Key Terms	22
2.2.1 Gender	22
2.2.2 Discourse.....	25
2.2.3 Text.....	34
2.2.4 Identity.....	36
2.2.5 Intertextuality and Interdiscursivity	38
2.3 Literature Review.....	41
2.3.1 Gender and Language.....	41
2.3.2 Classroom Interaction.....	42
2.3.3 ESL Textbooks	45
2.3.4 Gender Research in Indian ESL Context	49
2.3.5 Education Tradition.....	51
2.3.6 Second Language Acquisition Tradition.....	54
2.3.7 Conversation Analysis Tradition.....	58
2.3.8 Sociocultural Tradition.....	62
2.3.9 Language Socialisation Tradition.....	67
2.3.10 Functional Tradition.....	73
2.3.11 Critical Discourse Analysis Tradition	80
2.3.12 Critical Pedagogy Tradition	87

CHAPTER – 3.....	92
THEORETICAL FRAMEWORK	92
3.1 Introduction	92
3.2 Integration of Gee’s Theoretical Tools and Rose’ Pedagogic Register Analysis Framework.....	93
3.3 Pedagogic Register Analysis Tools.....	96
3.3.1 Pedagogic Relations	97
3.3.2 Pedagogic Activities.....	102
3.3.3 Pedagogic Modalities	105
CHAPTER - 4.....	111
METHODOLOGY	111
4.1 Introduction	111
4.2 Recapitulation of Research Questions	111
4.3 Research Methodology	112
4.4 Research Design.....	113
4.5 Research Site.....	114
4.5.1 School Profile	114
4.5.2 Students’ Profile	119
4.5.3 Teacher Profile	120
4.6 Data Collection Tools	121
4.7 Research Plan	122
4.8 Data collection	124
4.8.1 Pre-data Collection Procedure.....	125
4.8.2 Video Recording of Classroom Interactions	126
4.8.3 Focus Group Interviews of Students	127
4.8.4 Teacher Interviews	128
4.8.5 Textbooks and Curriculum Documents.....	128
4.9 Data Processing	128
4.9.1 Set-1.....	129
4.9.2 Set-2.....	130
4.9.3 Set-3.....	130
4.10 Data Analysis	131
4.10.1 Operation of Gendered Discourses.....	132
4.10.2 Construction of Gendered Classroom Discourses.....	133
4.10.3 Construction of Gendered Discourses in ESL textbooks	135
4.10.4 Mapping the Construction of Gendered Discourses from Curriculum to Classroom	136
CHAPTER – 5.....	138
DATA ANALYSIS – Classroom interaction	138
5.1 Introduction	138
5.2 Critical Classroom Discourse Analysis of Classroom Interaction in Class ‘A’ and ‘B’	138
5.3 Pedagogic Register Analysis of Classroom Interaction	139
5.3.1 Pedagogic Relations	140
5.3.2 Pedagogic Relations and Gendered Participation	159

5.3.3 Pedagogic Activities.....	161
5.3.4. Pedagogic Activities and Gendered Experience	188
5.3.5 Pedagogic Modalities	191
5.3.6 Pedagogic Modalities and Gendered Sources	201
5.3.7. Pedagogic Register: Triadic Analysis of Gendered Discourses.....	204
5.4 Critical Discourse Analysis of Classroom Interaction	206
5.4.1 Situated Meaning Tool	206
5.4.2 Social Language Tool.....	209
5.4.3 Intertextuality tool	211
5.4.4 The Figured World Tool.....	213
5.4.5 Big ‘D’ Discourse Tools.....	215
5.4.6 Macro Analysis of Classroom Discourse	216
5.5. Understanding Micro and Macro Analysis of Classroom Interactions	218
CHAPTER - 6.....	222
<i>DATA ANALYSIS – ESL textbooks and Curriculum</i>	<i>222</i>
6.1 Introduction	222
6.2 Critical Discourse Analysis of VIIIth Grade ESL Textbooks	222
6.2.1 Discourse of Successful and Achieving Males	224
6.2.2 Discourse of ‘Male-centric’ Worldview.....	225
6.2.3 Discourse of Gendered Identities	226
6.2.4 Discourse of Supportive Female	230
6.2.5 Discourse of Gendered Symbolism.....	231
6.3 Gendered Discourse Patterns in the Textbooks	232
6.4 Critical Discourse Analysis of Policy Documents.....	232
6.4.1 Discourse of Gender Equality as a Constitutional Right.....	234
6.4.2 Post-structural View of Gender.....	236
6.4.3 ‘Dialogue’ as a Source of Empowerment.....	237
6.4.4 Respecting and Representing Diverse Life Experiences.....	238
6.4.5 Teaching as a ‘Social Process’ in a Democratic Polity	240
6.4.6 Critical Pedagogy as a Tool to Address gender Inequality	241
6.4.7 Inclusive School Ethos and Classroom Environment	242
6.5 Important Observations from Critical Discourse Analysis of Policy Documents	243
6.6 Critical Discourse Analysis of Teacher Interviews	244
6.6.1 Teachers’ View on Classroom Participation	245
6.6.2 Teachers’ View on Providing Equal Opportunities	247
6.6.3 Teachers’ Views on Providing More Attention to Boys Because of Behavioural Issues	249
6.6.4 Teachers’ Suggestions on Providing Equal Opportunities in Classroom Interaction	250
6.6.5 Teachers’ View on Language Teaching and Culture	252
6.6.6 Teachers’ View on ESL textbooks	253
6.7 Key Points of Critical Discourse Analysis of Teacher Interviews	255
6.8 Critical Discourse Analysis of Student Interviews	256
6.8.1 Boys’ Views on Collaborating with Girls in the Classroom for School Activities.....	257
6.8.2 Girls’ Views on Collaborating with Girls in the Classroom for School Activities	258
6.8.3 Boys’ Opinions About Their Female Classmates	260
6.8.4 Girls’ Opinion About Their Male Classmates.....	262
6.8.5 Boys’ Favourite Lesson in the ESL Textbooks.....	264
6.8.6 Girls’ Favourite Lessons in the ESL Textbooks	266
6.8.7 Boys’ Favourite Characters in the ESL Textbooks	267
6.8.8 Girls’ Favourite Characters in the ESL Textbooks	269
6.8.9 Boys’ Comment on More Male Characters in ESL Textbooks	270
6.8.10 Girls’ Comment on More Male Characters in ESL Textbooks.....	271

6.8.11 Boys' Perception About How Girls Feel About More Male Representation in the ESL Textbooks	273
6.8.12 Girls' Perception About How Boys Feel About More Male Representation in the ESL Textbooks	275
6.8.13 Boys' and Girls' Comments on Equal Opportunities for Both Gender in School and Classroom Activities	276
6.9 Key points of Critical Discourse Analysis of Student Interviews	278
6.10 Thematic Critical Discourse Analysis of ESL Textbooks, Policy Documents, and Interviews	279
CHAPTER – 7.....	282
FINDINGS AND DISCUSSION.....	282
7.1 Introduction	282
7.2 Research question – 1.....	284
7.3 Research question – 2.....	291
7.4 Research question – 3.....	295
7.5 Implications.....	299
7.5.1 Teachers' Awareness about Gendered Participation Can be Improved.	299
7.5.2 Teachers Practicing Interactive Teaching Style can Mitigate the Gendered Experiences.	299
7.5.3 Meaningful Dialogue through Classroom Interaction is Essential for an Inclusive Classroom.	300
7.5.4 ESL textbooks should Espouse Progressive Gender Discourses.	300
7.5.5 Curriculum Documents can Provide Guidelines for Textbook Designers and Teacher Trainers.	301
7.5.6 ESL Teachers can be Trained to Identify 'Gender Triggered Points' and 'Gender Emerging Points'.	302
7.5.7 Teacher Trainers can Address the ESL Teacher's Attitude of Treating Social Goals as Optional.	303
7.6 Limitations of the Study	303
7.7 Suggestions for Future Studies.....	304
7.8 Conclusion and Final Words.....	305
Bibliography	306
Appendix – 1.....	336
Appendix - 2	337
Appendix - 3	338
Appendix – 4.....	392
Appendix – 5.....	393

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CHAPTER – 1

INTRODUCTION

1.1 Introduction

Classrooms are significant societal spaces because they act as the microcosm of the larger society and they have a greater role in creating a secular, egalitarian, and democratic society. Classrooms are spaces where multiple voices and opinions operate, conflict, and resist. Voices and opinions are reflected in language used in the classroom and through other semiotic sign systems. These voices and opinions are constructed in a classroom through student-teacher, student-student interaction, and textbooks. It is important to study the voices and opinions because they help students to build their social identities like gender, class, caste, and ethnicity. Also, these classroom discourses shape the social fabric of society. In other words, classroom discourses have a bearing on the harmony and progress of society. Classroom research is carried out in education, sociology, and linguistics; inputs from these disciplines have enriched the classroom research.

Throughout the world, nations spend a huge amount of their budget on school education, but few countries invest a proportionate amount to carry out classroom research. For example, a developed country like Denmark spends the largest share of its wealth on education, 7.9 percent of its GDP in 2011 was spent in all levels of education (OECD, 2014). The total spending on Educational Research & Development is 2.8% of the total allocation (OECD, 2016). In 2014, a developing country like India spent only 4.9 percent of its GDP at all levels of education (MHRD, 2015). India spends a meagre 0.82% of its GDP on research and development in all disciplines (MHRD, 2015). Naturally, the amount of money spent on educational research is little. Research shows that investing in classroom research has greater implications for both developed and developing countries (Christie, 2005). Investing in

classroom research will help governmental agencies to measure the success of their education policies, the impact of new teaching and learning approaches, study the circulation and operation of classroom discourse in schools, and the bearing that it will have on the future generation of students. It also can study how classroom discourse alters the social equilibrium of the society.

1.2 Overview

In recent decades, applied linguists have challenged the cultural relevance and appropriateness of teaching methods and pedagogic paradigms developed in the West for third world countries (Kumaravadivelu, 1994; Canagarajah, 1993, 1999, 2005 & 2012). In the third world communities, pedagogic paradigms and language teaching methods that suit indigenous cultures can be understood when the third world classroom practices and discourses are studied extensively (Canagarajah, 2002). In other words, classroom research can serve as a tool to validate and understand the significance of these classroom practices and discourses. In the postmodern era, identities are unstable which means that any individual cannot be preconditioned by a single discourse to think and behave in preconstructed ways. It highlights that social identities are formed by negotiating various discourses, cultures, and knowledge traditions that operate in the classrooms. In brief, understanding indigenous language teaching methods and the process of identity formation in classrooms can be done by studying classroom discourses.

Vygotsky (1978) describes language as a psychological and cultural tool, a psychological tool because language is the medium through which we sense our experiences, and a cultural tool because language is the medium through which we share our experiences and sense them collectively. Language is the means through which beliefs, values, opinions, and ideologies are shared, disputed, resolved, and refined from one generation to another

(Mercer, 1997). Language classrooms are important sites to study classroom discourses because language learning is deeply rooted in the cultural milieu (Kramch, 1998). Moreover, language classrooms give more scope to study the operation of diverse cultural discourses in the classroom. Language tasks can show how negotiation takes place between discourses. Language classrooms are better sites to study the operation of diverse classroom discourses when compared to other classrooms because language is the vehicle to study other subjects in the education environment. Moreover, the scope for elaborate discussion and debate is relatively higher in language classrooms, and diverse content can be included in language classroom teaching. For example, a lesson titled “This is Jody’s Fawn” from the eighth grade NCERT¹ textbook “Honeydew” is a story about a little boy Jody who cares for a little motherless, lonely fawn and brings the fawn from the forest to his house. This lesson has the potential to generate discussion and debate on topics related to the conservation of wildlife and showing compassion to animals and the planet.

In particular, English language classroom has to be studied because English is India’s modern academic language and co-official language (Department of Official Languages, 1967). From colonial times to the era of globalisation English has been the vehicle of economic and social mobility in India. Being proficient in English is considered an important skill and provides societal prestige. After the United States and Britain, India is the third largest English-using nation in the world (Crystal, 2003). In India, English is used for both intra and interstate communication, also it is a lingua franca. One of the main reasons for continuing with English even after independence is that English was considered to be

¹ NCERT – National Council of Educational Research and Training is an Indian government organization that designs books for central schools in India.

ethnically neutral despite its colonial baggage (Tsui, 2008). However, by no means is English politically neutral because it perpetuates unequal power relationships which results in social, economic, and political inequality in India. According to Ramanathan (1999), English is kept within the reach of the middle class but inaccessible to other economically, politically, and socially disadvantaged communities. Even if these disadvantaged communities gain access to English education, the quality is abysmal and insufficient to help the disadvantaged students (Ramanathan, 1999, p.214).

1.3 Context

In India, English is the second language for many, and English is used in different domains of society, unlike EFL societies where English is primarily used in classrooms. The central schooling systems: Kendriya Vidyalayas & Jawahar Navodaya Vidyalayas are using English or Hindi as the medium to teach all the other subjects. Studying classroom discourses of English classrooms is essential to understand social, economic, and political inequality created by the English language in Indian society. The modern school education system in India started with the advent of English education. The operation of socio-cultural identities like gender, caste, class, and ethnicity in Indian English classrooms are subtle and different from the natural societal setting. The English language in Indian ESL classrooms has the power to muffle the conflicting voices and hide the harsh Indian social inequalities with the socioeconomic leverages it provides.

Gender inequality in India continues despite constant reforms in Indian education, and the rate is even higher in marginalized groups: scheduled castes, tribal and economically backward rural populations. According to the UN's human development report (2015), India ranks at 130 out of 155 countries in the gender inequality index. This report shows that gender inequality is a deep-rooted problem in India. Gender inequality interlocks with other

forms of social inequalities such as caste, ethnicity, and religion. Girls from scheduled castes, scheduled tribes, and Muslim minorities constitute the majority of school dropouts (Bandyopadhyay & Subrahmanian, 2008). Gender inequalities are reinforced and maintained through multiple patriarchal discourses in Indian society. Gender disparity and discrimination begin with access to schooling. The gender parity index at the primary school educations was 0.9, and the upper primary levels were 0.8 in 2003 (Bandyopadhyay & Subrahmanian, 2008). Patriarchy ideologies that shape female and male identities in Indian society are mutually reinforced across institutions, such as family, education institution, workplace, and community. The relative autonomy of classrooms has immense scope to negate the patriarchal discourses that operate in the classrooms. The operation of gendered discourses in language classrooms needs to be studied by analysing student-teacher interactions, students' talk, teachers' talk, and textbooks.

Classrooms reflect the macro gender politics in society. In a classroom, gender discourses are embedded in different semiotic sign systems like classroom talk, textbooks, and visual representations. In particular, the nature of talk in the form of the rapport between teacher and students can help us study gender discourses that circulate in classrooms. Moreover, student-teacher interaction and student-student interaction can show how meanings are constructed and reconstructed in classroom settings. The process of student-teacher interaction will demonstrate the process of meaning-making in the classroom context. Classrooms are spaces where students build and rebuild their gender identities with other social identities like class, caste, and ethnicity.

Studying classroom discourse can help us understand the sociopolitical factors involved in language education. The National curriculum framework (2005) is a guiding document for school education across India. As per its recommendations, classrooms should

be gender sensitive, inclusive of multiethnic, multilingual, and multicultural Indian society, and promote secular values as given in the constitution of India. There are few studies that have investigated the operation of gender discourses in Indian classrooms. This research studies gender discourses that circulate and operate specifically in Indian ESL classrooms. For this purpose, it is imperative to study language classrooms because language teaching and learning is a cultural process deeply rooted in social environments. Studying gender discourses in language classrooms can have greater implications specifically for English language education and broadly for classroom pedagogy and curriculum development.

1.4 Rationale

The operation of gender and gendered classroom discourses in the Indian ESL classrooms have to be studied for the following reasons: 1) to understand the impact of gender and gendered discourses on the students' classroom performance, participation, and language learning 2) to explore the impact of gender and gendered discourses on students' self-esteem and identity 3) to understand the nature of gender and gendered discourses discussed in the classroom. The gender and gendered classroom discourses operate through textbooks, classroom interaction, and pedagogic activities. It is important to explore how gender and gendered discourses operate through the day-to-day activities of the classroom. The operation of the gender and gendered discourses is implied through teacher talk, textbook content, teacher-student interaction, and classroom activities. This tacit operation of gender and gendered discourses is normalised and it is explicitly not visible in the classroom. The operation of gender and gendered discourses affect students psychologically and sociologically. These discourses could affect the students' classroom performance, participation, language learning, self-esteem, and identity construction. Moreover, classroom discourses should be studied to understand the role of classrooms in creating gender progressive Indian society. ESL classrooms act as an important societal space to practice

gender inclusive and gender progressive discourses. So, it is necessary to study the operation of gender and gendered classroom discourses in Indian ESL classrooms.

1.5 Research Aims

This study aims to study the operation of gender and gendered classroom discourses by analysing the classroom interaction of teachers and students, the content of ESL textbooks, and policy documents. This study uses two frameworks for analysis: Rose's (2014 & 2018) pedagogic register analysis and Gee's (2010) discourse analysis tools. Gee's framework is used to study the nature of gender discourse in classroom interaction, ESL textbooks, and policy documents. This framework is used to understand the construction of Big 'D' Discourses in ESL classrooms. Rose's framework is used to understand the operation of gender discourses and knowledge constructed in the classroom through the analysis of classroom interaction. This analysis framework breakdown the classroom interaction into many different components and analyses it from Hallidayian's (Halliday, 1985; Halliday & Matthiesen 2004, 2014) three metafunctional perspectives: pedagogic relations, pedagogic activities, and pedagogic modalities. Both the frameworks will enable a holistic understanding of how gender discourse is constructed in ESL classrooms of Grade VIII which follows the NCERT curriculum and textbooks. This study includes focus group interview data from students and face-to-face interview data from teachers to understand teachers' and students' perspectives. Understanding their perspectives will provide deeper insights into the construction of gender and gendered discourses. The analysis of classroom interaction, ESL textbooks, and policy documents will elaborate on how the macro societal discourses are realised in the classroom through social semiotic systems like language. The classroom interaction is analysed to understand how micro discourse features and language use in the classroom contribute to the construction of gender and gendered discourses.

1.6 Background to the Study

The recent research studies in the field of gender discourse report that analysing texts or the contents of textbooks alone will not provide a holistic understanding of gender discourse construction in ESL classrooms (Sunderland, 2000, p.154 & Pawelczyk & Pakula, 2015). Gender discourse construction happens at multiple layers and multiple factors contribute to the construction. Many studies have reported the gendered nature of ESL textbooks but how ESL textbook content is implemented in ESL classrooms is equally important. The manner and style adopted by the teacher play an important role in the construction of the gender discourses in the ESL classroom. This highlights the point that the construction of gender discourses in the classroom has to be studied from multiple data sources. Understanding the recent developments in the field, this study tries to understand the construction of gender discourses from five different types of data: 1) classroom interaction, 2) ESL textbooks, 3) policy documents 4) Interviews with teachers, and 5) focus group interview with students.

In the Indian context, most research studies have analysed the ESL textbooks to understand the construction of gendered discourses in the ESL classrooms (Kalia, 1978; Kulshreshtha & Kumari, 1984; Nayar & Jaireth, 1996; Nayar & Devendra, 1997; Nayar & Dugal, 1996 & 1997; Manjerkar, 1999; Nayar & Srivastava, 2000; Chakraborty, 2013; Kandharaja, 2014; Kumari, 2014; Kumar, 2016; Bhattacharya, 2017 & Borah, 2018). And few studies have attempted to study the construction of gender discourse from multiple data sources and explore the link between the vision of the policy document, the content of the ESL textbooks, and classroom interaction. This research attempts to study two Indian ESL classrooms and explores to what extent the gender-inclusive vision of the National Curriculum Framework (2005) is implemented in ESL textbooks and Indian ESL classrooms.

1.7 Research Questions

The research questions which guided this work are as follows:

1. How does classroom interaction of class ‘A’ and ‘B’ construct gendered classroom discourses?
2. How does the content of ESL textbooks construct gendered classroom discourses in class ‘A’ and ‘B’?
3. How do macro educational processes impact the construction of gendered classroom discourses in ESL classrooms?

1.8 Research Methodology

This study adopted a naturalistic exploratory research design because it is appropriate for observing the discourses in the classroom without any intervention. Naturalistic observation is a research design used to study the social, cultural, and institutional factors that affect the flow of discourses in the classroom. Using this research design, the researcher does not start the data collection with assumptions, instead, the researcher derives patterns in discourses through observation. Naturalistic exploratory research design is employed in this study because the complex operation and construction of classroom discourses can be studied in detail only by observing classroom interaction. The data collected for this study are 1) classroom interactions 2) ESL grade VIII textbooks 3) NCF 2005 curriculum documents 4) one on one interview with teachers and 5) focus group interview with students. The classroom interactions between teachers and students are naturalistically recorded and analysed using Rose’s framework to understand the operation and construction of gendered discourses in the classroom. ESL grade VIII textbooks and policy documents are analysed using Gee’s (1999, 2004, 2010, 2015) framework to understand the construction of Big ‘D’ gendered discourses in textbooks. One-on-one interview data with teachers and focus group

interviews with students are thematically analysed to understand the perspectives of teachers and students.

1.9 Location of the study

Two schools have been chosen as part of the study. They are Kendriya Vidyalaya and Navodaya schools. The Kendriya Vidyalayas are a system of central government schools in India that come under the Ministry of Human Resource Development (MHRD). The Kendriya Vidyalaya (KV) is a day school. Kendriya Vidyalaya, HCU is located inside the University of Hyderabad campus surrounded by the university's staff quarters. The Jawahar Navodaya Vidyalaya (JNV), Gachibowli is spread over 30 acres of land. The JNV is located in the village called Gopanpally. The rapid growth of the IT sector in Hyderabad gave rise to many residential apartments around the school campus. This JNV is located very close to the University of Hyderabad. Both the schools are in an urban location. A more detailed description of the school profiles is provided in the methodology chapter.

1.10 Structure and Organization of the Thesis

1.10.1 Chapter Two: Literature Review

In this literature review chapter, key terms used in this study, relevant studies in gender and classroom research, and eight different traditions to study classroom discourses are reviewed. In the first section, theorization and evolution of key terms like gender, discourse, text, identity and intertextuality, and interdiscursivity are explored and reviewed in detail. In this process, the relevance of these concepts in understanding the operation of gendered discourses is discussed in detail. In the second section, a review of relevant studies in gender and classroom research is classified into two subsets 1) classroom interaction and 2) ESL textbooks. The studies classified under each of these subsections are reviewed to understand the discourse shift in gender and classroom research and identify the research gaps in the Indian education context. In the third section, eight different traditions are

reviewed to understand the epistemological beliefs, objectives of each tradition, methodologies employed by each tradition, outcomes of each tradition, and significance of each tradition in contemporary classroom discourse researcher are explored in detail. In this process, different theoretical frameworks are reviewed and relevant frameworks are selected to study the construction of gendered discourses in Indian ESL classrooms. In the final section, the theoretical framework which evolved through the discussions in the above-mentioned three sections is elaborately stated in this section.

1.10.2 Chapter Three: Theoretical Framework

In the theoretical framework chapter, the key terms: Gender, discourse, gendered discourse, text, identity, and intertextuality & interdiscursivity are operationalized to critically study the operation of gendered discourses in Indian ESL classrooms. By reviewing the literature in gender and ESL classroom research in the literature review section it is identified that there are very few studies that try to address the dynamic construction of gender and gendered discourses in both ESL classrooms and textbooks. It is also evident in the literature that in the Indian ESL context there very few studies that try to under the classroom discourse construction from a discourse perspective. Similarly, after reviewing the eight different traditions: 1) education tradition, 2) second language acquisition tradition, 3) conversational analysis tradition, 4) sociocultural tradition, 5) language socialization tradition, 6) functional tradition, 7) critical discourse analysis tradition and 8) critical pedagogy tradition in the previous chapter it is reported that only a few traditions study both macro and micro-processes involved in the construction of classroom discourse. This study tries to understand the operation of gendered discourses at three layers of English language education are: 1) curriculum, 2) textbooks and 3) classroom interactions and happenings. To study the operation of gendered discourses it is imperative to study the relation between micro-processes and macro societal discourses and how these two processes mutually

influence each other. In this chapter, Gee's (1999 & 2010) and Baxter's (2002, 2003) poststructural theorisation of discourse influenced by Foucauldian discourse along with Gee's (1999 & 2010) five theoretical tools to study classroom discourses are explained in detail to study the macro processes: gendered discourses that operate in curriculum, textbook and classroom interaction. Using Halliday's (Halliday, 1985; Halliday & Matthiessen, 2004, 2014) SFL tools, Martin's (1997, 2006; Martin & Rose, 2003; Christie & Martin, 2007) genre tools, Christie's (2005)'s SFL tools to study classroom discourses Rose (2014 & 2018) has developed a pedagogic register framework specific to study the classroom interaction from three metafunctions and genre perspective. In this chapter, Rose's (2014 & 2018) pedagogic register analytical framework and its tools are employed to study the operation of micro processes in the construction of pedagogic discourses in the classroom are reported in detail.

1.10.3 Chapter Four: Methodology

In the methodology chapter the research design, methodology, and data collection procedures used to study the gendered discourses in classroom interactions, textbooks, and policy documents are explained in detail. An exploratory research design was adopted for this study to provide an in-depth description and analysis of gendered discourses in two Indian ESL classrooms, VIII grade ESL textbooks, and policy documents. The following research questions guided my inquiry into the study of gendered discourses in Indian ESL classrooms.

The study aims to explore:

1. How does classroom interaction of class 'A' and 'B' construct gendered classroom discourses?
2. How does the content of ESL textbooks construct gendered classroom discourses in class 'A' and 'B'?
3. How do macro educational processes impact the construction of gendered classroom discourses in ESL classrooms?

This methodology has helped the researcher to qualitatively analyse the data to study the operation of gendered discourses.

1.10.4 Chapter Five: Data Analysis-I

In the data analysis-I chapter, two lessons from Class A and two lessons from Class B are chosen for analysis. In each lesson, four episodes of classroom interaction are included for analysis. Four episodes for each lesson are selected from the ‘Preparation Stages’ and ‘Detailed Reading Stages’ of each lesson. These stages from Rose’s (2014 & 2018) “reading-to-learn framework” are selected for analysis because these stages recur in all the lessons observed during data collection. Moreover, in these stages the scope for interaction between teacher and students is high and these stages provide better scope to study the gender discourse operation in ESL classrooms. Each episode in a lesson consists of five learning cycles: the predominant type of learning cycles found in all the lessons are (i) elicitation, (ii) vocabulary & elicitation, (iii) reading & elicitation, (iv) reading & elaboration. In this chapter, all the four lessons and sixteen episodes of classroom interaction from Class ‘A’ and ‘B’ are analysed first using Rose’s (2014, 2018) pedagogic register analysis framework for microanalysis. All the sixteen episodes of classroom interaction are analysed using the tools of pedagogic relations, pedagogic activities, and pedagogic modalities. In this chapter, a microanalysis of classroom interaction using a pedagogic register analysis framework is used to infer the gender discourses in Indian ESL classrooms.

1.10.5 Chapter Six: Data Analysis-II

In the data analysis-II chapter, to understand the gendered classroom construction holistically three different data sets are analysed they are 1) Thematic Critical discourse analysis of ESL textbooks, 2) Thematic Critical discourse analysis of policy documents, and 3) Thematic Critical discourse analysis of focus group interview data from students and face

to face interview data from teachers are analysed in detail. The thematic critical discourse analysis is carried out using Gee's theorisation of Big 'D' and small 'd' discourses. Analysis of these data sets aid to understand how gendered and gender discourses in the classroom are constructed through different educational processes.

In ESL textbooks, the potential of the 'Big D' is traced by following two steps of analysis. The first step is to identify the discourse patterns in the ten lessons in the ESL textbook "Honeydew" and ten lessons in the ESL textbook "It So Happened".

The second step is to understand how these discourse patterns construct the gendered 'Big D' discourses. Through these processes, this study has identified five gendered 'Big D' discourses which have contributed to the gendered classroom experience of the students from both genders. The five gendered 'Big D' discourses are 1) Discourse of successful and achieving male, 2) Discourse of 'Male-centric' worldview, 3) Discourse of gendered identity, 4) Discourse of supportive female and 5) Discourse of gendered symbolism. How these five 'Big D' discourses have the potential to contribute to the gendered classroom experience are discussed in detail.

1.10.6 Chapter Seven: Discussion and Findings

In the discussion and findings chapters, findings from the analysis of classroom interaction, textbooks, teacher interviews, student interviews, and policy documents are reported in detail. Before reporting the findings of the study, the convergence of micro and macro processes in the construction of classroom discourse is explained in detail.

Understanding the convergence of micro and macro processes is essential to discuss the findings that emerged from the pedagogic register analysis of classroom discourse, critical discourse analysis of textbooks, thematic critical discourse analysis of policy document, teacher interviews data, and students' focus group interviews data. After reporting the

findings, key discussion points from the findings are discussed in detail. The discussion points elaborate the contribution of this study to the field of ESL classroom and gender, classroom discourse analysis, and critical discourse analysis. The discussion points also debate the study's contribution to the recent development in the field of ESL classrooms and gender. Finally, the pedagogic implications for ESL teaching, ESL teacher training, designing ESL textbooks, and curriculum development are discussed in detail. In addition, limitations of the study and directions for future studies are listed.

1.11 Conclusion

Classroom discourse research is important to understand the dynamics of classroom activities. In specific, studying gender discourses in the Indian ESL classroom is important because understanding the gender operation will enable the researchers, ELT practitioners, policy developers, and teachers to critically examine their approaches and techniques and strive to create gender inclusive pedagogy and classroom environment for the students. In this chapter, the reasons to explore the operation of gender discourses, the context of the research, a brief discussion on the recent developments in the field of classroom discourses, the necessity to study the operation of gender discourses in Indian schools, and the structure and organization of this thesis are discussed in detail. In the following chapter, the literature review and theoretical framework of the study are discussed in detail.

CHAPTER - 2

LITERATURE REVIEW

2.1 Introduction

In this chapter, key terms used in this study, relevant studies in gender and classroom research, and eight different traditions to study classroom discourses are reviewed. In the first section, theorisation and evolution of key terms like gender, discourse, text, identity and intertextuality, and interdiscursivity are explored and reviewed in detail. In this process, the relevance of these concepts in understanding the operation of gendered discourses is discussed in detail. In the second section, a review of relevant studies in gender and classroom research is classified into two subsets 1) classroom interaction and 2) ESL textbooks. The studies classified under each of these subsections are reviewed to understand the discourse shift in gender and classroom research and identify the research gaps in the Indian education context. In the third section, eight different traditions are reviewed to understand the epistemological beliefs, objectives of each tradition, methodologies employed by each tradition, outcomes of each tradition, and significance of each tradition in contemporary classroom discourse researcher are explored in detail. In this process, different theoretical frameworks are reviewed and few relevant frameworks are selected to study the construction of gendered discourses in Indian ESL classrooms.

2.2 Key Terms

2.2.1 Gender

Term ‘Gender’ has evolved over the years and has shaped the developments in language and gender research. In traditional theories (deficit, dominance, and difference), gender is understood as a biological difference between women and men. In contemporary theories (socio-construction and discourse), the concept of gender is constructed socially and culturally through discourse. Both traditional and contemporary theories developed in

linguistics and discourse studies to study gender and language are influenced by the feminist movements of that time. A close study can draw parallels between the theories and the three waves of feminist movements. An elaborate review of the concept of gender from traditional and contemporary theories and how three waves of feminist movements influenced these theories is presented below.

In traditional theories, the terms sex and gender are used interchangeably as synonyms. Gender is understood from the perspective of biological sex. The conceptualisation of gender in traditional theories is largely influenced by the first and second wave feminist movements. The first wave feminist movement (1830's – early 1900's) fought for the political, legal, and economic rights of women. The second wave feminist movement (1960–1980) realised that political citizenship alone was inadequate to achieve gender equality so they focused on the broader social relations related to sexuality, reproductive rights, and workplace (Gillis et.al, 2007). The second wave feminist movement was largely influenced by essentialism, structuralism, Marxism, and neo-Marxism. The first and second wave feminist movements perceived gender from the biological perspective of sex and this perspective influenced the traditional (deficit, dominance, and difference) theories in language and gender research.

The studies using traditional perspective focused on sex-preferential linguistic usage (Lakoff, 1975; Eakins & Eakins, 1978; McGrath & Gale, 1977), phonological gender differences (Trudgill, 1974), gendered conversational styles (Labov, 1990), and sexist language (Spender, 1998). In brief, the research influenced by traditional approaches focused on gender and language use (gender difference) or gender biases in language systems. These studies believed that women's and men's language signal biological differences and indicate social gender roles. With the advent of postmodern thinking and third wave feminist

movement, later research studies found that treating sex and gender as synonyms is theoretically and politically incorrect because providing the biological rationale for socially constructed differences between men and women justifies the patriarchal privileges, resulting in gender inequalities. Lakoff (1975) claims that women's language is powerless based on the linguistic choices made by them. This biological explanation ignores women's social roles and the context that governs their linguistic choices. Moreover, biological explanations propagate gender biases, stereotypes, and myths.

Gender roles are perpetually intertwined with other social categories such as race, class, caste, and ethnicity. Therefore, generalisation based on biological explanation does not reflect the complex relationship between language and gender. Traditional gender theories are strongly criticised because they:

1. ignore the role of social and cultural factors in shaping gender;
2. treat gender as a static and singular entity;
3. undermine the role of individual agency in modeling gender (Litosseliti & Sunderland, 2002; Litosseliti, 2006).

In contemporary theories (socio-construction and discourse), the terms sex and gender are treated differently. Sex refers to the biological binary distinction between males and females. Gender refers to the social norms, rules, behaviours, and attitudes associated with being male and female. This new theoretical shift in understanding gender is due to the influence of third wave feminist movement. The third wave movement is influenced by the poststructuralism and postmodernism school of thought and this influence helped the feminist movement to focus on the micro-politics in social relations with a renewed understanding of the term gender (Gillis et.al, 2007). Traits associated with gender are socially and culturally constructed by discourses so they are bound to vary from one culture to another, from one context to another, and from one generation to another. In addition, the construct of gender

also varies based on factors such as class, caste, race, age, ethnicity, and sexuality (Litosseliti, 2006). These contemporary theories mark the shift from ‘difference’ to ‘discourse’ perspective and prove that femininities and masculinities are context-dependent and shaped by the social identities of the users. These theories do not stop at exploring gender discourses, they also study the gender identities involved in the process of gender discourse construction. To sum up, gender discourses and gendered identities mutually influence each other. This ‘discourse’ level theorisation believes that both individual agency and social factors mutually contribute to the construction of gender.

In this study, gender is understood as a dynamic construction of a range of masculine and feminine identities by boys and girls in English as Second Language (ESL) classrooms. This dynamic construction is influenced by curricular agendas, school ethos, textbooks, teacher talks, and peer talks.

2.2.2 Discourse

2.2.2.1 Discourse Theory.

In discourse studies, the term *discourse* has acquired multiple meanings because there are different discourse theories and discourse analysis methods developed and practiced in linguistics, sociology, and critical theory. In the current study, the meaning of the term *discourse* in a study is largely determined by the discourse theory adopted by the researcher. Theoretically, discourse can be understood from the prism of Marxism, poststructuralism, pragmatics, and analytic philosophy perspectives. Discourse is conceptualised differently in these theories but all the discourse theories discuss the relationship between power, knowledge, and subjectivity (Angermuller et.al, 2014). For example, Foucault’s (1972 & 1977) discourse theory explicates the role of social institutions and individuals in maintaining the power structure of the society. Bourdieu’s (1979 & 2011) forms of capital explain how social relations are shaped by discourse practices. However,

these theories do not provide a robust framework to analyse and study the operation of power, knowledge, and subjectivity in real-life communication. The figure below represents the triangulation of power, knowledge, and subjectivity in discourse theories.

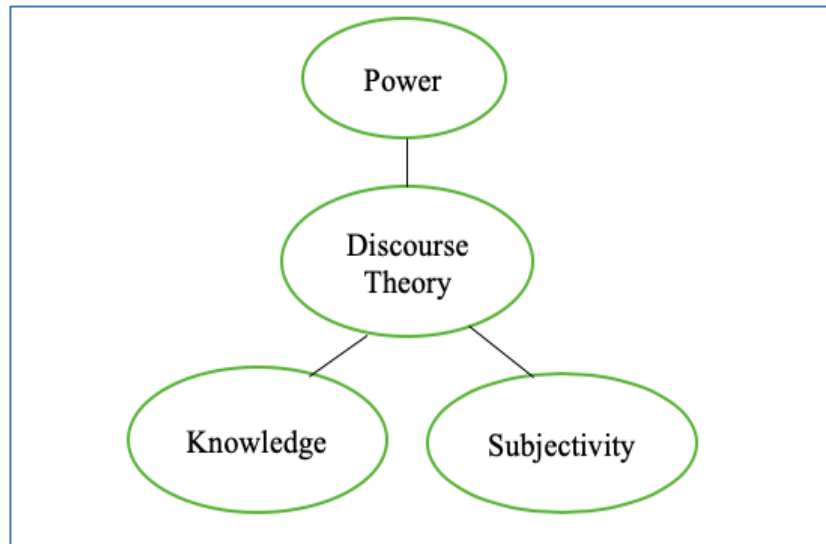


Figure 2.1: The triangle of discourse theory: Power, Knowledge & Subjectivity (Angermuller et.al, 2014, p.6).

2.2.2.2 Discourse Analysis.

Like discourse theories, there are many discourse analysis approaches that have contributed to the understanding of discourse. These analytical approaches are mostly developed in application oriented disciplines like applied linguistics and sociology. A few major discourse analysis paradigms include sociopragmatics, enunciative pragmatics, interactional sociolinguistics, and ethnomethodology. In all these paradigms discourse is the object of study and it is understood as an interplay of language, context, and practice. The diagram below shows the interrelation between the language, context, and practice in discourse analysis.

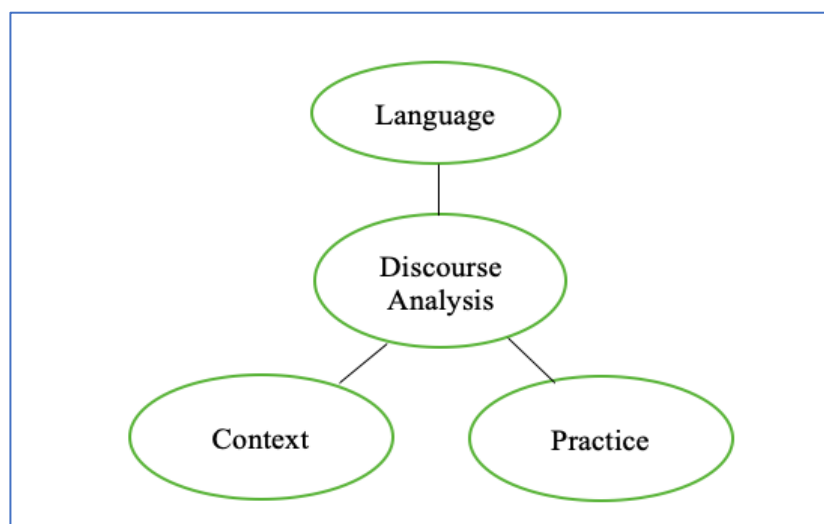


Figure 2.2: The triangle of discourse analysis: Language, Context & practice (Angermuller et.al, 2014, p.7).

Each approach of discourse analysis focuses on one or two important aspects for analysis and the rest are left out. For example, discourse analysis inspired by structural perspective focuses on language, discourse analysis inspired by pragmatics and functional perspective focuses on language and context, discourse analysis inspired by Interactionist approach focuses on language and practice. Discourse analysis can be complete and robust only when all three perspectives are covered in the analysis. In most discourse analysis approaches, the context is referred to as the immediate context of utterance or language use. Till recently, the larger context such as social institutions, social practices, and their relation to language use in a particular situation is largely ignored.

Discourse theories and discourse analysis are two parallel research traditions that borrowed minimally from each other. But in contemporary discourse studies, discourse theories and different discourse analyses complement each other to comprehend how discourses are produced, practiced, circulated, and reformulated in a society. In addition, discourse is studied transcending the disciplinary limitations and boundaries. So, to understand the range of meanings associated with discourse it is necessary to review the

interdisciplinary exchange between discourse theories and discourse analysis methods. The following section provides an overview of discourse theories and discourse analysis approaches that influenced language and gender research.

2.2.2.3 The Shift to Discourse in Language and Gender Research.

In language and gender studies, discourse is treated differently by different discourse analysts. Some analysts treat discourse linguistically to study the cohesion and coherence in the text and to understand how gender discourses are constructed in a text. Some researchers view discourse as a sociological concept to study how gendered social functions are achieved through conversations and written communication. Some others treat discourse from social and critical theory perspectives to study how gender is discursively constructed using language, historical processes, and social institutions. These three strands of research – linguistic, sociological, and socio-critical – are governed by different discourse theories and discourse analysis methods. A brief review of the discourse theories and discourse analysis methods that influenced these strands of research in language and gender research are discussed below.

2.2.2.4 Linguistics Perspective.

In the beginning, discourse studied from a linguistic perspective was largely influenced by linguistic definitions which defined discourse as, “connected stretch of sentences or utterances” (Litosseliti, 2006, p.47), as “analysis of language in use”(Brown & Yule, 1983, p.1), as “language above the sentence or above the clause” (Stubbs, 1983, p.1) as “any coherent succession of sentences, spoken or written” (Matthews, 2005, p.100) and as “how people make meaning and make out meaning in texts” (Widdowson, 2007 p. XV). All these definitions reflect the linguistic inquiry required to understand the cohesion and coherence in a text. It must be noted that discourse from the linguistic perspective is not

influenced by any specific discourse theories. However, many linguistic traditions like systemic functional linguistics, speech acts, cooperative maxims, and generative linguistics have largely impacted the above definitions. The reason the linguistic perspective of discourse did not derive from discourse theories is that in linguistics, discourse was largely perceived as a textual phenomenon. Thus, treating discourse from linguistic perspective had a major impact on language and gender research. An example of a linguistic perspective to study discourse is evident in Cameroon's (et al.1988) work. The research finds that females use more conversation facilitating tools like tag questions, minimal responses, and hedges (Cameroon et al. 1988). Sunderland's (2000) research points out that in student-teacher interaction, boys dominate the oral communication and participatory activities (cf. Sunderland, 2000, P. 208). In these findings, the gendered discourses are explained only through linguistic evidence. Discourse analysis influenced by linguistic perspective falls short of explaining the relation between linguistic evidence and larger social phenomenon. Later, discourse analysts felt that discourse cannot be just studied from a linguistic perspective alone, it must be studied in relation to the social function performed by the language use.

2.2.2.5 Sociological Perspective.

From the sociological perspective, discourse is understood as social interaction. In this perspective, the interlink between language use, social functions, and social interactions is studied. This perspective is largely influenced by the ethnography of communication and interactional sociolinguistics traditions. This influence can be observed in Gumperz's (1982) and Schiffrin's (1994) view of discourse. Gumperz (1982) views discourse as a meaning making process through interactions, and the process reflects the social order of the speech community. On similar lines, Schiffrin (1994) believes that interactions are the converging point for language, culture, and society; according to her interactions establish the mutually constitutive relationships between self and other to create discourse. What is common to

these definitions is that they treat discourse as a social function that is accomplished through interactions. Like the linguistic perspective, the sociological perspective is uninfluenced by any major discourse theories but by various discourse analysis methods which have sociological orientation. The two important traditions which impacted the sociological perspective of discourse are ethnography of communication and interactional sociolinguistics. These analytical traditions believe that discourses are produced when language is employed to perform series of social functions. From a sociological perspective, discourse is largely seen as a social phenomenon. This perspective opened new directions for language and gender research. Given below are examples that explicate the contrast between the sociological and linguistic perspectives. For example, women are more willing to share their thoughts and to arrive at shared understanding. This feature of women's talk plays an important role in social functions like “collaborative talk”, “support talk” and “gossip” (Tannen, 1991; Coats, 2013 & 2015). Similarly, in classroom context girls create more democratic structures where everyone's voices are represented, but on the other hand, boys create more hierarchical structures (Goodwin, 1980, 1990). In these examples, discourse is understood as an interactional activity and it is done by establishing the links between linguistic cues and social functions. Tannen (1991), Coats (2013), and Goodwin (1980 & 1990) draw attention to the link between social functions and linguistic cues. However, they do not address the link between social functions, linguistic cues, and societal discourses. Despite its contribution to the understanding of discourse, the sociological perspective is criticised for two reasons. Firstly, it does not introspect the social functions with a critical perspective. Secondly, meaning is understood from the immediate sociological context but discourse relations with macro contexts like social institutions and historicity of the discourse is largely ignored. Later discourse analysts integrated discourse analysis with social theories to bring in the critical perspective.

2.2.2.6 Critical Perspective.

From a critical perspective, discourse is perceived as socially constructed reality using semiotic sign systems such as languages, images etc. This perspective studies how discourses are constructed by different social institutions and social forces using different semiotic sign systems. Fairclough (Fairclough & Fairclough, 2013) defines discourse as a social construction and it is explained clearly in the following extract.

“Discourse is a social force which has a central role in what is constructed as ‘real’ and therefore what is possible. It determines how the world can be seen, and what can be known and done within it. Discourse is thus crucial in explaining how the social subject is positioned and limited.” (p.176).

This definition of discourse shows how it is perceived differently from the other two perspectives because of the influence of discourse theories. A critical perspective is influenced by discourse theory traditions such as genealogy of discourse (Foucault, 1972), discourse ethics (Habermas, 1984) and polyphonic discourse (Bakhtin, 2010; Angermüller et.al, 2014), and discourse analysis traditions such as systemic functional grammar (Halliday, 1969, 1983; Halliday & Matthiessen, 2003, 2014), interactional sociolinguistics (Gumperz, 1982), visual analysis (Kress & Van Leeuwen, 2020) and genre analysis (Swales, 1990).

From a critical perspective, semiotic sign systems like language, images etc. are analysed to understand the social processes that contribute to the construction of discourse. This perspective offered a new theoretical orientation for the study of complex social processes involved in the construction of gender discourses and identities. For example, in the UK context, the discourse of “part-time father” is constructed through public media such as newspapers and magazines using linguistic and visual resources (Litosseliti & Sunderland, 2002 & 2006). This construction reflects the social processes of legitimising parenting as primarily a mother’s responsibility. Similarly, discourses of menopause (Coupland &

Williams, 2002) are constructed and the processes reflect the competing ‘pharmaceutical’, ‘alternative therapy’, and ‘emancipatory feminist’ discourses that shape the discourses of menopause. As shown in the examples drawn from Coupland & Williams (2002) and Sunderland (2002), the focus is on exploring how discourses are shaped using linguistic cues. In these examples, the macro level analysis of social processes and micro level analysis of semiotic sign systems reflect the construction of discourse. Despite its robust framework to study discourse, the critical perspective is challenged for three reasons 1) arriving at the appropriate discourse theory and discourse analysis to study the particular discourse phenomenon 2) establishing the logical and rational link between macro (social process) and micro (Semiotic sign system) level analysis of discourse and 3) being sensitive to the subjective influence on the analysis. These limitations have propelled discourse theories and discourse analysis traditions to exchange ideas and come up with an integrated approach to study discourse.

2.2.2.7 Integrated Approach.

These three perspectives reflect the developments in discourse studies. Depending on the research goal a discourse analyst chooses the appropriate perspective. In contemporary discourse studies, discourse analysts follow an integrated approach of combining all these three perspectives and develop frameworks to study discourse from these perspectives. For example, Foucault (1972) discusses discourse in his works and classifies three levels of meaning for discourse.

“Instead of gradually reducing the rather fluctuating meaning of the word ‘discourse,’ I believe I have in fact added to its meanings: treating it sometimes as the general domain of all statements, sometimes as an individualizable group of statements, and sometimes as a regulated practice that accounts for a number of statements” (p.80).

The first part of the definition ‘the general domain of all statements’ means that all the utterances and statements in the real world can be considered as discourse, this definition treats discourse as the general domain of all statements. The abstractness of this definition has been widely criticised. The second part of the definition ‘individualizable group of statements’ refers to the group of statements with a common agenda, organized for a purpose (Mills, 2004). For example, the discourse of colonialism, the discourse of postcolonialism, and the discourse of feminism. The third part of the definition of discourse ‘a regulated practice which accounts for a number of statements’ refers to the actual utterances and statements which are produced with certain language rules and structures. Foucault is more interested in the first and second parts of the definition of a discourse and elaborately discusses them in his work. The three parts of the definition show the effort to bridge the gap between discourse theories and discourse analysis.

Similarly, Gee (1999) theorises discourses as little ‘d’ and big ‘D’ discourse. Little ‘d’ discourse connects any stretch of language production like a conversation, essay, speech, and report. Little ‘d’ discourse involves displaying membership in a group whereas big ‘D’ discourse maps the macro-level societal structure that is beyond sentences, and it also shows how people enact and recognise identities that are socially and historically significant. These identities are enacted through language, nonverbal actions, and participants’ beliefs and values. In brief, big ‘D’ discourse provides the theoretical platform to study the larger socio-political context of the discourse and the little ‘d’ discourse executes the analysis of language in use. Foucault's (1972) and Gee's (1999) theorisation of discourse are examples of integrated approaches that will be employed in this study.

In this study, discourse is perceived as an interplay of language, visuals, gender, social functions, and social institutions. This study adopts a critical perspective by integrating

and assembling different discourse theories and discourse analysis traditions to explore the gendered classroom discourse. Foucault's conceptualization of discourse and Gee's "Big 'D' discourse" and "little 'd' discourse" framework are the discourse theories adopted for this study. Gee's framework uses Foucault's conceptualisation of discourse (discourse as construct) and integrates the linguistic, sociological, and critical perspectives through his "Big 'D' discourse" and "little 'd' discourse" classification. Foucault's (1972) and Gee's (1999) discourse theories and Halliday's (Halliday, 1969 & 1983; Halliday & Matthiessen, 2003, 2014) SFL frameworks are used to studying gendered classroom discourse. Integrating all these three perspectives is very important to explore the gendered classroom discourses because they can map the links between macro societal discourses and micro classroom discourses, without undermining the autonomous nature of the classroom. Integrating these three perspectives of discourse allows the study of both socio-political and linguistic aspects of classroom discourse.

2.2.3 Text

Text is an integral concept to discourse analysis. The term 'text' has evolved over the years with the influence of different linguistics and sociological theories. Like discourse, the meaning of the term 'text' is largely determined by the theoretical perspective adopted and the medium of inquiry in the study. For example, in discourse analysis of casual conversations, the term text includes spoken language, facial expressions, and gestures. Whereas in discourse analysis of newspaper reporting the term text includes visuals, layout, and placement of the articles. These two examples indicate how the medium of inquiry determines the meaning of the term text. Similarly, the theoretical perspective adopted in the study will also play a major role in determining the meaning of the term text. For example, classroom discourse analysis can be studied using all three theoretical perspectives: linguistic, sociological, and critical perspectives. From a linguistic perspective, text internal

factors like cohesion and coherence are studied to understand the nature of the classroom discourse. In the sociological perspective, immediate context or co-text becomes part of the text, and how context (situation and institution) influence the text internal factors like cohesion and coherence are studied. From a critical perspective, supra-text (discourse and genres) factors become the part of the text, and how supra-text features and context shapes the text of the classroom discourse are studied in detail. Both these examples indicate the vast potential of the term 'text'. In the below sections, factors that constitute text and different theoretical perspectives available to study text are discussed in the next section.

Text can be studied at three different levels: 1) textual level (text-internal) 2) context level and (text-external) 3) supra-text level (extra-linguistics). Discourse analysis traditions that are influenced by structural linguistics understand language as an autonomous system of meanings and believe that text is completely represented at the textual level. In these traditions, text-internal factors (Tischer, 2000) like cohesion and coherence are studied in detail to understand the operation of the discourse. Discourse analysis traditions that foreground just the text-internal factors in analysis view discourse and text as the same. Analysing discourse only from the textual level does not explain the complex process involved in discourse construction. Discourse analysis traditions that are influenced by functional linguistics and sociological theories understand language as a communicative act and they focus on the analyses of language in use. In these traditions, text-internal factors and text-external factors like intentionality, acceptability, situational, informativity, intertextuality (De Beaugrande & Dressler, 1981) and institutions (Ifversen, 2003) are studied together to understand the text and discourse. In this tradition external references of the text and the effect of the text on the reader or hearer are accounted for. In this perspective, text-external factors that contribute to discourse construction are studied. Discourse analysis traditions that are influenced by social and critical theories understand language as a semiotic system that

forms the part of the discourse. In these traditions, text-internal factors, text-external factors, and their relation to supra-text factors like genres, social factors, and historical situations are studied in detail. Likewise, the text is treated as an interpretative medium which explores the links between all these three levels of text analysis. These three levels of the text are independent of each other. The triangulation between this three-level text analysis varies from each discourse analysis approach because each approach places a different level of importance on each level of text analysis. For example, the dialectical-relation discourse approach (Fairclough, 2008) places more importance on the supra-text and text-external factors and lesser importance on text-internal factors because this approach aims to discover the unequal power relations created in society through social discourses.

In this study, the text is treated as a semantic unit that has meaning potential (Halliday, 1978). Discourse is understood as a dynamic multidimensional process and text is the product of that process (Halliday, 1994). Text is produced at the interplay of text-internal, text-external, and supra-text factors. In this study, all three levels: 1) textual, 2) contextual and 3) supra-text levels will be analysed to understand the operation of gender discourse in Indian ESL classrooms.

2.2.4 Identity

Identity formation at the inner state of everyone is largely influenced, controlled, and determined by the multiple discourses and social practices in a society. Identity is a recognition or identification process with a group that has shared characteristics or with a single individual who shares similar values or with an idea. This process of identification is closely connected with the concept of 'self.' There are two perspectives to understand the concept of 'self' they are essentialist and non-essentialist. In the essentialist perspective, the self is treated as a unified whole that is absolute and is unaffected over the course of time.

The essential perspective does not capture the complexities of identity formation in modern times and this perspective has fallen out of favour with the advent of postmodernism. The non-essentiality perspective which stems out of postmodern thinking place more importance on 'performative self' (Hall & Du gay, 1996). The concept of 'performative self' believes that multiple identities are constructed at different historical times and institutional sites. In this perspective, identities are understood as fragmented, diverse, and conflicting with each other (Hall & Du gay, 1996; Butler, 1990). These multiple identities are constructed by different discourses and social practices in society. These multiple identities are theorised into four types they are 1) Nature-identity: a state 2) Institution-identity: a position 3) Discourse-identity: an individual trait and 4) Affinity-identity: experiences (Gee, 2000).

Gee's (2000) theorisation of multiple identities has provided the necessary tools to understand and analyse the operation of multiple identities through multiple discourses. This theorisation offers analytical tools to study how students' identities in ESL classrooms shape up the classroom discourses. Moreover, this theorisation will help us understand how individuals perform certain kinds of identity in specific contexts and moves beyond the core identities such as gender, race, class, and caste. 1) Nature-identity, 2) Institution-identity, 3) Discourse-identity, and 4) Affinity-identity are the four perspectives available to study identities. These four identities are interrelated with each other and they cannot be viewed as discrete categories. The nature identity brings in the nature perspective, this part of individuals' identity is acquired naturally but not accomplished. For example, an individual's gender identity, ethnic identity, and caste identity are acquired by birth so they are called nature-identity. Nature identities are always constructed through discourses, daily conversations, social institutions, and education. These nature-identities are not static; these identities are constantly redefined and new perspectives are added by the society. The

institution-identity brings in the institutional perspective, this part of individuals' identity is accomplished through individuals' effort and enforced through the process of authorisation. For example, an Individual might have raised to the position of CEO in a company through individual effort and this identity gets enacted by official authorisation. The institutional identities are constructed through multiple discourses and practices of the institution. The discourse identity refers to the individual traits which are constructed by the people around us. For example, if colleagues address a co-worker as an energetic worker then that is a construct generated by the fellow colleagues. Finally, affinity-identity refers to the individual's association with a group that has distinctive practices. For example, to be a fan of Chennai Super King, a cricket team in the Indian Premier League, you need to follow distinctive practices and behaviours specific to that team. All these identities overlap and intersect with each other and mapping the interrelationship between all these identities will provide a holistic perspective of identity formation.

In this study, identities are studied from the postmodern perspective and viewed as being in a subject position for a certain period, that subject position is constructed at the intersection of discursive and social practices. Using this theoretical position and Gee's (2000) classification of identities gendered classroom discourse is studied in Indian ESL classrooms.

2.2.5 Intertextuality and Interdiscursivity

Intertextuality and Interdiscursivity are the key functions employed by speakers and writers to merge, connect, reproduce, reorient, and historicize the discourses in their spoken and written communication. For example, the campaign "Help a child reach 5" (Lifebuoy, 2013) launched was used by the Lifebuoy company to link the discourse of child health and discourse of effectiveness of the soap in preventing contagious diseases. This advertisement

cites the child health report and uses the discourse of child health to prove the credibility of the company as a responsible company with a social vision. Intertextuality and Interdiscursivity are employed in all forms of communication to achieve the intended communicative purpose. In discourse analysis, intertextuality and interdiscursivity are studied for two purposes 1) it is useful to track how a discourse is circulated, reoriented, and reformed in a different context with other discourses 2) by tracking the intertextuality and interdiscursivity researcher can identify the different linguistic strategies and social practices employed by speakers or writers in day to day communication. Intertextuality and Interdiscursivity are theorised differently by the researchers to suit their research objectives. In the following section, different perspectives on intertextuality and interdiscursivity are discussed in detail.

Intertextuality and Interdiscursivity operate at two different strata they are 1) language strata and 2) discourse strata. When intertextuality and interdiscursivity are employed these two strata function collaboratively to convey the intended meaning. In the research literature, researchers and thinkers have used different terminology to understand this phenomenon and labelled it differently. This is evident in Kristeva's (1980) words “several utterances, taken from other texts, intersect and naturalize one another” (p.36). This definition sums up the role of linguistic strata and discourse strata in achieving intertextuality and interdiscursivity in a text. The linguistic strata deal with the structural borrowing from one text to other. On other hand, discourse strata discuss the transfer of discourse practices, discourse process, and order of discourses from one text or from one group of text. In specific, the transfer at the discourse strata level is employed to achieve the flow of discourse practices from the past to the present (Bhatia, 2010, p.392). In brief, discourse strata are manifested through linguistic features, other semiotic sign systems, and social behaviours. In communicative practices, linguistic strata and discourse strata simultaneously function together to achieve the intended purpose

of intertextuality and interdiscursivity. In the research literature, for the convenience of analysis, researchers have classified intertextuality into many different types 1) manifest intertextuality and constitutive intertextuality (Fairclough, 1992) 2) horizontal intertextuality and vertical intertextuality (Kristeva, 1986) and 3) referential, functional, and generic intertextuality (Devitt, 1991). These classifications are used to analyse the linguistic and discourse strata. The focus of the analysis and classification differed based on the researchers' field of study. Scholars from critical theory tradition focused exclusively on the discourse strata of analysis, for example, Bakhtin's (1981) concept of "Voice" deals with the transfer of ideas, perceptions, motifs, and symbols from one literary text to another. He extensively discusses the idea of intertextuality and interdiscursivity at the discourse strata level. Similarly, Devitt (1991) studied the intertextuality in the tax accounting genre, he analysed both linguistic and discourse strata using the classification of referential, functional, and generic intertextuality. In brief, the terms intertextuality and interdiscursivity are interchangeably used in the literature and they are classified differently according to the objective of the research study.

In this study, intertextuality and interdiscursivity are treated as two interrelated concepts and these two concepts operate at both linguistic and discourse strata. Intertextuality refers to the use of other texts in the new text through direct quoting and indirect references like repeating the rhetorical features and structural patterns. Intertextuality can be seen as a conscious decision of the writer or speaker to make a reference to the other text. On the other hand, Interdiscursivity refers to the use of discourse conventions and social practices from one or group texts in the new text to connect this text to a particular discourse or order of discourses. Interdiscursivity can be both the conscious or unconscious of the writer or speaker. As mentioned above, intertextuality and interdiscursivity are two interrelated concepts used for various functions like merging, connect, reproduce, reorient, and historicize

the discourses in their spoken and written communication. In this study, how intertextuality and interdiscursivity are employed in curriculum, textbook, and classroom interaction to circulate different gender discourses in ESL classrooms are studied.

The following concepts gender, discourse, gender, and gendered discourse, text, identity, and intertextuality, and interdiscursivity are reviewed in detail. These concepts explicate the post-structural and postmodern critical discourse perspective adopted in this study to explore the gendered discourses constructed through classroom interactions, textbooks, and curriculum. In the following section, relevant studies in gender and classroom research are reviewed to understand the ‘discourse turn’ in the literature and its relevance to this study.

2.3 Literature Review

2.3.1 *Gender and Language*

'Gender and language' is a research area that has interested applied linguists and educationalists for a long period. Gender and language research has many different dimensions and aspects which have been studied from the late 1950s. From the literature, it can be inferred that classroom interactions and teaching materials are the two broad categories into which gender language research can be largely categorised. The classroom interaction domain discusses the operation of gender in teacher-student interaction, students-students interaction, teacher talk, students talk, quantity and quality attention to each gender, and talking around the text by the teacher. The teaching material domain discusses the representation of genders in ESL & EFL, the use of sexist language in the textbooks, and themes associated with different genders in the textbook. These two domains have been studied from different theoretical and methodological frameworks to understand the operation of gender in language classrooms. In this section, research from these categories is

reviewed to track the different theoretical and methodological frameworks employed to study the operation of gender in the classroom.

2.3.2 Classroom Interaction

Early research in gender and classroom interaction in both language and nonlanguage classrooms focused on gender differences. In the 1970s and 1980s, gender and classroom interaction studies find that teachers' talk dominates the classroom proceedings and male students get more attention from the teacher (Spender, 1998; Croll, 1985; Dart & Clarke, 1988; Howe, 1997; Jule, 2002). Irrespective of language and nonlanguage classrooms, this result is repeated in most of the studies conducted in the 1970s and 1980s. This phenomenon is reported by analysing the results of eighty-one studies across the curriculum (Kelly, 1988). Some studies recommend group work to negate boys' dominance in the classrooms (Corson, 1997; Davies, 2003; Goodwin, 2002; Swann & Graddol, 1995; Sauntson, 2007). Group work is recommended because it promotes collaborative effort from all the participants. Studies have observed the differential behaviour of boys and girls in group work. Girls practice collaboration and consensus and boys on the other hand focus on individuality and competing with other members (Coates, 2013 & 2015; Holmes, 2008; Davies, 2005; Graddol & Swann, 1989; Swann, 1992). All the above discussed studies have reported on the behaviour of the boys and girls in the whole classroom and group work situations. In most of these studies, the phenomenon of male students getting more attention from the teacher is perceived as male dominance in the classroom (Clarricoates, 1983; Delamont, 1990; Graddol & Swann, 1989; Spender, 1998; Thorne, 1993). Moreover, this finding is conflated and viewed as the repetition of pervasive male dominance in most world societies. According to Sunderland (2000), this conflation of classroom phenomenon to a larger societal phenomenon is problematic because trying to understand classroom interaction from this perspective will not allow the researchers to explore other reasons for this behaviour of the teachers. Studies that

explored the reasons for the teachers' behaviour of giving more attention to male students than female students have stated it as an unintentional behaviour (Swann & Graddol, 1988). Moreover, these studies state that it is because of collaborative teaching processes (Swann & Graddol, 1988) and the reactive nature of teacher behaviour (Good et al. 1973) teachers tend to give more attention to boys. The other studies using critical perspectives interpret this practice as discriminatory behaviour. Some studies perceive it as differential behaviour and other studies perceive it as discriminatory practice. This study believes that both perspectives are relevant for understanding the phenomenon of teachers giving more attention to male students. Providing more attention to male students in all the contexts cannot be interpreted as discriminatory practices. But this study does not ignore the possible transferability of social practice like 'male dominating the public space' to the classroom space. The transferability of these social practices cannot be generalised just by analysing the number of instances of attention given to the male students. The other aspects of classroom interactions like the quality of the teacher's attention to both the gender, content discussed in the classroom, the textbook used in the classroom, classroom ethos, and school practices and ethos should be taken into consideration before treating the differential treatment as a discriminatory practice.

Quality and nature of classroom attention are important to understand the differential treatment by the teacher. The difference in the attention given to the students by the teacher is understood as a collaborative process (Swann & Graddol, 1988), reactive to pressure exerted by the students (Good et al. 1973), and as a discriminatory process (Jule, 2004). These three perspectives reflect different interpretations of teachers' attention to the students. Going by the quantitative measures many studies have found that teachers provide more attention to male students. On the contrary, Sunderland's (1996) study reports that girls receive an equal number of academic solicits like boys but the amount of attention for boys goes up because

boys receive more behavioural solicits. Moreover, it is reported that teacher asks lengthy academic questions to the girls than boys. Similarly, Kelly (1988) indicates that amount of attention does not lead to better learning in the classroom. These studies have discussed the teachers providing quality attention to the students. It is also equally important to understand the nature of the students' responses to the teachers' solicits. Studies have reported that boys reply proactively with lengthy solicits to the teachers' solicits (Sadker & Sadker, 1985; Batters, 1987; Sunderland, 1996). In brief, these studies report the relative differences in students' classroom participation. All the above discussed studies have exclusively focused on one aspect of classroom interaction between teacher and students. It can be understood that gender relations in the classroom are discriminatory or collaborative in nature. These studies analyse one aspect of the classroom discourse that is classroom interaction and determine the nature of the classroom discourse based on classroom interaction.

Understanding classroom discourses only through classroom interaction will not provide complete information about the construction of classroom discourse. This study believes that gender discourse in the classroom can be collaborative or discriminatory but it can be determined by analysing different aspects of classroom discourse like classroom interaction, textbooks used, curriculum, principles, and ethos of the school, and respective teachers' beliefs. Tracking the classroom discourse just by exploring the classroom interaction would lead to partial representation of the classroom reality. For example, the teacher could provide more opportunities for boys in classroom interaction and girls in other classroom activities and co-curricular activities. This cannot be observed only by analysing the classroom interaction and interpreting this lopsided participation as discriminatory practices; it would lead to misrepresentation of the classroom reality. Nevertheless, this study does not ignore the possibility of gender discrimination but recommends analysing different aspects of classroom discourse to classify the classroom practice as differential or discriminatory or

collaborative practice. In the following sections, the studies which analyse the textbook and gender representation are studied in detail.

2.3.3 *ESL Textbooks*

ESL textbooks are an important medium for the operation of the gender discourse in the school environment. ESL textbooks are studied from a gender perspective to understand gender biases, gender representation, gender exclusion, gender construction through language features, gender discourses, and supporting and related discourses in the ESL textbooks. The textbooks are studied using different analytical frameworks like content analysis, thematic analysis, linguistic analysis, and critical discourse analysis. All these frameworks have provided different insights into the operation of gender discourses in ESL textbooks. In the following paragraphs contribution of the different research paradigms in understanding the ESL textbooks from a gender perspective are explored in detail.

The content and linguistic analysis are the widely used approach to understand the gender biases in the ESL textbooks. Using the content approach, studies reported that male characters are more represented and they were assigned a variety of social roles in the ESL textbooks (Hellinger, 1980; Porecca, 1984; Ozdogru, et al.,2006). Similarly, other studies reported that male characters occupy more powerful roles in the lesson in comparison to females (Cincotta, 1978; Johansson & Malmsjo, 2009). In other instances, it is observed that females are more often represented in their stereotypical roles (Ram, 2008), and in some instances, females' characters are represented as an object of joke and slur (Hartman and Judd, 1978; Talansky, 1986). In all these studies the content of the ESL textbooks is analysed in detail. On the other hand, some studies investigated the construction of sexist language in ESL textbooks (Spender, 1998). Some studies focused on the verb associations (Hellinger, 1980; Phillips & Hardy, 2002), concordance for characters (Carroll & Kowitz, 1994), and

number of turns taken in the conversation (Hartman & Judd, 1978; Talansky, 1986 and Poulou, 1997). Early studies focused on observing the gender biases which operated through content and the use of sexist language in the textbooks. The content analysis and linguistic analysis are instrumental in understanding the explicit and visible gender biases in the textbooks. In recent decades, studies have reported that gender biases are implicit and discursively constructed in the ESL textbooks (Jones et.al, 1997; Sunderland, 2000). Moreover, these studies believe that textbooks are one of the sources of gender biases and emphasised that there is an interlink between societal discourses and gender biases in the ESL textbooks. Increasingly, many studies use discourse approaches to critically study the construction of gender in ESL classrooms.

Studies using discourse approaches have tried to explore the meaning making processes in detail. These studies try to understand how micro language and other semiotic processes in the classroom connect with the macro societal discourses. The studies have reported how societal discourses like “Privileged feminist” and “Equal opportunity” can be traced in the classrooms (Kitetu, 1998; Kitetu & Sunderland, 2000; Sunderland, 2004). Moreover, these studies have explored how these discourses operate in both educational and noneducation contexts. Some studies have observed the operation of the paradoxical situation in the classrooms where schemes and programmes are aimed at improving gender participation and empowerment but, classroom discourses silence the girls and limit their freedom to enact their gender (Walkerdine, 1990, p.3). Similarly, many studies reported that different forms of femininity are enacted by girls in the classroom (Robinson & Davies 2010, Francis 1998 & 2000; Hey, 1997; Reay, 2006). On the other hand, some works focused on the construction of masculinities in the classrooms (Francis et.al, 2010; Kimmel, 2009; Lingard et.al 2009). Specific to the classroom, there are studies which explored the operation of non-education-specific classroom discourse such as ‘Boy-as-OK/Girl-as-not-

OK' (Sunderland, 2004; Epstein, 1998) and education specific classroom discourses like 'Neat girls discourse' (White, 1986 & 1990; Millard, 1997), 'Girls as good language learners discourse' (Sunderland, 2000), and 'Poor boys discourse' (Epstein, 1998; Francis & Skelton, 2001; Skelton, 2001; Cameron, 2000). All the above studies have explored the construction of gender discourses using different discourse approaches and they have explored the link between societal and classroom discourses. In most of the studies, gender discourses are studied using the classroom data obtained from video recording, face-to-face interviews, and focus group interviews. In recent times, researchers have emphasised that both classroom interactions and ESL textbooks or materials must be studied together to explore the operation of gender or any classroom discourse.

Few studies explore the interlink between the discourse construction of the textbook content and the classroom interaction. Johansson and Malmsjo's (2009) study analysed both textbooks and classroom interaction. In this study, a quantitative data analysis framework is used to analyse the textbooks and classroom interaction and the empirical data is used to interpret the discursive construction of gender discourse. Similarly, Chen & Ghajarieh (2009) identified the construction of gendered, discriminatory, and racist discourses in the textbooks and classroom interaction. In this study, they highlighted the need for qualitative analysis. Doray's (2005) and Rashidi & Rafiee Rads' (2010) studies found that the nature of the classroom discourse is largely determined by the context created by the textbooks and teachers in the classroom. The context here refers to the discourses in textbooks and the discourses believed by the ESL teacher. Pawelczyk & Pakula's (2015) study discusses the gender construction in the EFL textbooks and the negotiations in classroom interaction and classroom exercises and activities. This study has used Sunderland's (2002) notion of 'Gender-Emerging Points' and 'Gender-Critical Points' to analyse the classroom interaction and teacher talk in specific. The study has reported how the 'Gender-Emerging Points' and

‘Gender-Critical Points’ are made irrelevant by the teacher and lead to the construction of gendered discourses in the classroom. In brief, this study has reported how the gendered discourses are constructed through the textbooks' content and exercises and how they are reinforced in the class without any negotiation by the teacher. Engebretson's (2016) study analyses teachers' perceptions of their own gender identities because the study believes that teachers' belief influences their teacher talk in the classroom. Macaluso's (2016) study explores how canonical discourse of literature is uncritically reiterated in the classroom. In this study, it is found that heterosexual masculinity discourses espoused in the literature are reiterated in the classroom. This study highlights that even teachers who have critical insights into the canonical literature also fail to challenge the gender and sexuality biased discourses in classroom interaction. It is also identified that teachers execute gender reification which means that complex gender relations are explained in materialising form. Gender reification does not achieve the purpose of gender sensitisation. All the above studies discussed in this section try to understand the construction of the gender discourses in the classroom context from the discourse perspective. These studies also signal the shift from understanding the construction of gender discourse not just from the static medium like a textbook but also from the dynamic classroom interaction. Through this process, the role of the teachers and students in the construction of the classroom can be explored in detail.

Interactive mechanisms to create ‘counter discourses’ in the classroom are useful means to generate gender inclusive and multiple perspective discourses in the classroom. In the recent literature, Sunderland (2002) has recommended the implementation of the ‘talking around the text’ strategy to negate the construction of gender and gendered discourses in the classroom. Macaluso's (2016) and Pawelczyk & Pakuła's (2015) studies explored teachers' awareness and the possibility to practice the construction of counter discourses in the ESL classroom. These research studies indicate the dynamic and fluid nature of classroom

discourses, the multiple sources of these discourses, and other factors which affect the construction of gender or gendered discourses in the ESL classroom. In brief, recent studies have emphasised that to understand the operation of gender and gendered discourses it is necessary to explore the role, contribution, and synergy between static medium (textbooks, syllabus, and curriculum), interactive medium (classroom textbooks), and participants (students and teacher) in the ESL classroom. This study attempts to explore this synergy between the static medium, interactive medium, and participants in the construction of gender and gendered discourses in the Indian ESL classrooms.

2.3.4 Gender Research in Indian ESL Context

'Gender and language' is a research area that is not researched extensively in the Indian applied linguistics context. In the Indian context, many works have studied ESL textbooks, gendered curriculum, and very few studies on the operation of gender in classroom interaction. Studies have reported the gendered narratives of the ESL textbooks (Kalia, 1978, 1986; Kulshreshtha & Kumari, 1984; Nayar & Jaireth, 1996; Nayar & Devendra, 1996; Nayar & Dugal, 1996 & 1997; Manjrekar, 1999; Nayar & Srivastava, 2000; Advani, 2001; Srivastava, 2005; Chakraborty, 2013; Kumari, 2014; Kumar, 2016; Kharbanda, 2017; Thasniya, 2017; Borah, 2018). The pioneer works of Kalia (1978 & 1986) study sexism in Indian school textbooks. In the study 41 school textbooks are surveyed to observe the sexism in Indian school textbooks. Many studies from NCERT (Kulshreshtha & Kumari, 1984; Nayar & Jaireth, 1996; Nayar & Devendra, 1996; Nayar & Dugal, 1996 & 1997) reports the gendered nature of school textbooks by analysing the gender roles and sexist language use in textbooks. In these works, all subject textbooks are analysed and ESL textbooks figure among the analysis. Similarly, Kumari's (2014) work studies the unequal gender representation in the Hindi and English textbook of grade VIIIth in the state of Himachal Pradesh. Kandharaja's (2014) work studies gender, disability, and ethnic inclusion in Tamil

Nadu state board ESL textbooks of grades VIth, VIIth, and VIIIth. Kharbanda's (2017) research studies the gender biases in the social science textbook of grade IXth in the state of Uttar Pradesh. The other study by Advani (2001) explores the ideological and cultural identity construction in ESL textbooks. The study by Kumar (2016) explores the ideologies in textbooks and English language teaching using a critical discourse analysis framework. Thasniya's (2017) explores the gender practices in the school environment and reports the different gendered practices in school activities. Borah's (2018) also explores the gender roles in CBSE school textbooks used in the schools located in the city of Hyderabad. Majorly, all these recent studies have used different theoretical frameworks to study gender representation in textbooks. Findings of these studies unequivocally report the lopsided gender representation and narratives in the textbooks. Few studies explore the gendered nature of the school curriculum. Manjrekar' (1999) study explores the construction of gender identity in the primary school curriculum. In this work, how primary school curriculum helps children to construct self-gender identity is explore in detail. Similarly, Chakraborty's (2013) study explores the role of the secondary school curriculum in constructing gendered classroom and classroom experiences. This study tries to explore gender construction from a sociological point of view. Both these studies elaborate on the role of curriculum in the construction of gendered classroom experiences. Most of the studies discussed above exclusively depend on textbooks to study gender discourse construction. As pointed out by Sunderland (2000, p.154), analysing texts or the contents of textbooks alone will not provide a holistic understanding of gender discourse construction in ESL classrooms. It is imperative to understand that language teaching is a social action and that no language production takes place in a social vacuum (Pawelczyk & Pakula, 2015). Only few studies have attempted to study the gender discourse from multiple data sources. The present study studies gender discourse construction from multiple perspectives: classroom interaction, textbooks, policy

documents, teachers, and students. Moreover, in the Indian context few studies have used discourse-analytical frameworks to study the construction of gender discourses. This study also examines the operation of gender discourses in two ESL classrooms from multiple data sources using Rose's (2014 & 2018) pedagogic register analysis and Gee's Big 'D' and little 'd' (1999, 2004, 2010 & 2015) discourse analysis frameworks.

The review of literature has indicated the major research patterns in the field of gender and ESL classroom research. Moreover, it has explained the phenomenon of 'discourse turn' in the field of gender and ESL classroom research. The above review has indicated the various influences from different sub-disciplines in the field of applied linguistics. To explore the influences in detail it is necessary to explore the different traditions in classroom discourse research. Scholars from different disciplines have explored the functioning of classroom discourses using different theoretical and methodological approaches.

In the below section eight different traditions of classroom discourse are reviewed to understand the different approaches to analyse classroom discourse. These eight traditions also reflect the vast theoretical developments in the field of classroom discourses. Broadly, these traditions can be classified into two strands. In the first strand, the classroom discourses are studied to improve the efficiency of the teaching learning processes. In the second strand, the classroom discourses are studied to understand the micro and macro social processes enacted in the classrooms. Both these strands are reviewed in the following sections.

2.3.5 Education Tradition

Classroom discourse was initially studied by educationalists and psychologists. Classroom discourse and interaction research is first studied in the field of education before this research is studied from linguistics perspectives in the field of linguistics and applied

linguistics. In education tradition, language is one of the aspects which is studied as part of classroom discourse but in applied linguistic tradition, language is the means through which all the classroom activities from macro classroom discourses to micro language activities are studied. Nevertheless, education and applied linguistic traditions have theoretical similarities, interchangeable methodological tools and techniques, and common research interests (Markee, 2015). In the beginning, education tradition has provided the tools and methodologies to study classroom discourses which was later adapted by applied linguistic tradition (Markee, 2015). It is important to review early approaches in education tradition to understand how they laid the foundation for classroom discourse research in applied linguistic tradition. Systematic observation and sociolinguistics approaches are two early approaches in education tradition which influenced the later approaches in applied linguistics traditions (Mercer, 1997).

The systemic observation approach, developed during the early sixties, analysed how discrete utterances aided the classroom talk and learning outcomes (Amidon & Hough, 1967; Campbell & Barnes, 1969; Flanders, 1970). In this approach, a coding system is used to mark the classroom conversations and observe patterns in the classroom interactions (Aleksandrak, 2013). For example, Flanders' Interaction Analysis (1970) provides ten categories to classify teacher's talk, student's talk, and other verbal behaviours that take place in classroom interaction. The systemic observation approach believes that having insight into the verbal patterns in teacher talk will help to develop tools and techniques that can improve teaching and learning. In addition, using this approach different teaching styles employed in different cultural contexts were studied in detail (Mercer, 1997). Also, this approach helps to understand the composition of classroom activities like asking questions, clarifying doubts, providing feedback, and other activities in detail. Later, in this approach observation schemes were also used to observe and report the classroom discourses. For example, Belleack,

Kliebard, and Hyman (as cited in Allwright et.al, 1991) developed observation schemes based on four parameters “1) structure, 2) solicit, 3) respond, and 4) react” (Allwright et.al, 1991, p.98) to study the classroom discourse. Coding systems and observation schemes are the major contributions made by this approach and these tools are still widely used in different approaches to study classroom discourse. Despite its wide use, this approach does not enable a deeper analysis of classroom discourse. Moreover, it treats classroom discourse as a discrete and static entity this theoretical orientation does not provide a holistic picture of classroom discourse. In the systemic observation approach larger social, cultural, and historical contexts are not taken into consideration for analysis.

The sociolinguistic approach was developed to study classroom interactions with other social factors that affect classroom interactions. In this approach pedagogic discourse is identified as a distinct type of discourse with specialized style and pattern (Bernstein, 1990). The uniqueness of pedagogic discourse is defined as “a principle for appropriating other discourses and bringing them into a special relationship with each other for their selective transmission and acquisition” (Bernstein, 1990, p.181). This definition marks the shift in treating pedagogic discourse differently from other social discourses. Classroom discourse is studied taking into consideration the other sociolinguistics factors that influence the students’ learning process in the school. For example, Mehan (1979) treated classroom discourse as a ‘social act’ and he studied how the school environment, institutional roles, and other social factors affect the structure of classroom talk. He also observed that apart from classroom interaction other social factors in the school environment play a major role in developing the communication competence in students. The sociolinguistic approach also gave rise to Sinclair and Coulthard’s (1975) IRF (Initiation, Response, and Feedback) and Mehan’s (1979) IRE (Initiation, Response, Evaluation) structural patterns to study classroom interaction. The sociolinguistic approach paved the way to study classroom interaction

systematically in its instructional and social environments but still, this approach did not explain how learning processes are interconnected with larger social, cultural, and economic discourses that influence the classroom interaction.

These two approaches in education traditions had a greater influence on the other later approaches in applied linguistic tradition. Later in classroom discourse research, studies from education tradition and applied linguistic tradition mutually influenced each other. For example, Hymes's (1972) ethnography of communication influenced the classroom interaction and discourse research in both applied linguistic tradition and education tradition. The early education tradition is heavily criticised because complex classroom interaction is reduced to simple categories which does not reflect the complex processes involved in classroom interaction. In addition, it exclusively focuses on the learning processes and the means to improve the learning outcomes but ignores the learning environment and the role of sociocultural context in aiding the learning process. The later approaches in education tradition have focused on the language learning processes and language learning environments to study classroom interactions, classroom practices, curriculum practices, textbooks, and other aspects of classrooms. Despite their fundamental differences in research orientation both applied linguistics and education traditions have lots to offer in terms of theoretical frameworks, methodology, methods, techniques for data collection, and tools to analyse data.

2.3.6 Second Language Acquisition Tradition

Second language acquisition tradition is one of the major fields of classroom research in applied linguistic tradition. This tradition focuses on the microelements of the classroom like input, output, task, interlanguage, and feedback. In brief, in this tradition 'etic' or 'non-participant's perspective (Tsui, 2008, p.3) is the focus of the study. This tradition believes

that monitoring, regulating, and channelling linguistic inputs will improve the language learning outcomes of both native speakers and non-native speakers. This tradition investigates both instructed and non-instructed second language acquisition processes, the role of input, the role of output, the role of the task, identify the acquisition patterns of native speakers and non-native speakers, role of interlanguage, impact of peer interaction in language acquisition and impact of feedback on language acquisition (Selinker & Gass, 2013). Four strands of second language acquisition studies that majorly contributed to the classroom research are: a) Enquiry to understand the word order b) Understanding and exploring cognitive processes (input, output, and interaction) c) Role of tasks in language acquisition, and d) Impact of feedback on language acquisition (Selinker & Gass, 2013; Gass, 2015; Tsui, 2008). These four strands of research in second language acquisition tradition have made immense contributions to understand sub-elements of classroom discourse.

Initially, second language acquisition research studies started exploring the order of second language acquisition and interim interlanguage patterns developed by the learners. The order of acquisition of English grammatical categories (Brown & Bellugi, 1964; Dulay & Burt, 1973 & 1974) development of verb and phrase patterns, multiple stages of question formations (Huang & Hatch, 1978; Pienemann et.al, 1988) were explored with the implicit assumption that exploring acquisition order can help to model teachers' instructions and pedagogic materials in the same of acquisition order. For example, Dulay and Burt (1973 & 1974) tried to check whether morpheme acquisition order by L2 children is like L1 children. The result showed that morpheme acquisition order for L1 and L2 children differed significantly. Later research studies proved that implementing acquisition order in teacher instructions and pedagogic materials do not yield desired results (Kim, 2015). This motivated SLA researchers to explore the cognitive processes (input, output, and interaction) involved in language acquisition. The concept of 'input' was first defined by Krashen (1981 & 2002)

as ‘comprehensible input’, which is one of the five hypotheses in the Monitor model developed by Krashen, this input hypothesis defined comprehensible input as interlanguage plus next level, figuratively represented as (i+1). This hypothesis was criticized because all input unless noticed by learners it does not become comprehensible input (Schmidt and Frota, 1986). Also, the input hypothesis was further developed by Gass (1988) in her model of acquisition as two concepts ‘comprehensible input’ and ‘comprehended input’, these concepts measured inputs by considering the level of language input (lexical level and syntactic level). Researchers also found that despite providing comprehensible input students struggle to produce language. This led to the development of the comprehensible output hypothesis (Swain, 2005). It was observed that to comprehend the text learners just focused on the lexical items and not on the syntactic structures. Swain’s (1985 & 2005) study proposed that more language production tasks and activities would compel students to notice the syntactic structures. Developments in the input and output hypothesis gave rise to the interaction approach (Long, 1996; Gass & Mackay, 2015; Gass 2014) which treated input, output, evaluation, and feedback as integrated and essential components of learning in the classroom. In this approach, interaction in the classroom is believed to make learners cognitively negotiate the target language features which may or may not eventually lead to learning. Three variables or factors which impact learning through interaction are attention, noticing (Schmidt, 2012), and working memory (Gass, 2013). In brief, the interaction approach tries to explore all the dynamic factors that facilitate the interaction in the classroom. In this section, cognitive processes involved in language acquisition are discussed. In the below section role of the task and feedback are discussed in detail.

Parallelly, in SLA tradition researchers explored how different types of tasks aided classroom interaction which eventually leads to the negotiation of meaning and form. Task (Long, 1985; Prabhu, 1987) are treated as the important component of instruction and they

facilitate language learning in the classroom. In specific, the SLA tradition explored how tasks provide necessary inputs and language learning situations that will aid language acquisition in the classroom. Also, the task is understood as a tool to elicit target language forms in real-life situations. Different features of the task such as 1) input, 2) roles, 3) setting, 4) actions, 5) monitoring, 6) outcomes, and 7) feedback are studied in detail (Robinson, 2011, p.7). For example, Kim's (2008) study explored how the acquisition of second language vocabulary is better in the collaborative task than an individual task. The study found that dictogloss pair activity provides more language learning situations than individual activities in the Korean classroom context. Similarly, the SLA tradition also explored the role of corrective feedback in facilitating language acquisition. Corrective feedback can be classified into two basic types they are reformulation and prompts (Ranta & Lyster, 2007).

Reformulation happens through recast and explicit correction techniques, prompts aim for self-repair which can be carried out through techniques like elicitation, clarification, repetition, and metalinguistic cues (Ranta & Lyster, 2007; Gass, 2013). In addition, paralinguistic cues are also treated as an important feature that can facilitate corrective feedback (Sheen, 2006). Researchers also explored which corrective feedback techniques resulted in better learner's uptake of language forms and meanings. It is found that different corrective feedback techniques have a different impact depending on the learning context, age of the learners, and other sociocultural factors. For example, Sheen (2004) studied four different ESL contexts (French Immersion, Canadian ESL, New Zealand ESL, and Korean EFL context) and found that recast is the most frequent feedback technique used in all the four contexts. It also found that context plays an important role in effective feedback.

The second language acquisition tradition has immensely contributed to the understanding of language acquisition, learning processes, and other microelements that aid language acquisition and learning in the classroom. Nevertheless, this tradition is criticised

for treating language acquisition and learning merely as a cognitive process. This tradition does not account for the various factors such as sociocultural factors, psychological factors, and individual factors that impact language acquisition and learning. In other words, the ecology and environment of the classroom in which language acquisition and learning take place are largely ignored (Van Lier, 1988). Moreover, language learning is treated as a linear progression from one stage to another and the dialogic processes between two stages or levels are largely ignored. In brief, this tradition has ignored the macro factors that contribute to classroom discourse, and this gap in classroom discourse research is addressed by conversation analysis tradition and language socialisation tradition which in turn is influenced by sociocultural theoretical traditions.

2.3.7 Conversation Analysis Tradition

In conversation analysis, traditional language functions are studied by analysing the organisation of the text and sequence of social interactions (Psathas, 1995). This tradition believes that the internal architecture of social interactions is the primary source to study context and other social factors such as identity and social functions. Conversation analysis tradition has its origin in the ethnomethodology theory of sociology (Markee & Kunitz, 2013). Drawing insights from ethnomethodology, conversation analysis focuses on the emic perspective of human interaction in both casual and institutional talk. In other words, this tradition takes only account of the observable features in social interaction to define the context and other social factors. Conversation analysis makes a distinction between conversation and institutional talk. The conversation is a simultaneous contribution made by two participants to maintain the progress of the conversation. On the other hand, 'Institutional talk' has a common institutional goal to achieve which is decided by the social practices of the institutions (Drew & Heritage, 1992). Moreover, Heritage (2013, p.2) identifies five different aspects which conversational analyst must explore in an institutional talk they are:

1) lexical choice 2) turn design 3) turn-taking organisation 4) sequence organisation 5) overall structural organisation of the interaction and 6) social epistemology and social relations. Exploring these aspects will explain the unique features of each institutional talk. Initially, conversation analysis studies explored the differences between casual conversation and institutional talk. Later studies explored the unique features of each institutional talk. In the below section, conversational analysis tradition's contribution to understanding the features of L2 classroom interaction is reported.

Conversation analysis explored classroom interaction from two perspectives they are: purist perspective (Markee, 2008) and developmental perspective (Palloti & Wanger, 2011). The purist perspective (Markee, 2008 & Markee & Kunitz, 2013) emphasises that the ethnomethodology theoretical framework can be used to track the development of learning without depending on other theories. The developmental perspective (Palloti & Wanger, 2011) believes that the ethnomethodology framework alone cannot track the development of learning. So, this perspective used other theoretical frameworks from sociocultural tradition and other traditions to study the process of learning in the classroom. These two perspectives despite their epistemology and methodological differences have immensely contributed to the understanding of classroom discourses. For example, Markee & Kunitz's (2013) study uses an ethnomethodology framework to study three intermediate Italian students and find what they do during planning tasks, and check does they follow what they have planned. The result shows that the planning phase can be systemically studied and it can be analysed how social actions influence planning action. Moreover, this study proved that students use bodily gestures and take support from co-students' language construction to produce their construction. This study proved that language learning can be traced by using the purist CA perspective. The other example to indicate the contribution made by the development perspective is Cekait's (2007) one-year study of Swedish children in the first-year Swedish

immersion programme. This study observed the child's second language development in three phases: early, middle and late phase to study the impact of language skills and turn-taking skills on classroom participation. This study used conversation analysis tools to study microelements of classroom interaction and ethnographic tools to study the social factors that influence a child's classroom participation. The study found that child was labelled differently in each stage depending on her participation. She was labelled as a silent child in her first stage, a noisy and loud child in her middle stage, and a skilful student in her last stage (Cekait, 2007, p.1). This study observed how learner identity changes with the second language development in L2 learner and learner identity does not remain the same because it is affected by different social factors. The result of these two studies (Markee & Kunitz, 2013; Cekait, 2007) indicates how these two perspectives (purist and developmental CA) contribute differently to the understanding of classroom discourse. Markee & Kunitz's (2013) study adopts an emic perspective and analyse micro conversational elements to track the L2 development. Cekait's (2007) study uses both conversation analysis tools and situated learning tools to study the micro-macro relationship between classroom participation and learner identity. In addition to offering two different theoretical approaches they employed three different methodologies to study classroom discourses, they are microgenetic, longitudinal, and cross-sectional (Lauzon & Doehler, 2013). In the below section contribution of these methodologies is discussed in detail.

Microgenetic (Vygotsky, 1978), Longitudinal, Cross-sectional methodologies are adopted in conversational analysis tradition to study different aspects of classroom discourse and they produce different results. Microgenetic methodology is developed from Vygotsky's (1978) developmental psychology to closely study the finer details of social interaction in a limited period. This method will enable the researcher to study the construction of social interaction and how this aids language learning. This methodology uses both sociocultural

and conversation analysis framework to study the dynamics of social interaction (Markee, 2015). For example, in Donato's (1994) study the social interactions of students in group work are explored to understand how peer feedback helps the scaffolding processes in the classroom. In brief, microgenetic methodology can contribute to the holistic understanding of microelements that contribute to language learning in classrooms. Longitudinal conversational analysis studies on other hand are conducted for a long period and this methodology is instrumental in understanding the larger patterns that emerge from the classroom conversation. This methodology's contribution to classroom interaction studies is important because it helps us to understand the developmental learning patterns in the classroom (Markee, 2015). For example, Hellermann & Cole (2009) study used both microgenetic and longitudinal methodology to study peer interaction in adult language learner classrooms. This study observed the conversation of one adult learner in his peer interactions in the classroom to understand how peer interaction is a tool to learn language skills that are necessary to participate in real-time social communication. This study also found that interactional tasks offer adult learners to develop the necessary language skills required to take part in social action. In addition, this study tracked the patterns in the development of language skills in adult learners for a longer period. On the contrary, cross-section studies collect data simultaneously from different research sites and results are comparable. This methodology is very useful in specifically studying the aspect of classroom interaction from different classrooms. For example, Lauzon et.al, 2009) study of two different schoolings showed the development of interactional competence in two different classrooms and how both classes adopted different communicative cultures. All these three methodologies used by conversation tradition aided to understand how conversation analysis can be used to understand the different aspects of classroom interaction and classroom discourse.

The conversational analysis tradition has immensely contributed to the understanding of microelements that shape social interactions in the classroom. Nevertheless, this tradition is criticised for two reasons: 1) CA focus only on the microstructural organisation of the classroom interaction, not the linguistic cohesion and coherence that bind the classroom conversation. 2) CA believes that macro social discourses and structures can be studied through the organisation sequences of the interaction. Conversation analysis gives primary importance to the sequencing and order of turns in a conversation and it does not explore how each turn is connected to immediate or distance turns through many linguistic strategies which helps to maintain cohesion and coherence in a conversation. By focusing on the social organisation this tradition presents only one side of the reality. In addition, this tradition does not acknowledge the social discourses and factors which can be realised in a conversation through different semiotic sign systems. So, it believes that social discourses can be studied by analysing the social organisation of the conversations. The organisation of a conversation can provide insights about the social organisation but it is insufficient to understand the larger phenomenon of social factors, discourses and the interlinks between them. Despite its vast contribution in understanding the learning pattern in language learning, conversation tradition does not provide a holistic theoretical framework to study social aspects of classroom discourse.

2.3.8 Sociocultural Tradition

The advent of sociocultural theories brought a perspective shift in the way classroom discourses are studied. Sociocultural theory is developed based on Vygotsky's (1978 & 1987) understanding of language, functions of language, language's relation to thinking and social interactions, and socio cognitive processes involved in language learning (Mercer, 2007). The sociocultural perspective believed that language learning is influenced by the social and

cultural context of a learner. This epistemological framework treats language as a cultural and psychological tool that aids language learning (Mercer, 2007). In addition, the sociocultural tradition laid foundations for other traditions such as language socialisation and critical theory tradition which also recognise the important role of social and cultural factors in the study classroom discourse. Sociocultural, Language socialisation, Functional and Critical theory traditions have different epistemological orientations but all these traditions share the same concern of studying classroom discourses holistically by including social and cultural aspects in their theoretical frameworks. For example, SETT (Self Evaluation of Teacher Talk) (Walsh, 2006) framework is inspired by variable approach tries to study different modes in classroom interaction. CCDA (Critical Classroom Discourse Analysis) (Kumaravadivelu, 1999) framework inspired from Said's (1978) Postcolonialism and Foucault's Poststructuralism proposes to critically study the classroom discourses in ESL context. These two frameworks despite their epistemological differences study classroom discourses concerning social and cultural factors that affect the discourses. In classroom discourse research, studying classroom discourses holistically with social and cultural factors began with the sociocultural tradition. So, to trace this epistemological trajectory it is imperative to study the sociocultural tradition in detail.

The sociocultural tradition is developed from Vygotsky's (1978 & 1987) ideas on social psychology. Vygotsky (1978 & 1987) introduced many terms to explain how the cognitive process is socially and culturally motivated. These terms are interaction & intra-action, learning and development, and zone of proximal development (Vygotsky, 1978). In Vygotsky's theorisation, both interaction and intra-action contribute to the understanding of classroom discourses. Interaction happens at the interpersonal level and Intra-action happens at the psychological level of the individuals. These two processes simultaneously occur and contribute to the construction of classroom discourse (Negueruela-Azarola et.al, 2015).

Similarly, in this tradition learning and development are two different processes involved in learning a language. Vygotsky believes that learning is a conscious act that involves the process of noticing, understanding a concept, and enacting a skill. According to Vygotsky, learning cycle is not complete until learning enters the stage of development where internalisation of concepts takes place. The internalisation is carried out through many thinking frames internally developed by the learner (Negueruela-Azarola, et.al, 2015). In brief, interaction leads to learning and intra-action leads to development. These concepts have larger implications for second language classroom instructions. In sociocultural tradition, it is believed that planned classroom activities can stimulate the learners to move from the learning to the development stage. For example, in Negueruela-Azarola, E.'s (2009) article second language development is treated as a non-linear process but that process can be learned properly by having organised classroom activities. Similarly, Garcia's (2013) study proved that planned instruction in heritage language classrooms helped learners develop conscious knowledge about the concept of modality and they mastered it to use in five different social situations. Overall, sociocultural tradition believes that learning happens at both psychological and social planes through the process of interaction and intra-action. To facilitate these two processes classroom instructions must be logically structured and organised.

Zone of proximal development (ZPD) is a seminal concept in social psychology and second language learning developed by Vygotsky (1978). This concept encompasses all the concepts that were discussed above and understanding those concepts are important to understand ZPD. ZPD needs to be understood from three frames to conceive the concept in its true spirit Mahn (2015). First, this concept does not intend to assess what learners know already by using tasks that must be solved individually. Instead this concept focuses on what is the potential ability of the learner which can be achieved or developed by using

collaborative tasks. Second, this concept treats the cognitive development of learners from one level to another as an interlinked process, not as a discreet linear process. Finally, this concept makes a distinction between common knowledge and academic knowledge, this concept believes that classroom instructions should strive to explain the link between common knowledge and academic knowledge. When these three frames are holistically implemented it provides the learners an opportunity to learn skills and concepts within her/his ZPD. For example, Thorne's (2003) study observed how adult L2 learners successfully learned different communicative events and meanings that can be used in online discussion and chat. This study has recorded how ZPD is employed to develop communicative competence in learners. Similarly, Hedegaard (2003) found that giving space for personal experience in the classroom helps learners understand the concepts better. These studies indicate how ZPD facilitates learning and internalisation of a concept in a second language classroom. Vygotsky's concept of ZPD is important and it has a pervasive influence on a wide range of disciplines like second language acquisition, education, and so on.

Like ZPD, Vygotsky's (1987) theory of concept development has contributed a lot to the understanding of classroom discourse and interaction. This theory explores how learners make an explicit relationship between 'everyday concept' and 'academic concept' using the instructions given in the classroom and by collaborating with peers. This theory believes that in the classroom learners are exposed to both everyday concepts and academic concepts but only through mediated action learners can make a connection between the concrete 'everyday concept' and abstract 'academic concept' (Mahn, 2015). This mediation happens when learners master different modes of thinking such as syncretic thinking, thinking in complexes, and thinking in concepts (Mahn, 2015). When learners acquire this mode of thinking through mediated action and scaffolding in the classroom it facilitates learners to make connections between academic concepts and everyday concepts (Mahn, 2015). For example, Academic

Literacy Project for All (ALA) (Mahn, 2015) aims to develop language through different concepts from different subjects. It was a six-year project which trained 15 teachers in Vygotsky's theory of ZPD and theory of concept development to teach in concepts. This project also aims to promote language learners to think in terms of concepts which in turn will enable them to develop their subject knowledge in different subjects by simultaneously developing their language. To develop both language and literacy it is imperative for the teacher in the classroom to train students to think in the mode of "thinking in concepts" (Mahn, 2015) through classroom instructions that promote internalisation of concepts. Theory of concept development is an important contribution of the sociocultural approach to improving the efficiency of classroom discourse and interaction which will result in better learning.

In addition to ZPD and the theory of concept development, the sociocultural tradition developed dynamic assessment based on the principles of ZPD. The dynamic assessment is developed out of Vygotsky's ZPD has enhanced the implementation of concept-oriented learning. The dynamic assessment is combined with classroom teaching and believed that teaching and assessment should happen simultaneously in a holistic manner. Dynamic assessment does not just test what learners know, it also measures the potential level of the learners. Dynamic assessment is not confined within the walls of the classroom it can happen in both formal and informal settings. In dynamic assessment, the teacher's role as a mediator has an important function in conducting the dynamic assessment. For example, Poehner's (2008) study reported that successful implementation of dynamic assessment depends on the quality of mediation by the teacher and active engagement of learners in the collaborative process to understand the potential of the students. Similarly, David and Donato (2013) studied the implementation of dynamic assessment in a Spanish language classroom. This study found that young language learners learned WH- question formation by mediating the

collective knowledge formulated during the small group tasks. This study reinforced the idea that the quality of mediation provided by teachers and peers determines the successful implementation of dynamic assessment.

The sociocultural tradition's main contribution is the development of a robust theory to understand classroom discourse which enabled the researcher to study both language and cognitive development parallelly. In addition, this theory believed that there was a strong relationship between social and cultural factors and an individual's language and cognitive development. In brief, sociocultural tradition tries to study classroom discourse holistically by combining social factors and cognitive factors that affect language learning. Despite its contribution sociocultural tradition is criticised for giving more importance to collective learning and undermining the potential of individual learning. This tradition also assumes that all communities around the world require the same skill set to participate in collective learning activities (Lui & Matthews, 2005, p. 392). Moreover, despite its exclusive focus on social factors that impact individual cognition, this tradition does not study how larger societal discourses, political and economic discourses, and power relations between communities, classes, and gender impact the classroom discourse is ignored in this tradition. In this tradition, culture and social factors are largely confined to the behavioural aspects of individuals and the social skill set developed by each community. The link between macro social, political, and economic discourses and micro individual behaviours and social skills is not explored in this tradition. Nevertheless, this approach has provided conceptual tools to explore the link between macro discourses and micro classroom practices that influence classroom discourse.

2.3.9 Language Socialisation Tradition

Language socialisation tradition explores how language and culture are interrelated through the process of socialisation in both schools and outside the school context. This

tradition believes that every learner is trained inside and outside the school to become a culturally competent member of society through socialisation. This process of socialisation happens through different activities, for example in a classroom, socialisation occurs through interaction, participating in the activities, solving individual tasks, and observing the classroom happenings. Language socialisation tradition with linguistic anthropology orientation adapts an ethnographic perspective to study the process of socialisation and to understand the interlink between language and culture. In comparison to sociocultural tradition, this tradition doesn't restrict the understanding of culture to the cognitive process of the individual alone. Language socialisation tradition has evolved using Hymes's (1972) communicative competence and Gumperz's (1982) Interactional competence to study the process of socialisation. In addition to communicative competence and interactional competence, language socialisation tradition also used different critical concepts such as Bourdieu's habitus (Ochs & Schieffelin, 2012), Bakhtin's voices (Duff 2004), and social identity (Bucholtz & Hall, 2004) to study classroom discourse. This tradition has evolved an accommodative theoretical framework to study both the micro and macro aspects of classroom discourse. A flexible and accommodative theoretical framework has enabled this tradition to evolve into a holistic platform to study the different facets of classroom discourse. The robust nature of this tradition is reflected in Bucholtz's (et.al, 2017) seven principles of language socialisation. 1) This tradition adopts Vygotsky's theory of learning which perceives that learning is a collaboration between expert and novice and cognition is treated as a social entity rather than as an individual entity. This apprentice framework is the foundation for all the research that deals with learning in language socialisation tradition. 2) Language and culture are intertwined concepts that operate in unison. In this tradition, it is believed that learning a language inherently includes the cultural practices of a cultural community or professional community. For example, by learning the language used in a call

centre the learner also inherently learns the cultural practices in that professional community.

3) This tradition also believes that social and cultural practices of a cultural community and professional community are not static and they always keep changing dynamically. These changes happen because of the larger societal discourses and historical and political process that influences the societal discourses. 4) Unlike the sociocultural tradition, this tradition strives to address how power and inequality operate through social interaction. It also believes that by ignoring the political aspect of social interaction we cannot understand the complete process of socialisation. 5) This tradition believes that despite the influence of macro societal processes individuals can act as agents using multiple identities and positions available to counter or reproduce the discourses. In addition, this tradition also theorises that socialisation is a multidimensional process which means that novice language learners are exposed to different societal discourses at different points in the process of socialisation. Finally, it is believed that individual agency plays an important role in developing language and cultural competence. 6) Similarly, this tradition believes that identities are constructed by language. Identities are not a pre-existing and static entity but they are dynamically constructed by the individuals using language and other semiotic sign systems through the process of socialisation. 7) Finally, the category of novice and expert is not treated as well defined categories, research studies in this tradition believe that role of novice and expert in the social interaction of the classroom is largely determined by the quality of negotiation, contextual and cultural factors in the learning environment. Broadly, language socialisation framework has a robust and flexible framework that can be employed to study micro classroom activities or macro societal discourse or both. Unlike previous traditions, this tradition has taken a holistic approach and accounted for cognitive, social, cultural, and behavioural factors that construct the classroom discourse. The language socialisation tradition has made an immense contribution to the understanding of both micro and macro

processes involved in the construction of classroom discourse. In the below sections both these processes (micro and macro) are discussed in detail.

Language socialisation tradition adopts Vygotsky's apprentice-expert framework to study the micro processes involved in the language classroom. This framework treats classroom interactions in the classroom and social interactions outside the classroom as an important platform for language socialisation between novice and expert. This process of socialisation between learner and teacher or an adult in the community will enable the learner to nurture the linguistic, social, and cultural competencies (Ochs & Schieffelin, 2012). This process of language socialisation happens through teacher's talk, learner's talk, learning materials, lesson plans, and other pedagogic tools employed in the classroom. At the tertiary level, academic discourse socialisation is very essential to be a part of the academic community. This academic discourse socialisation happens at all levels of oral, written, and multimodal to master the different academic activities like presentations, group presentations, assignments, term papers, discussions, reviews, research, and thesis writing (Duff and Anderson, 2015). The process of socialisation is a dialectic mechanism in which novice and expert relations are not static they vary according to situation and context. For example, in certain situations learners might be able to explain certain cultural or social phenomenon better than the teacher, in these instances learners occupy the role of expert momentarily. In this globalised era, the mobility of people around the globe has made the native and ESL classroom ethnically and racially diverse. In these classrooms, learners and teachers are collaborators in developing the linguistic, social, and cultural competencies of learners through questioning, eliciting, comparing, planning, contradicting, evaluating, and negotiating the multicultural and multilingual social realities of the learners (Bucholtz & Hall, 2004). For example, Song's (2016) study of Korean-English bilingual learner's codeswitching in the United States context. This study shows that Korean-English bilingual

learner's codeswitching is largely influenced by the language ideology and agency in the home context. This study indicates a strong link between the learner's preferred pattern of language socialisation to the larger institutions, beliefs, and knowledge systems. In brief, this tradition believes that systemically observing the routine classroom interactions and social interactions that occur in our day to day life is a key source to identify the techniques, strategies, and method adopted by learners (novice) and teachers (expert) in the classroom to nurture the linguistic, social and cultural competencies of the learners.

In this tradition, routine classroom interactions, social interactions, and behaviours are used as sources to study macro elements like social identities and social discourses. By using the language socialisation framework, issues related to asymmetrical power relations in society and gender inequalities can be studied in detail. In specific, it is more important to observe the routine classroom interactions to understand how larger social identities, social discourses, power relations, and gender biases affect the socialisation processes of the second language in an ESL classroom. For example, Vertovex's (2007) study points out how super-diversity in England has become a complex challenge in ESL classrooms. In these challenging ESL context (poly) linguistics practices are employed by the learner to subvert the dominant norms and exclusion practices that operated in the ESL classroom and school context (Talmy, 2015). The other study which highlights the role of social identity is the Tradewinds study (Talmy, 2015) where the ideology sets apart the mainstream classes and ESL classes and created a hostile environment for second language learning to happen. Similarly, in Duff's (2003) study ESL students in mainstream classrooms refused to take up a subject position offered by the teacher. These studies indicate how language socialisation theory can be employed to study the operation of social identities, social discourses, gender inequalities, and power relations in ESL classrooms. In addition, these studies indicate how language socialisation theory can be employed to study the macro aspects of classroom

discourses by analysing the micro components like classroom interactions, peer interactions, textbooks, other teaching materials, school environment, and methods and techniques employed by teachers in the classroom.

In the above discussion, it has been established that the language socialisation framework can be customised to study both the micro and macro aspects of classroom discourses. Despite its robust and holistic approach, this tradition does not explore the meaning-making potential of language in detail. This tradition explores how language with other semiotic sign systems aids the language socialisation process but it does not explore how cohesion and coherence of language within a text or interaction help the process of language socialisation. In brief, the internal organisation of language in text and other subsystems of language are not fully explored to study their contribution to language socialisation. This shortcoming can be addressed by integrating Systemic Functional Linguistics (SFL) tools with the language socialisation framework. On the other hand, language socialisation tradition aims to study macro processes like social identities, power relations, societal discourses, and ideologies. To study these macro abstract elements it is essential to evolve a strong theoretical perspective of these abstract elements. So, it is imperative that these abstract elements needed to be supported by the robust theoretical framework derived from critical tradition. For example, the language socialisation framework is used to study power relations but understanding the concept of power relation and complexity involved in studying this phenomenon is not answered in the language socialisation framework. So, language socialisation framework needs to be enhanced by including theoretical inputs from the relevant critical theories which engage in exclusive study of macro phenomena like discourse, identities, voices, power relations, and ideology. To sum up, drawing insights from Systemic Functional Linguistics (Halliday, 1985) and

relevant critical traditions can further enhance the analytical rigor of the language socialisation framework.

2.3.10 Functional Tradition

Functional tradition is influenced by Halliday's (1985 & 1994) systematic functional linguistics (SFL). In functional tradition, grammatical analysis is the systematic means and mode to study the interface between the context of culture and the context of the situation (Halliday, 1994 & Christie, 2005). In this interface, different semiotic sign systems interact in this meaning making process. In this tradition, it is believed that language is one of the key contributing agents in constructing the social experience. Halliday's (1985, 1994 & 2014) SFL framework views language primarily as social semiotics and strives to understand how language constructs different social meanings in the different semiotic plane. For example, the concept of metafunctions explores the meaning potential of language use at three different semiotic planes (Halliday, 1994 & 2014). This fundamental element of SFL language theory becomes the core principle of functional tradition to study the classroom discourse. In the traditions discussed above, language is viewed as a holistic entity and it is treated like any other component of classroom discourse. But in this tradition language is treated as a group of different subsystems which have different roles in the construction of social meaning (Halliday, 1994 & 2014). This systematic process of studying language has reinstated the importance of deeper language analysis in studying classroom discourses and other macro societal phenomena. In functional tradition, language is identified as the key source to study classroom discourse because most of the classroom happening takes place through language (Christie, 2005; Gee, 1999). This tradition has enhanced classroom discourse research in two ways: 1) this tradition tries to understand classroom happenings through discourse perspective and do not treat it as classroom interaction 2) by using sophisticated SFL language theory to study both micro and macro process in the classroom. These two changes

brought by functional tradition have effectively enhanced this tradition to understand the complex processes involved in constructing classroom discourses. This discourse perceptive also has a pervasive influence on other traditions like language socialisation, sociocultural tradition, conversation analysis tradition, and education tradition. Moreover, this tradition could provide an answer to the long-standing criticism against language socialisation, sociocultural tradition, conversation analysis, and critical traditions that these traditions do not include linguistic analysis to study the social phenomenon. This criticism is constantly expressed by the studies with strong linguistics orientation (Rogers et al, 2005, p.385; Breeze, 2011). On the contrary, studies in education tradition and critical tradition comment that findings of linguistic oriented studies do not provide a holistic understanding of classroom happenings. These two criticisms can be answered in functional tradition because this tradition employs SFL language theory which treats language as part of a larger semiotic sign system. This tradition uses grammatical analysis to systemically study micro processes and macro processes involved in the construction of classroom discourse. The key contributions to this tradition are Christie's (2005) study of curriculum genre and curriculum macro genre, Martin's (2006) genre based literacy, and Rose's (2014 & 2018) study of pedagogic discourse. These three works have the same epistemological frameworks: systemic functional linguistics and genre theory but these three works have focused on the different interrelated components of classroom discourse. These works are discussed in detail in the below given section.

Christie's (2005) classroom discourse analysis is influenced by three major theories 1) Halliday's (1994 & 2014) Systemic Functional Grammar 2) Bernstein' (2000 & 2004) theory of pedagogic discourse, and 3) Genre theory within SFL tradition (Martin, 1997 & 2009; Martin & Rose, 2008). This approach used the language theory supported by SFL tradition and applied SFL clause level analysis to understand the operation of three metafunctions

(ideational, interpersonal, and textual) within the classroom context. This approach uses discourse perspective to study the classroom discourse and to understand the structuring of classroom knowledge and values it uses Bernstein's (2000 & 2004) theory of pedagogic discourse. Pedagogic discourse is helpful to study how classroom activities, the relationship between teachers, students, and the school environment plays a major role in shaping the consciousness of learners and helps to study the agencies that contribute to symbolic control of pedagogic practices (Bernstein, 2000 & 2004). These two theories complement each other to study the micro and macro aspects of classroom discourses through grammatical analysis. With the influence of genre theory, this functional approach to classroom discourse analysis emphasises the need to go beyond the clause level analysis to discourse semantics to have a better understanding of pedagogic practices which can result in better pedagogic implications. This approach has integrated these three theories to study the operation of classroom discourse. In addition, this framework uses the concepts "curriculum genres" and "curriculum macro genres" (Christie, 2005) derived from genre theory. Curriculum genres decide the nature of classroom pedagogic activities and they also determine the kind of knowledge that is circulated in the classroom. Curriculum genres in the classroom are implemented through two kinds of registers are "regulative" and the "instructional" register (Christie, 2005). These two concepts are adapted from Bernstein's (2000 & 2004) pedagogic discourse, this theorisation uses "regulative discourse" and "instructional discourse" to understand the operation of knowledge production in the classroom. According to Bernstein (2000 & 2004), regulative discourse refers to everyday knowledge and regular activities that circulate in the school environment. Instructional discourse refers to the knowledge which is specialised and that is negotiated through classroom activities. These two discourses play an important role in shaping the pedagogic discourse. In Christie's (2005) framework these two discourses are referred to as "regulative" and "instruction" registers because it is believed that

respective registers lead to the discourse. In this framework, “regulative” and “instructions” registers are studied by carrying out clause level analysis. Employing clause level analysis enables the researcher to study the operation of curriculum genres from the point of all three metafunctions. These two registers are simultaneously employed to study the operation of curriculum genres. This framework also aims to study the curriculum macro genres which are defined as the group of related curriculum genres. Analysing Curriculum macro genres can indicate the kind of knowledge and discourses that are generated in the classrooms. Despite the robust nature of the analysis, this framework does not discuss the finer details of the classroom exchange process and sources of knowledge that govern the classroom process in detail.

The genre based pedagogy to improve academic literacy in schools is extensively promoted by the works of Martin and Rose (2003, 2005, 2008 & 2012). In genre based pedagogy, cyclic phases of macro curriculum genres and cyclic phases of classroom interactions are elaborately observed to understand the process of literacy development (Martin & Rose, 2008). First, the cyclic phases of macro curriculum genres have three phases: 1) deconstruction, 2) joint construction, and 3) Independent construction (Rothery & Stenglin, 1994). Initially, every text and curriculum genre are broken down to facilitate the learning processes which are followed by discussion and joint construction by teacher and learners, and finally, the learner can carry out a task individually. Similarly, genre based literacy approach has also explored the dynamic and cyclic moves which are integral to classroom interactions between teacher and learners. Classroom interactions cyclically take place and at the same time they differ from Sinclair and Coulter's (1976) IRF patterns; classroom interactions have a more flexible structuring system with optional moves. Interaction cycles in classroom discourse (Martin & Rose, 2008; Rose, 2014, p.11) consist of three core moves: prepare, task, and evaluate (this last cycle also has two optional moves:

focus and elaborate). These moves explain the different exchange complexes that are enacted between the teacher and students in the classroom. These exchange complexes are enacted in the cyclic process to keep the pedagogic discussion in the classroom keep moving. These two cyclic phases majorly contributed towards understanding the operation of classroom discourse. Using this cyclic process Rose (2014 & 2018) developed a robust framework to study classroom discourse which are discussed in detail in the below given section.

Rose's (2014, 2018) framework to study classroom discourse employees the same theories employed by Christie's (2005) framework. This framework is developed out of the project Reading to Learn, this project promotes genre based pedagogy to improve the reading and writing academic literacy of the Learners (Rose 2011). This framework uses key concepts like regulative register, instruction register, curriculum genres and curriculum macro genres from Christie's (2005) framework to develop a more elaborate framework. Rose's (2014 & 2018) framework used Bernstein's (2000) theorisation of school knowledge, Halliday's (2004) theory of language, and Martin and Christie's (1997 & 2007) genre theory, an offshoot of systemic functional linguistics. Drawing insights from these three theories and from the works of Christie and Martin's on classroom and genre (Christie, 2005; Christie and Martin, 1997 & 2007, Martin 2006) Rose (2014 & 2018) theorised the framework. In this framework, genres are classified into two types they are 1) Knowledge genres and 2) curriculum genres. Knowledge genres refer to the texts through which institutional knowledge is transferred (Rose 2014). The different types of genres such as stories, manuals, reports, procedures, explanations, and arguments are referred to as knowledge genres (Martin and Rose, 2008). Curriculum genres as defined by Christie (2005) refer to the interactional process that takes place between the learner and teacher, parents and children, peers, and with social actors. In this interaction process learners are trained implicitly and explicitly inside and outside the classroom to understand and function in different knowledge genres. This

explains the role of curriculum genres in understanding the purpose and functions of different knowledge genres. In brief, it can be said that curriculum genres help learners to acquire knowledge by participating in pedagogic activities. Rose's (2014 & 2018) framework has identified three different aspects which help us to understand the functioning of pedagogic activities between teacher and learner are 1) pedagogic relations 2) pedagogic activities and 3) pedagogic modalities.

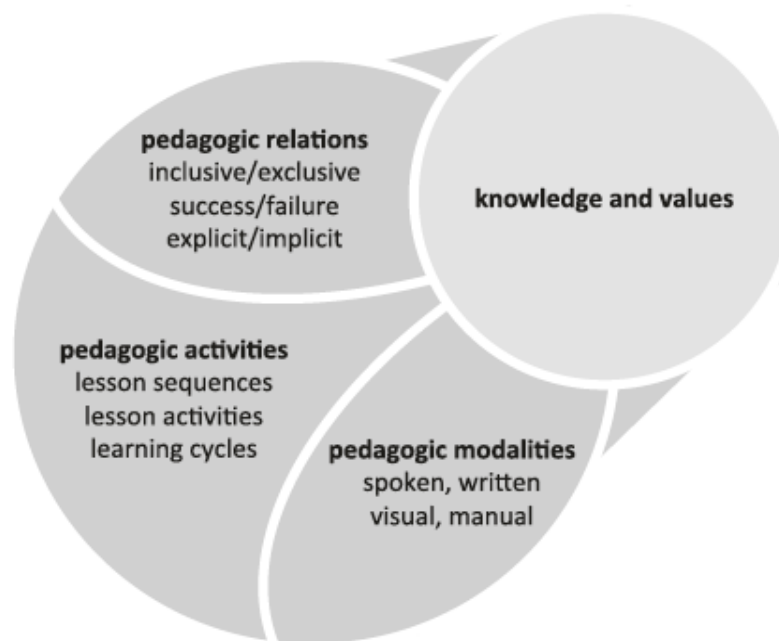


Figure 2.3: Dimensions of a curriculum genre. (Rose, 2014, p.4)

Pedagogic relations are determined by the exchanges between teacher and students. Two exchanges shape the pedagogic relations they are 1) knowledge exchange and 2) action exchange (Rose, 2014, p.6). Pedagogic activity refers to how classroom interactions are structured in different phases. The structure of the classroom interaction is prepare>focus>task>evaluate>elaborate (Rose, 2014). These different phases operate cyclically and this orbital structure is the process through which knowledge and values are transferred.

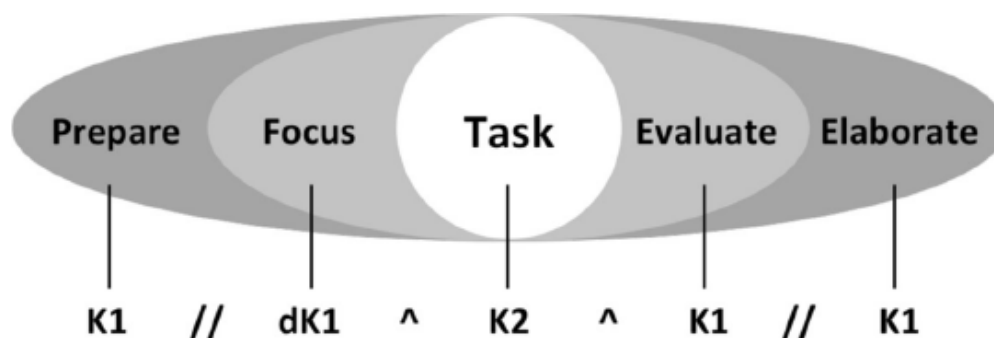


Figure 2.4: Orbital structure of learning cycle, enacted by exchange moves. (Rose, 2014, p.22)

Pedagogic modalities refer to the different modes (writing, speaking, reading, gesture, images, and videos) through which pedagogic relations and pedagogic activities are enacted in the classroom. Studying pedagogic modality highlights the kind of sources used to make meaning in the classroom and the ways these sources are used by both teacher and learners will aid to understand the pedagogic relations and pedagogic activities. These three processes pedagogic relations, pedagogic activities, and pedagogic modalities indicate the complex nature of pedagogic discourse. The dialogic nature of the curriculum genre is carried out by the simultaneous operation of these three processes. By studying these three processes in detail will help us in understanding the knowledge and values that are jointly constructed by teachers and learners in the classroom.

As mentioned above, grammatical analysis has been an important aspect of functional tradition. SFL theory tries to analyse the context of culture and the context of the situation using grammatical analysis. In SFL, the context of the situation is studied in detail by analyzing the written or spoken language from all three metafunctions perspectives. Analysis of the text from all the three metafunctions perspective will help to understand the nature of the role relationship, how the information is organized, the attitude of the speaker or writer and the lived experience of the speaker or writer. These functions are understood by analysing how language subsystems are organized in a particular order in a given situation.

This organisation of subsystem is influenced by the culture and social practices in the domain or context. For example, church mass is conducted by the pastor or priest in the pulpit for the people who attend the mass prayer. The language used and events in the church mass are organised and enacted in a particular way because of the influence of the context of culture. This example explains how the context of culture influences the context of the situation. In SFL theorisation, the other larger social phenomenon that shapes this context of culture and the complex mechanism which shapes this context of culture is not studied in detail. Moreover, the context of culture is treated as a monolithic entity. In brief, the concept of “context of culture” in SFL theorisation can be enriched by using critical theories influenced by poststructuralism to study the larger social phenomenon. Like SFL, the poststructuralism principles also believe in the diversity of meaning making processes and they also believe that meaning making depends on a situation or context. For example, Gee’s (2004) “the situated meaning” tool makes the distinction between general and situated meaning to understand the meaning in a context. This example indicates the epistemological link between SFL theory and critical theories influenced by poststructuralism. This study adopts SFL linguistic tools and critical theories influenced by poststructuralism to investigate the micro and macro processes involved in the operation of classroom discourses.

2.3.11 Critical Discourse Analysis Tradition

Critical discourse analysis (CDA) is influenced by both critical social theories and language theories to study how social inequalities are produced, reproduced, maintained, and operated through language, language use, and discourse. Unlike other traditions, this tradition is not influenced by a single critical social theory and language theory. This tradition adopts an eclectic approach, in this approach different critical discourse analysis frameworks use varied critical social theories and language theories to critically examine the operation of discourse. For example, Gee’s (1999) critical discourse analysis is influence by Foucault and

Bourdieu's critical social theories and combined with the American tradition of textual analysis. On the other hand, Wodak's (2001) discourse-historical approach studies the interdiscursivity nature of political discourses using the genre approach. This tradition is largely bound by a set of principles (Van Dijk, 1993) that keep the core agenda of this tradition. The eclectic approach has given rise to different strands of research within critical discourse analysis tradition they are 1) CDA frameworks with a strong orientation towards critical social theories supported by interpretative analysis 2) DA frameworks with a strong orientation towards linguistic theories supported by critical social theories and 3) CDA frameworks with equal emphasis on both linguistic theories and critical social theories. In this study, only the third strand of CDA frameworks which combines grammatical analysis with critical social theories to the study of classroom discourse is reviewed in the below section.

Gee's (1999 & 2010) theorisation of small 'd' and big 'D' discourse and five theoretical tools to study small 'd' and big 'D' are important tools to study the operation of discourse in the classroom. Gee's (1999) classification of small 'd' and big 'D' discourse is influenced by the Foucauldian notion of discourse (Foucault, 1972 & 1977). This theorisation tries to understand discourse as both everyday language use (small 'd') and larger societal phenomenon (big 'D'). In addition to this theorisation, this framework tries to understand the dialectic relation between small 'd' and big 'D' discourses using five theoretical tools, are: 1) the situated meaning tool 2) the social languages tool 3) the intertextuality tool 4) the figured world tool 5) the Big D discourse tool. All the tools also link Malinowski (1923) and Halliday's (1986 & 2004) plane of the context of situation and context of culture. These five theoretical tools study the field, tenor, and mode relations which determine the context of the situation and these tools also analyse the macro societal phenomenon and factors that shape the context of culture. In brief, these five theoretical tools provide a theoretical link between

the context of culture and the context of situations. In Halliday's (1986 & 2004) theorisation of the context of culture, the factors that influence culture are not explored in detail. In Gee's (2004) theorisation the intertextuality tool, the figured world tool, and the Big D discourse tools explore how the context of culture is contextually constructed by social factors and discourses. These five theoretical tools can be used to study the macro societal processes that shape classroom discourses. The situated meaning tool tries to explore the active meaning processes involved in a specific context and situation. This tool emphasises that meaning making is a contextual process and this meaning making process enacts at the interface of reader/listener and writer/speaker's schemata and may or may not be influenced by the general meaning. The second tool, the social language tool refers to the register (relationship between field, tenor, and mode) or a style or variety that is employed to perform a certain social identity. It is believed that every human being uses different social languages to enact different social identities. By analysing social languages pattern of social identities can be studied in detail. The third tool is the intertextuality tool, it refers to the intertextuality between two texts and the interdiscursivity between the discourses. Intertextuality and interdiscursivity are unavoidable in everyday communication. This tool helps explore the purpose and means of deploying intertextuality or interdiscursivity in a classroom situation. In addition, it also allows understanding how intertextuality and interdiscursivity contribute to the operation of discourses in the classroom. The fourth tool the figured world refers to the social knowledge which is acquired from the society and through which individuals carry out their day to day activities. In other words, Gee defines it as "A figured world is a picture of a simplified world that captures what is taken to be typical or normal" (2004, p.170). This simplified and typical world view of an individual will explain the operation of discourses and ideologies within and between individuals. For example, for most common Indians homosexual marriage is not in their typical worldview. This figured world of individuals

explains the ideological position and discourses generated by that individual. The figured world of an individual is always in a constant state of flux. The final tool, the Big D discourse tool tries to analyse how different historic factors, social factors, political factors, and technological factors shape the discourses and in turn how these discourses shape the conventions and opinions of each individual and field. For example, the discourses of the neoliberal economy have brought the shift in the figured worlds of most of the Indians that it is a necessity to spend more to have access to a better quality of school and higher education. This example indicates that how certain historical, social, and political processes create a cluster of discourses that have a tremendous impact on the social knowledge, figured world, social practices, and conventions of individuals. This tool drawing from Foucauldian discourse also emphasises that how two different discourses can converge and influence the day-to-day communication of the individual. All the above discussed theoretical tools are designed to the study macro process involved in the operation and circulation of discourse. These theoretical tools are studied by using Systemic Functional Grammar tools to understand the linguistics strategies employed and linguistic subsystems that are involved in the operation of these theoretical tools.

Fairclough's (2013) dialectical-relational approach tries to understand the operation of discourse from the neo-Marxist notion of discourse. In this approach, discourse is understood and studied from the framework of oppressor and oppressed. This approach believes that inequality in society is the result of unequal power and material distribution. This approach is called the dialectical-relational approach because it studies the dialectical relation between discourse and other semiotic sign systems that leads to social practices (Fairclough, 2013). This approach tries to describe, interpret and explain the relations between discourses and social practices at three different domains are 1) institutional domain 2) societal domain and 3) local domain (Roger, 2004). Moreover, all these three domains are interconnected and they

mutually influence each other. Discourses in these domains shape the social practices in the respective domains. These social practices are enacted through both written and spoken communication in day-to-day life. By analysing the day-to-day communication, the social practices and discourses that operate in a context can be explored. In brief, this framework tries to explore the link between discourses, social practices, and day-to-day communication (Roger, 2004). To study the day-to-day communication and social practices this approach employed Systemic Functional Linguistics tools such as three metafunctions and genre. This approach explores day-to-day communication to understand the operation of social practices and discourses in these three domains. Despite its robust theorisation this framework cannot be used to study classroom discourse because this framework uses the neo-Marxist notion of discourse which views discourse operation from the oppressor and oppressed. By adopting the oppressor and oppressed framework of the dialectical-relational approach, all the pedagogic discourses that operate in ESL classrooms cannot be studied effectively. At the same time, this study does not ignore the inequalities that operate through discourses in the classroom.

Critical classroom discourse analysis framework employs Foucauldian poststructuralism and Saidian postcolonialism to study the ESL classroom discourses (Kumarvadivelu, 1999). This framework proposes to analyse the classroom interactions from these two theoretical perspectives to understand how discourses operate in classroom discourse. This study discusses the limitation of the interaction approach, discourse approach and argues for using a critical approach to understand different social and linguistic factors that affect language learning in ESL classrooms. Employing Foucauldian discourse will help to explore the dominant discourses and resistance practices in the ESL classroom. Similarly, using the Saidian postcolonial framework will help to explore how colonial and postcolonial discourses impact language learning in ESL classrooms. To critically understand the

classroom discourses it is also essential to adopt a critical ethnography perspective because this methodology critically evaluates all the stakeholders' perspectives. Moreover, this methodology can provide both critical and holistic analysis of classroom discourses. Even though this framework is developed to study the ESL classrooms in the postcolonial context, this framework is not used in this study because critical ethnography does not provide the linguistic tools by which the micro process and its connections to the larger macro societal discourses can be explored. For this reason, this framework cannot be used to study gender discourse in Indian ESL classrooms. Nevertheless, this framework contributed to the understanding of classroom practices of ESL classrooms in postcolonial countries.

Feminist poststructuralist discourse analysis (FPDA) is developed from feminist theories and post-structural theories (Baxter, 2003). This framework is largely influenced by third-wave feminist theories which perceive gender as a social construct and study gender with concepts like power, knowledge, and discourses. This framework shares the same tenets of critical discourse analysis but is distinct from critical discourse tradition in two aspects 1) by adopting a poststructural view of discourse 2) by analysing discourse from a feminist perspective. By adopting feminist poststructuralist analysis this framework understands gender as one of the identities like ethnicity, class, religion, caste, and age. The FPDA believes that depending on the social and cultural context one or more identities become prominent in the written or spoken communication. In short, this approach does not treat gender as an absolute identity, gender identity is always performed with other identities. This approach is also specifically interested in the way gender relations, positions, and roles are constructed using discourse, power, and knowledge. This poststructuralist framework believes that women are not always the victims of patriarchal society. Women occupy various subject positions in different discourses, these subject positions include both powerful and powerless positions depending on the social and discourse contexts. The FPDA

framework applies to both synchronic and diachronic dimensions to analyse the data holistically. In addition, the FPDA framework suggests denotative analysis to study the language operation at the micro level and connotative analysis to study discourse operation at the macro level. These two levels of analyses can be applied to study the finer links between the micro and macro levels. This study adopts feminist poststructuralism to study the operation of gender discourses in Indian ESL classrooms. The denotative and connotative analyses are simplistic to study the complex micro and macro processes that shape the classroom discourses. In this study, systemic functional grammar tools combined with the theoretical framework of feminist poststructuralism and Gee's (1999 & 2010) five theoretical tools are used to understand the complex micro and macro processes.

Critical discourse analysis is criticised on different grounds by linguists and discourse analysts. The two major criticisms against CDA tradition are 1) CDA tradition does not critically look at the theories and methods used to study social inequalities. 2) Second, in this tradition researcher's ideology influences the data analysis rather than analysis revealing the ideological patterns (Roger, 2004). The first criticism leads to the epistemological debate that each CDA approach adopts a different social or critical theory to study the different social phenomena. It is imperative to self-evaluate whether this social or critical theory is adequate to study the social phenomenon. To study this social phenomenon each CDA approach uses a methodology from qualitative or quantitative paradigm or both. The selected methodology should have the potential to observe and analyse the intended social phenomenon. Second criticism holds valid for some approaches in CDA which has well-developed critical theories to understand the operation of macro process but these critical theories are not supported by adequate linguistic theory to understand how macro elements like power, identity, discourse, and knowledge operate through the micro day-to-day language use in the classroom. The researcher's ideology influences the data analysis in CDA approaches where analysis is not

guided by the robust critical theory and relevant linguistic theory. In this study, feminist poststructuralist principles in Baxter's (2003) framework are used with Gee's (2004) five theoretical tools to study the gender discourses that operate in Indian ESL classrooms. These two frameworks (Baxter, 2003 & Gee's 2004) are guided by the poststructuralism principles and heavily influenced by the Foucauldian notion of discourse. The intended purpose for choosing these two critical frameworks influenced by poststructuralism is because this epistemological orientation will help to observe, analyse and explain the operation of different discourses and voices, both weak and strong, in the Indian ESL classrooms. To address the second criticism, in this study Rose's (2014 and 2018) Pedagogic Register framework, an analytical framework influenced by Systemic Functional Linguistic theory (Halliday, 1994 & 2004) is used to study the classroom discourse. This language theory believes in the meaning making potential of language and it provides a strong linguistic platform to study the operation of different discourses and voices within the Indian ESL classrooms.

2.3.12 Critical Pedagogy Tradition

Critical pedagogy is an activist tradition that studies the social injustice embedded in the school curriculum, schools, policy documents, classroom practices, teacher education, and textbooks. This tradition is heavily influenced by the Marxist and neo-Marxist theories and it overtly challenges the social inequalities promoted by mainstream school education. Critical pedagogy tradition derives more from Neo-Marxist critical theorists because these theorists identified the role of cultural and media apparatus in manufacturing conditions that aid the functioning of a capitalist economy. Critical pedagogy tradition believes that school education and higher education systems are important cultural and social apparatuses that are used to maintain the different social and gender inequalities in both developed and developing countries. This tradition believes that promoting and practicing radical pedagogy

is the means to fight capitalist education systems and education systems that suppress the voices of the oppressed people. This tradition differs from Critical Discourse Analysis in different ways 1) critical pedagogy tradition studies only the macro societal phenomenon that affects the classrooms but CDA studies both micro and macro processes that construct classroom discourse 2) CDA tradition considers linguistic analysis as an important tool to study discourse but critical pedagogy depends on the interpretative analysis 3) CDA has an eclectic approach and borrows from Poststructuralist, Postcolonial and Neo Marxist traditions but Critical pedagogy tradition is majorly influenced by Neo Marxist tradition. Different scholars have promoted different theoretical concepts to implement critical pedagogy in schools. In the following section, the contribution of these scholars is discussed in detail.

The five concepts developed by Freire (1970) to implement critical pedagogy in classrooms are: 1) Conscientizacao (critical consciousness), 2) Praxis, 3) Dialogue, 4) Codification, and 5) Decodification. Freire conceptualised these concepts from his personal experience in developing the critical literacy of peasants and workers in Brazil. This approach believes that teachers can inculcate critical awareness in learners to question the dominant practices, testing practices which maintain inequalities and false myths of opportunity. This approach believes that first learners should be made aware of different forms of inequalities. During this process, teachers play the role of critical educator to explain the historical and social origin of dominant discourses which constantly reinforce the unequal societal practices in a society. In addition, teachers should train learners to improve their critical consciousness which will enable learners to autonomously question the practices in the society or any other domain. Cultivating critical awareness alone will not end the dominant practices. In addition, learners also should be trained by the teachers to convert that critical awareness into praxis. Dialogue is the medium through which teachers cultivate critical awareness and praxis among students. This process will help students to believe in the

dialogue mechanism to solve the differences within and outside the classroom. Freire (1970) believes that employing a dialogue mechanism will make students depend on logic, reasoning, and equality to solve an issue. Moreover, this approach believes that dialogue is the key process to make young minds resort to peaceful means to voice out their concerns in a democratic society.

Transformation pedagogy (Giroux, 1988) is the further development of Freire's critical pedagogy. Giroux's (1988) transformation pedagogy believes that school pedagogy is never neutral or natural. So, this framework believes pedagogy should be positioned in the political, social, and economic spheres and help students to understand their multilayered identities in the power relationship across all aspects of democratic public life. The main objective of this approach is to promote radical democracy through pedagogic and cultural practices (Kandharaja, 2018). This approach urges teachers to go beyond the traditional form of text and use contemporary cultural genres like newspaper articles, media communication, and music to teach in the classroom. This approach emphasises that school pedagogy should develop both "language of critique" and "language of possibility". In brief, transformation pedagogy will enable the learner to critique and at the same time provide alternative ways to fight the dominant practices. This approach also implicitly believes that practicing transformation pedagogy will enable the learners to develop the idea of democratisation, citizenship, social collectiveness, and ethics. At a broader level, implementing transformation pedagogy in schools will strengthen the idea of liberal democracy and will equip the students to question ritualised democratic practices within and out of classrooms.

Like previous frameworks Engaged pedagogy (Hooks, 1994), Hidden curriculum (Apple, 1990a & 1990b), Multilogical critical pedagogy (Kincheloe, 2008) also emphasise that critical literacy is essential to question gender and class inequalities in society. Engaged

pedagogy believes that inculcating critical awareness will enable women and men to understand the world from a feminist consciousness. Similarly, identifying hidden agendas in the curriculum will enable the learners to understand the class inequalities which are reinforced through the school curriculum and school system (Apple, 1990a & 1990b). Likewise, Multilogical critical pedagogy (Kincheloe, 2008) urges teachers to unravel the dominant practices and discourses which are implemented and practiced in schools all over the globe to maintain the dominance of powerful West bloc countries. This framework believes that developing critical awareness in teachers and learners will enable the teachers and learners to discuss the alternative pedagogic processes, ideological positive, ethical standards, and so on. This critical reflection process will make schools a hub for promoting diverse world views which can effectively counter the monolithic world view promoted by western educational system. In brief, Multilogical critical pedagogy will enable school systems around the world to produce alternative discourses with inclusive and humanistic agendas. All the above discussed concepts, Transformation pedagogy (Giroux, 1988), Engaged pedagogy (Hooks, 1994), Hidden curriculum (Apple, 1990), and Multilogical Critical Pedagogy (Kincheloe, 2008) are developed from Freire's (1970) conceptual tools to implement critical pedagogy. However, all these concepts focus on different aspects of critical pedagogy.

Critical pedagogy tradition brings in an activist orientation to study and transform classroom practices and education systems. This tradition has been developed in different oppressive political conditions so it has an activist approach to understand the classroom practices. Adopting critical pedagogy to understand gendered discourses in Indian ESL classrooms will not enable the researcher to understand the nexus between micro classroom pedagogic processes and macro societal factors that affect classrooms. Moreover, adopting activist theoretical stands will not enable a researcher to understand gendered classroom

discourses from different aspects. Despite these shortcomings, this tradition has highlighted and discussed the pedagogic problems in contemporary school education and their societal implications.

In this chapter, a comprehensive review of the key terms used in this study, relevant literature in the field of gender and language, and classroom discourse are reviewed to identify the research gap. The review of literature locates this study and states the need for this research in the Indian context. Moreover, in this process, different theoretical frameworks are reviewed and few relevant frameworks are selected to study the construction of gendered discourses in the Indian ESL classrooms. These selected theoretical frameworks to study the construction of gendered discourse in the Indian ESL classrooms are discussed in detail in the following chapter.

CHAPTER – 3

THEORETICAL FRAMEWORK

3.1 Introduction

In the previous chapter, the key terms: gender, discourse, gendered discourse, text, identity, and intertextuality & interdiscursivity are reviewed from different perspectives and they are operationalised to critically study gendered discourses in Indian ESL classrooms. By reviewing the literature in gender and ESL classroom research it is identified that there are very few studies that try to address the dynamic construction of gendered discourses in both ESL classrooms and textbooks. It is also evident in the literature that in the Indian ESL context there very few studies that try to under the classroom discourse construction from a discourse perspective. Eight different traditions: 1) education tradition, 2) second language acquisition tradition, 3) conversational analysis tradition, 4) sociocultural tradition, 5) language socialization tradition, 6) functional tradition, 7) critical discourse analysis tradition, and 8) critical pedagogy tradition are reviewed to understand the significance of their contribution to the classroom discourse research. These traditions focused on different aspects of classroom discourses, second language acquisition traditions and older approaches in education tradition exclusively focused on studying the different aspects of learning outcomes. On the other hand, traditions like new approaches in education tradition, conversational analysis tradition, sociocultural tradition, language socialization tradition, and functional tradition focused on both learning outcomes and psychological and social factors that impact the learning outcomes. Traditions like critical discourse analysis and critical pedagogy focus on studying the macro societal discourses which affect the students' ideological beliefs and their relevance for the voiceless sections of the society. This study tries to understand the operation of gendered discourses at three levels of English language

education are: 1) curriculum, 2) textbooks and 3) classroom interactions. To study the operation of gendered discourses it is imperative to study the relation between micro processes and macro societal discourses and how these two processes mutually influence each other. In this study, Gee's (1999 & 2010) and Baxter's (2003) post structural theorisation of discourse influenced by Foucauldian discourse along with Gee's (1999 & 2010) five theoretical tools to study classroom discourses are used to study the macro processes: gendered discourses that operate in curriculum, textbook and classroom interaction. Using Halliday's (1985 & 2014) SFL tools, Martin & Christie's (1996 & 2007) genre tools, Christie's (2003)'s SFL tools to study classroom discourses Rose (2014 & 2018) has developed a pedagogic register framework specific to study the classroom interaction from three metafunctions and genre perspective. In this study Rose's (2014 & 2018) pedagogic register analytical framework and tools are employed to study the operation of micro processes in the construction of pedagogic discourses in the classroom. As discussed above, frameworks employed to understand macro processes are influenced by post structural epistemology and Foucauldian discourse perspective. Similarly, linguistic tools employed to study the micro processes are influenced by Halliday's (1985 & 2014) systemic functional linguistics. Epistemologically, post structural perspective of discourse and systemic functional linguistics believe in multiple perspectives, situated meanings, and meaning making potential of language and discourse. These epistemological compatibilities help in bringing these frameworks under one theoretical framework. By using these frameworks operation of gendered classroom discourses is studied in detail.

3.2 Integration of Gee's Theoretical Tools and Rose' Pedagogic Register Analysis Framework

Macro and micro processes are interlinked processes and they operate simultaneously in the classroom. The interlink between these processes is explained in SFL theorisation through instantiation, realisation and stratification

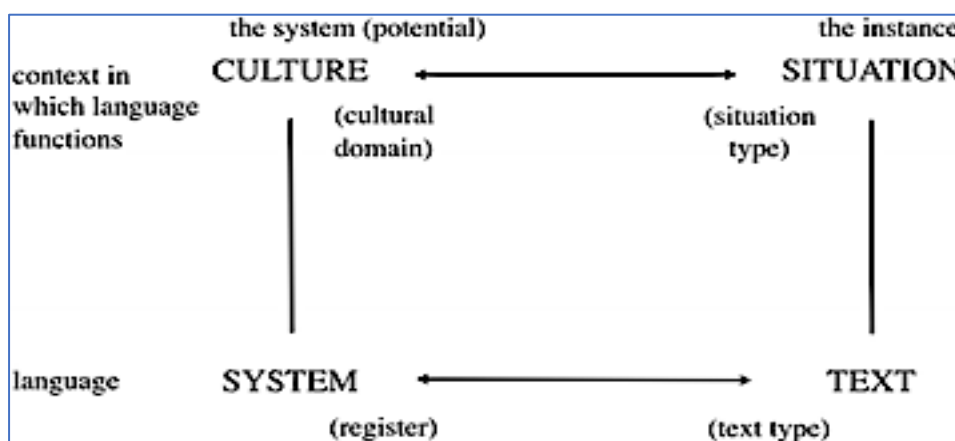


Figure 3.1: Instantiation and realisation in Halliday's SFL (in Hasan, 2009, based on Halliday 1999, p.275)

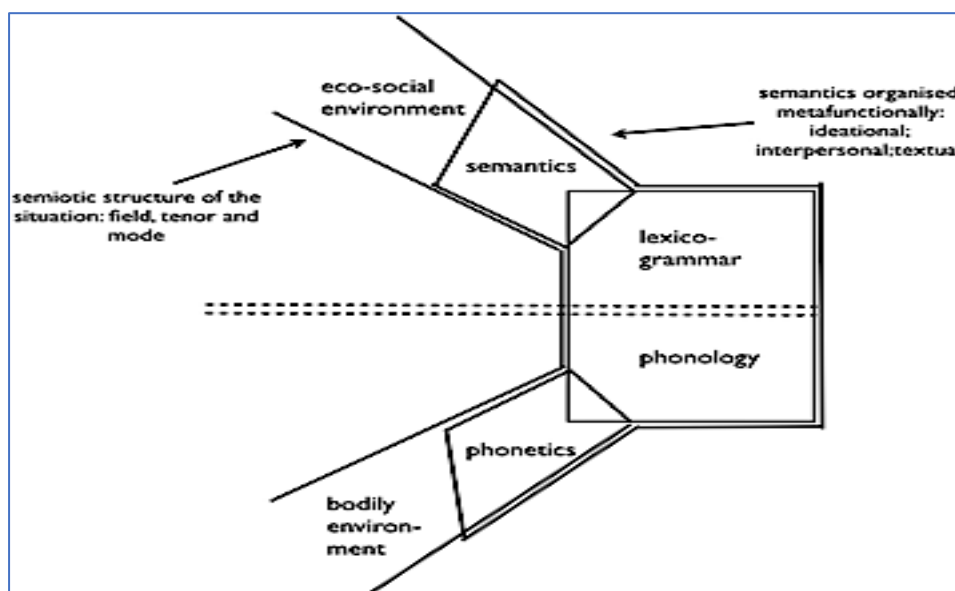


Figure 3.2: Realisation and stratification in SFL theorisation (Halliday, 2003, p.13).

The instantiation and realisation diagram explains how macro processes and micro processes are operating through different systems in the realm of social semiotics. Similarly, the realisation and stratification diagram explains how the macro processes are materialised through language systems in day-to-day life. These two figures explicate the complex meaning making processes involved in transferring the meaning and message from macro

societal discourses to micro semiotic sign systems like language. This transfer of meaning and message is detailed explained in the following diagram.

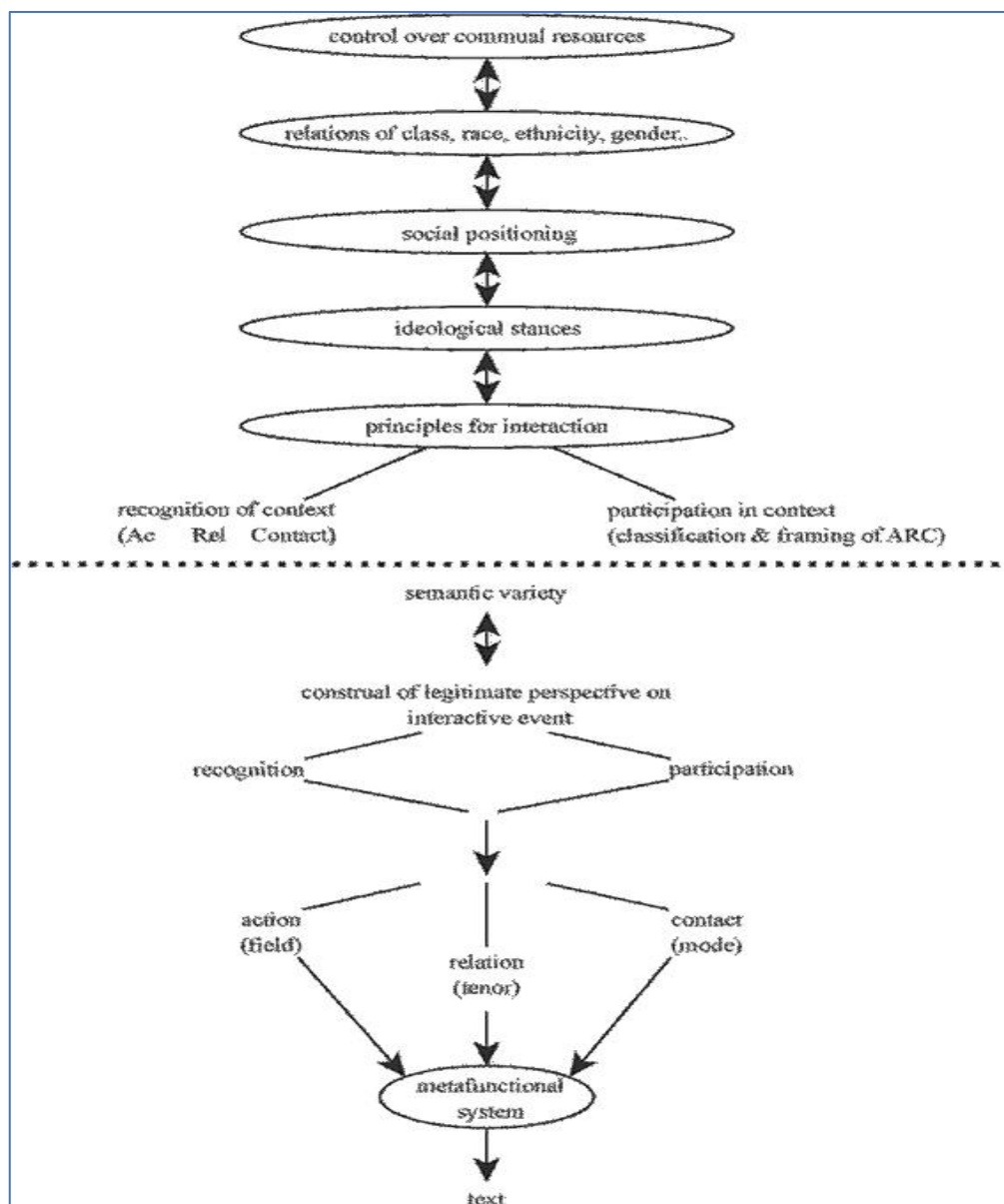


Figure 3.3: From social structure to text-in-context (Hasan, 2016)

The meanings, messages, and perspectives in an individual's or the societal consciousness are constructed through the influence of different societal discourses. These discourses determine the relations of social factors, social positioning, and ideological stance. Then, the meanings, messages, and perspectives in an individual or the societal consciousness are enacted through human communication and realised through metafunctions of semiotic sign systems. The

diagram (3.3) explains the magnitude of the intricate meaning making processes in the construction and realisation of discourses. In this study, to understand the classroom discourse construction from a holistic perspective different analytical tools are used to observe and analyse the macro and micro processes in detail. Gee's (1999 & 2003) five theoretical tools derived from Gee's theorisation of Big 'D' and small 'd' discourses, also intersect with the principles of Baxter's (2003) Feminist Post Structural Discourse Analysis. In brief, these five theoretical tools: 1) the situated meaning tool 2) the social languages tool 3) the intertextuality tool 4) the figured world tool 5) the Big D discourse tool are the tools that advocate the poststructural and postmodern discourse principles of the Gee's (1999 & 2003) and Baxter's (2003) theorisation of discourse analysis. In this study, these five tools are used to study the macro discourse construction processes in both classroom interaction data and textbook data. The functions and purposes of these five theoretical tools are explained in the above section 2.3.11 (p. 61). As discussed in the diagram (3.3), analysis of macro discourse construction in the classroom interaction data and textbook data will provide only a partial understanding of the discourse construction processes. To understand how these macro discourses are realised through the social semiotic systems like language it is essential to study the micro discourse features in detail.

3.3 Pedagogic Register Analysis Tools

In this study, Rose's Pedagogic Register analysis framework (2014 & 2018) is used to study the micro classrooms discourse features that operate through classroom interactions. This framework uses Halliday's (1999, 2003 & 2014) Systemic Functional theory of language and Bernstein's (2000) theorisation of pedagogic discourse, and Martin and Christie's (1997 & 2007) genre theory, an offshoot of systemic functional linguistics. In Rose's analytical framework, classroom discourse or the pedagogic register is studied from three metafunction perspectives they are: a) pedagogic relations, b) pedagogic activities and

c) pedagogic modalities. Studying classroom discourse from these three perspectives helps us understand the knowledge and values constructed in the classroom.

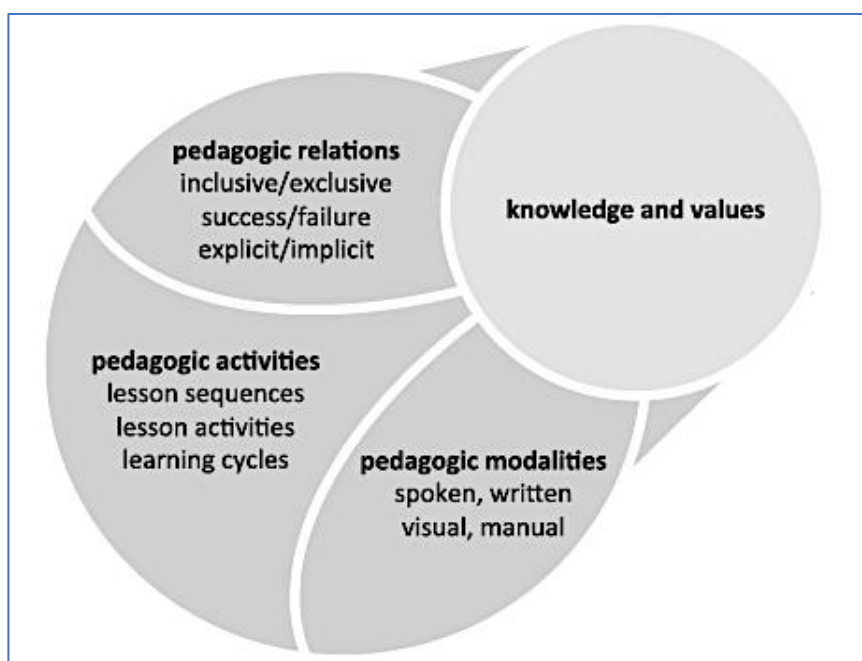


Figure 3.4: Dimensions of a curriculum genre. (Rose, 2014, p.4)

3.3.1 Pedagogic Relations

Pedagogic relations deal with the interpersonal dimension of the teacher and student interaction in the classroom. According to Bernstein, “The relationship basic to cultural reproduction or transformation is essentially the pedagogic relation, and the pedagogic relation consists of transmitters and acquirers”. (2003, p.197-99). The pedagogic relations are an important interpersonal component which aid in the construction of classroom discourse. The pedagogic relations between teacher and students are understood by observing the exchange structures. Rose uses exchange structures provided by discourse semantic system of negotiation (Martin, 1992; Martin & Rose 2007a, 2007b). This exchange system has two general dimensions 1) the roles of the speaker and 2) the types of exchange. The speaker is classified into two roles, they are 1) primary and 2) secondary. The exchange is classified as 1) knowledge or 2) actions and the sub-classification are illustrated below given the diagram.

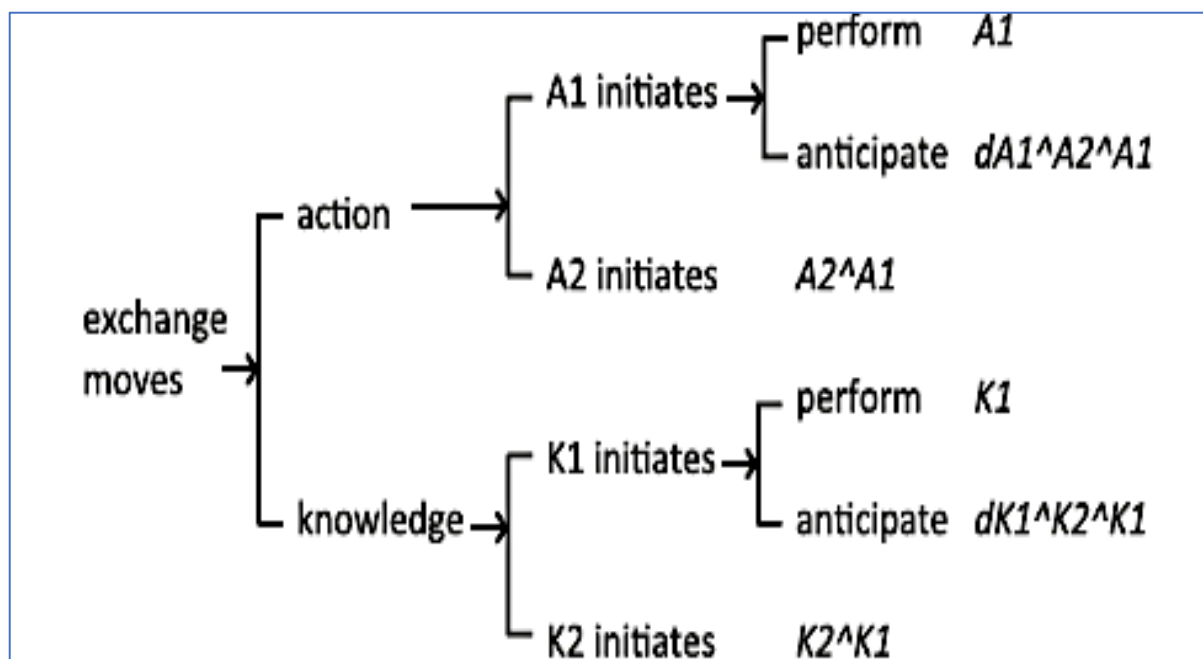


Figure 3.5: Basic options for pedagogic exchange roles (Rose, 2014, p. 8)

The purpose of the action exchange is to perform an action and the one who acts is called the primary actor (A1) and the one who demands or offers the action is called the secondary actor (A2). Similarly, the purpose of the knowledge exchange is the provision of knowledge and the one who provides the knowledge is the primary knower (K1), and the one who receives or demands the knowledge is the secondary knower (K2). This two-dimensional (K1, K2 & A1, A2) exchange structure is a very important element in understanding the pedagogic register analysis. The different types of action exchange structures and knowledge exchange structures are discussed in the tables (3.1& 3.2) given below.

Table 3.1: Classification of action exchanges

S. No	Action Exchanges
1)	A1 (Student or Teacher performs an action)
2)	dA1^A2^A1 Step 1 (dA1) – Student asks permission Step 2 (A2) – Teacher provides permission Step 3 (A1) – Student performs the action
3)	(A2^A1)

	Step 1 (A2) – Teacher directs the student Step 2 (A1)- Student performs the action

Table 3.2: Classification of knowledge exchanges

S. No	Knowledge Exchanges
1)	K1 (Providing information)
2)	$dK1 \wedge K2 \wedge K1$ Step 1 (dK1) – Teacher asks questions Step 2 (K2) – The student provides the answers Step 3 (K1) – Teacher confirms or reject the answers
3)	$(K2 \wedge K1)$ Step 1 (K2) – Student asks question or seeks clarification Step 2 (K1) – Teacher provides an answer or clarifies the doubt

The above classification of action exchanges and knowledge exchanges explains the possible exchange structures in classroom interaction. In pedagogic relations, exchange structures are studied using Interact and Act systems. Along with exchange structures, these two systems are analysed to understand the pedagogic relations in any classroom. In the next sections, these two systems and their functions are discussed in detail.

3.3.1.1 Interact System.

Interact is a system that is used to classify the communication act in classroom interactions. The classification of the communication act in the interact system is conditioned by the asymmetric power equation between teacher and student in the classroom interactions. This classification helps us understand how asymmetric power and institutional authority are enacted in the classroom teaching and learning processes. The interact system is described in the diagram (3.6) given below.

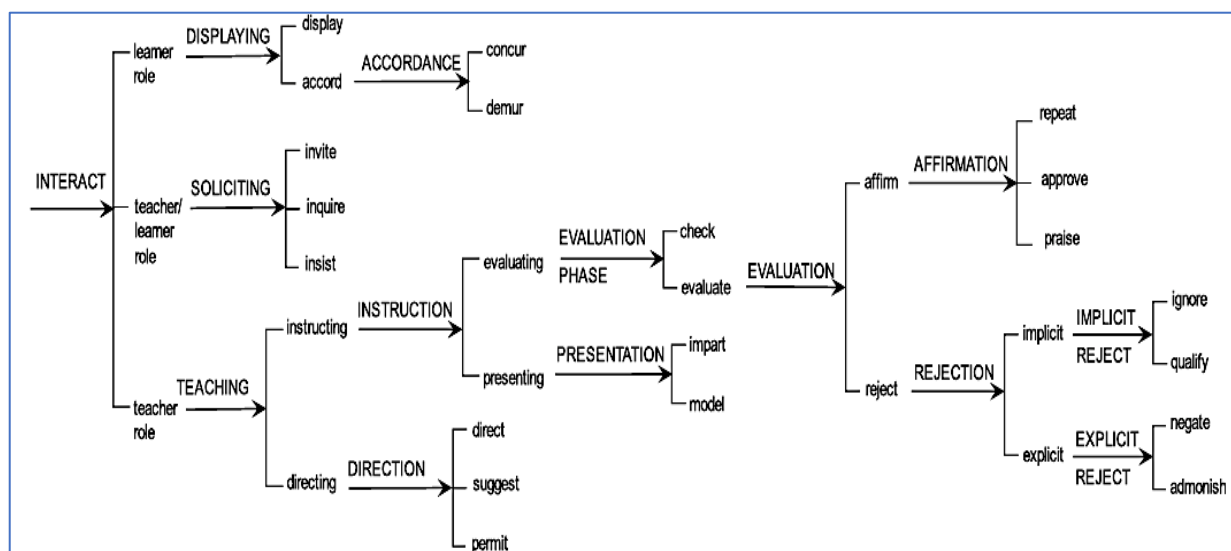


Figure. 3.6 Interact system (Rose, 2018, p.8)

In the interact system, teachers have the authority to present knowledge, evaluate learner's knowledge and direct their action. Learners have the option to display their knowledge in the classroom. Moreover, learners also have the option to concur or demur with the evaluation or feedback provided by the teachers or peers in the classroom. In some instances, both teacher and students solicit certain acts depending on the context. Analysing the classroom interaction from the interact system will help us understand the nature of the relationship between teacher and students and the conversational values practiced in the classroom. In addition to the Interact system, the act system also helps us understand the pedagogic relations in the classroom.

3.3.1.2 Act System.

Act system helps us understand the nature and function of the communication act enacted between teacher and students in acquiring knowledge and values in the classroom. The act system helps us understand the nature of classroom interaction and it can provide information about the nature of knowledge and values discussed in the classroom.

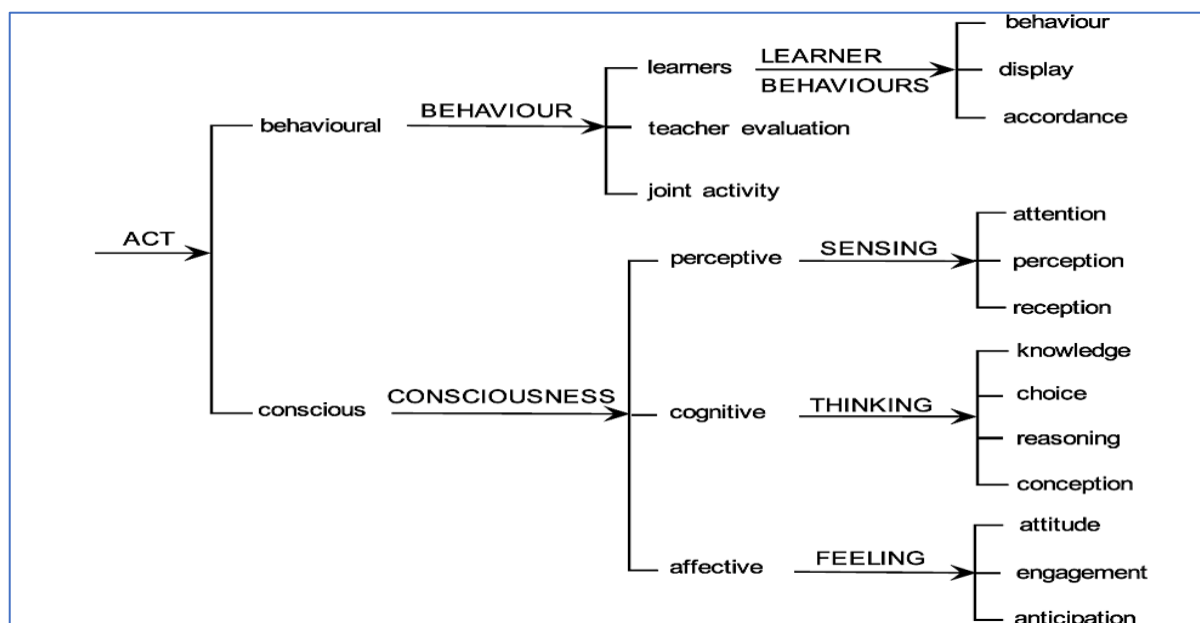


Figure 3.7: Act system (Rose, 2018, p. 9)

The act system is classified into two different acts: 1) behavioural acts and 2) conscious acts. The behavioural acts can be observed directly from their deeds and conscious acts can be inferred from the interaction of the teacher and students. The behavioural acts include students' 1) display of knowledge, 2) accordance with teacher and peers, 3) other physical behaviours, 4) teacher's evaluation, and 5) other teaching and learning activities. The conscious acts are classified into three types they are 1) perceptive, 2) cognitive and 3) effective. The perceptive acts can be recognised by the senses they are 1) visual perception, 2) verbal reception and 3) visual/verbal attention. The cognitive acts are related to the process of thinking and they are classified as 1) knowledge, 2) choice, 3) reasoning, and 4) conception. The affective acts can be identified by their emotional value and they are classified as 1) attitude, 2) engagement, and 3) anticipation. Overall, the act system plays a predominant role in understanding the construction of gender discourses in the classroom.

Pedagogic relations in a classroom are studied using exchange structures, interact systems, and act systems. These systems can provide detailed information about the relation between the teacher and students and how teacher-student interaction shapes the construction

of knowledge and values in the classroom. In addition to pedagogic relations, pedagogic activities and pedagogic modalities need to be studied to understand the construction of gender discourses in Indian ESL classrooms.

3.3.2 Pedagogic Activities

Pedagogic activities are described on a rank scale. Understanding this rank scale aids in analysing the processes of learning and scaffolding in classroom interaction. The highest unit in the rank scale is the ‘lesson’. Each lesson has one or more ‘lesson activities’ and lesson activities form the second unit in the rank scale. Finally, in the rank scale, each lesson activity is composed of one or more learning cycles. This rank explains the processes of disseminating the lesson and processes of learning and scaffolding in the classroom. Each learning cycle is orbital and it has five different phases. The five different phases of learning cycle are Prepare > Focus > Task > Evaluate > Elaborate. Figure (3.8) illustrates the rank scale of pedagogic activities.

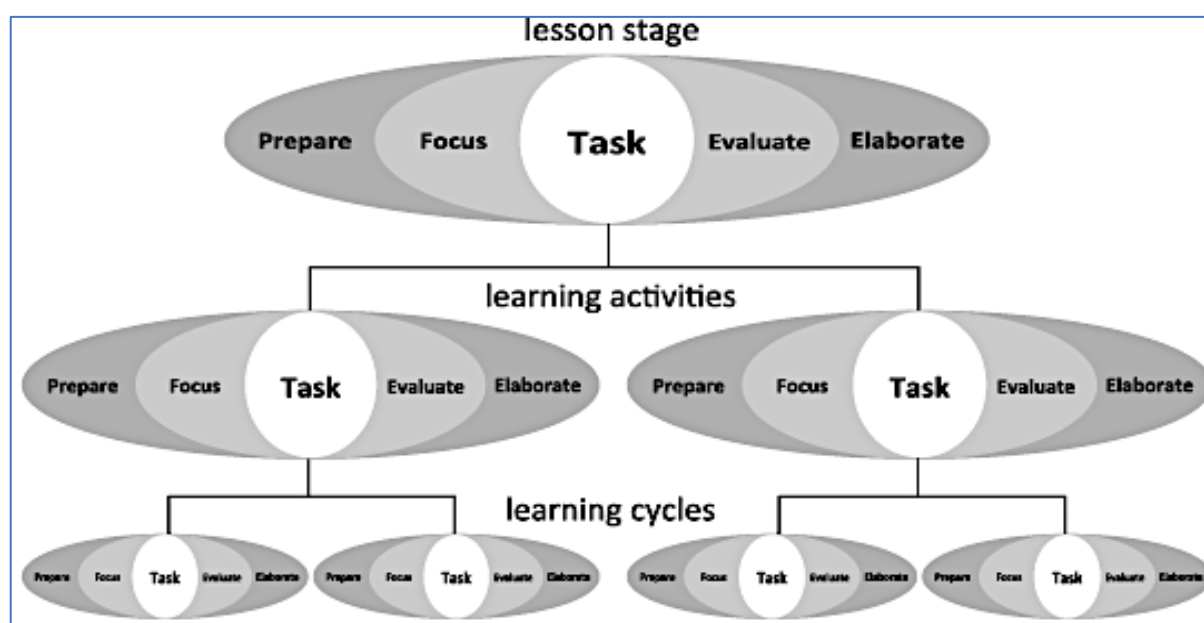


Figure 3.8: Lesson stage (Rose, 2014, p. 9)

The orbital nature of this rank system helps in understanding the micro learning processes operating in each pedagogic activity. Moreover, this cyclic pattern is instrumental in making

claims about the effectiveness of the classroom teaching and learning practices used in the classroom.

3.3.2.1 Cycle Phases.

In this orbital cycle, the five phases (Prepare, Focus, Task, Evaluate, and Elaborate) are be classified into two types they are the nucleus and marginal (Rose, 2014 & 2018). Focus, task, and evaluate form the part of the nucleus because they are essential phases of the learning cycle and prepare and elaborate from the part of marginal because they are optional phases of the learning cycle. In the ‘Prepare’ phase teacher introduces the concept, theme, character, or familiarises a language item to the students. This phase is optional for the teachers sometimes they enact it and sometimes they omit it. In the ‘Focus’ phase teacher specifies the item or theme or event to be focused on by questioning or stating in the class. In the ‘Task’ phase the knowledge is constructed or acquired or restated or reaffirmed through different teaching and learning techniques. In the next phase ‘Evaluate’ the teacher evaluates the students’ responses by reaffirming or rejecting or restating or paraphrasing techniques. In the final phase, the teacher can choose to elaborate or can omit this phase. All these phases play an important role in the construction and transmission of knowledge in the classroom. The cyclic pattern of these phases can provide us different detailed insights into the tools and processes involved in the construction of classroom discourses in the ESL classroom. Moreover, the sub-classification of each of these phases is group into a system called ‘Cycle Phases’. The ‘Cycle Phases’ system is explained in figure 3.9 given below.

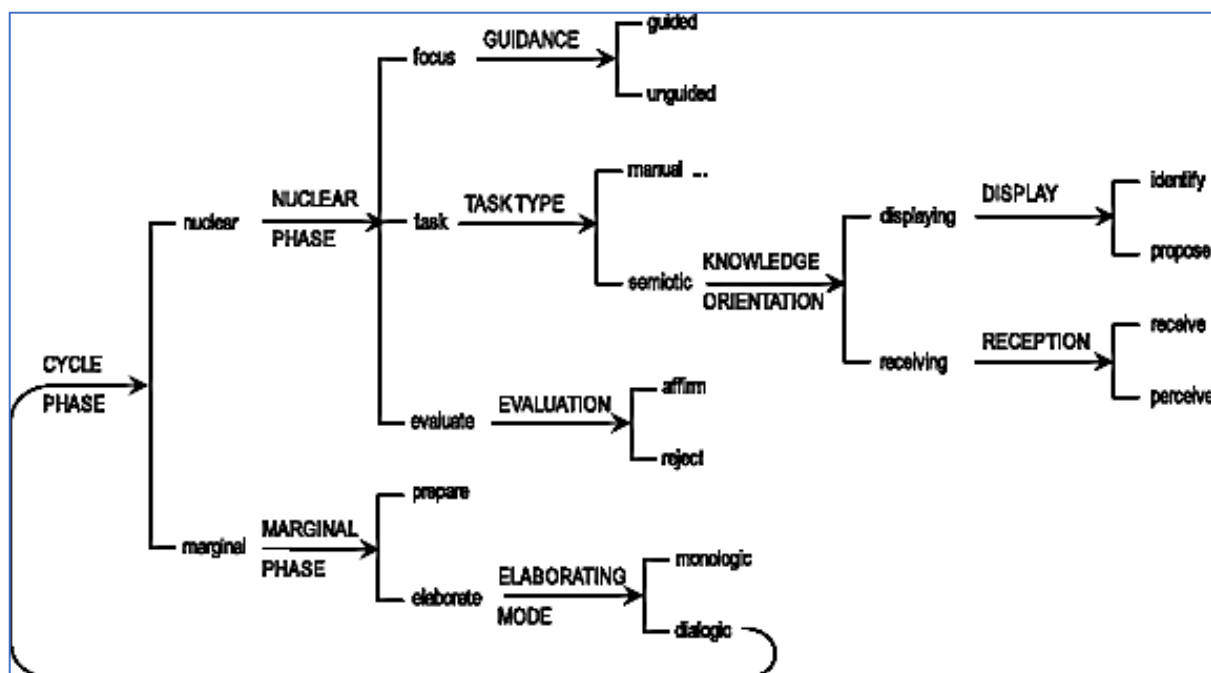


Figure 3.9: System of Cycle Phases (Rose, 2018, p.23)

In the Cycle Phases system, each of the phases is future elaborated into subsystems to map and observe the teaching and learning processes used in the classroom. In this study, using the Cycle Phases System teaching and learning techniques employed in the classroom are observed, and how these techniques to aid in the construction of gender discourses in the ESL classroom are studied in detail. Like the Cycle Phases system used to understand teaching and learning processes, ‘Matter System’ is used to understand the nature of knowledge discussed in the classroom. Both ‘Cycle Phases System’ and ‘Matter System’ are important tools to understand the pedagogic activities used in the classroom.

3.3.2.2 Matter System.

In a classroom, the lesson focuses on knowledge about the field (Content) and the language. Matter system provides the system to categorise the knowledge and track the flow of knowledge discussed in the classroom. As mentioned earlier, this system helps us understand the nature of knowledge and classify the knowledge discussed in the classroom. The figure (3.10) given below explains the matter system in detail.

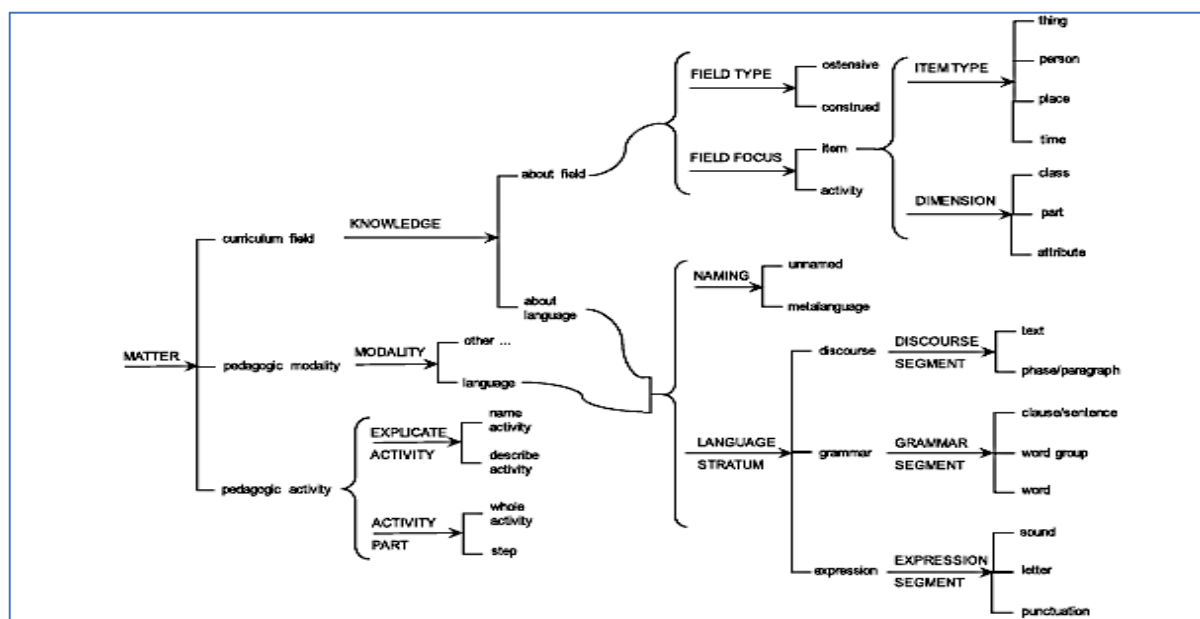


Figure (3.10) Matter system (Rose, 2018, p.24)

In addition to knowledge, this system also provides information about the pedagogic modalities and names the pedagogic activities. In this system, knowledge is categorised as 1) about the field and 2) about language. The field is further categorised into 1) field type and 2) field focus. Matter system plays an important role in understanding the pedagogic activities implemented in classrooms. ‘Matter’ and ‘Cyclic Phases’ systems play a vital role in tracking the orbital processes through which the knowledge, values, and information about the language are taught, transferred, negotiated, and resisted. Understanding pedagogic activities using these systems will provide a comprehensive perspective about the pedagogic activities implemented in the classroom. In this study, these systems are used to understand how pedagogic activities shape the gender discourses in Indian ESL classrooms.

3.3.3 Pedagogic Modalities

Pedagogic modalities deal with the resources to bring meaning into each move. The sources for bringing meaning into each move are environment, recorded (textbooks and other print materials), audio-visual material, and teacher and student knowledge. In pedagogic modalities, sources are categorised into three systems they are Record, Environment, and

Speaking. Under these three systems, all the sources that bring meaning into interactional moves are grouped. In addition to the type of sources, these three systems also help us label how these sources are sourced in the classroom. In other words, how these sources are operationalised in the Indian ESL classrooms can be mapped using the above mentioned three systems. In brief, pedagogic modalities analyses both the ‘source’ of the meaning and mode of ‘sourcing’ in the classroom. In the below sections, each system is discussed in detail.

3.3.3.1 Environment Source.

The environment source refers to the materials, things, and natural objects that are available in the immediate environment and used by the teacher in teaching and learning activities are termed as the environment. The system also describes how it is sourced in the classroom. The figure given below illustrates the source and sourcing of the environment sources in detail.

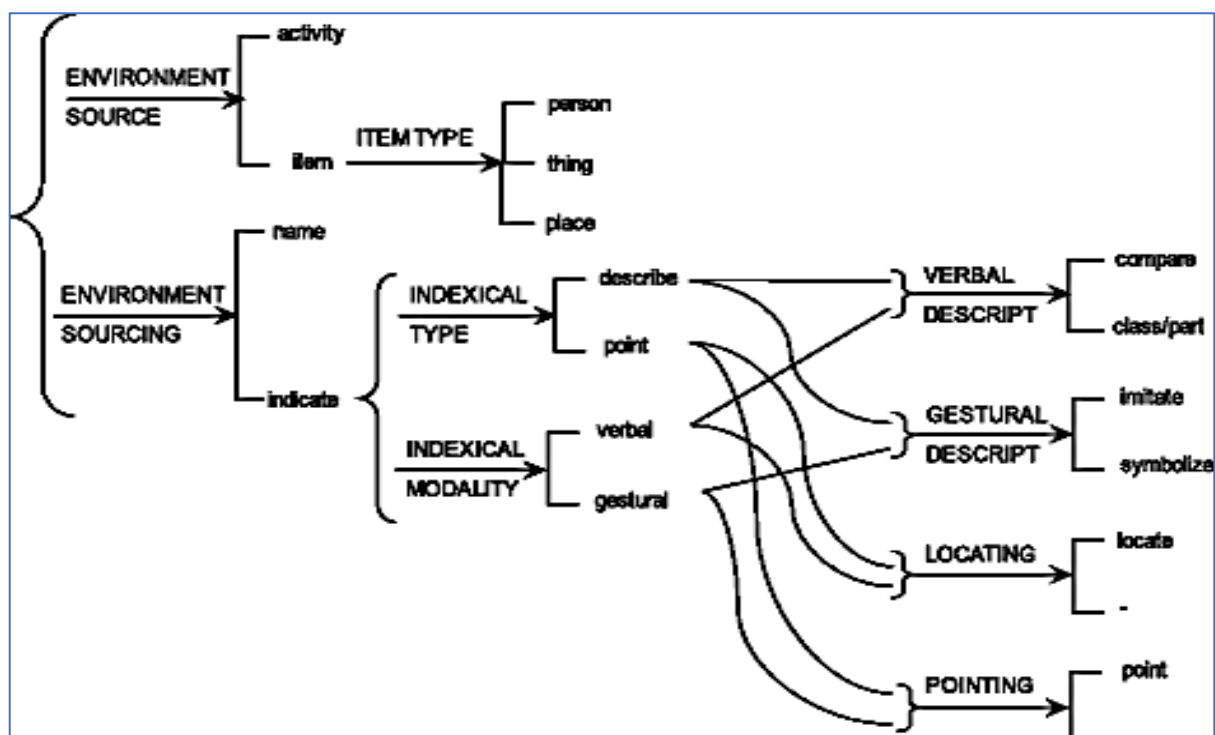


Figure: 3.11. Environmental sources (Rose, 2018, p.13)

The above system explains the ways to categorise the environmental sources. Use of the environmental sources indicates that the teacher makes use of the sources in the environment to teach the lesson.

3.3.3.2 Record Source.

The record source refers to the textbooks, audio, videos, and other print and multimedia materials used to teach in the classroom. The recorded source is the most predominately used in ESL classrooms. The recorded source system provides details about the record type, modality, and access. All these functions can help us understand the pedagogic role of the record source. The figures (3.12 & 3.13) given below illustrates the record sources in detail.

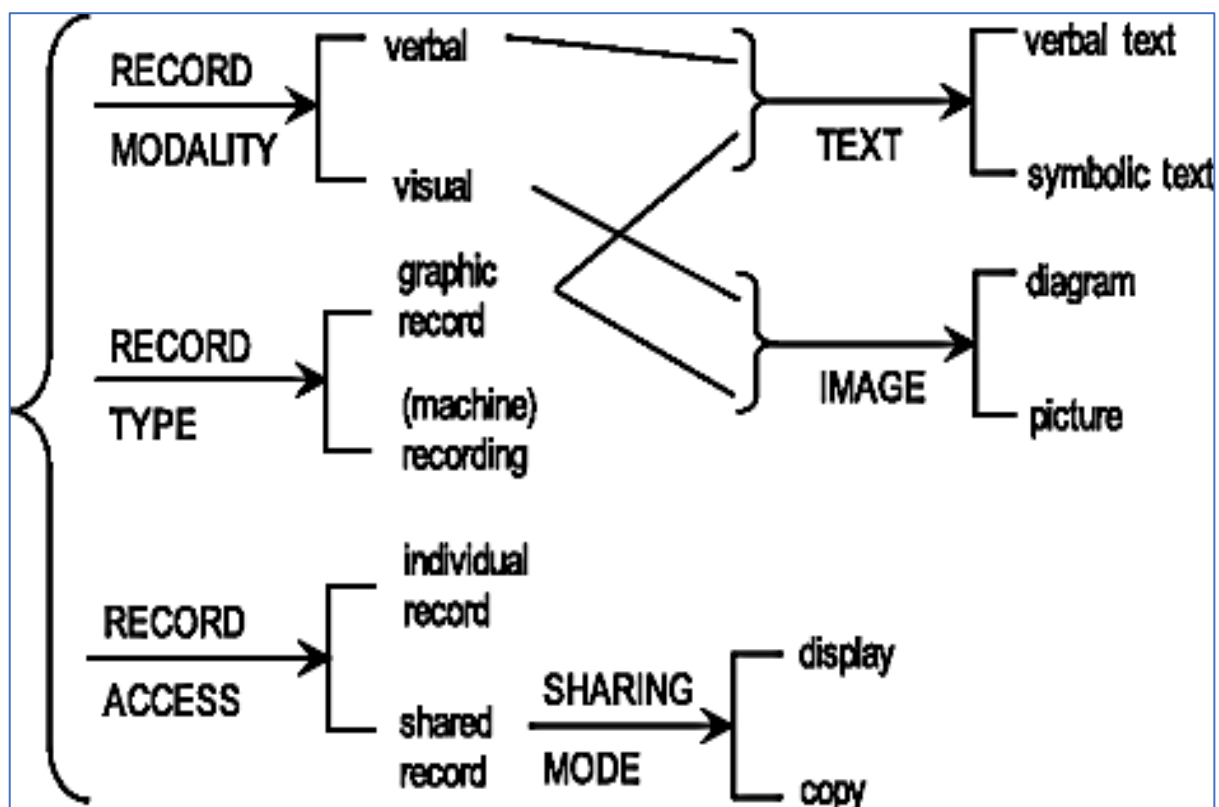


Figure 3.12: Recorded sources system (Rose, 2018, p.15)

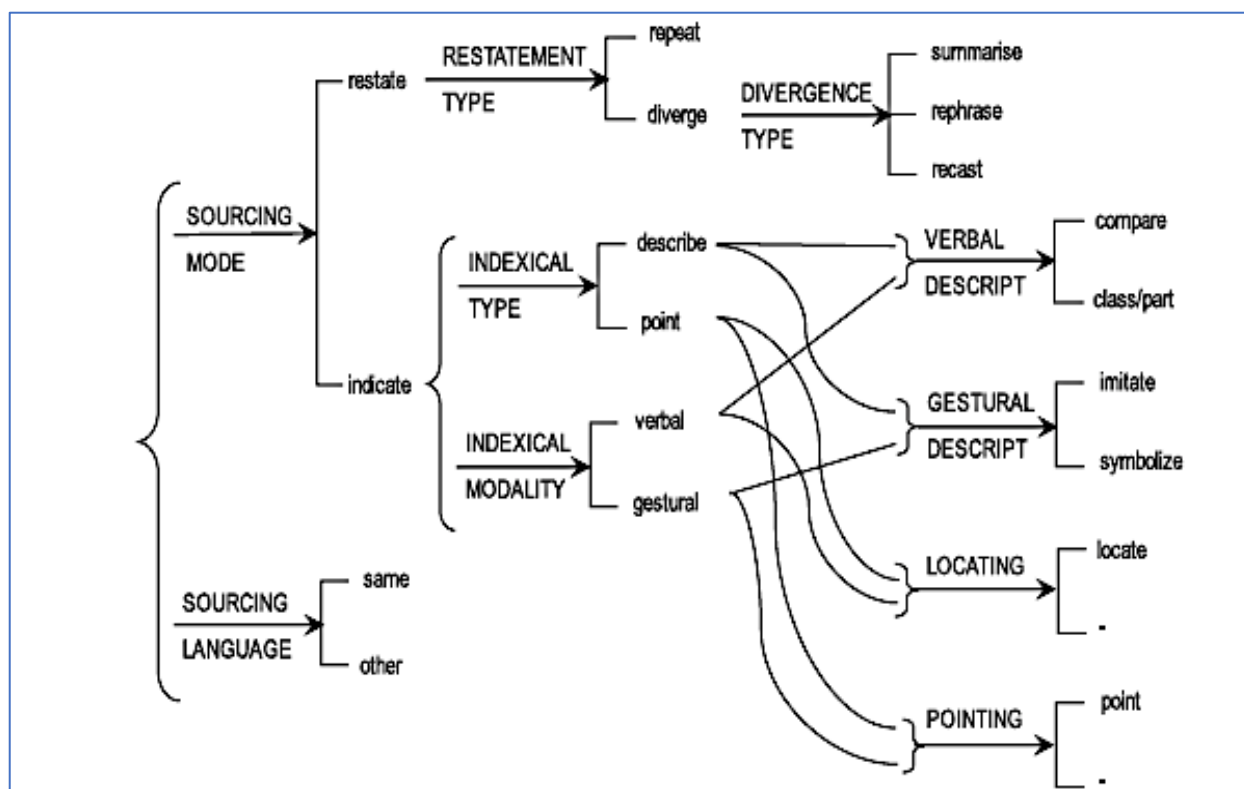


Figure 3.13: Record sourcing system (Rose, 2018, p.15)

Figures (3.12 & 3.13) explain the types of recorded sources. The figures explain how these recorded sources are sourced in the classroom. The record source system is explained in detail because it is an important pedagogic source in any classroom.

3.3.3.3 Speaking Source.

The speaking source refers to the teacher's and students' knowledge used in classroom teaching. In the classrooms, the knowledge brought by the teacher and students plays an important role in the teaching learning processes. Using the speaking source system, the types of speaking sources and mode of their sourcing can be elaborately explained. The figure (3.14) given below will illustrate the speaking source in detail.

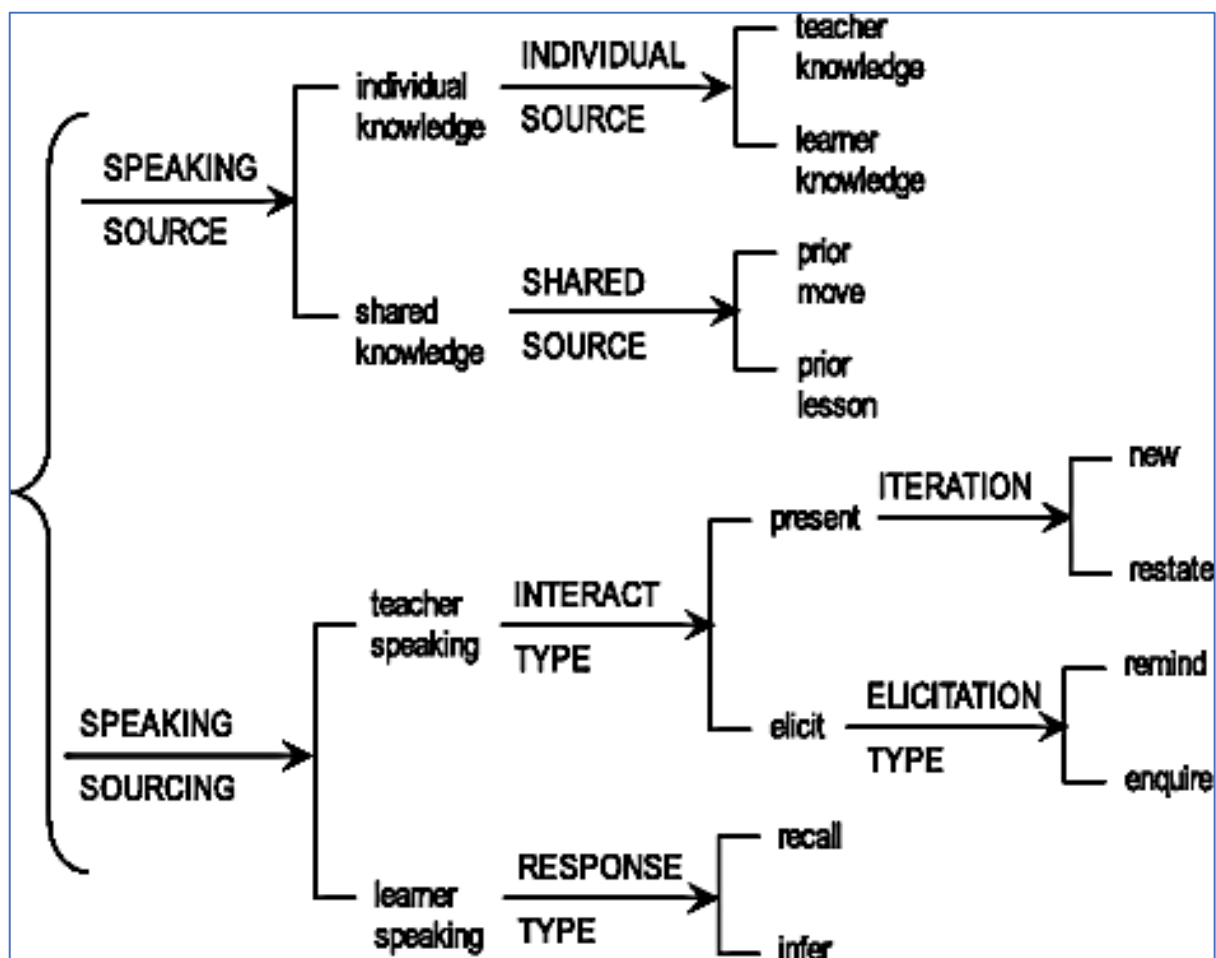


Figure 3.14: Speaking sourcing system (Rose, 2018, p.16)

The above figure explains how teacher's and students' knowledge functions as an important pedagogic source. The knowledge brought by the teachers and students immensely contributes to the construction of classroom discourses. In this study, pedagogic modalities are studied to understand the role of recorded, environment, and speaking sources in the construction of gendered classroom discourses in Indian ESL classrooms. In brief, Rose's (2014 & 2018) pedagogic register analysis helped to understand the micro components of classrooms that contribute to the meaning making processes. This framework also helped in understanding the knowledge and values discussed in ESL classrooms. Employing this framework to study classroom interaction has enabled the researcher to understand how knowledge and values generated in the classroom directly contribute to the construction of gendered discourses.

In this chapter, the theoretical frameworks used in this study are explained in detail. Gee's tools and Rose's pedagogic register analysis tools are presented in detail. Moreover, the congruence between Gee's discourse analysis and Rose's pedagogic register analysis is mapped out. In the next chapter, the methodology of the study and the data collection process are explained in detail. In addition, how the data will be analysed using these theoretical frameworks is discussed in detail.

CHAPTER - 4

METHODOLOGY

4.1 Introduction

Classroom discourse research has a long research tradition, and it is studied in different disciplines using different methodological approaches. Predominant quantitative approaches are code analysis and frequency analysis; these quantitative approaches have fallen out of favour because they fail to explain the complexity of a classroom. The most popular qualitative approaches to studying classroom discourses include conversation analysis, ethnography, micro ethnographic analysis, corpus analysis, discourse analysis, and critical discourse analysis. This study uses a critical discourse analysis framework to study the gendered discourses in classroom interactions and textbooks. An exploratory research design is adopted for this study to provide an in-depth description and analysis of gendered discourses in two Indian ESL classrooms and VIII grade ESL textbooks. In this chapter, the research questions, research design, data collection tools, data collection procedures and data analysis processes are explained in detail.

4.2 Recapitulation of Research Questions

As stated in the Introduction chapter, the following research questions guided my inquiry into the study of gendered discourses in Indian ESL classrooms. The study aims to:

- 1) How does classroom interaction of class ‘A’ and ‘B’ construct gendered classroom discourses?
- 2) How does the content of ESL textbooks construct gendered classroom discourses in class ‘A’ and ‘B’?
- 3) How do macro educational processes impact the construction of gendered classroom discourses in ESL classrooms?

To carry out the listed objectives, in this study qualitative research methodology and exploratory research design are employed. This methodology will enable the researcher to qualitatively analyse the data to study gendered discourses in classroom interactions and textbooks. In the following sections, research methodology and research design are discussed in detail.

4.3 Research Methodology

This study employs qualitative research methodology for the following reasons: 1) to take a close look at the data 2) to account for the social and cultural factors that influence gendered discourses 3) to account for the multiple realities that shape the gendered discourses (Rampton, 2006; Holliday, 2010). Each of these factors are discussed in detail in the sections below. Traditionally, qualitative research provides a detailed description of the data. In this study classroom discourses are critically evaluated and described in detail to understand the operation and construction of gendered discourses in the classroom and textbooks. This detailed description enabled the researcher to explain the different aspects that contribute to the operation of gendered classroom discourse to unpack the multiple layers of the meaning making process which construct the gendered discourse in classroom and textbooks. The detailed description of classroom discourse is carried out using Rose's (2018 & 2014) pedagogic register tools and Gee's (2010) discourse analysis tools. These tools enabled the researcher to look closely into the micro and macro factors that contribute to the operation and construction of gendered discourses.

Qualitative research methodology enabled the researcher to explore the social and cultural factors that impact the operation and construction of gendered discourses in classroom interaction and textbooks. The exploratory research design and detailed discourse analysis helped to investigate how different cultural and social factors impact the operation of

gendered discourse in ESL classrooms and influence the construction of gendered discourse in classroom interactions and textbooks.

As discussed in the theoretical framework chapter, Baxter's (2008) and Gee's (2010) critical discourse analysis approaches adopt poststructuralism principles, and that multiple realities construct different discourses. The critical discourse framework employed in this study facilitated exploration of the realities experienced by boys and girls in their everyday school life and its impact on the operation and construction of gendered discourses.

4.4 Research Design

This study adopted naturalistic exploratory research design because it is appropriate for observing the discourses in the classroom without any intervention. Naturalistic observation is an extremely useful research design to study the social, cultural, and institutional factors that affect the flow of discourses in the classroom. This research design does not start the data collection with assumptions; instead, it derives patterns in discourses through observation. Naturalistic exploratory research design is employed in this study because it is believed that complex operation and construction of classroom discourses can be studied in detail only by observing classroom interaction. The data collection sources include 1) classroom interactions 2) ESL grade VIII textbooks and 3) NCF 2005 curriculum documents. The classroom interactions between teacher and students are naturalistically recorded and analysed to understand the operation and construction of gendered discourses in the classroom. The ESL grade VIII textbooks are analysed to understand the construction of gendered discourses in textbooks. The National curriculum framework (NCF) 2005 and other related curriculum documents are analysed to understand how curriculum developers understand the concept of gender, gendered discourse, other related gender, and classroom related issues. The data collected from three different sources are analysed to understand the

gendered discourses in the Indian ESL classroom. The process of data collection, data processing, and data analysis is explained in the following sections.

4.5 Research Site

In this section, the school profile, teacher profile and student profile are presented to facilitate understanding about the research site. Understanding the research site in detail will aid the critical discourse analysis of gendered classroom discourses.

4.5.1 School Profile

4.5.1.1 Location.

4.5.1.1.1 Kendriya Vidyalaya.

The Kendriya Vidyalayas are a system of central government schools in India that come under the Ministry of Human Resource Development (MHRD). The Kendriya Vidyalaya is a day school from Grade I to Grade XII. Kendriya Vidyalaya, HCU is located inside the University of Hyderabad campus surrounded by the university's staff quarters. The school's surrounding is mostly peaceful and calm. Majority of the students come from the surroundings of the campus locality. The school functions from 8.30 am to 2.30 p.m. Before 2013, this school was known as the "University of Hyderabad Campus School" and was later converted to Kendriya Vidyalaya on the 1st of April 2013.

4.5.1.1.2 Jawahar Navodaya Vidyalayas.

Jawahar Navodaya Vidyalaya (JNVs) is a system of co-educational residential schools in India affiliated with the Central Board of Secondary Education (CBSE) with classes from VI to XII. They are run by Navodaya Vidyalaya Samiti, New Delhi, an autonomous organisation under the Ministry of Human Resource development. JNVs are specifically tasked to find talented children in rural areas of India and provide them with an

education equivalent to the best residential school system, irrespective of their family's socio-economic condition.

Jawahar Navodaya Vidyalaya, Gachibowli was established in 1987. It is one of the 596 JNVs established all over India, one in each district. The Jawahar Navodaya Vidyalaya, Gachibowli is spread over 30 acres of land. The JNV studied in this research is in a village called Gopanpally. The rapid growth of the IT sector in Hyderabad gave rise to many residential apartments around the school campus. This JNV is located very close to the University of Hyderabad. This school has a closed campus surrounded by a green environment. The school functions from 9.00 am to 3.00 p.m.

4.5.1.2 Curriculum.

4.5.1.2.1 Curriculum in KV.

Kendriya Vidyalaya, HCU follows the CBSE curriculum and NCERT textbooks. The English textbooks used for Grade VIII are titled 'Honeydew' and 'It So Happened'. In this school, the teacher made the effort to implement the activities recommended in the books. Students are also separately graded for their aural and oral activities.

4.5.1.2.2 Curriculum in JNV.

Jawahar Navodaya school, Gopanpally follows the CBSE curriculum and NCERT textbooks. The English textbooks used for Grade VIII are 'Honeydew' and 'It So Happened'. In this school, in addition to textbook activities, the teacher involved students in more learning activities like enacting a skit, poem recitation, etc. Residential school setup also enabled the English teacher to involve students in more learning activities.

4.5.1.3 School Ethos.

4.5.1.3.1 School Ethos in KV.

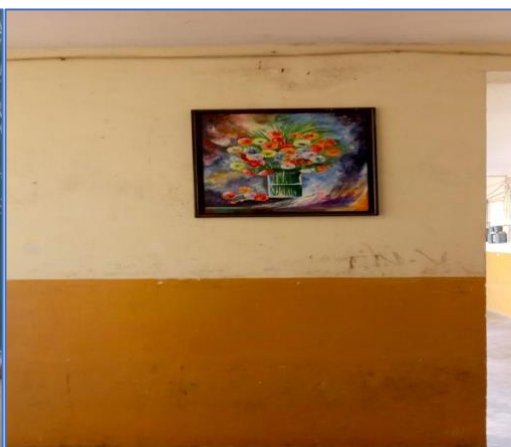
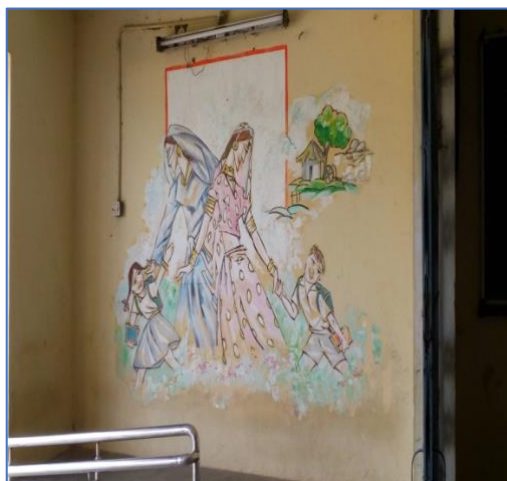
KV schools come under the direct mandate and influence of Indian central government policies. This KV school tries to educate students about the relevance of important days observed by the central government. For example, this school celebrates the week of vigilance and spreads awareness about the malice of corruption in society. Similarly, on many occasions, the school has organised short events or programs for students to inculcate the importance of these days and to showcase how these concepts contribute to nation building. In school corridors, students' participation in extracurricular activities is displayed on the wall. The following photos illustrate how school activities are influenced by government policies and schemes.



4.5.1.3.2 School Ethos in JNV.

Jawahar Navodaya schools focus more on inculcating the innate talents of rural students and they conduct school activities to cherish the philosophy of Indian unity in diversity. JNV, Gopanpally organises more activities related to arts. The residential nature of the school enables the students to participate in more team and pair activities. In JNV, Gopanpally the school corridors are decorated with the paintings drawn by the current and

old students of JNV. The pictures mostly depict the secular views, different Indian lifestyles, and nature themes. The JNV school engages students with more socioculturally oriented themes.



4.5.1.4 Daily Activities.

4.5.1.4.1 Daily Activities in KV.

In KV school, HCU campus, school assembly is an everyday event and each class gets a chance to conduct the assembly on a rotation basis. Class teachers take the responsibility of preparing the students for the morning assembly. The school also has the culture of celebrating the national days with much seriousness. For example, “National Vigilance Week.”, “National anti-corruption day” and “UN day” are observed in the school. On some important days, students participate in competitions or rallies within the University of Hyderabad campus to create awareness about that day. In addition, at the entrance of the school, there is a board for daily news. Every day, local, national, and international news is written on the board. Apart from these activities, the school also gives importance to different sports activities, scout activities, and drills.

In this school, English class is the first period of the day. The English teacher Mr. Yadagiri (Pseudonym) is also the class teacher for Grade VIII. So, usually, the English class teacher briefly discusses the message delivered by the school Principal in the assembly and delivers some instruction as a class teacher. Then Mr. Yadagiri executes his day’s plan for the English class.

4.5.1.4.2 Daily Activities in JNV.

In JNV Gopanally, a general school assembly happens once a week. Being a residential school this school functions differently. JNVs have four residential houses: Shivalik, Nilgiri, Udaigiri, and Aravali. Each house consists of a group of children effectively led by the teacher in charge called House Master, who will act as a parent, guide, and mentor for every member of the house. Residential houses play an important role in the day-to-day activities of the students in JNV. Students carry out their study activities in the evenings with

their respective house members. In this school, English class is the fifth or seventh period of the day. The English teacher Ms. Lakshmi (Pseudonym) starts the class by revising the previous day's activities. Occasionally, the teacher also instructs the English club activities.

4.5.1.5 Co-curricular Activities.

4.5.1.5.1 Co-curricular Activities in KV.

In KV, every week there is a separate period for arts and co-curricular activities. During the period of study, Grade VIII students participate in co-curricular activities like painting, clay modelling, speech, art from waste, and debate. The common themes for these activities are 'Swachh Bharath', 'Haritha Haram', 'Corruption is a social evil' 'Bathukamma', and 'Mission India 2020'.

4.5.1.5.2 Co-curricular Activities in JNV.

In JNV, there are club activities organised by each subject teacher for juniors, seniors, and super seniors to engage the students outside the normal class hours. Students prepare and participate in these group activities according to their houses: Shivalik, Nilgiri, Udaigiri, and Aravali. The common themes for these activities are "World peace", "Ugadi Celebrations", "United Nations", "Unity in Diversity" and "Nature". In JNV it can be observed that topics are selected from different subjects.

4.5.2 Students' Profile

The students of Grade VIII of B section from KV and the students of Grade VIII of A section of JNV participated in the study as the respondents.

4.5.2.1 Student Profile in KV.

In total, 17 girls and 18 boys took part in this study. Before 2013, this school was known as the "University of Hyderabad Campus School" and was later converted to Kendriya Vidyalaya on 1st April 2013. The history of the school has a bearing on the

students' profile as well. Most of the students come from middle-class or lower-income family backgrounds. Even though this school is recognised as a KV school, only lower grade employees' children get enrolled in this school. Most of the students are not proficient in English and interaction between students inside and outside the classroom is mostly in Telugu.

4.5.2.2 Student Profile in JNV.

In total, 16 girls and 25 boys took part in this study. In this class, most students from rural backgrounds are admitted to this school, and they are from middle-class or lower-income family backgrounds. A considerable number of students' parents are farmers. Students in JNV are highly motivated, and they participate in many activities. During classroom discussions, students are motivated to speak in English to their teachers and peers. Outside class hours, Telugu, Hindi, English, and Lambada are the most predominant language of communication between peers. JNV has streamlined extracurricular activities to cater to the needs of the residential students.

4.5.3 Teacher Profile

Mr. Yadagiri (Pseudonym) works as an English teacher in KV, HCU school and Ms. Lakshmi (Pseudonym) works as an English teacher in JNV, Gopanpally school. These two teachers teach English to the eighth-grade students in their respective schools.

4.5.3.1 Teacher Profile in KV (Mr. Yadagiri).

Mr. Yadagiri's qualifications are a Master's degree in English and a B.Ed. in English. In addition, he has cleared the Central Teacher Eligibility Test (CTET). It is an essential qualifying exam to teach in the school run by the Union Government. Mr. Yadagiri has eight years of teaching experience. He is highly motivated to attend teacher education workshops

and other academic events related to English language teaching. He aspires to clear the National Eligibility Test (NET) and do a Ph.D. at a reputed university.

4.5.3.2 Teacher Profile in JNV (Ms. Lakshmi).

Ms. Lakshmi's qualifications are an M. Phil degree in English Literature, an MA in English Literature, and a B.Ed. in English. She has been working with JNV schools for the past 13 years. She is highly interested to teach both English literature and language. She regularly attends teacher training sessions organised by Jawahar Navodaya National Training Centre. She looks forward to integrating new English language teaching concepts in her classes.

4.6 Data Collection Tools

In this study, three data collection tools used are 1) video recording of classroom interactions 2) focus group interviews with students, and 3) interviews with teachers.

Table 4.1 Data collection tools to used to study gendered discourses		
Data collection tools	Purpose	Type of data
Video recordings of classroom interaction	To understand the operation and construction of gendered discourses in ESL classrooms.	Qualitative data. Classroom interactions are qualitatively studied to understand the operation and construction of gendered discourse in ESL classrooms.
Focus group interviews with students	To understand students' perspectives about the gendered discourses in ESL classrooms.	Qualitative data. Interview data is qualitatively analysed to understand students' perspectives about the operation and construction of gendered discourses in ESL classrooms.
Interview with teachers	To understand students' perspectives about the gendered discourses in ESL classrooms.	Qualitative data. Interview data is qualitatively analysed to understand teacher's perspectives about the operation and construction of gendered discourses in ESL classrooms.

In Table 4.1 three data collection tools employed to collect data from the two ESL classrooms are presented. The video recordings aided in understanding how discourses are embedded in classroom interactions. The video recordings are the primary source of data to study gendered discourses in the classroom, qualitative data from students' focus group interviews and teacher's interviews are corroborated with the findings of classroom data to get a holistic perspective about the operation and construction of gendered discourses. The detailed stages in the data collection process is explained in detail in the following sections.

4.7 Research Plan

As described earlier in this study there are three sets of data sources: 1) Set -1: data collected from the classroom interactions and interviews with students and teachers 2) Set -2 "Honeydew" and "It So Happened" ESL textbooks designed by NCERT and used in our research sites and 3) Set-3 National Curriculum Framework 2005 and six other position papers of NCF 2005 framed by Union Government of India. These three data sets contributed to the holistic understanding of gendered discourses in Indian ESL classrooms.

Table 4.2 Types of data and three sources of data to study gendered discourses			
Type of data	Set-1	Set-2	Set-3
Primary data	1) Video recording of classroom interaction 2) Focus group interview with students Interview with teachers	"Honeydew" and "It So Happened" ESL textbooks designed by NCERT	National Curriculum Framework 2005 and six other position papers of NCF 2005

Table 4.2 explains the three sets of data that are collected for this study. In set-1, the classroom data are triangulated with students' and teachers' interviews data for a holistic picture of gendered discourses in ESL classrooms. The other two sets of data also contributed to understanding the gendered discourses in the ESL classroom.

Table 4.3 Data analysis frameworks to analyse the data			
Research objectives	Data set	Data collection tools	Data analysis frameworks
How does classroom interaction of class ‘A’ and ‘B’ construct gendered classroom discourses?	Set -1	1. Video recording of classroom interaction 2. Focus group interview with students 3. Interview with teachers	Rose’s (2014 & 2018) pedagogic interaction (interpersonal metafunction) framework.
			Thematic critical discourse analysis of interviews
How does the content of ESL textbooks construct gendered classroom discourses in class ‘A’ and ‘B’?	Set – 1 & 2	1. Video recording of classroom interaction 2. Focus group interview with students 3. ESL Textbooks are manually downloaded from the NCERT website and analysed.	Rose’s (2014 & 2018) pedagogic activities (ideational metafunction) & pedagogic modalities (textual metafunction)
			Gee’s (2010) discourse analysis tools
			Thematic critical discourse analysis of interviews
How do macro educational processes impact the construction of gendered classroom discourses in ESL classrooms?	Set 1, 2 & 3	1. Video recording of classroom interaction 2. Focus group interview with students 3. Interview with teachers 4. ESL Textbooks are manually downloaded from the NCERT website and analysed. 5. Curriculum documents are manually downloaded from the NCERT website and analysed.	Rose’s (2014 & 2018) pedagogic interaction (interpersonal metafunction) framework.
			Gee’s (2010) discourse analysis tools
			Thematic critical discourse analysis of interviews

In this table 4.3, how each research question is studied using different sets of data collected from multiple sources is explained in detail. This table indicates that to study the complex functioning of gendered discourses it is essential to collect data from different classroom sources and to explore connections between these data sources in the operation and construction of gendered discourses in the ESL classroom. This table also presents the data collection tools used and analytical frameworks employed to explore the data.

In the above sections 4.2, 4.3 and 4.4 research objectives, research methodology, research design are explained detail. In addition to that components of research design like participant profiles, data collection tools, and research plan are explained in detail. In the following sections, a detailed description of the three different phases of the research study is explained. The three different phases of the study: 1) data collection 2) data processing and 3) data analysis are explained briefly in Table 4.4.

Table 4.4 Phases of research	
Data collection	Initial visits and informal observations of English classes.
	Explaining students, teachers, and schools' managements about informed consent and making them fill the consent form
	Collection of classroom interaction, students' focus group interviews, and teacher interviews data
Data processing	Preliminary analysis of classroom interactions, interviews, and curriculum documents
	Transcribing selected classroom data
Data analysis	Critical discourse analysis of classroom interactions
	Thematic analysis of interview and curriculum data
	Understanding the operation and construction of gendered discourses

Table 4.4. shows the progress of the study from one phase to another. A detailed explanation of these three different phases is necessary to understand the procedures and methods used in this research study

4.8 Data collection

In this section, pre-data collection procedures and processes during the data collection are reported in detail. Pre-data collection procedures involve obtaining permission from schools, explaining and obtaining participants' informed consent for the data collection, efforts to minimize observer's paradox, and establishing rapport with the participants. All these procedures are described in the following section. The process of data collection includes a video recording of the classroom interaction, role of the researcher, focus group interview with, students and interview with the teachers. All the processes involved during the data collection are reported in detail.

4.8.1 Pre-data Collection Procedure

The researcher has approached the school management and English teachers and made a detailed presentation about the study and its implication. After the presentation schools' management permitted the researcher to collect data from the schools. The researcher also took an undertaking with both the schools stating that confidentiality of the data will be maintained, the identity entity of the participants will be protected and the data will be used only for research purposes. After obtaining the permission the researcher met the teachers in the school to establish a professional rapport with the teachers. Teachers enthusiastically participated in the discussion about English language teaching and language studies. Once a degree of rapport is established, researcher explained to teachers about the ethical procedures to be followed in this study. The teachers formally signed the consent forms to participate in the study. Teachers and the researcher jointly addressed the students about the study and primary information about the study, this information is delivered to the students in plain language. Students are also briefed about the ethics procedure and the information in the informed consent forms is read to them in front of their respective English teachers. The ethics procedure and the information in the consent forms are also explained in the local language Telugu by the English teacher. At the end of a twenty-minute session, students signed their informed consent forms and returned them to the researcher. Once the rapport with the teachers is established and informed consent forms are collected researcher decided to prepare the classes for video recording of the class sessions. One week before the data collection, the researcher started observing the classroom interaction between the teacher and students. During this week the video cameras are placed in the one end of the classroom to make the teacher and students become used to the presence of video camera in the classroom. After a few days, the researcher observed that the teacher and students got used to the presence of the video camera in the classroom and it did not hinder the natural flow of the

English classes. When the ‘Observers’ Paradox’ and effects due to the presence of video camera are minimised, the researcher decided to proceed with the data collection.

4.8.2 Video Recording of Classroom Interactions

The researcher started recording the classroom interactions in JNV school and the classroom interaction of the following lessons are recorded “A Visit to Cambridge”, “The Comet I” “Jalebies” and “The Great Stone Face”. The duration of the data collection is four months with two breaks of ten days for half-yearly exams and twenty days for winter vacation. In total, twenty English periods of forty minutes duration are recorded. The teacher took three to five periods to complete one lesson. The researcher played the role of mute spectator in the classroom and took notes which later helped in transcribing the data. Once a week researcher used to meet the English teacher to maintain a good rapport with the teacher. During these meetings, the researcher refrained from discussing the progress of the research because it might indirectly impact the teacher’s behaviour in the data. Similarly, the researcher used to meet the students outside their class hours.

The researcher simultaneously started recording the classroom interactions in KV school and the classroom interaction of the following lessons are recorded “A Visit to Cambridge”, “The Fight”, “The Open Window” and “The Great Stone Face”. Even in this school, the duration of the data collection is four months with two breaks of fifteen-day for half yearly exam and 15 days for winter vacation. In total, twenty-four English periods of twenty to forty minutes duration are recorded. In this school, the English period is the first period of the day. Sometimes, due to extended assembly sessions the English periods is shortened to 30 or 20 minutes. On an average teacher took four to six periods to complete one lesson. The researcher played the role of mute spectator in the classroom and took notes which later helped in transcribing the data. Like JNV school, every week researcher made it a

point to meet the English teacher to maintain a good rapport with the teacher. During these meetings, the researcher held back from discussing the progress of the research because it might indirectly impact the teacher's behaviour in the data. Similarly, the researcher used to meet the students outside their class hours.

4.8.2.1 Researchers' Role During Data Collection.

The researcher was a detached observer in this study. The reasons for being a detached observer are 1) to study the operation of gendered discourses in a natural setting without any intervention and 2) to avoid distracting the attention of the students from the English teacher. During the data collection researchers also observe and note the other factors social and cultural which cannot be recorded through the video camera. Being a non-participant, observer, the researcher could also understand the emotional state and motivation levels of students for each class. During this process, the researcher could also gather information regarding the other school programs, co-curricular and sports activities.

4.8.3 Focus Group Interviews of Students

At the end of the data collection, the researcher conducted focus group interviews in both schools. In total, eight focus group interviews are conducted in both schools. Each focus group consisted of 4 to 5 students and members are from the same gender. Same gender focus group interviews are selected as data collection tools because in both schools, gender segregation is maintained in different aspects of school education like seating arrangement in the classroom, school assembly participation, group works in English class, co-curricular activities, and games sessions. It is also observed that students feel more comfortable working with the same gender students during classroom activities. In line with the school practices, the researcher grouped same gender groups for focus group interviews because students will feel more comfortable taking part in the focus group interviews. The duration of

each focus group interview is 30-40 minutes. Each focus group interview was video recorded. The list of questions asked during the focus group is attached in appendix - 5 (p. 393).

4.8.4 Teacher Interviews

After the preliminary analysis of the classroom interaction data teacher interviews from Mr. Yadagiri and Ms. Lakshmi are collected. The inputs from the preliminary analysis are considered when the interview questions for the teachers are designed. The questions are related to the operation and construction of gendered discourses in ESL classrooms. The duration of each interview is 45 to 60 minutes. Each teacher interview is audio recorded. During the interviews, teachers are also asked to refer to the VIIIth grade ESL textbooks to answer the questions.

4.8.5 Textbooks and Curriculum Documents

Two textbooks “Honeydew”, “It So Happened” and National Curriculum Framework 2005 and six-position papers on 1) English, 2) Gender Education, 3) Aims of education, 4) Curriculum, syllabus, and textbooks, and finally, 5) problems of schedule caste and schedule tribe students’ documents are collected from the NCERT websites. These data are derived manually from the NCERT website to study the construction of gendered discourses in ESL classrooms. This process did not require specialised research tools to collect the data from the website. These data are used to study the research questions. In this section, detailed data collection processes from three different sources of data are explained. In the followed section, how the collected data will be processed for the analysis is explained.

4.9 Data Processing

In a qualitative research study, processing the collected data is a crucial step towards data analysis. The processing involves working with the data and selecting the relevant and important representative data sample which can be qualitatively analysed to explore the

research objectives. In this study data from all three sources is processed using different parameters and made ready for the data analysis. In the following sections, the processing of data from all three sources is explained in detail.

4.9.1 Set-1

4.9.1.1 Classroom Interaction.

In total, forty-four periods of eight lessons in two schools are collected during the data collection. All the forty-four periods are observed by the researcher and preliminarily patterns in data are observed. Out of eight lessons four lessons are randomly selected for detailed analysis. Four lessons are selected because detailed transcription and analysis are required to study the operation and construction of gendered discourses. In each lesson, four representative segments are identified for transcription. After repeatedly observing all the videos in these four lessons researcher identified these four segments from each lesson. Each of these segments is transcribed and further divided into five learning cycles. As discussed in the theoretical framework chapter, each learning cycle has one common pedagogic goal. For example, elicitation of information about the lead character is the one pedagogic goal that runs throughout a learning cycle. In brief, each learning cycle has one common pedagogic goal. For each lesson, four segments of data with twenty learning cycles are identified for the detailed analysis. Overall, four lessons, sixteen segments, and eighty learning cycles are identified to study the operation and construction of gendered discourse in classroom discourses. Each segment is transcribed using the transcription convention developed by Martin (1992), Martin & Rose (2007, 2008, 2014 & 2018) and with several additional extensions to suit the Indian ESL context. The detailed list of transcription symbols and abbreviations used are given in appendix 1 (p. 337). Transcription of sixteen segments from four lessons is provided in appendix 3 (p. 338).

4.9.1.2 Focus Group Interviews.

As a first step, all the eight focus group interviews with students are viewed by the researcher. After preliminary observation researcher identified the patterns in the data and grouped them into different themes. These themes emerged from the data and these themes are analysed in detail to corroborate with the classroom data.

4.9.1.3 Teacher Interviews.

The two teacher interviews are viewed by the researcher. After observing the interview data in detail, responses to individuals are converted into related themes. These themes emerged from the data and these themes are analysed in detail to corroborate with the classroom data.

4.9.2 Set-2

4.9.2.1 ESL Textbooks.

All the twenty lessons from the two textbooks are analysed from the gendered discourse perspective. The sections which display gendered language use, gendered construction of lead characters, gendered discourses in the textbooks, gendered intertextual references, and gendered world views are identified for the analysis.

4.9.3 Set-3

4.9.3.1 Curriculum Documents.

In all the seven curriculum documents the sections which discuss or address the issues of gender and curriculum are identified in the documents. Those sections are selected for analysis. In the above section, the processing of data is discussed in detail. In the following section, theoretical frameworks and analysis tools used to analyse the data are discussed in detail.

4.10 Data Analysis

Three sets of data are analysed using different frameworks and analysis tools. The frameworks and analysis tools used to analyse each data are explained in the following table and below sections.

Table 4.5 Framework and analytical tools used to analyse the data.					
Research objectives	Data set	Data	Data type	Data analysis frameworks	Analysis tools
How does classroom interaction of class ‘A’ and ‘B’ construct gendered classroom discourses?	Set -1	Classroom interaction data	Primary Data	Rose’s (2014 & 2018) pedagogic interaction (interpersonal metafunction) framework.	Micro Analysis: Exchange structure Speaker/Doer Addressee Interact system Act system (Rose, 2014,2018)
		Focus group and teacher Interview data	Primary Data	Thematic critical discourse analysis of interviews	Interpretative analysis
How does content of ESL textbooks construct gendered classroom discourses in class ‘A’ and ‘B’?	Set -1	Classroom interaction data	Primary Data	Rose’s (2014 & 2018) pedagogic activities (ideational metafunction) & pedagogic modalities (textual metafunction)	Micro Analysis: Matter system Source system Sourcing system
				Gee’s (2010) discourse analysis tools	Macro Analysis: Situating meaning tool Social language tool Intertextuality tool Figure world tool Big ‘D’ discourse tool
		Focus group and teacher Interview data	Primary Data	Thematic critical discourse analysis of interviews	Interpretative analysis

	Set-2	Four lessons from two ESL textbooks	Primary Data	Gee's (2010) discourse analysis tools	Macro Analysis: Situating meaning tool Social language tool Intertextuality tool Figure world tool Big 'D' discourse tool
How do macro educational processes impact the construction of gendered classroom discourses in ESL classrooms?	Set 1, 2 & 3	NCF 2005 and seven position papers which offer information about gender and curriculum	Primary Data	Thematic critical discourse analysis of NCF documents	Interpretative analysis

In above table 4.5, the analytical tools for each set of data are explained in detail. In the following sections, the data analysis process for each set of data will be described.

4.10.1 Operation of Gendered Discourses

4.10.1.1 Data Set-1.

4.10.1.1.1 Classroom Interaction Data.

To study the operation of gendered discourses in the classroom it is important to study the interpersonal relationships between students and teachers during classroom interaction. The interpersonal relationship between teacher and students can be studied by using Rose's (2014 & 2018) pedagogic relations framework. As discussed in the theoretical framework section, the pedagogic relation framework is used to explore the interpersonal meaning in classroom interaction through the register of 'tenor'. This framework has five tools: 1) Exchange structure, 2) Speaker/Doer, 3) Addressee, 4) Interact system 5) Act system (Rose, 2014, 2018) to study the relationship between students and teachers. This micro analysis of classroom interaction provided insights into the operation of gendered discourses in the classroom.

4.10.1.1.2 Interview Data (Students' Focus group and Teacher interviews).

Thematic critical discourse analysis is used to analyse the interview data of students and teachers. Responses to the questions regarding students and teacher interpersonal relationships are grouped into different themes. The findings from these themes provide the students' and teachers' perspectives about the operation of gendered discourses in the classroom. Findings from the interview data are corroborated with the findings from the classroom interaction data to get a holistic understanding of the operation of gendered discourses in the ESL classroom.

4.10.2 Construction of Gendered Classroom Discourses

To study the construction of gendered discourses in the ESL classroom it is essential 1) to analyse how classroom discourse construction through classroom interaction and 2) to understand the role of textbook content in guiding the flow of classroom discourse. Using the data set-1 the first aspect of the construction of gendered discourses is studied in detail. By analysing data set-2 the second aspect of the construction of gendered discourses is explored.

4.10.2.1 Set-1.

4.10.2.1.1 Classroom Interaction.

To study the construction of gendered discourses in the classroom it is important to study the 1) flow of information in classroom interaction 2) sources of this information 3) the way this information is sourced in the classroom 4) nature of this information or classroom discourses. These four aspects of classroom interaction are studied using 1) Rose's (2014 & 2018) pedagogic activities and pedagogic modalities frameworks and 2) Gee's (2010) discourse analysis tools. The first aspect is studied using Rose's pedagogic activity framework. The matter system is the analytical tool used to analyse the flow of information in classroom interaction. As discussed in the theoretical framework chapter, the pedagogic

activity framework is used to explore the ideational or experiential meaning in classroom interaction through the register of 'field'. The second and third aspects are studied using Rose's pedagogic modality framework. Source and sourcing systems are the analytical tools used to analyse the source and sourcing of the information or discourses discussed in the classroom. As discussed in the theoretical framework chapter, the pedagogic modalities framework is used to explore the mode and medium of communication in the classroom through the register of 'mode'. The fourth aspect is studied using Gee's (2010) discourse analysis tools. Nature and characteristics of classroom interactions or classroom discourses that contribute to the construction of gendered discourses in the classroom must be studied in detail. To study the nature and characteristics of gendered discourses Gee's five discourse analysis tools: 1) Situated meaning tool, 2) Social language tool, 3) Intertextuality tool and 4) Figure world tool, and 5) Big 'D' discourse tool is employed. As discussed in the theoretical framework chapter, Gee's discourse analysis framework is used to analyse how discourses are constructed through multiple processes. All these four features are analysed in detail to study the construction of gendered discourses in the classroom.

4.10.2.1.2 Interview Data (Students' Focus group and Teacher interviews).

Thematic critical discourse analysis is used to analyse the interview data of students and teachers. Responses to questions regarding the construction of gendered discourse are grouped into different themes. The findings from these themes provide the students' and teachers' perspectives about the construction of gendered discourses in the classroom. Findings from the interview data are corroborated with the findings from the classroom interaction data for holistic understanding of the construction of gendered discourses in the ESL classroom.

4.10.2.2 Set-2.

4.10.2.2.1 Textbooks.

Textbook content guides the classroom interaction of students and teacher. So, in addition to classroom interaction, the corresponding content of four lessons “A Visit to Cambridge” “The Comet”, “The Fight” and “Great Stone Phase” is analysed in detail to show how the respective lesson content aided the construction of gendered discourses in classroom interaction. This is studied analysed using Gee’s five discourse analysis tools: 1) Situated meaning tool, 2) Social language tool, 3) Intertextuality tool and 4) Figure world tool, and 5) Big ‘D’ discourse tool are employed. These two sets of data are analysed in detail to show how gendered discourses are constructed in the classroom. Combining these two data for analysis explained the operation of gendered discourses construction from textbooks to classroom interaction.

4.10.3 Construction of Gendered Discourses in ESL textbooks

4.10.3.1 Set-2.

4.10.3.1.1. Textbooks.

To study the construction of gendered discourses in ESL textbooks it is essential to identify gendered language use, gendered construction of lead characters, gendered discourses in the textbooks, gendered intertextual references, and gendered world views in the textbooks. These identified sections should be analysed using Gee’s five discourse analysis tools: 1) Situated meaning tool, 2) Social language tool, 3) Intertextuality tool 4) Figure world tool, and 5) Big ‘D’ discourse tool are employed. Through this analysis, the different means through which gendered discourses are constructed in ESL textbooks can be identified.

4.10.3.1.2 Interview Data (Students' Focus Group and Teacher Interviews)

Thematic analysis is used to analyse the interview data of students and teachers. Responses to the questions regarding the textbook content are grouped into different themes. The findings from these themes provide the students' and teachers' perspectives about the construction of gendered discourses in the textbooks. Findings from the interview data are corroborated with the discourse analysis of ESL textbooks to provide multiple perspectives into the construction of gendered discourses in textbooks.

4.10.4 Mapping the Construction of Gendered Discourses from Curriculum to Classroom

4.10.4.1 Set-3.

4.10.4.1.1 Curriculum Documents.

To map the construction of gendered discourses from NCF 2005 to VIIIth grade ESL textbooks and class 'A' and 'B', the first step is to understand the curriculum's view on gender, gender and educational issues, gender, and curriculum and gendered discourse. As discussed in the data processing section, sections that discuss gender and curriculum issues in NCF 2005 and six-position papers on 1) English, 2) Gender Education, 3) Aims of education, 4) Curriculum, syllabus, and textbooks, and finally, 5) problems of schedule caste and scheduled tribe students are identified. The selected sections from the above documents are thematically analysed and relevant themes are reported.

4.10.4.2 Mapping Gendered Discourse.

The second step is to map the themes identified in the curriculum documents and map them with the construction of gendered discourses in textbooks and classroom interaction. This mapping helped to understand the gaps in translating the vision and intent of curriculum documents into the textbooks and classroom practices. The gaps in each stage of educational processes and how the gendered discourses are transferred from textbooks to classroom interaction are discussed in detail.

In the next chapters, detailed analysis of data from all three sources is presented in four strands 1) Operation of gendered discourses, 2) Construction of gendered discourses in classroom interaction, 3) Construction of gendered discourses in ESL textbooks, and 4) Mapping the construction of gendered discourses from curriculum to classroom. All four strands holistically explore the gendered discourses in ESL classrooms from a critical perspective.

CHAPTER – 5

DATA ANALYSIS – CLASSROOM INTERACTION

5.1 Introduction

This chapter employs two frameworks for analysis: Rose's (2014 & 2018) pedagogic register analysis and Gee's (2011) discourse analysis tools. Gee's framework is chosen to understand the nature of gender discourse through the macro analysis of classroom interaction which tracks and analyses the layers of meaning making processes in the construction of Big 'D' Discourses. Rose's framework is used to understand the operation of gender discourse and knowledge constructed in the classroom through the microanalysis of classroom interaction which breaks down the classroom interaction into different micro components and analyses it from Halliday's (2003 & 2014) three metafunctional perspectives. As reviewed in the previous chapters, Rose's framework is useful to understand the micro analysis of classroom interaction in terms of pedagogic relations, pedagogic activities, and pedagogic modalities. Gee's framework, as argued in the literature review chapter, can be used to explore the macro analysis of classroom interactions in terms of the situated meaning tool, the social language tool, the intertextuality tool, the figure world tool, and the Big "D" discourse tool. Both micro and macro analyses will enable a holistic understanding of how gender discourse is constructed in ESL classrooms of Grade VIII which follow the NCERT curriculum and textbooks.

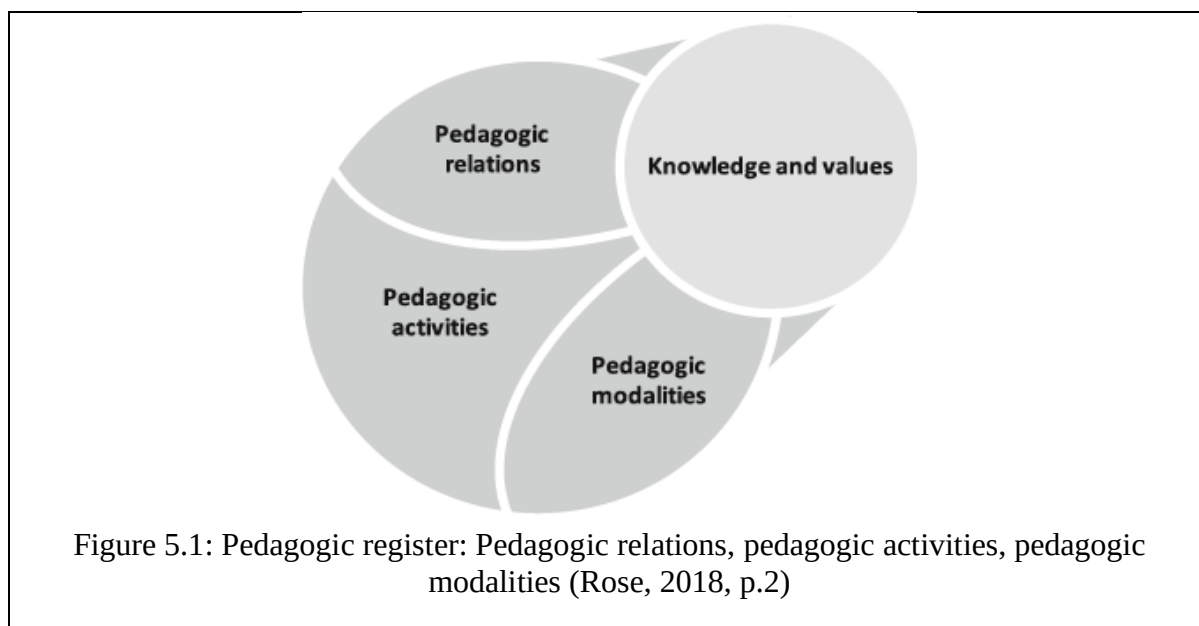
5.2 Critical Classroom Discourse Analysis of Classroom Interaction in Class 'A' and 'B'

As explained in the methodology chapter, two lessons from Class A and two lessons from Class B are chosen for analysis. In each lesson, four episodes of classroom interaction are included for analysis. As mentioned in methodology chapter, four episodes for each lesson are selected from the 'Preparation Stages' and 'Detailed Reading Stages' of each

lesson. These stages from Rose's (2014 & 2018) "reading-to-learn framework" are selected for analysis because these stages recur in all the lessons observed during data collection. Moreover, in these stages the scope for interaction between teacher and students is high and these stages provide better scope to study the gender discourse operations in ESL classrooms. As described in the methodology chapter, each episode in a lesson consists of five learning cycles: the predominant type of learning cycles found in all the lessons are (i) elicitation, (ii) vocabulary & elicitation, (iii) reading & elicitation, (iv) reading & elaboration. In this chapter, all the four lessons and sixteen episodes of classroom interaction from Class 'A' and 'B' are analysed first using Rose's (2014 & 2018) pedagogic register analysis framework for microanalysis. All the sixteen episodes of classroom interaction are analysed using the tools of pedagogic relations, pedagogic activities, and pedagogic modalities. In this study, a microanalysis of classroom interaction using a pedagogic register analysis framework is done to infer the gender discourses in Indian ESL classrooms.

5.3 Pedagogic Register Analysis of Classroom Interaction

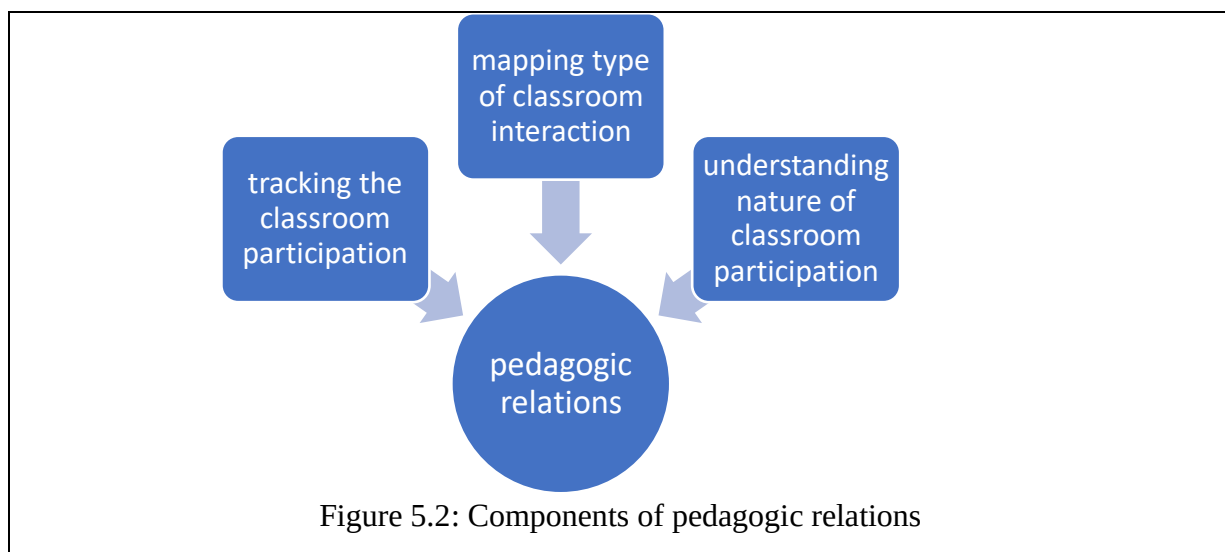
As mentioned in the literature review and methodology chapter, pedagogic register analysis encompasses pedagogic relations, pedagogic activities, and pedagogic modalities which correspond to the contextual parameters of the field, tenor, and mode in systemic functional grammar. Pedagogic register analysis is used to understand the micro pedagogic functions of classroom interactions and how they contribute to the operation of gender discourse and knowledge construction in the classroom.



As described in the picture, pedagogic relations, pedagogic activities, pedagogic modalities together shape the knowledge and values in the classroom. In the following sections, classroom interaction of class ‘A’ and ‘B’ has been analysed using Rose’s (2014 & 2018) pedagogic register analysis framework to observe how classroom talk contributes to knowledge construction and operation of gender discourses in Indian ESL classrooms.

5.3.1 Pedagogic Relations

As elaborated in the methodology chapter, analysing pedagogic relations between the teacher and students is important to understand the interpersonal relationship between the teacher and students. Pedagogic relations are understood by 1) observing classroom participation 2) nature of classroom participation and 3) type of classroom interaction that takes place in the classroom. As discussed in section (3.3.1), pedagogic relations can be inferred from five systems i) Move system, ii) Speaker/Doer, iii) Listener/Receiver, iv) Interact system, and v) Act system in the Rose’s (2018, p.5) pedagogic register analysis framework. Pedagogic relations between the teacher and students determine the operation of gender discourse in the classroom. These components presented in Figure. 5.2 constitute the pedagogic relations.



Tracking classroom participation helped the researcher understand who participates and who does not in the classroom interaction. As discussed in the previous chapter, classroom interaction is a combination of instructional utterances related to knowledge (K1, K2, and dK1) and behaviour utterances related to behaviour in the classroom (A1, A2). To study the operation of gender discourse in classroom interaction it is essential to analyse the classroom participation in both instructional (knowledge moves) and behavioural (action moves) utterances. In the following sections, classroom interaction from both class ‘A’ and ‘B’ have been analysed using the above mentioned three components of pedagogic relations. In sections 5.3.1.1 and 5.3.1.2 below, the classroom participation in knowledge moves and action moves are discussed in detail.

5.3.1.1 Tracking Classroom Participation in Knowledge Moves.

In the table below, five exchanges from lessons 1 and 2 are presented to study the classroom participation in knowledge moves. The move system is represented in the column titled ‘role’, speaker/doer is represented in the column titled ‘Sp/Do’, and addressed/participants are represented in the column titled ‘Ad/Par’. In the column titled ‘Sp/Do’, the gender of the speaker/doer is indicated in the brackets as ‘(B) – Boy’ and ‘(G) –

Girl'. More details about the gender of the speaker/doer are provided at the bottom of the tables. All these columns help us understand the pedagogic relations in the classes.

Table 5.1				
Tracking Classroom Participation in knowledge moves				
No.	Exchanges	Role	Sp/Do	Ad/Par
Lesson-1				
1	Any other Information you know about him?	dK1	T	Class
	Professor in Cambridge University	K2	S4 (B)	T
	He?	dK1f	T	S4 (B)
	He is a Professor in Cambridge University	K2f	S4(B)	T
	Yes, he is professor in Cambridge University in England	K1	T	Class
	He was diagnosed by amyotrophic lateral sclerosis	K2	S6 (B)	T
	He was diagnosed by a disease?	dK1f	T	Class
	Amyotrophic lateral sclerosis	K2	S6 (B)	T
	What it is actually?	dK1f	T	Class
	Paralysis	K2	S6 (B)	T
Lesson-2				
2	What is a snarled?	dK1	T	Class
	You had not come across this word?	dKf1	T	Class
	If you had to catch hold of a rabbit. How would a hunter trap the rabbit or an elephant?	dKf1	T	Class
	What would he do? Suresh?	dK1	T	S2 (B)
	Kill (Boy)	K2	S1 (B)	T
	Kill, How?	dK1	T	Class
	Simply Kill (Boy)	K2	S1 (B)	T
	Simply that easy to kill an animal?	dKf1	T	Class
	{Trap the animal} (Boys)	K2	SS (OB)	T
	Before killing he has to do something?	dK1	T	Class
	He has to attract the animal (Boy)	K2	S2 (B)	T
	Yes, that is called a snarl	K1	T	Class
Lesson-1				
3	Yes, what else do you know?	Tr (dK1)	T	S5 (B)
	(student speaks in his mother tongue: Telugu)	K2	S5 (B)	Teacher
	Please say it in English Same thing you put it in English	dK1f	T	S5 (B)
	In his body anything is not working	K2f	S5 (B)	T
Lesson- 2				

4	He can't stay from the keen-eyed Dibya Chakshu. Who is Dibya Chakshu?	K1 dK1	T	Class
	Name of the telescope	K2	S4 (B)	T
	A name of the telescope	K1	T	Class
	{name of the telescope}		Ss	T
	Dibya helps him achieve his secrete ambition. So who is Dibya?	K1 dK1	T	Class
	His telescope	K2	S5 (B)	T
	Telescope	K2	S5 (B) & S6 (G)	T
	His telescope Dibya Chakshu	K1	T	Class
	Why it is Dibya here?	dK1	T	Class
	Bengali story	K2	S4 (B)	T
	Yes, This is a Bengali story translated to English. Right.	K1	T	Class
Lesson-1				
5	{In his brain a chip has been inserted}	K2	S6 (B)	T
	Pardon	A1	T	S6 (B)
	In his brain a chip a has been inserted and it is (sic) connected to a computer	K2f	S6 (B)	T
	In his brain is (sic) there a chip?	Cl	T	S6(B)
	(Student nodes his head)	Rcl	S6 (B)	T
	Actually, there is no chip inside his brain but his brain is such powerful it has all such information which is connected to a computer.	K1	T	Class
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys.</i>				

Table 5.1. shows five examples of analysis from lessons one and two which illustrate several instances of gendered classroom participation. As can be seen from the table, the boys take an active part in classroom interaction even when the teacher poses the question to the whole class. This can be evidenced from all the five exchanges presented in the table. This active classroom participation by the boys can be noticed in three different forms: i) students responding to teacher's questions, ii) students initiating the learning cycle against the convention, and iii) students responding in groups predominantly by boys.

Boys are keen on expressing their opinions or displaying their knowledge by responding to the teacher's questions. In the first and third exchanges of table 5.1, it can be noticed that boys share their information about Stephen Hawking and display their knowledge about the disease Amyotrophic lateral sclerosis. In the second and fourth exchanges of table 5.1, boys respond to the elicitation questions related to the word 'ensnarl' and about the telescope 'Dibya Chakshu'. In these elicitation processes, the boys are eager to display their understanding of the meaning of words and the information about the characters given in the lesson. Similarly, more instances of boys responding to the teacher's questions in all the lessons can be observed in appendix -3 (p. 338). These findings suggest that boys are motivated to respond to the teacher's elicitation of information and meanings of the words than girls.

In some classroom exchanges, boys initiate the learning cycle by uttering a few sentences and the teacher builds on that utterances. In the fifth exchange of table 5.1, it can be noticed that a boy initiates the learning cycle by responding that a chip was inserted in Stephen Hawking's brain. This utterance acted as the trigger for further classroom interaction as can be evidenced from the data given in appendix -3 (p. 338). Conventionally, classroom discourse is initiated by the teacher followed by the students' response and evaluated by the teacher. Though this sort of interaction is copiously evident in the table, there are also instances of students initiating classroom interaction as can be seen in exchange-4. This phenomenon suggests that boys are highly enthused and self-motivated to participate in classroom interaction than girls. Similarly, more instances of boys' active participation in all four lessons can be observed in appendix -3 (p. 338).

5.3.1.1.1 Tracking Classroom Group Participation.

In the table below, classroom group participation of students is discussed in detail.

Table 5.2				
Tracking classroom group participation in classroom 'A'				
Turns	Exchanges	Role	Sp/Do	Ad/par
Lesson-1				
1	This is a story of a meeting between two extraordinary people.	K1	T	Class
	See, What people are they?	dK1	T	Class
	Extraordinary people	K2	Ss (PB)	T
Lesson-2				
2	What is that word?	dK1	T	Class
	Eccentric (Boys)	K2	Ss (OB)	Class
	Eccentric	K1	T	Class
	How do you pronounce?	dK1	T	Class
	Eccentric (SS)	K2	Ss (PB)	T
	Eccentric	K1	T	Class
Lesson-4				
3	The great stone face was a work of nature.	K1	T	Class
	Ok. Did anybody create mountain?	dK1	T	Class
	No	K2	Ss (PB)	Class
	It is a work of a nature means. It happen by nature itself.	K1	T	Class
Lesson- 2				
4	What is the difference between an invention and a discovery?	dK1	T	Class
	Discovery is already exist (sic)	K2	Ss (OB)	T
	Discovery is to find something which is already there,	K1	T	Class
	{There}	K2	Ss	T
	Invent is to create	K1	T	Class
	{Create}	K2	S2 & S3 (B)	T
	Ok.	K1	T	Class
Note: <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys.</i>				

Table 5.2 is an extract of group utterances (chorus responses) from lesson one, two and four. During the elicitation process, it is observed that boys dominate the group and chorus responses. In the first and third exchange of table 5.2, it can be observed that boys

predominantly replied to the teacher's questions which expected the students to repeat the word 'extraordinary' for the repetition of words. The teacher's questions which are intended for group responses or chorus has pedagogic functions in the classroom. These questions are generally employed to reiterate or emphasise an aspect, in this case, the emphasis is on the meaning of the word 'extraordinary'. In the second and fourth exchanges of table 5.2, boys respond to the questions related to the meaning of the word 'eccentric' and the conceptual difference between the concepts like discovery and invention.

Similarly, more instances of boys dominating the group and chorus responses can be observed in all four lessons in appendix -3 (p. 338). This behaviour of boys indicates that boys respond in groups and are pedagogically active to occupy classroom space than girls.

5.3.1.2 Tracking Classroom Participation in Action Moves.

In the table below, students' participation in action moves is discussed in detail.

Table 5.3				
Tracking classroom participation in action moves				
Turns	Exchanges	Role	Sp/Do	Ad/par
Lesson-1				
1	[Mahesh], Let [Mahesh] say something because you have done an assignment on that I gave project	A2	T	Class
	(Student stands up and Nods his head)	A1	S5 (B)	T
	(Tries to look from his classmate's book who sitting next to him)	A1	S5 (B)	S4 (M)
	Close it (Teacher asked the student to close his book)	A2	T	T
Lesson-1				
2	Yes, what is that please read	A2	T	Class
	I left it had become altogether something else, because I had met Stephen Hawking there.	K2	S9 (B)	Class
	I felt What is it? Where is it? He said	dK1	T	Class

	(student stands up) I left it Madam, Second half	A1 K2	S9 (B)	Class
	(student sits down) When I left it had become altogether something else.	A1 K1	T	Class
	I was asking you to look at this third stanza, (self-correction) third paragraph. "As I started" from there till the "bestsellers ever, lived here".	A2	T	Class
Note: K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys.				

Table 5.3 is an extract of behavioural utterances (action moves) from lesson 1. As can be seen from the table, it is the boys who invite more attention from the teacher through their actions and behaviour in the class. In exchange-1, the teacher invites a boy to respond because he is talking to his classmate who is sitting next to him. The teacher says that he has done a project on this subject and she asks him to respond. Boys are trying to peek into their classmate's book and the teacher reprimands their behaviour. Similarly, in exchange-2, a boy raises an important point so the teacher asks him to read the relevant sentence from the text. The boy stood up and started reading the lines from the text. In these two instances, it can be observed that in addition to knowledge move (Table 5.1, 5.2) boys dominate the participation in action moves as well. In an appendix -3 (p. 338), other occurrence of action moves in lesson-1 can be observed. When compared to knowledge moves the occurrence of action moves is very less in lesson-1. In lessons-2, 3, and 4 the occurrence of action moves is very less. Despite very less occurrences of action moves in classroom interaction they play a significant role in the operation of gendered pedagogic relations between the teacher and students.

In sections 5.3.1.1 and 5.3.1.2, it is observed that boys majorly contributed to the construction of classroom discourse and they occupy the classroom interaction space. This phenomenon can be tracked in the classroom participation in all four lessons. As discussed above, tracking classroom participation is one aspect of pedagogic relations. Understanding the nature of classroom participation and mapping the type of classroom interaction are the other two aspects of studying pedagogic relations. In the section below (5.3.1.3), the nature of classroom participation in the classroom interaction of lessons one, two, three, and four is analysed in detail. Analysing the nature of classroom participation by students depicts the type of teacher-student interaction enacted in the classroom by the teacher. This also implies the teaching style adopted by the teacher from the type of teacher-student interaction. As discussed in the previous chapters, the nature of classroom participation refers to elicitation (dK1>K2>K1), reading and elicitation (K1>dK1>K2>K1), vocabulary and elicitation (K1>dK1>K2>K1) and reading and elaboration (K1>K1>K1>K1>K1) learning cycles found in the classroom. How these learning cycles play an important role in understanding the ways both boys and girls participate in classroom interaction is discussed in the following section.

5.3.1.3 Understanding the Nature of Gendered Participation in the Classroom.

The move system is very instrumental in understanding the nature of gendered participation in the classroom. Using Rose's move system, the different moves employed by both students and teachers can be coded. Coding these moves will help us in understanding the nature of gendered classroom participation. In the table below, the move system is represented in the column title 'role'. It is termed role because in a move it signals whether knowledge is received or imparted and action is requested or demanded.

Table 5.4				
Understanding the nature of gendered participation in classroom				
Turns	Exchanges	Role	Sp/Do	Ad/par
Lesson-1				

1	What do you know about the Stephen Hawking? [Naresh]	dK1	T	S1 (M)
	Scientist	K2	S1 (M)	
	He is a scientist	K1	T	Class
Lesson-2				
2	What can religious leader do then?	dK1	T	Class
	Pray	K2	S3 (B)	T
	Simply pray!	K1	T	S3 (B)
	What do they do?	dK1	T	Class
	Yagnas, poojas	K2	S3 (B)	T
	Yes, they perform Yagnas	K1	T	Class
	What happens to the comet? This story is about that. Ok	K1	T	Class
Lesson 3				
3	Did he like him?	dK1	T	Class
	No	K2	Ss (PB)	T
	Ok.	K1	T	Class
	What happened between them?	dK1	T	Class
	Fight	K2	Ss	T
	Why did the fight start?	dK1	T	Class
Lesson-1				
4	This is a story of a meeting between two extraordinary people.	K1	T	Class
	See, What people are they?	dK1	T	Class
	Extraordinary people	K2	Ss (PB)	T
	What is the opposite?	dK1f	T	Class
	Ordinary	K2	Ss	Class
	Ordinary	K1	T	Class
Lesson-2				
5	So, he has gone to hobnob with that wretched Dibya.	K1	T	Class
	What is hobnob?	dK1	T	Class
	Spend time with	K2	S4 (B)	T
	Spend some time with that Dibya.	K1	T	Class
Lesson-1				
6	Every so often, his eyes would shut in frustrated exhaustion.	K1	T	Class
	What would happen to his eyes?	dK1	T	Class
	Close	K2	S1 (B)	Class
	Shut in frustration (sic)	K1	T	Class
Lesson-3				
7	He saw Ranji beneath the sal trees, and called a challenge across the waters of the pool.	K1	T	Class
	What did he found now?	dK1	T	Class

	What was the main thing?			
	Challenge. (Teacher simultaneously right the word “Challenge” on the board)	K1	T	Class
Lesson-2				
8	Dutta’s wife Indirani devi wishes that he had not found the object of his search	K1	T	Class
	What is the object he is searching for?	dK1	T	Class
	Comet	K2	S4 (B)	T
	A Comet	K1	T	Class
	His interest, His lifetime longing is to discover a comet	K1	T	Class
	{Comet}	K2	S4 (B)	T
	What was Dutta’s secret ambition?	dK1	T	Class
	To discover a comet	K2	Ss	T
	Right.	K1	T	Class
Lesson-2				
9	Dutta an amateur scientist	K1	T	Class
	(Writing the word “amateur” on the board)	A1	T	Class
	What is this? (Pointing to the word)	dK1	T	Class
	Amateur (Girl)	K2	S5 (G)	T
	Amateur Scientist	K1	T	Class
	Dutta, Who is Dutta?	dK1	T	Class
	An Amateur Scientist	K2	S5 (G)	T
	Madam what is mean by amateur?	K2	S6 (B)	T
	That is why I have written on the board. Let us see what it is.	K1	T	S6 (B)
	{on} (Boy)	K2	S6 (B)	T
	We will discuss, we will discuss	K1	T	S6 (B)
Lesson-4				
10	Formed on the perpendicular side of a mountain by some immense rocks.	K1	T	Class
	Some very big rocks.	K1	T	Class
	When viewed at a proper distance, they resembled the features of a human face.	K1	T	Class
	They are arranged or set in a proper manner. When seen from the distance place they looking like the face of the humans.	K1	T	Class
	Ok.	K1	T	Class
<i>Note:</i> K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys				

Table 5.4 has ten examples to show different types of interaction patterns: a) elicitation (1, 2 & 3), b) reading and elicitation (6 & 8), c) reading and vocabulary elicitation (4, 5 & 7) d) students asking questions (9) and e) reading and elaboration (10 & 11) found in all four lessons. The above-mentioned interaction patterns indicate the presence of both interactive and non-interactive learning cycles in the Indian ESL classroom. In exchanges 1, 2, and 3 teachers ask elicitation questions and students respond to them. The move structure in the interaction pattern of elicitation is 1) dK1>K2>K1, 2) dK1>K2>K1>dK1>K2>K1>K1 and 3) dK1>K2>K1>dK1>K2>dK1. In these exchanges, the teacher directly starts the learning cycle with a question (dK1) or without a preparatory sentence/utterance. In exchanges 5 & 6, the teacher reads the sentences from the textbook and follows them with the elicitation questions. The move structure in the interaction pattern of reading and elicitation is 6) K1>dK1>K2>K1 and 8) K1>dK1>K2>K1>K1>K2>dK1>K2>K1. In these exchanges, the teacher starts the learning cycle by reading the sentence (K1) and follow it up with elicitation questions (dK1). These elicitation questions are enthusiastically answered by the boys. It has been observed from table 5.4 that elicitation is used for the following purposes a) collecting information about a lead character or other characters or a concept (1), b) providing reasons for an event or incident or decision (2), and c) checking the comprehension of the students' understanding (8). More examples for the above-mentioned elicitation purposes can be found in the appendix -3 (p. 338). Both the interaction patterns a) elicitation and b) reading and elicitation indicate that teacher provides more opportunities for student participation. Similarly, students' participation is also ensured through reading and vocabulary elicitation (4, 5 & 7) learning cycles. In exchanges 4, 5 & 7, the teacher elicits the meaning for the words 'hobnob' 'challenge' and opposite for 'extraordinary'. The move structure in the interaction pattern of reading and vocabulary is 4) K1>dK1>K2>dK1f>K2>K1 5) K1>dK1>K2>K1 and 7) K1>dK1>K1. The interaction patterns starting with the move 'K1'

indicate that teacher starts the learning cycle by reading the sentence or preparing the students for the following moves. In classroom interaction, students posing a question to the teacher (9) is a key indicator of a highly interactive classroom. This can be observed in the 9th example in the above table. The phenomenon of students asking questions to other students is found less in the classroom interaction of all four lessons. In addition to the above discussed interactive learning cycles, the common non-interactive learning cycle is observed as ‘reading and elaboration’ in all four lessons. The move structure in the non-interactive learning cycle is K1>K1>K1>K1>K1. The repetition of the move ‘K1’ indicates that teacher talks continuously in this learning cycle. In exchange 10, the teacher reads the sentence from the textbook and starts elaborating the meaning of the sentences in the following moves. By analysing both interactive and non-interactive patterns in classrooms it can be concluded that the ‘teacher elicitation’ interactive pattern is more frequent and ‘students posing questions’ is less in the classroom interaction of all the four lessons. In addition, the non-interactive pattern ‘reading and elaboration’ is widely used by the teacher in the classroom “B”. In some turns, the teacher creates an interactive environment in classrooms by providing ample opportunities for students through elicitation, the interaction is mostly initiated by the teachers. From this analysis of interactive patterns and non-interactive patterns, it is understood that in all the four lessons teachers largely controlled the classroom discourse. Similarly, the findings in sections 5.3.1.1 and 5.3.1.2 show that boys dominate all the interactive patterns discussed above (see table 5.4). This highlights that in classrooms ‘A’ and ‘B’ the interactive exchanges construct gendered pedagogic relations in the classroom. The minimal participation of girls in the interactive learning cycles constructs gendered pedagogic relations between teachers and students in all four lessons. Similarly, the non-interactive learning cycles also have an indirect impact on the interactive relations in the classroom. These non-interactive learning cycles impact the interactive relations between the teachers

and students; they indirectly contribute to gendered pedagogic relations by limiting the scope for multiple voices to be heard in the classroom. The non-interactive learning cycles impact the voices of both boys and girls in the classroom. Drawing from the exchanges in tables (5.1, 5.2, 5.3, & 5.4) It can be concluded that both interactive and non-interactive learning cycles equally contribute to the construction and maintenance of gendered pedagogic relations in all four lessons. The gendered pedagogic relations in the classroom can have an implicit effect on the pedagogic output or performance of students in formative and summative assessment. Gendered pedagogic relations equally affect the gender identity construction and belief system of both boys and girls. From the above analysis of pedagogic relations (Tables: 5.1, 5.2, 5.3, and 5.4) it can be observed that democratising the classroom space by promoting students' participation through elicitation is inadequate. In the Indian ESL context, mere providing opportunities by teachers to take part in the classroom discussion does not ensure adequate boys' and girls' participation. Explicit and conscious intervention by the teacher is required to ensure adequate boys' and girls' participation in classroom interaction.

In sections 5.3.1.1, 5.3.1.2, and 5.3.1.3, the relationship between classroom participation and the nature of classroom participation has been discussed in detail. The relationship between the type of classroom interaction and the operation of gender discourse is explored in the following section.

Analysing the type of classroom interaction employed by teachers and students in the classroom has helped in understanding the pedagogic acts and interacts used by both the teacher and students in the four lessons. As discussed in the previous chapter (see section 3.3.1), i) Acts system and ii) Interact system are the two tools used to classify the classroom interactions and to understand what kind of pedagogic acts occur in classroom interaction and the means through which these acts have interacted to students. The Acts system refers to the

type of pedagogic goals employed by the teacher and students in each move in classroom talk. The Interact system refers to the interactive means through which the pedagogic goals are achieved. The process of Interact and Act systems in the classroom perform an important role in the operation of gender discourse in the classroom by providing deeper insights into the interlink between pedagogic goals and gender discourse in the classroom. In the following section 5.3.1.4, the type of classroom interaction and its relation to the operation of gender discourse is discussed in detail.

5.3.1.4 Mapping the Type of Classroom Interaction with a Focus on Gender.

In the below given table, interact and act systems are represented in their respective columns.

Table 5.5						
Mapping the type of classroom interaction						
Ins	Exchanges	Role	Sp/Do	Ad/par	Interact	Act
Lesson-1						
1	Who was Stephen Hawking?	dK1	T	Class	Inquire	Knowledge
	Most brilliant	K2	S12 (G)	Class	Display	Knowledge
	Brilliant and completely paralyzed {Completely paralyzed} astrophysicist, the author of “A Brief History of Time”. One of the biggest sellers ever (self-correction) best sellers you know?	K1	T S13 (G)	Class	Approve	Knowledge
	What are best sellers?	dK1	T	Class	Inquire	Knowledge
	Sold mostly in the world.	K2	S9 (B)	Class	Display	Knowledge
	Sold mostly in the world	K1	T	Class	Repeat	Knowledge
	Ok, can you name some of the bestseller?	dK1	T	Class	Inquire	Knowledge
	Gulliver’s Travels	K2	S9 (B)	Class	Display	Knowledge
	Some famous books which are sold	A2	T	Class	Invite	Knowledge
	Harry potter	K2	S9 (B)	Class	Display	Knowledge
	Harry potter series	K1	T	Class	Repeat	Knowledge
Lesson-2						

2	He can't stay from the keen-eyed Dibya Chakshu.	K1	T	Class	Impart	Knowledge
	Who is Dibya Chakshu?	dK1	T	Class	Inquire	Knowledge
	Name of the telescope (Boy)	K2	S3 (B)	T	Display	Knowledge
	A name of the telescope	K1	T	Class	Repeat	Knowledge
	{name of the telescope}	K2	Ss	T	Display	Knowledge
	Dibya helps him achieve his secrete ambition.	K1	T	Class	Impart	Knowledge
	So, who is Dibya?	dK1	T	Class	Inquire	Knowledge
	His telescope	K2	S4 (B)	T	Display	Knowledge
	Telescope	K2	S5 (B) & S6 (G)	T	Display	Knowledge
	His telescope Dibya Chakshu	K1	T	Class	Repeat	Knowledge
	Why it is Dibya here?	dK1	T	Class	Inquire	Knowledge
	Bengali story (Boy)	K2	S5 (B)	T	Display	Knowledge
	Yes, this is a Bengali story translated to English. Right.	K1	T	Class	Repeat	Knowledge
Lesson-1						
3	Ok as an Indian, What he must (self-correction) what must he have thought about England?	dK1	T	Class	Inquire	Perception
	What is your idea about England children?	dK1	T	Class	Inquire	Perception
	England, When I say England what comes to your mind first (sic)?	dK1f	T	Class	Inquire	Perception
	British Colonies	K2	S7 (B)	T	Display	Perception
	British Colonies	K1	T	Class	Repeat	Perception
	How would they treat you?	dK1	T	Class	Inquire	Perception
	Cricket	K2	S8 (B)	T	Display	Perception
	Cricket started there	K1	T	Class	Repeat	Perception
	Buckingham palace	K2	S9 (B)	Class	Display	Perception
	Buckingham palace	K1	T	Class	Repeat	Perception
	Queen Victoria	K2	S10 (B)	T	Display	Perception
	Queen Victoria	K1	T	Class	Repeat	Perception
	Then,	A2	T	Class	Invite	Perception
	Kohinoor Diamond	K2	S11 (B)	T	Display	Perception
	Kohinoor Diamond and you can see all the wealth taken away	K1	T	Class	Repeat	Perception
	What else?	A2	T	Class	Invite	Perception
	Technology and development	K2	S9 (B)	T	Display	Perception
	Technology and development, science and technology development	K1	T	Class	Repeat	Perception

	museums	K2	S7 (B)	T	Display	Perception
	museums you are reminded of	K1	T	Class	Repeat	Perception
	All these things come to our mind, right.	K1	T	Class	Impart	Perception
	Now but something else replaced all these idea about England					
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys</i>						

Table 5.5 has three extracts reflecting three different learning cycles which can be observed in the different interacts and acts employed by teachers and students. It is observed from the data that (See appendix -3, p. 338) students enact knowledge act in most of the learning cycles and perception act in few learning cycles. Students exhibit their knowledge or perception based on the elicitation question posed by the teacher (see Table 5.5). In exchanges 1 & 2, the teacher asked questions to elicit information related to the lead character Stephen Hawking in lesson-1 and the object Dibya Chakshu in lesson-2. In these exchanges, mostly boys and in few instances, girls also display their knowledge by answering the question. In exchange-3, the teacher asked questions to know students' perception of the country England. In these exchanges, students display their perception of England. Similarly, in all these three exchanges, the teacher performs three important functions they are: i) imparting knowledge or perception to students ii) inquiring about students' knowledge or perception through elicitation questions iii) repeating/recasting the students' response to affirm his or her answer. These are the most often used acts and interacts by teachers in classes. In exchange-1&2, the teacher asked information seeking questions and in exchange-3 teacher asked for students' opinions. The following table (5.6) list the most commonly used interact and act in all the lessons.

Table 5.6		
<i>Most commonly occurred interact and act in lessons</i>		
Participants	Interacts	Acts
Teacher	Impart	Knowledge
	Inquire	Perception/Knowledge
	Repeat	Perception/Knowledge
Learner	Display	Knowledge/ Perception

The interacts and acts used in the above examples and from the data presented in appendix -3 (p. 338) indicate that the most common type of act used in the classroom is the ‘knowledge’ act. In both interactive and non-interactive learning cycles teachers majorly control the flow of classroom discourse through elicitation questions. Students actively participate in the elicitation process but rarely initiate a discussion through a statement or by asking a question to the teacher. This indicates that even in an interactive class, the teacher largely monitors and steers the classroom discourse. The other observation is the predominant use of ‘knowledge’ act in both interactive and non-interactive learning cycles. This implies that teachers show great interest in imparting and eliciting knowledge from the students. Similarly, students show great enthusiasm to display knowledge in classroom interaction. These findings confirm that in Indian ESL classrooms use of interacts and acts is largely governed by two important factors they are: 1) teacher’s interaction and 2) textbook content. For example, in exchange-2, the teacher chooses to ask the question “Why is Dibya here?” because the teacher wants to check the students’ understanding of pronunciation and spelling variation within Indian languages. Similarly, in exchange-3 the teacher invites students to share their perception about England. In these two examples, it can be observed that the teacher largely controls the classroom interaction and decides what aspect of textbook content to be discussed. From the above discussion, it can be concluded that teachers’ pedagogic intent and the nature of textbook content determines the type of acts and interacts

employed in the classroom. Along with gendered participation in knowledge moves (section 5.3.1.1), gendered participation in action moves (section 5.3.1.2), gendered nature of classroom participation (section 5.3.1.3), the acts and interacts used in the classroom interactions also contribute to the gendered pedagogic relations in the classroom.

Gendered classroom participation and lack of conscious effort from ESL teachers to ensure adequate participation of boys and girls contribute to the gendered classroom discourse. As discussed in 5.3.1.1 and 5.3.1.2, the data presented in table 5.6 reiterates the observation that boys participate predominantly in classroom interaction than girls. This lopsided classroom participation enabled the boys to express their knowledge and perceptions. For example, in exchange-3, boys express their opinions about England using words like British colonies, cricket, Buckingham Palace, Queen Victoria, Kohinoor diamond, and museums but girls do not express their opinions. As a result, girls' perspective about England does not become a part of the classroom discourse.

In all the above sections, it is observed that i) gendered classroom participation, ii) nature of classroom interactions and iii) type of interacts and acts employed contributes to the operation of gendered discourse in all four lessons. Gendered classroom participation leads to one gender participating and displaying their knowledge and opinions in classroom interaction through different acts and interacts. This gendered classroom participation constructs the views of selected boys in the classroom. The classroom interaction recorded does not include the perspective of other boys and girls in the classroom. This resulted in the construction of gendered classroom discourse. The gendered classroom participation impacts both the boys and girls in the classroom. In the following section, the sociological and pedagogical impact on students because of gendered classroom participation is discussed in detail.

5.3.2 Pedagogic Relations and Gendered Participation

5.3.2.1 Key Findings of Gendered Pedagogic Relations.

From the analysis of classroom interaction, it can be stated that pedagogic relations in all the four lessons are gendered in nature. The key findings of the gendered pedagogic relations are listed below.

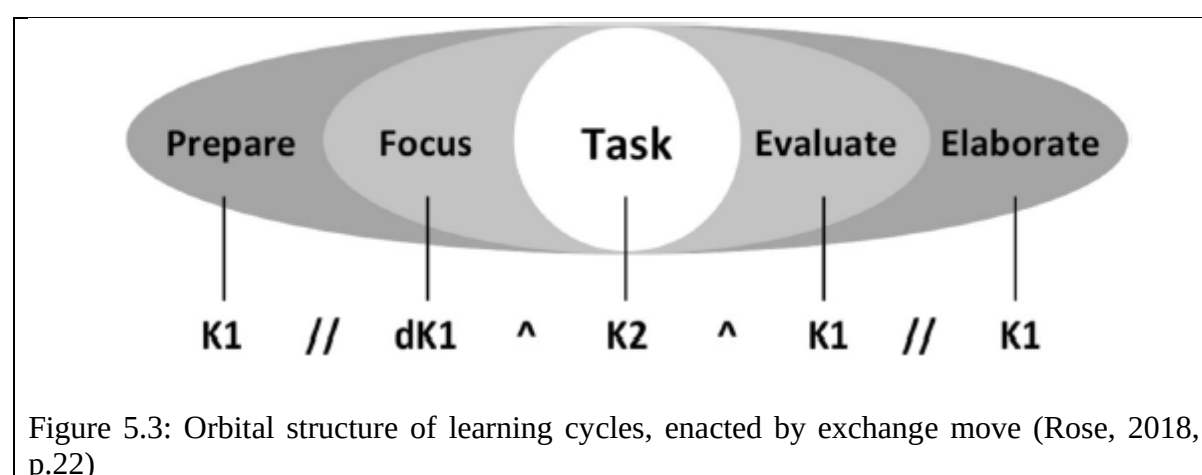
- Boys' individual and group participation is more than girls' in all four lessons analysed above.
- Both interactive and non-interactive learning cycles contribute to the construction of gendered discourse in the classroom.
- In Interactive learning cycles, lopsided classroom participation enables the boys to express their knowledge and perceptions. As a result, girls' knowledge and perceptions does not become a part of classroom discourse construction.
- Even in interactive learning cycles, the teacher controls the discussion and flow of information in the classroom. This provides more scope for elicitation and very little scope for discussion.
- 'Knowledge' act is predominantly enacted by the students because most teachers elicit information using display questions.
- Teachers' pedagogic intent and the nature of textbook content determine the type of acts and interacts employed in the classroom. The choice of acts and interacts majorly contributes to the construction of gendered classroom discourse.

These key findings contribute to the construction of gendered classroom discourse in the classroom. From the above analysis it can be inferred that pedagogic relations have two functions i) pedagogic functions and ii) sociological functions. The analysis also shows that in many learning cycles classroom participation is interactive in nature. In interactive moves students and teachers interact to enact pedagogic functions like clarifying, explaining,

demonstrating, and imparting knowledge or perception. The teacher and students jointly enact these pedagogic functions to achieve pedagogic goals. Participating in this pedagogic process has varied sociological implications. In specific, gendered classroom participation has many sociological implications. In all four lessons, it is observed that boys predominantly participate in classroom interaction and they overwhelmingly take part in the ongoing pedagogic process. In the case of girls', they sporadically participate in individual interaction with the teacher and they do not actively participate in the group interactions. Limited classroom participation in interaction reduces their participation in the pedagogic processes and this lopsided participation does not provide an opportunity for the teachers to know the girls' perceptions or views. For example, the third exchange in table 5.5 shows how girls' views do not become a part of the classroom discourse. This example demonstrates how non-participation leads to gendered classroom discourse construction. The impact of non-participation in pedagogic functions and classroom discourse construction has been discussed. In addition to this, non-participation also has significant sociological implications. In all the lessons, girls' participation is very less and this non-participation can be related to the macro societal phenomenon of silencing or muffling the women's' voice in public discourses (Roger, 1993; Rakow, L.F & Wackwits, L.A, 2004). While it can be argued that there is no visible link between girls' classroom participation and the muffling of women's voice in society, girls' minimum classroom participation must be recognised as a situated social practice. In social institutions like schools, social practices that operate in the classroom neglect the voices of women. In brief, minimum classroom participation of girls impacts the construct of classroom discourses and it has strong pedagogical and sociological implications.

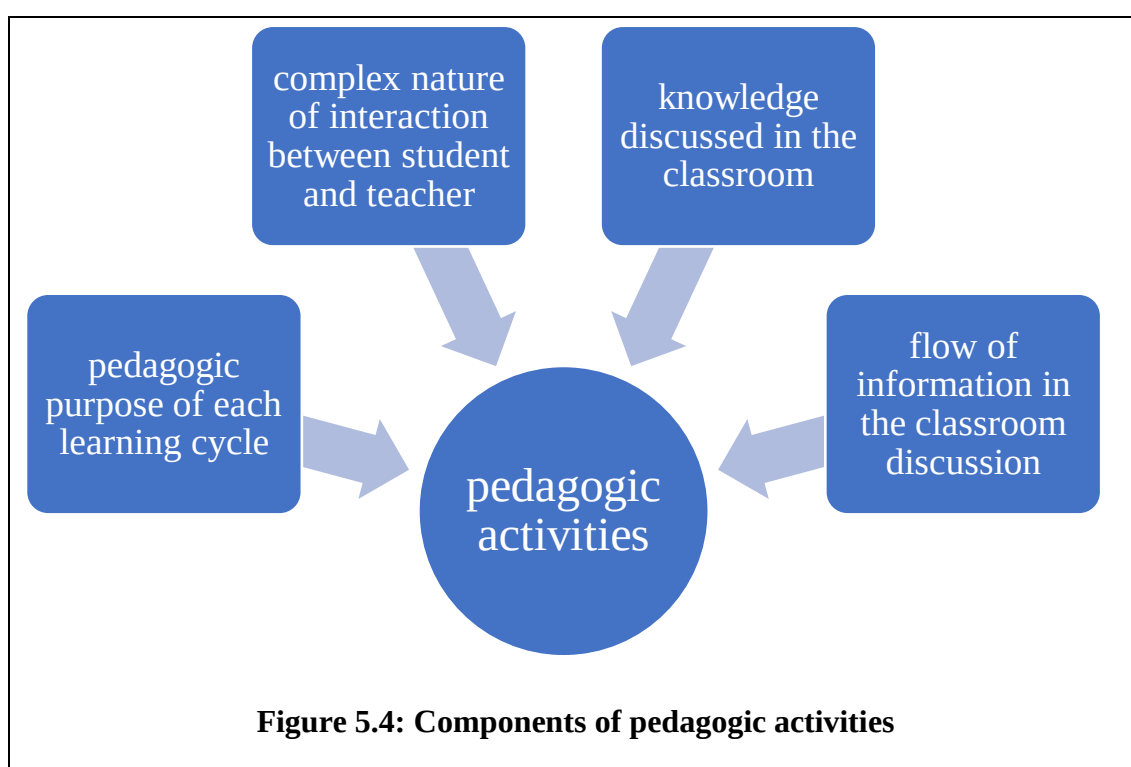
5.3.3 Pedagogic Activities

As described in the literature chapter, pedagogic activities involve the functioning of two systems: i) system of cycle phase and ii) matter system. The ‘system of cycle phase’ aids us in studying the pedagogic purpose of each learning cycle (imparting knowledge, vocabulary learning, elicitation, etc.,) and how each learning cycle is carried out by the teacher and students through orbital phases like prepare, focus, task, evaluate and elaborate (Rose, 2018). Studying the manifestation of these phases in the classrooms will help in understanding the complex nature of the interaction between the teachers and students in the classrooms. Overall, studying the system of the cycle phase provides important insights into the i) pedagogic purpose of each learning cycle and ii) complex nature of interaction in the classroom.



The complex operation of these phases (Fig. 5.3) by teachers and students determines the pedagogic outcomes of each learning cycle. In addition to the system of cyclic phases, the matter system also contributes to the understanding of the nature of knowledge discussed in the classroom by teachers and students. As elaborated in the previous chapter, the matter system is used to understand ‘subject’ and ‘aspect of the subject’ discussed in each learning cycle and the flow of the information from one learning cycle to other. Together, analysing the system of cyclic phases and matter system of lessons has helped in understanding i) the

pedagogic purpose of each learning cycle ii) the complex nature of the interaction between student and teacher iii) knowledge discussed in the classroom, and iv) flow of information in the classroom discussion. These four components define the pedagogic activities in the classroom (see picture, 5.4). The classroom interaction of all four lessons is analysed in detail using a system of cycle phase and matter system to understand the gendered experience by students.



5.3.3.1 Pedagogic Purpose of Each Learning Cycle.

Each learning cycle has a pedagogic purpose and it is manifested through the teacher-student interactions or lecturing by the teacher. The major pedagogic purposes identified in the data are i) eliciting information or opinion ii) checking students' understanding iii) elaborating the meaning of the sentences or words and iv) explaining grammar points. All these pedagogic functions are enacted through the orbital or cyclic phases of a learning cycle (Fig. 5.3). In the following sections, the functions of learning cycles and the operation of

gender relations through these learning cycles will be explored in detail. In the table below, cyclic phases of each move are specified in the column title ‘Phase’.

Table 5.7						
Pedagogic functions of learning cycles						
Ins	Exchanges	Role	Sp/Do	Phase	Interact	Act
Lesson-1						
1	Have you seen people dancing?	dK1	T	Focus	Inquire	Perception
	Such people dancing on their knees without any feet.					
	On their knees they are able to do.					
	Have you seen such people?					
	Yes	K2	S6 (B)	Task (Propose)	Concur	Perception
	They are able to run. We have Olympics for the disabled.	K1	T	Prepare	Impart	Knowledge
	Paralympics	K2	Ss (OB)	Task (Propose)	Display	Knowledge
	Yes, we have Paralympics	K1	T	Evaluate	Approve	Knowledge
	What are Paralympics?	dK1	T	Focus	Inquire	Conception
	Games for handicaps	K2	Ss (OB)	Task (Propose)	Display	Knowledge
	See you cannot say that they are handicapped.	K1	T	Evaluate	Admonish	Perception
	what does the word handicap mean?	dk1	T	Focus	Inquire	Perception
	“Oh, I cannot” which means handicapped	K1	T	Elaborate	Impart	Knowledge
2	“Cannot” It come into the different category	K1	T	Elaborate	Impart	Knowledge
	But here they are used for the {Differently abled} people who are called differently abled	K1	T S1 (B)	Elaborate	Impart	Perception
	They are able do things in a {different way} different way.	K1	T S1 (B)	Elaborate	Impart	Perception
	Lesson 3					
	“I always swim alone,” said the other. “This is my pool; I did not invite you here.”	K1	T	Prepare	Impart	Knowledge
	What do you mean by “I” here?	dK1	T	Focus	Inquire	Knowledge

	"I" refers to?	dK1f	T	Focus	Inquire	Knowledge
	Suraj	K2	S1(B)	Task	Display	Knowledge
	Suraj. Ok. I refers to Suraj. (Teacher writes the sentence on the board)	K1	T	Evaluate	Repeat	Knowledge
	{Suraj}		S1(B)			
Lesson 3						
3	He saw Ranji beneath the sal trees, and called a challenge across the waters of the pool.	K1	T	Prepare	Impart	Knowledge
	What did he found now?	dK1	T	Focus	Inquire	Knowledge
	What was the main thing?					
	Challenge. (Teacher simultaneously right the word "Challenge" on the board)	K1	T	Elaborate	Impart	Knowledge
	As I told in the summary, Suraj is going to give a challenge to Ranji. Based on that challenge only they are going to be friends.	K1	T	Elaborate	Impart	Knowledge
	This is the turning point. (Teacher simultaneous underline the word "challenge" on the board)	K1	T	Prepare	Impart	Perception
	Challenge is the turning point which make both of them to be friends later on.	K1	T	Elaborate	Impart	Knowledge
	"Come over on this side and fight!" he shouted. But Ranji was not going to submit to any conditions laid down by his opponent.	K1	T	Prepare	Impart	Knowledge
	Ok, if you come over to this side we will fight with each other.	K1	T	Elaborate	Impart	Knowledge
	So Ranji was on one side and Suraj was on the other side of the lake or pool.	K1	T	Elaborate	Impart	Knowledge
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys</i>						

Table 5.5 has three instances elaborating how pedagogic functions of i) eliciting information or opinion ii) checking students' understanding are accomplished through teacher-student interaction. In the first instance, the teacher starts the learning cycle with the imperative question "Have you seen people dancing (on the knees)?" to prepare students to understand the concept of 'Paralympics'. The teacher elicits students' responses to the concept 'Paralympics'. This process of elicitation is carried out by implementing orbital phases of *Prepare > Focus > Task > Evaluate*. In the same learning cycle, the teacher elaborates the negative connotation and political inappropriateness of the term 'handicapped'. In these turns, the teacher uses elaborate phases to convey the message. The use of all the five orbital phases in the first instance indicates that this learning cycle is interactive in nature however it must be noted here that the teacher largely controls or decides the flow of information in the classroom through elicitation questions. In the second instance, the teacher reads the line "'I always swim alone' said the other. This my pool; I did not invite you here" from the textbook and asks a question "What do you mean by 'I' here?" to check the understanding of the students and follows it up with a follow-up question "'I' refers to?" a boy responds to the question. Even in this learning cycle orbital phase pattern of *Prepare > Focus > Task > Evaluate* can be noticed. This indicates that this learning cycle, like the previous learning cycle, is interactive in nature. In both instances, it can be understood that teacher takes the responsibility of initiating the learning cycle and making the classroom discussion interactive in nature. In the third instance teacher reads the following line from the textbook "He saw Ranji beneath the sal trees, and called a challenge across the waters of the pool" and posed two questions "1) what did he found now? and 2) what was the main thing?" to the students. These questions are aimed to check students' comprehension but the teacher does not wait for the students to respond. The teacher answers the question and continues to elaborate on the meaning of the sentence. In the third instance, it can be observed that the teacher is more

focused on explaining the sentence than eliciting responses from the students. All three instances indicate that any learning cycle with a pedagogic purpose can be made interactive depending on the plan and pedagogic intent of the teacher. In both interactive learning cycles (instances 1 & 2) and non-interactive learning cycles (instance -3) girls and a group of boys remain passive and displaying non-participant in the whole learning process. In many such instances during i) elicitation of information or opinion from students and ii) checking students' understanding, the girls and a group of boys remain passive and non-participatory. This can be found in the data provided in appendix -3 (p. 338).

Table 5.8						
Pedagogic functions of learning cycles						
Ins	Exchanges	Role	Sp/Do	Phase	Interact	Act
Lesson-3						
1	His first impulse was to turn away and look elsewhere, his second to throw the lemonade bottle at his enemy. But he did neither of these things..... scowled back with equal ferocity	dK1	T	Prepare	Impart	Knowledge
	Scowl means look angrily	K1	T	Elaborate	Impart	Knowledge
	Teacher writes on the board “1) Scowled – looked angrily 2) Ferocity – fierceness 3) adversary – opponent/enemy”	A1f	T		Direct	Display
	Right, there are the meanings. (pointing at the board) Ferocity means fierceness and scowl mean looking angrily	K1	T	Elaborate	Impart	Knowledge
	So, each of them is looking angrily at each other.	K1 (tr)	T	Elaborate	Impart	Knowledge
Lesson 3						
2	So, here you can see that, if you observe in the text we can find out the direct and indirect speech. Did you hear that anytime?	K1	T	Prepare	Inquire	Knowledge
	We have a reported speech in English.	K1	T	Prepare	Impart	Knowledge

	(Teacher writes reported speech on the board)					
	Here, in this paragraph. The writer is giving the exact words. That is why we say it in inverted commas.	K1	T	Elaborate	Impart	Knowledge
	As you find there “I am swimming,” he said, he replied. He replied that I am swimming.	K1	T	Elaborate	Impart	Knowledge
	Clear, they are called direct speech. The words inside the quotations are called direct speech (sic).	K1	T	Elaborate	Impart	Knowledge
	Whenever you come across such type of things as part of your grammar. When you read a book you need to understand and underline them so that it will be helpful for you. So that will be the best way of reading a book or story book. Is it clear for all?	K1	T	Elaborate	Direct	Behaviour
	Yes Sir	K1	S3 (G)	Task	Concur	Behaviour
Lesson 3						
3	She knew how utterly obviously her husband was of the practical problems of the living.	K1	T	Prepare	Impart	Knowledge
	What is utterly?	dK1	T	Focus	Inquire	Knowledge
	What is utterly?	dK1f	T	Focus	Inquire	Knowledge
	This word (Indicating towards the black board)	K1	T	Focus	Pointing	Attention
	{Say}	K2	S3 (G)	Task	Display	Knowledge
	Completely	K1	T	Evaluate	Correct	Knowledge
	Completely meaning didn't remember things, very careless with the things	K1	T	Elaborate	Impart	Knowledge
	Why was he careless?	dK1	T	Focus	Inquire	Knowledge
	Did take his medicines, Didn't doctor asked to take medicines against cold?	dK1	T	Focus	Inquire	Knowledge
	So what was Dutta's problem?	dK1f	T	Focus	Inquire	Attention
	Cold	K2	S6 (B)	Task	Display	Knowledge

	Pardon (Pointing to a boy in the classroom)	A1	T			
	He did not wear sweaters as it is cold outside	K2	S7 (B)	Task	Display	Knowledge
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys</i>						

Table 5.8 has three instances elaborating how pedagogic functions of iii) elaborating the meaning of the sentences or words and iv) explaining grammar points are accomplished through student-teacher interaction. In the first instance, the teacher starts the learning cycle by reading a long sentence from the textbook and proceeds to explain the meaning of the word ‘scowl’ to the students. As a follow-up, the teacher writes the following words, ‘scowled’, ‘ferocity’, and ‘adversary’, and their meanings on the board for the students to comprehend the meaning. In this learning cycle, the teacher prefers to elaborate the meaning of the words than elicit the meaning of the words. This is evident through the pattern of *Prepare > Elaborate > Elaborate > Elaborate* phases in the data. This pattern indicates that the teacher chose to implement the pedagogic function of explaining the meaning of the words than elicit the meaning of the words. In the second instance, the teacher draws the students’ attention to the textbook and tries to elicit information about the grammar topic of direct and indirect speech. Following the elicitation move, it can be noticed that teacher shifts to the elaboration of the grammar topic.

The teacher elaborates the process of identifying the direct and indirect speech in the text. In this learning cycle, after a brief elicitation teacher majorly elaborates the grammar point. In the third instance, the teacher starts the learning cycle by reading the sentence “She knew how utterly obviously her husband was of the practical problems of the living” from the textbook. The teacher follows it up with a question to elicit the meaning of the word ‘utterly’ from the students. A female student indistinctly answers “say” to the question but it

is not audible to the teacher. The teacher explains the meaning of the word ‘completely’ and contextualises the meaning of the word ‘very careless’ in the following moves. In the same learning cycle, the teacher connects the word ‘very careless’ to the content of the lesson and tries to check students’ understanding of the lesson through elicitation questions. Students reply to the elicitation questions by relating the word ‘very careless’ to the behaviour of the character Dutta in the textbook. This learning cycle illustrates how the teachers combine two pedagogic functions i) explaining the meaning of the word and ii) eliciting information in the same learning cycle. In addition, it is observed that the teacher made this learning cycle more interactive in comparison to the previous two learning cycles. All three instances reinforce that the scale of interaction in every learning cycle largely depends on the plan, pedagogic intent, and teaching style of the teachers. In Table 5.8, the first and second instances are noninteractive learning cycles and the third instance is an interactive learning cycle. Both the interactive and noninteractive learning cycles have a pedagogic goal and majority of the students, both boys and girls, remain passive participants throughout the learning process. Many such instances of both interactive and non-interactive learning cycles with multiple pedagogic functions can be found in the data provided in the appendix -3 (p. 338).

Primarily, in each lesson, both teacher and students strive to achieve the pedagogic purpose of each lesson through both interactive and non-interactive learning cycles. These processes of achieving the pedagogic goals have implications for both gendered participation and gender relations in the classroom. This indirect and discursive relationship between processes of learning, gendered participation, and gender relations in the classroom contributes to the larger sociological construct beyond the observable pedagogic goals. These processes of learning and how they contribute to gendered participation and gender relations in the classroom are explained in detail in the below section.

In the above-discussed learning cycles, it could be observed that some pedagogic functions are implemented using the orbital phase cycle of '*Prepare > Focus > Task > Evaluate*' and other pedagogic functions with '*Prepare > Elaborate*'. The learning cycles with the phases of '*Focus > Task > Evaluate*' signal the occurrence of interaction between teacher and student. The quality of the interaction and nature of interaction could be analysed by looking at the details of the interaction. The learning cycles with the phases of '*Prepare > Elaborate*' indicate that there is no interaction between teacher and student; the teacher carries out the entire learning as a monologue. From the tables 5.7 & 5.8, it is clear that classroom interaction in these classes A and B is a mix of both interactive and non-interactive learning cycles. Instances one and two in table 5.7 and three in Table 5.8 are examples of interactive learning cycles. In these interactive learning cycles, there is a clear absence of girls' participation in classroom interaction. Instance three in table 5.7 and one and two in Table 5.8 are examples of non-interactive learning cycles. In these non-interactive learning cycles, there is a clear absence of students' participation in classroom interaction. Both interactive and non-interactive learning cycles contribute to the gendered classroom participation and gendered teacher-students relationship in the classroom. Both these learning cycles have a pedagogic function and the teacher largely controls the interactive nature of these learning cycles. From the above analysis, it can be inferred that in both interactive and non-interactive learning cycles teachers are more focused on achieving the pedagogic purpose of the learning cycle. In this process, they have not prioritised the participation of the students, and they do not focus on providing adequate chances for all the boys and girls. This is reported not to blame the teachers for inadequate girls' participation in the classroom interaction but to highlight the phenomenon that ensuring adequate participation of girls is treated as optional by the language teachers. From the analysis, it can be observed that teachers believe classroom participation by students is not mandatory and they do not make a

conscious effort to include diverse interaction. Because of these reasons, a small group of students repeat-participated in most of the learning cycles. This analysis (tables 5.7 and 5.8) shows the indirect and discursive link between the pedagogic activities and their contribution to the operation of gendered discourses in the classroom.

5.3.3.2 Complex Nature of Interaction in the Classroom.

The complex nature of interaction in the classroom can be understood by explaining the complex operation of the cycle phases in the classroom. As discussed earlier, the learning objective of each learning cycle can be implemented in the classroom through different patterns of cycle phases. In this section, the predominant type of cycle phases employed by the teachers in all four lessons is studied in detail. The basic pattern of interactions found in all the lessons are 1) interactive cycles (*Prepare > Focus > Task > Evaluate*) and 2) non-interactive cycles (*Prepare > Elaborate*). In the actual utterances, these basic patterns of interactions can be expanded using different move complexes.

Table 5.9						
<i>Network of complex moves in a learning cycle</i>						
Ins	Exchanges	Role	Sp/Do	Cycle	Interact	Act
Lesson-1						
1	Every so often, his eyes would shut in frustrated exhaustion.	K1	T	Prepare	Repeat	Knowledge
	What would happen to his eyes?	dK1	T	Focus	Inquire	Knowledge
	Close	K2	S1 (B)	Propose	Display	Knowledge
	Shut in frustration (sic)	K1	T	Evaluate	Repeat	Knowledge
	What is frustration?	dK1	T	Focus	Inquire	Knowledge
	frustrated feed up tiredness {tiredness} frustrated exhaustion	K1	T S1 (B)	Elaboration	Impart	Knowledge
	What is exhaustion?	dK1	T	Focus	Inquire	Knowledge
	Tiredness {tiredness}	K1	T S1 (B)	Elaborate	Impart	Knowledge

And sitting opposite him I could feel his anguish,	K1	T	Prepare	Repeat	Knowledge
What was..	dK1	T	Focus	Inquire	Knowledge
What was he					
What did Stephen Hawking do or express through his feeling that kanga understood					
When he said I could feel his anguish?	dK1	T	Focus	Inquire	Knowledge
Severe Pain	K2	S7 (G)	Propose	Display	Knowledge
Any other	dK1	T	Focus	Inquire	Knowledge
Not interested or more interested?	dK1	T	Focus	Inquire	Choice
More interested	K2	Ss	Propose	Display	Choice
In fact, he was very interested in answering	K1	T	Evaluate	Repeat	Perception
And Stephen Hawking when he was opposite to Kanga, he was trying to and was ready, almost ready taking all pains to respond to whatever begin asked.	K1	T	Elaborate	Impart	Perception
<i>Note:</i> K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys					

In the table 5.9, it can be observed how the basic pattern of the cycle phases expands during the implementation of learning objectives. In this learning cycle, the pattern of the cycle phase is as follows: *Prepare > Focus > Task (Propose) > Evaluate > Focus > Elaborate > Focus > Elaborate > Prepare > Focus > Focus > Propose > Focus > Focus > Propose > Evaluate > Elaborate*. This pattern explains how the basic cycle phase expands depending on the teaching style and pedagogic purpose of each learning cycle. The pattern above shows that in this learning cycle teacher has asked more elicitation questions. To sum

up, the pattern indicates that the composition of an interactive learning cycle varies depending on the knowledge discussed, teaching style, and the level of the students.

In the above instance, it can be observed that students' participation is largely limited to providing brief answers to the elicitation questions. From the above instance and from the larger data it is inferred that even in the interactive learning cycles, interactions are largely driven by the teachers, by the elicitation questions or questions to check students' understanding. Most of these questions are centred around the lead characters or the theme of the lesson. It can be concluded that even in the interactive learning cycle, the discussion is largely controlled and directed by the teacher and the discussion reiterates the themes discussed in the lessons. These interactive learning cycles implement their intended pedagogic purposes.

The other type of learning cycle: the non-interactive learning cycle also occurred using different move complexes. In the first example of table 5.8, the pattern of the cycle phase is *Prepare > Elaborate > Elaborate > Elaborate*. In the second instance of the table 5.8, the pattern is *Prepare > Prepare > Elaborate > Elaborate > Elaborate > Elaborate > Task*. The two patterns explain the variations within the non-interactive learning cycles. The non-interactive learning cycle is also used in all the four lessons observed in this study. More number of non-interactive learning cycles in the lesson affects the students' participation and this phenomenon also leads to gendered participation. Both interactive and non-interactive learning performed specific pedagogic functions in the English language classroom chosen for this study. Only a few groups of boys participating in the class indirectly reiterated gendered participation in the classroom.

In sections 5.3.3.1 & 5.3.3.2, the complexities in classroom interaction are discussed in detail. Classroom interaction is complex because teachers use more than one teaching

technique to achieve learning goals. The classrooms in this research also reflect this complex process, where the teacher is exclusively focused on delivering or achieving the intended pedagogic goals. During this process, it is observed that the teacher encouraged students' participation. However, unregulated participation led to a group of boys participating voluntarily and repeatedly in the classroom. This process has resulted in the inadvertent creation of gendered participation in both classes. The analysis of the class participation reiterates the points discussed in the section on 'pedagogic relations'. In addition to participation, the other important component is the knowledge discussed in the classroom. In the sections below, knowledge discussed in the classroom is analysed in detail.

5.3.3.3 Knowledge Discussed in the Classroom.

Knowledge is embedded in each turn of conversation between the teacher and students. Analysing the knowledge embedded in each move and learning cycle helps in gleaning the 'knowledge' discussed in the classroom. Analysing each move and learning cycle using Rose's (2014 & 2018) matter system will help in comprehending how knowledge is constructed and discussed in each learning cycle. Through this analysis, it can be inferred that knowledge constructed and discussed, contributes to the formation of gender identities in the classroom. The types of knowledge discussed in the data can be classified into five different categories they are i) information about the lead characters of lesson ii) information about the supporting characters of lesson iii) events mentioned in the lessons iv) theme of the lesson v) topics around the theme of the lesson and vi) linguistic knowledge. In each learning cycle, one or more of the above stated types of knowledge are discussed by the teacher depending on the pedagogic goal of each learning cycle. In the below table, the knowledge discussed in each move is written in the column titled 'matter'.

Table 5.10						
Knowledge discussed in the classroom						
Ins	Exchanges	Role	Sp/Do	Matter	Interact	Act
Lesson-1						
1	(Teacher discusses the outline of the lesson)	K1	T		Direct	Attention
	What do you know about the Stephen Hawking? [Naresh]	dK1	T	Person	Inquire	Perception
	Scientist	K2	S1 (M)	Attribute	Display	Knowledge
	He is a scientist	K1	T	Attribute	Repeat	Knowledge
	Don't shout like that (Teacher corrects the behaviour of two students)	A2	T	Behaviour	Insist	Teacher Evaluation
	(Students stop shouting)	A1	S2 & S3	Behaviour	Concur	Accordance
	Please remember that	A2f	T		Insist	Teacher evaluation
	Ha, He is a scientist	Tr	T	Attribute	Repeat	Knowledge
Lesson-2						
2	Dutta an amateur scientist	K1	T	Person	Impart	Knowledge
	(Writing the word "amateur" on the board)	A1	T	Behaviour		
	What is this? (pointing to the word)	dK1	T	Attribute	Enquire	Attention
	Amateur	K2	S3 (G)	Attribute	Display	Knowledge
	Amateur Scientist	K1	T	Person	Repeat	Knowledge
	Dutta, Who is Dutta?	dK1	T	Person	Enquire	Knowledge
	An Amateur Scientist	K2	S3 (G)	Person	Display	Knowledge
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys</i>						

Table 5.10 has two instances elaborating on how information about the lead characters is discursively constructed in the classroom. In the first instance, the teacher elicited information about the lead character Stephen Hawking. The teacher asked the question “What do you know about Stephen Hawking?” a student responded “Scientist”. In this instance, the

attribute of the lead character is elicited. Similarly, in the second instance teacher stated the attribute of the lead character Dutta “amateur scientist” and highlighted the attribute “amateur” by repeating it in the subsequent moves. These two instances indicate how the information about the lead characters is discursively constructed in the classroom. This discursive construction can also be inferred from the predominant occurrence of the term ‘Person’ and ‘Attribute’ in the matter column of the above table (5.10). The above instances are representative samples indicating that information about the lead characters is the major type of knowledge repeatedly found in all four lessons. Many such instances can be observed in the data provided in the appendix -3 (p. 338). The information about the lead characters, attributes of the lead characters, actions centred around the lead characters, and experiences of the lead characters occupy predominant space in classroom interaction of the lessons. The discursive representation of lead characters in the classroom interaction has a direct impact on the nature of gender discourse circulated in the classroom. In this study, all the four lessons observed in two classrooms have male-centred lead characters. Through the above analysis, it can be stated that classroom interaction centred around the male lead characters has led to the gendered classroom experience.

Table 5.11						
Knowledge discussed in the classroom						
Ins	Exchanges	Role	Sp/Do	Matter	Interact	Act
Lesson-1						
1	She picked up the white woollen pullover, wrapped herself in a Shawl and made her way to the roof, to break up his tête-à-tête with Dibya.	K1	T	Person	Impart	Knowledge
	She found them both huddled together eye to eye.	K1	T	Person	Impart	Knowledge
	What is eye to eye?	dK1	T	Phrase	Enquire	Knowledge
	(Students smile)	A1	Ss			
	As though man and women looking into each other’s eyes, that way she was telling	K2	T	Phrase	Impart	Knowledge

	To Indirani Debi telescope was like a Designing women who has ensnarled her husband	K1	T	Person	Impart	Knowledge
Lesson 3						
2	Firdaus Kanga is a writer and journalist who lives and works in Mumbai. Kanga was born with 'brittle bones'.	K1	T	Person	Impart	Knowledge
	[Learners look at the book and listen to the sentences read by the teacher]	K2	Ss	Person	concur	Reception
	What are brittle bones children?	dK1	T	Word	Inquire	Knowledge
	What does the word brittle mean?	dK1f	T	Word	Inquire	Knowledge
	They break easily	K2	S1 (B)	Word	Display	Knowledge
	They break easily	K1	T	Word	Repeat	Knowledge
	that tended to break easily when he was a child. Like Hawking, Kanga moves around in a wheelchair.	K1	T	Person	impart	Knowledge
	So, who are the two people we are going to talk about?	dK1	T	Person	Inquire	Knowledge
	In this lesson who are you going to meet?	dK1f	T	Person	Inquire	Knowledge
	Stephen Hawking and Firdaus Kanga	K2	S2 (B)	Person	Display	Knowledge
	Firdaus Kanga and Stephen Hawking		S3 (B)			
	Stephen Hawking and Firdaus Kanga (Teacher writes the names on the board)	K1	T	Person	Repeat	Knowledge
	What Kanga?	dK1	T	Person	Inquire	Knowledge
	Firdaus Kanga	K2	S4 (G)	Person	Display	Knowledge
	Stephen Hawking and Firdaus Kanga	K1	T	Person	Repeat	Knowledge
	To which country does he belong to, Firdaus Kanga?	dK1	T	Place	Inquire	Knowledge
	India	K2	Ss (OB)	Place	Display	Knowledge
	India	K1	T	Place	Repeat	Knowledge
	Right he is from Mumbai	K1	T	Place	Impart	Knowledge
	and Stephen Hawking is from	dK1	T	Place	Inquire	Knowledge

	England	K2	Ss (PB)	Place	Display	Knowledge
	England	K1	T	Place	Repeat	Knowledge
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys</i>						

Table 5.11 has two instances of classroom interaction elaborating how information about the supporting characters is discursively constructed in the classroom. The narrative of the supporting characters varies according to the lesson. In classrooms, the information about the supporting characters is discursively constructed to highlight the role and attributes of supporting characters in the lesson. In the first instance, the teacher read the sentence from the lesson elaborating the action done by the character ‘Indirani Debi’, the wife of the lead character ‘Dutta’ in the lesson. In the following moves, the teacher elaborates the action and elicits the meaning of the phrase ‘eye to eye’. Through these exchanges, the role and function of the ‘Indirani Debi’ have been discussed in the classroom. In the second instance, the teacher reads the sentence from the lesson which gives information about Stephen Hawking’s profession and bodily ailment. In the following moves, the teacher elicits the meaning of the phrase ‘brittle bones’ and the names of the countries to which both lead and supporting characters belong to. In this lesson, the supporting character Firdaus Kanga is also the narrator of the story. In these two instances, it has been observed that information about the supporting characters is discursively constructed with the lead characters of the story. It was also observed that Indirani Debi’s deeds and Firdaus Kanga’s attributes were discussed as part of the classroom interaction. The classroom interaction also reflects the discursive pattern that attributes, personal achievements, and deeds of female and male supporting characters are highlighted differently in classroom discourse. More instances of this pattern can be found in the data provided in appendix -3 (p. 338). Gender disparity constructed

through the discursive construction of supporting characters has also contributed to the gendered classroom experience.

Table 5.12						
Knowledge discussed in the classroom						
Ins	Exchanges	Role	Sp/Do	Matter	Interact	Act
Lesson-1						
1	The two great men exchange thoughts on what it means to live life in a wheelchair, and on how the so called 'normal' people react to the disabled. Cambridge was my metaphor for England	K1	T	People	Impart	Knowledge
	Please note down these words	A2	T		Direct	Behaviour
	Metaphor for England and it was strange that when I left it had become altogether something else, because I had met Stephen Hawking there.	K1	T	Place	Impart	Conception
	Cambridge was my metaphor for England.	K1	T	Place	Repeat	Conception
	What is Cambridge?	dK1	T	Place	Inquire	Knowledge
	University	K2	S5 (B)	Place	Display	Knowledge
	University {University} Right	K1	T S2 (B)	Place	Repeat	Knowledge
	It was like a metaphor for England.	K1	T	Place	Repeat	Conception
	What does he mean by that?	dK1	T	Concept	Inquired	Conception
	Important	K2	S2 (B)	Concept	Display	Conception
	Important	K1	T	Concept	Repeat	Conception
	Then	A2	T		Invite	Conception
	what else do you understand?	dK1	T	Concept	Inquire	Conception
	Similar	K2	T	Concept	Display	Conception
	Similar Ok	K1	S4 (G)	Concept	Repeat	Conception
Lesson 3						
2	He saw Ranji beneath the sal trees, and called a challenge across the waters of the pool.	K1	T	Person	Impart	Knowledge
	What did he found now?	dK1	T	Thing	Inquire	Knowledge
	What was the main thing?					
	Challenge.	K1	T	Thing	Impart	Knowledge

	(Teacher simultaneously right the word “Challenge” on the board)					
	As I told in the summary, Suraj is going to give a challenge to Ranji. Based on that challenge only they are going to be friends.	K1	T	Person	Impart	Knowledge
	This is the turning point. (Teacher simultaneous underline the word “challenge” on the board)	K1	T	Thing	Impart	Perception
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys</i>						

In Table 5.12 two instances of classroom interaction are provided to illustrate how events discussed in the lessons are discursively constructed in the classroom. Along with a) discursive construction of lead characters and b) discursive construction of supporting characters, the c) events or actions in the lessons are the other predominant types of knowledge discussed in the classroom. In the first instance, the teacher reads a sentence from the lesson which narrates the meeting between Stephen Hawking and Firdaus Kanga and they discuss how ‘normal’ people perceive disabled people. In the same move, the teacher also reads another sentence which states that “Cambridge is the metaphor for England”. In the following moves, the teacher elicits the meaning of the words ‘metaphor’ and ‘Cambridge’. In this move, the event of Firdaus Kanga meeting Stephen Hawking is described. In the second instance, the teacher describes the event how Suraj challenged Ranji to swim across the pool. In the following moves, teacher elaborates how this challenge acts as the turning point in the story. Both the instances highlight how events of the lessons are discursively constructed in the classroom. These events largely discuss the lived experiences of the lead characters. In the data, all the lead characters are male. As a result, these events of the lessons

highlight the lived experience of the male characters and this phenomenon contributed to the gendered classroom experience.

Table 5.13						
Knowledge discussed in the classroom						
Ins	Exchanges	Role	Sp/Do	Matter	Interact	Act
Lesson-1						
1	Both of them disabled or differently abled	K1	T	Persons	Impart	Knowledge
	What is this disabled and differently abled?	dK1	T	Concept	Inquire	Conception
	I want to focus your attention on this.	A2	T		Insist	Attention
	What is disable?	dK1	T	Word	Inquire	Knowledge
	(Students didn't respond)	A2	Class		Display	Engagement
	Able, what is able?	dK1f	T	Word	Inquire	Knowledge
	Can do {Can do}	K1	S1 (B) S2 (B)	Word	Display	Knowledge
	Disable?	dK1 (tr)	T	Word	Inquire	Knowledge
	Cannot {cannot}	K1	S1 (B) S2 (B)	Word	Display	Knowledge
	Cannot do things perfectly as we...	K1	T	Concept	Impart	Perception
	{do}		S1 (B)			
	...Not perfectly, cannot do things as we do. That is, they can do things but in a different way.	Cl	T	Concept	Impart	Perception
	See what I am doing (Teacher moves to one corner of the class and from there she walks to the other corner)	A1	T		Direct	Display
	I am actually displacing myself from that place to here by walking.	K1	T	Concept	Impart	Conception
	They may not be able to do it by walking. They may be doing it in a different way. Same displacement in a different way.	K1	T	Person	Impart	Conception
	They are able to do things in a different way.	K1	T	Person	Impart	Conception
Note:						

K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys

Table 5.13 elaborates how the theme of the lesson became the subject during many learning cycles in the classroom interaction. The themes of the lessons are one of the types of knowledge discussed in the classroom. In this instance, the teacher read the line “Both of them disabled or differently-abled” from the textbook. In the following moves teacher tried to elicit the meaning of the word disabled and check the understanding of the concept ‘differently abled’. The teacher took special efforts to check the understanding of this concept because the lesson is built around the theme of success stories of differently-abled personalities. In each lesson, the teacher made efforts to reiterate the theme of the lesson in different learning cycles. From Table 5.13 and the data presented in appendix -3 (p. 338), it could be inferred that themes of the lesson are one of the types of knowledge discussed in the English classroom. In most lessons, themes of the lessons did not directly contribute to the gendered classroom experience. But the characters and events through which the themes are built contributed to the gendered classroom experience.

Table 5.14

Knowledge discussed in the classroom

Ins	Exchanges	Role	Sp/Do	Matter	Interact	Act
Lesson-1						
1	Scientists and religious leaders react to this situation in two different ways.	K1	T	Action	Impart	Knowledge
	Scientist as we spoke, As we talked about how it can be done?	dK1	T	People	Enquire	Knowledge
	Changing the path (boy)	K2	S3 (B)	Action	Display	Knowledge
	{destroy} (Girl)	K2	S4 (G)	Action	Display	Knowledge
	Changing the path of the comet or Destroy	K1	T	Action	Display	Knowledge
	{destroy} (Boy)	K2f	S5 (B)	Action	Display	Knowledge

	Two options	K1	T	Options	New	Perception
	What can religious leader do then?	dK1	T	People	Enquire	Knowledge
	Pray (Boy)	K2	S6 (B)	Action	Display	Knowledge
	Simply pray	K1	T	Action	Repeat	Knowledge
	What do they do?	dK1	T	Person	Enquire	Knowledge
	Yagnas, poojas (Boy)	K2	S5 (B)	Action	Display	Knowledge
	Yes, they perform Yagnas	K1	T	Action	Approve	Knowledge
	What happens to the comet? This story is about that. Ok			Thing	Suggest	Attention
Note: K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys						

The analysis given in Table 5.14 explains how the teacher initiates discussion on the topics around the theme of the lesson by using an example. In this table, it can be observed that the teacher initiates the discussion of how scientists and religious leaders react to the event of a comet colliding with the planet earth. In this learning cycle teacher introduced two perspectives and world views into the classroom discussion when the teacher is “talking around the text” (Sunderlands, 2013). This instance is an example of how teachers added a layer to the classroom discussion by activating the sub-themes or subtext or alternative perspectives. Teacher exploiting the sub-themes or alternative perspectives provides a scope to undo the gendered classroom experience of the students. From the classroom data (p. 338) it has been observed that the teacher mostly activates the sub-themes which contribute to the narrative of the lessons. There is no substantial evidence that the teachers introduced alternative narratives in the classroom. The discussion on the topics around the theme of the

lesson also contributed to the normative male narratives of the lesson which added further to the gendered classroom experience.

Table 5.15						
Knowledge discussed in the classroom						
Ins	Exchanges	Role	Sp/Do	Matter	Interact	Act
Lesson-2						
1	So Suraj was little older than.	K1	T	Person	Impart	Knowledge
	Here we have a comparison. Right? (Teacher writes the word “Older than” on the board)	K1	T	Grammar	Impart	Knowledge
	Whenever you see older than, elder than, younger than, this word (indicating the word “than”) and the name here (indicating the word slot after “than” and word slot before “older”) this means the comparison between persons or things.	K1	T	Grammar	Impart	Knowledge
	Keep it in mind. When you learn degrees of comparison, as part of your grammar, you will come across this aspect of this topic.	K1	T	Grammar	Impart	Knowledge
Lesson-1						
2	Firdaus Kanga is a writer and journalist who lives and works in Mumbai. Kanga was born with ‘brittle bones’.	K1	T	Person	Impart	Knowledge
	[Learners look at the book and listen to the sentences read by the teacher]	K2	Ss	Person	concur	Reception
	What are brittle bones children?	dK1	T	Word	Inquire	Knowledge
	What does the word brittle mean?	dK1f	T	Word	Inquire	Knowledge
	They break easily	K2	S1 (B)	Word	Display	Knowledge
	They break easily	K1	T	Word	Repeat	Knowledge
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys</i>						

Table 5.15 analyses how grammar and vocabulary knowledge are discussed in the classroom. In the first instance, the teacher said that “So Suraj was little older than” and in the following moves teacher explains how the word ‘older than’ indicates the function of comparative degree grammar in that sentence. In the second instance, the teacher starts the learning cycle by reading a sentence from the text and in the following moves elicits the meaning of the words ‘brittle’ and ‘brittle bones’. From both these examples, it can be understood that linguistic knowledge is discussed in combination with the other types of knowledge analysed in the previous sections. In the discussion of linguistic knowledge, the focus has been on the lexical meaning or the grammatical points that are to be taught. This is one of the predominant types of knowledge found in all the four lessons observed in this study.

Analysing the six different categories of the knowledge: i) information about the lead characters of lesson ii) information about the supporting characters of lesson iii) events mentioned in the lessons iv) theme of lesson v) topics around the theme of the lesson and vi) linguistic knowledge, in all four lessons it is observed that discourses of normative male-centric lessons have occurred, repeated and are reinforced in all the classroom interaction. These categories of knowledge discursively construct and represent the lived experience of male celebrities and male lead characters. The above analysis illustrates how textbook content is unpacked and reconstructed in the classroom interaction to reiterate the themes given in the textbooks. In most instances, the scope for the creation of alternative discourses or providing alternative narratives has not been adequately explored by the teachers. This transfer or reconstruction of discourses from textbooks to classroom interaction leads to a gendered classroom experience. The gendered classroom experience refers to the phenomenon where students are made to experience the normative male-centred narratives repeated through classroom activities and the scope for constructing the alternative discourses is not actively explored by both teachers and students. In addition to knowledge construction,

the flow of information from one learning cycle to other contributes to the construction of classroom discourses. The flow of information is studied in detail in the following section.

5.3.3.4 Flow of Information in the Classroom

In this section, tracking the flow of information and knowledge between a series of five learning cycles is discussed in detail. Tracking this flow of information and knowledge between learning cycles helped in exploring the dynamic construction of knowledge in the Indian ESL classrooms. For this analysis, two episodes consisting of five learning cycles each are chosen. These two episodes are taken from two different lessons: Episode -3 of the lesson “The Comet” and Episode -1 of the lesson “The Stone Face” for analysis.

In the Episode-3, the teacher started the first cycle by reading the sentence “she picked up the white woollen pullover, wrapped herself in a shawl and made her way to the roof, to break up his tête-à-tête with Dibya. She found them both huddled together eye to eye”. In the same cycle teacher elicits the meaning of the phrase and word ‘eye to eye’ and ‘ensnarled’. These words are explained in the context of how Indirani Debi felt about her husband’s attachment to the telescope “Dibya Chakchu”. In the second cycle, the teacher shifts the focus completely to the grammatical aspect of the word ‘richman’. In this learning cycle, the teacher elicited information about the parts of the speech of the word. In the third cycle, the teacher starts the cycle by reading a sentence followed by the students’ read-aloud activity. In the same cycle, the teacher elicits the meaning of the word ‘mutter’ and connected it with the action of Indirani Debi. In the fourth cycle, the teacher starts the learning cycle by eliciting the meaning of the word ‘Utterly’. Once again in the fifth cycle, the teacher starts reading the sentences from the lesson and focused on eliciting the meaning of the word ‘eccentric’. In this episode, it has been inferred that the teacher narrates the story and parallelly focused on vocabulary learning and explaining grammar concepts. The flow of

knowledge or information in this learning cycle strongly adheres to explaining the deeds of the supporting character Indirani Debi and in the process of explanation, the teacher also embeds linguistic knowledge by eliciting information about certain words and grammatical concepts. In brief, the deeds and views of Indirani Debi are the main themes running parallel across the learning cycles. Parallely, the teacher also focuses on eliciting the meaning of the words and grammatical points in each learning. The other observation in this analysis is that teacher encourages more discussion on the meaning of difficult words and less discussion on the deeds and views of the supporting characters.

In Episode–1 of the lesson “The Stone Face”, the teacher starts the first learning cycle by asking a student to read the sentences aloud. In the first cycle, the student reads two long paragraphs and the teacher explains the meaning of the sentence “The great stone face was a work of nature” in the following moves. In the second cycle, the teacher explains how the arrangement of the stones resembles the human face. In the third cycle, the teacher explains how if any goes near the mountain he or she could observe the rock patterns, not the face. In the same learning, the cycle teacher explains the meaning of the word ‘Spectator’. In the next cycle, the idea of how the stone face looks alive during the clustering of the clouds has been explained in detail. In the same move, the teacher explains the meaning of the word “clustering”. In the fifth learning cycle, the teacher explains the local belief that people relate the fertility of the land to the stone face. In this episode, the teacher majorly focuses on describing the locale of the “The Great Stone Face” and in all the learning cycles the teacher focused majorly on explaining the different facets of the stone face. Intermittently, the teacher discusses the meaning of a few words like “Spectator” and “Clustering”. In these learning cycles, teacher talk is comparatively higher than the previous episode and the teacher focuses on explaining the concepts than eliciting them from the students. In brief, the flow of information and knowledge has largely been around the theme of the lesson.

In both episodes, it can be observed that the teacher focuses on elaborating or explaining the events narrated in the lesson. The primary focus is on conveying the events and themes of the lessons. Additionally, teachers made special efforts to explain the meaning of the words and phrases; these words were explained in the context for a better understanding of the events described in the lesson. By analysing the flow of information in the two episodes it is understood that events related to the lead characters and supporting characters, the theme of the lessons, and linguistics knowledge are parallelly imparted and discussed in both the episodes discussed above. In brief, by tracking the flow of information and knowledge, it is understood that the narrative of the textbooks is extended and elaborated in the classrooms and these narratives are used as the medium to achieve the pedagogic goals.

5.3.4. Pedagogic Activities and Gendered Experience

5.3.4.1 Key Findings of Gendered Pedagogic Activities.

From the analysis of classroom interaction, it can be stated that pedagogic activities in all four lessons majorly enact the gendered textbook content in classrooms. The key findings of the gendered pedagogic activities are listed below.

- The interactive and non-interactive learning cycles of each pedagogic activity have pedagogic goals and the majority of the students, both boys and girls remain passive participants throughout the learning process.
- The scale of interaction in every learning cycle largely depends on the plan, pedagogic intent, and teaching style of the teachers.
- Analysis of classroom learning cycles highlights the phenomenon that ensuring adequate participation of girls is treated optional by the language teachers and they do not make a conscious effort to include diverse interaction.

- By analysing the six different categories of knowledge in all four lessons, it is observed that discourses of normative male-centric lessons have occurred, repeated, and were reinforced in most of the classroom interactions.
- The analysis illustrates how textbook content is unpacked and reconstructed in the classroom interaction to reiterate the themes given in the textbooks. This transfer or reconstruction of discourses from textbooks to classroom interaction leads to a gendered classroom experience.

The analysis of pedagogic activities in the previous section focused on the operation and nature of gender discourse in ESL classrooms. Studying i) pedagogic purpose of each learning cycle ii) complex nature of the interaction between student and teacher helps in understanding the complex interactive patterns between teacher and students. Analysing the complex interactive patterns between the teacher and students showcases the multiple processes through which the knowledge is constructed in the classroom. As mentioned in the sections above, the multiple processes of classroom interaction are the medium through which gendered classroom experience is discursively constructed through both interactive and non-interactive learning cycles.

Analysing both iii) the knowledge discussed in the classroom and iv) the flow of information in the classroom discussion helped in understanding the knowledge construction in the classroom. In all the above lessons, male lead characters, their lived experiences, and related linguistic items are predominantly discussed in the classroom. Discussing lived experience of one gender in the classroom leads to gendered experience in the classroom. Gendered experience can be tracked in all the above discussed four lessons.

Gendered experience has two functions they are i) pedagogic functions and ii) sociological functions. The gendered experience affects both boys and girls equally. The

normative male success stories and male life narratives are not relatable to the group of passive boys and girls in the classroom. To understand this discourse construction in the classroom, both girls and passive group boys need to perceive that lived experience to be pedagogically successful. Though this kind of discourse construction may not impact their learning process directly, a continuation of a similar kind of discourse construction in all the lessons may create a sense of alienation in the girl students and the small group of boy students as well. In the case of girls, being exposed to such a discursive environment may operate as the reiteration of their gendered role in society. This kind of exposure will possibly impact their gender identity formation in the classroom. For a group of boys with alternative male identities, exposure to such a male-normative discursive environment perhaps will result in idolisation and adoration of the normative male identity or feel neglected in the classroom. Gender identity formation is an ongoing process and classroom discourse is one of the major sources for identity formation. Depending on the individual's agency and the influence from other discourse environments like family, media, and social media a child's gender identities are shaped. The classroom is one such space where classroom discourses provide mental and physical space to negotiate their gender identities. Moreover, the knowledge discussed and imparted in the classroom has a higher impact than the other discourse environment. So, it can be argued that gendered experiences in the classroom act as a constraint to the mental and physical space of the children to negotiate their gender identities. This constraint can conceivably become an impediment to their pedagogic achievements. In brief, gendered experience in the classroom has greater potential to affect the gender identities of the students.

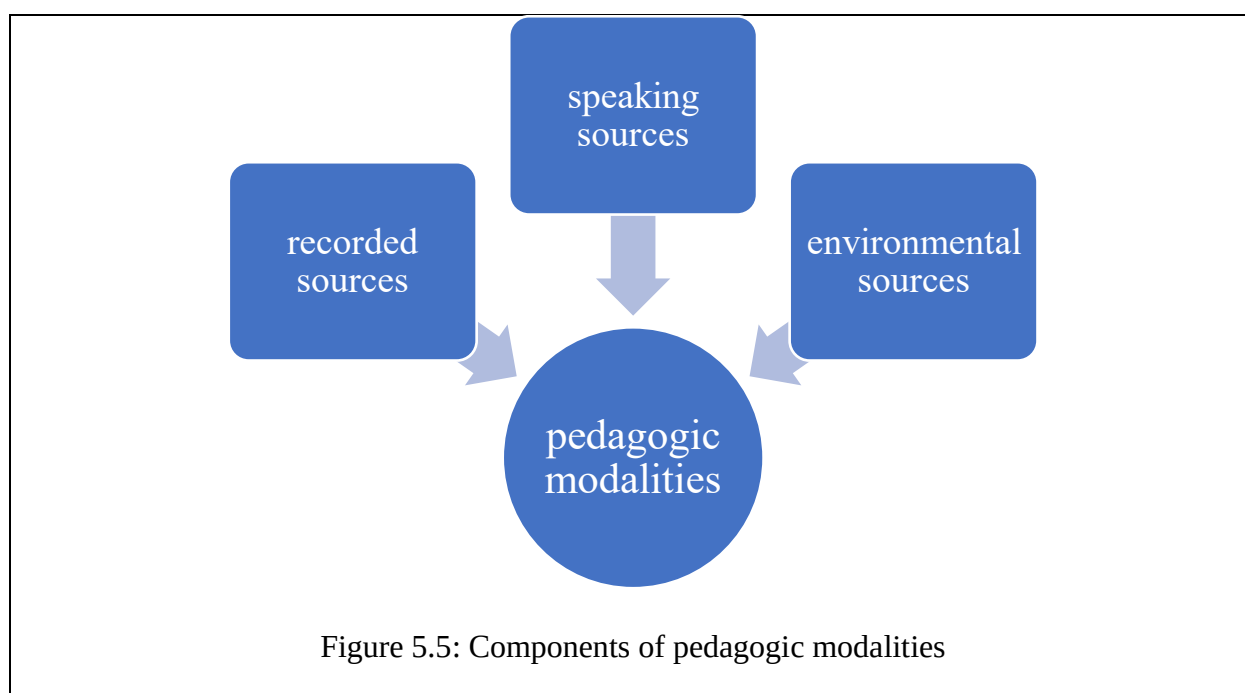
In addition to impacting pedagogic functionality, gendered experience in the classroom has larger social functions. Projecting gendered lived experience in the classroom and legitimising it has larger social implications. This results in the reproduction of societal

gendered relations in the classroom. This process of reproduction of the societal gendered relations in the classroom is a social act. This social act indicates the scope for the operation of progressive gender discourses in society. This social act also reflects the readiness or reluctance to accept the new gender identities and progressive gender discourses emerging in society. The gendered classroom experience is also the act of defying the new gender identities and progressive gender discourses emerging in society. Gendered classroom experience has vast macro societal interpretation. A more detailed analysis of these macro societal functions of gendered classroom discourse is undertaken in the following sections. In the above sections (5.3.2 & 5.3.4), how gendered participation and gendered classroom experience construct gendered discourses are discussed in detail. Gendered participation indicates the unequal participation by one gender in classroom discussion. Gendered experience indicates the predominant discussion of one gender's lived experience and narrative. This discussion in the classroom acts as the medium for language learning. The other important contributor to gendered discourses in ESL classrooms is the source of materials for language teaching. In the below section, materials, textbook content and other sources used to teach English in the classroom will be analysed using Rose's (2018) pedagogic modalities tools. Rose's pedagogic modalities framework has two systems: i) source and ii) sourcing to study the type of source and how it is sourced in the classroom. Using these two systems pedagogic modalities used in both class 'A' and 'B' will be studied in detail in the below section.

5.3.5 Pedagogic Modalities

The pedagogic modalities framework is used to study the pedagogic sources used in the classrooms and how they are sourced in the classrooms. The two systems used to study pedagogic modalities are i) source system and ii) sourcing system. The predominant type of sources found in the classes are i) speaking sources, ii) recorded sources, sources rarely found

in the classes and iii) environmental sources. The speaking sources refer to the use of the teacher or student's existing knowledge in classroom interaction. The recorded sources refer to the print, visual, and audio materials used in the classroom to study. The environmental sources refer to the objects and other items present in the classroom and school environment. The discussion of these objects or items is rarely found in the four lessons discussed in this study. The list below is the broad range of sources used in ESL classroom.



The other important aspect is the way these sources are sourced in the classroom. The aspect of sourcing is studied using the sourcing system. The speaking sources are sourced by i) presenting ii) eliciting iii) recalling iv) inferring. The recorded sources are sourced by i) describing ii) pointing iii) repeating iv) diverging. The environmental sources are sourced by i) describing and ii) pointing. These are the ways through which sources are sourced in the classrooms. In this study, both the i) source system and ii) sourcing system is used to analyse how source and sourcing contribute to the construction of classroom discourses in the ESL classroom. This is explored by analysing the classroom interaction using the pedagogic

modalities framework. In the below section, the recorded sources and their respective patterns of sourcing is analysed in detail.

5.3.5.1 Analysing the Recorded Sources with Focus on Gender.

In this section, classroom interaction is analysed to understand the sources for classroom discussion.

Table 5.16						
<i>Pedagogic Modalities: Recorded sources with focus on gender</i>						
Ins	Exchanges	Role	Sp/Do	Matter	Source	Sourcing
Lesson-4						
1	“while Ernest had been growing old, God had granted a new poet to this earth. He, too, was a native of the valley, but had spent the greater part of his life in distant cities, pouring out his sweet music everywhere”.	K1	S1 (G)	Person	Verbal text	Read
	Ok. You sit down.	A2	T			
	(The girl sat on the chair)	A1	S1 (G)			
	You read (Pointing towards a boy)	A2	T			
	(A Boy stands to read aloud from the textbook)	A1	S2 (B)			
	“Neither was the Great Stone Face forgotten, for the poet had celebrated it in a poem. The songs of this poet found their way to Ernest”. (S2 B)	K1	S2 (B)	Person	Verbal text	Read
	Sit. Next girl read.	A2	T			
	(The boy sat on the chair)	A1	S2 (B)			
	(A girl stands to read aloud from the textbook)	A1	S3 (G)			
	“He read them after his” (S3 G)	K1	S3 (G)	Person	Verbal text	Read
	He read, not read	K1	T	Person	Verbal text	Reread
	“He read them after his”	K1	S3 (G)	Person	Verbal text	Reread
	Customary	K1	T	Word	Verbal text	Read
	“Customary”	K1	S3 (G)	Word	Verbal text	Read
	Toil	K1	T	Word	Verbal text	Read

	“toil, seated on the bench before his cottage door”	K1	S3 (G)	Person	Verbal text	Read
	Cottage not “cottage” (correcting students’ pronunciation)	K1	T	Word	Verbal text	Reread
	“As he read”	K1	S3 (G)	Person	Verbal text	Read
	Read	K1	T	Word	Verbal text	Reread
	“As he read he lifted his eyes to the mountain.”	K1	S3 (G)	Person	Verbal text	Read
	To the mountain.	K1	T	Person	Verbal text	Reread
	Sit down	A2	T			
	(The girl sits on the chair)	A1	T			
	“He read” is in the present singular. If is written as “Read” it should be pronounces as “Read” in the past tense.	K1	T	Grammar	Teacher’s knowledge	Explain
Lesson 3						
2	“He was half hoping that the warrior would have forgotten the challenge, but these hopes were dashed when he saw his opponent sitting, stripped to the waist,”	K1	T	Person	Verbal text	Read
	As you can see there in the pictures	K1	T	Person	Picture	Point
	So, the boy was there on the other side of the pool and other side of pond and he was waiting for him.	K1	T	Person	Picture	Point
	Ranji thought that Suraj might have forgotten about the fight because it happened a day before (sic).	K1	T	Person	Prior move	Restate
	Now, Suraj did not forget about the fight, still he remembers.	K1	T	Person	Prior move	Restate
	When Ranji came then again he looked at Suraj in angry mood. Both of them are looking at each other in a scowled way (sic).	K1	T	Person	Teacher’s Knowledge	New
Lesson 3						
3	Ok, Coming back. Yesterday what were the words we talked about. Some hard words we came across (Sic).	dK1	T	Words	Prior lesson	New
	Metaphor	K2	S1 (B)	Word	Verbal text	Restate
	Metaphor	K1	T	Word	Prior move	Restate

	(simultaneously she is writing the word 'Metaphor' on the board)					
	Disintegrating	K2	Ss (OG)	Word	Verbal text	Restate
	Disintegrating (simultaneously she is writing the word 'Disintegrating' on the board)	K1	T	Word	Prior move	Restate
	Differently abled Differently abled	K2	S1 (B) Ss (OB)	Word	Verbal text	Restate
	Disembodied	K2	S2 (B)	Word	Verbal text	Restate
	Disembodied	K1	T	Word	Prior move	Restate
	Anguish	K2	Ss (OB)	Word	Verbal text	Restate
	Anguish (simultaneously she is writing the word 'Anguish' and 'Disembodied' on the board)	K1	T	Word	Prior move	Restate
	Frustrating	K2	S3 (G)	Word	Verbal text	Restate
	Frustrating (simultaneously she is writing the word 'Frustrating' on the board)	K1	T	Word	Prior move	Restate
<i>Note:</i> <i>K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys</i>						

Table 5.16 has three extracts to show the extensive use of recorded sources in the classroom discussion. In all four lessons, majority of the classroom discussion is aided by the recorded sources. In this study, the textbook is the predominant recorded source used in these classes. In the first instance, students are directed by the teacher to read aloud the story from the textbook. In this process, the teacher helped them with the pronunciations and taught them to pause while reading. Both girls and boys are provided the opportunity to read the story aloud.

In the first instance, textbook is the source and it is sourced by students reading the text. The main character “Earnest” in the lesson “The Great Stoneface” is the matter or the content discussed in this learning cycle. In the second instance, the teacher reads a sentence from the lesson “The Fight” and asked the students to look at the picture given in the textbook. Using the picture and narrative in the text teacher explains how boys “Ranji” and “Suraj” are preparing to challenge each other. In this instance, the textbook and the picture are the sources and they are sourced by the teacher reading, restating, and presenting the information to the students. In the third instance, the teacher revises the glossary section given in the textbook. Students list the words given in the lesson and the teacher writes them on the board. The listing of words by the students is done through the process of elicitation. Here, the textbook is the source, and words are sourced by repeating and restating from the textbook. The words discussed in this learning cycle are used to describe the bodily ailments and feelings of the scientist “Stephen Hawking” in the lesson “A Visit to Cambridge”. In all the three examples discussed above, the textbook is the predominant type of recorded source used in the classroom. The different aspects of the textbooks such as text, picture, glossary, etc. contribute to the learning processes. This also indicates the predominant role of prescribed textbooks in the Indian ESL classrooms. In all these lessons, the narrative is around the lead characters “Earnest”, “Suraj”, “Ranji” and “Stephen Hawking”. Analysis indicates that textbook context forms the core component of teacher-student interaction. In the majority of the learning cycles discussed in this study (see appendix -3 p. 338), it can be observed that teachers explain, recast, restate, present, elaborate and summarise the content of lessons in different forms for varied pedagogic purposes. In such pedagogic scenarios, gendered narratives in the school textbook, naturally, are translated into the classroom discourses through teacher-student interaction. This helps to understand how gendered sources lead to gendered classroom experience. In this section, the contribution of recorded

sources to the gendered classroom experience is explored. The other important sources are the speaking sources. In the following section, the speaking sources are explored in detail.

5.3.5.2 Analysing the Speaking Sources with Focus on Gender.

In this section, how teachers' and students' knowledge contributes to the classroom interaction is discussed in detail.

Table 5.17						
<i>Pedagogic Modalities: Speaking sources</i>						
Ins	Exchanges	Role	Sp/Do	Matter	Interact	Act
Lesson-1						
1	Any other Information you know about him?	dK1	T	Person	Teacher knowledge	Enquire
	Professor in Cambridge University	K2	S4 (M)	Person	Learner knowledge	Recall
	He?	dK1f	T	Sentence	Teacher knowledge	New
	He is a Professor in Cambridge University	K2f	S4(M)	Person	Prior Move	Infer
	Yes, he is professor in Cambridge University in England	K1	T	Person	Teacher Knowledge	Restate
	He was diagnosed by amyotrophic lateral sclerosis	K2	S6 (M)	Person	Learner Knowledge	Recall
	He was diagnosed by a disease?	dK1f	T	Person	Prior move	Enquire
	Amyotrophic lateral sclerosis	K2	S6 (M)	Thing	Prior move	Recall
	What it is actually?	dK1f	T	Thing	Prior move	Enquire
	Paralysis	K2	S6 (M)	Thing	Learner Knowledge	Recall
	Yes, it is a paralysis kind of disease	K1	T	Thing	Teacher Knowledge	Restate
	Whole of his body is paralysed expect his little finger which functions. That is all When it is paralysed, only his body is paralysed but brain functions perfectly well	K1	T	Thing	Teacher Knowledge	New
	But he cannot do	K1	T	Person	Prior move	New

	What he wants and let me tell you he is still a professor and he still work in the university, Cambridge university					
Lesson 2						
2	A new comet has appeared in the sky and is heading straight for the earth	K	T	Thing	Verbal text	Read
	So there is a danger of ?	dK1	T	Action	Teacher's knowledge	Enquire
	Collision (feebly)	K2	S1 (B)	Action	Learner's knowledge	Recall
	Collision. Ok.	K1	T	Action	Prior move	Restate
	A head -on collision, which is nearly unavoidable.	K1	T	Action	Verbal text	Read
	It cannot be avoided	K1	T	Action	Teacher's knowledge	Explain
	Which mean, will mean the end of life on his planet.	K1 (f)	T	Action	Teacher's knowledge	Elaborate
	So such big collision it is going to be	K1	T	Action	Teacher's knowledge	Explain
	Scientists and religious leaders react to this situation in two different ways.	K1	T	Persons	Verbal text	Read
	Scientist as we spoke, As we talked about how it can be done?	dK1	T	Persons	Teacher's knowledge	Enquire
	Changing the path	K2	S2 (B)	Action	Learner's Knowledge	Recall
	{destroy} (Girl)	K2	S3 (G)	Action	Learner's knowledge	New
	Changing the path of the comet or	K1	T	Action	Prior move	Restate
	Destroy	K1	T	Action	Prior move	Restate
	{destroy} (Boy)	K2	S4 (B)	Action	Learner's knowledge	Recall
	Two options	K1	T	Actions	Teacher's knowledge	Explain
	What can religious leader do then?	dK1	T	Persons	Teacher's knowledge	Enquire
	Pray (Boy)	K2	S5 (B)	Action	Learner's knowledge	Explain
	Simply pray?	dK1	T	Action	Teacher's knowledge	Enquire
	What do they do?	dK1 (f)	T	Persons	Teacher's knowledge	Enquire
	Yagnas, poojas (Boy)	K2	S5 (B)	Action	Learner's knowledge	Recall
	Yes, they perform Yagnas	K1	T	Action	Prior move	Restate

	What happens to the comet? This story is about that. Ok	K1	T	Action	Teacher's knowledge	Summarise
Lesson 4						
3	“his life in distant cities, pouring out his sweet music everywhere. Neither was the Great Stone Face forgotten, for the poet had celebrated it in a poem.”	K1	T	Person	Verbal text	Read
	So the poet always used to remember about the great stone face. He is saying it in its music and poems, So he has not forgotten about the great stone face.	K1	T	Person	Prior move	Elaborate
	Who is he?	dK1	T	Person	Teacher's Knowledge	Remind
	Earnest	K2	Ss	Person	Student's knowledge	Recall
	Earnest	K1	T	Person	Prior move	Restate
	What is he now?	dK1	T	Person	Teacher's Knowledge	Enquire
	A Poet	K2	S4 (G) & S5 (B)	Person	Student's knowledge	Recall
	What does he remember about it now and then?	dK1	T	Person	Teacher's Knowledge	Enquire
	A great stone face	K2	Ss	Person	Student's knowledge	Recall
	How does he express it?	dK1	T	Person	Teacher's Knowledge	Enquire
	By singing poems	K2	Ss (PB)	Person	Student's knowledge	Recall
	Right.	K1	T	Action	Teacher's knowledge	Affirm
	Where does he do it?	dK1	T	Place	Teacher's knowledge	Enquire
	In the?	dK1	T	Place	Teacher's knowledge	Enquire
	Far off place	K2	S6 (B)	Place	Learner's knowledge	Recall
	In the distance cities.	K1	T	Place	Teacher's knowledge	Recast
<i>Note:</i> K1 – primary knower, A1 – primary actor, K2 – secondary knower, A2- Second actor, dK1- delayed primary knower, T – Teacher, S – Student, Ss – Students, (B) – Boy, (G) – Girl, (OB) – Only boys, (PB) – Predominantly boys						

In table 5.17, there are three instances of classroom interaction explaining how both teachers and students extensively support the textbook knowledge with their respective contributions. Speaking sources play an important role in the classroom discussion and they extensively contribute to the recorded sources used in the classroom. The speaking sources are classified into two major types they are teacher's knowledge and Learner's knowledge. Both teachers and learners bring in their knowledge through different learning cycles to contribute to the learning processes. In the first instance, the teacher elicits information about Stephen Hawking's profession, his bodily ailment, and more information about his physical condition. The teacher acknowledges the knowledge by confirming the students' answers, elaborating the students' answers, and channelizing their classroom interaction through clarification and elicitation questions. Students display their knowledge about Stephen Hawking by answering different clarification and elicitation questions. Classroom discussion in the first instance illustrates how teacher-students' discussion contributes to textbook knowledge by bringing in their previous knowledge about the subject or the theme or the character discussed in the lesson. The above discussed teachers' and students' knowledge are sourced in the classroom interaction through different pedagogic processes like elicitation, elaboration, displaying, enquiring, and recalling. In the first instance, all the speaking sources contribute to the narrative of the lead character 'Stephen Hawking' of the lesson "A Visit to Cambridge". In the second instance, the teacher read the following lines from the textbook "A new comet has appeared in the sky and is heading straight for the earth" and "Scientists and religious leaders react to this situation in two different ways". The teacher uses these sentences as the point of departure and poses more questions around the content of these two sentences. Students display their knowledge by answering these elicitation questions. For example, the teacher asked the question "What do they do?" and students answered "Yagnas, poojas". This example illustrates how Indian ESL teachers and learners in English language classrooms

built on the textbook content using their existing background knowledge for a better understanding of the textbook content. On the other hand, teachers also employ speaking sources to check or confirm the students' understanding through repeated questioning in the classroom interaction. This phenomenon can be seen in the third instance in the above table (5.17). In this instance, the teacher chooses to ask these questions "Who is he?" and "What is he now?" to check students' understanding. Students answer these questions by recalling the information they have already learned in the progress of the lesson. This instance shows that teachers use speaking sources to check students' understanding. From the above analysis, it can be inferred that speaking sources are used by both teachers and students for two reasons 1) to add additional information to the themes/characters/concepts discussed in the lessons and 2) to check or display their understanding of the lessons' content. In all the instances discussed above, it can be observed that teachers use their speaking sources to add to the narrative of the textbook content. In section (5.3.5.1), the gendered nature of the textbook content is discussed in detail. By analysing the speaking sources, it can be said that teachers and students bring in their already learned knowledge to elaborate the textbook content. This phenomenon indicates that speaking sources indirectly contribute to the gendered sources in the classroom. In brief, it can be stated that teachers' and students' knowledge contributes to the gendered sources in the classroom.

5.3.6 Pedagogic Modalities and Gendered Sources

5.3.6.1 Key Findings of Gendered Pedagogic Modalities.

This study identifies that pedagogic modalities are an integral part of the construction of gendered discourses in Indian ESL classrooms. The key findings of the analysis of pedagogic modalities are listed below.

- Recorded sources are the most widely used pedagogic modality in all these four lessons and they play an important role in the construction of gendered narrative in the classroom interaction.
- The extensive use of recorded sources also indicates that in Indian classrooms textbooks are the key sources of knowledge transmission.
- Most teachers use their speaking sources or schemata knowledge to contribute to the narrative of the textbook content. Teachers hardly use their speaking sources or schemata knowledge to generate a counter narrative to the gendered textbook content.

Pedagogic modalities are analysed in the previous section using the 1) recorded sources and 2) speaking sources systems of Rose's (2014 & 2018) pedagogic register analysis framework. These two systems are used to understand the gendered sources, which operate as the foundation for the gendered experience in the classroom. In this study, textbooks are the predominant type of recorded source used. From the analysis, it can be interpreted that content of all the four lessons discussed in this study has male-centric characters and the lessons discuss in detail the lived experience of the lead characters. This lopsided discursive construction leads to gendered classroom experience. Recorded sources are important in the Indian ESL context because teachers extensively depend on the textbook to plan the English language teaching in the classroom. In most instances, teachers transmit the information from textbooks to students through processes like description, elaboration, questions, and explanation. In this study, the content of the recorded sources and the way the content is delivered in the classroom by the teachers constructs the gendered experience in the classroom. Next to recorded sources, speaking sources are extensively used by the teacher and students in the classrooms. The speaking sources refer to processes by which the teachers and students bring in their existing schemata or knowledge about the themes of the lesson or

characters or another aspect of the lesson into the discussion in the classroom. Through speaking sources, teachers and students bring in completely new information into the classroom discussion or bring in different perspectives about the information given in the textbook. This is carried out by the processes of elicitation, questioning, and stating. In this study, it is observed that most of the additional knowledge brought into the classroom discussion facilitates the knowledge or the views present in the textbook. In brief, it can be said that recorded sources (textbooks) lay the foundation for the gendered classroom experience in these classrooms and it is further enhanced by the speaking sources (schemata of teacher and students). The analysis of pedagogic modalities reveals how the two processes enhance the operation of gendered discourses in the classroom. From the analysis it can be interpreted that 1) gender and sociocultural factors are not factored in the selection of lessons for ESL textbooks 2) the critical consciousness about the themes discussed in the lessons are found to be very less in the textbooks and the classroom discussions.

In the above sections (5.3.5.1 and 5.3.5.2), the ways in which pedagogic modalities contribute to the operation of gendered discourses are discussed in detail. The gendered sources 1) ESL textbook lessons and 2) schemata of teachers and students play a critical role in the construction of gendered experience for the students in the classroom. The ESL textbook lessons as the gendered sources reflect how materials used by thousands of students across the country every year have the potential to reinforce the societal discourses which construct gendered experience for all genders. The ESL textbook lessons per se do not construct gendered classroom discourse. The ESL textbook lessons and how the textbook content is converted into classroom narratives by teachers and students construct the gendered discourses. The additional knowledge brought in by the teachers and students about the theme of the lesson has the potential to shape the classroom discourse. In this study, it is observed that knowledge brought in by the teachers and students adds to the gendered

narrative jointly constructed by ESL textbook lessons and the teacher-student interaction in the classroom. Here, it could be said that schemata brought by the teachers and learners also play an important role in the construction of the classroom discourse. From the analysis of the four lessons it could be said that 1) the ESL textbook content, 2) the way textbook content is narrated in the classroom by teachers and students, and 3) schemata of teachers and students all three are components of pedagogic sources and these components mutually contribute to the construction of gendered discourses in the classroom. In Indian ESL classrooms, these are three important sources that contribute to the construction of classroom discourses and the gendered nature of these sources leads to the construct of gendered discourses.

5.3.7. Pedagogic Register: Triadic Analysis of Gendered Discourses

Gendered discourses are the culminating experience of gendered participation, gendered activities, and gendered sources. The operation of gender discourses in the classroom is studied from all the three Halliday's metafunctional perspectives to understand the gendered nature of the classroom discourses in the Indian ESL classrooms. This process of studying classroom discourses from three metafunction perspectives helped in understanding how micro classroom aspects contribute to the construction of gendered discourse experience. This micro analysis reduces the meaning making processes of the classroom discourses into microsystems as developed by Rose (2016 & 2018) to understand the contribution of the microelements in the meaning making processes of the ESL classroom discourses. This micro analysis exclusively focuses on studying the classroom discourses by breaking the discourses into multiple microsystems. These processes are largely unpacking the classroom interaction between teacher and students. These unpacking processes indicate that gendered discourses construction is conceived and operates at three levels: pedagogic relations, pedagogic activities, and pedagogic modalities.

The analysis of pedagogic relations reveals that a group of boys dominates the classroom interaction and most of the girls and remaining boys enact the role of passive listeners in the classrooms. It reveals how classroom participation provides exposure to different pedagogic acts and interacts in classrooms. Moreover, most of the classroom interactions are largely controlled by the teachers, and students mostly exhibit their knowledge but rarely provide their opinions. In total, it can be stated that all these contribute to the construction of gendered pedagogic relations in the classroom. The analysis of the pedagogic activities shows that the cyclic phase system plays an important role in determining the interactive nature of the learning cycles and the flow of the learning cycles is largely controlled by the pedagogic intent of the teachers. Analysing the interaction using a matter system indicates that classroom interactions are largely determined by the content of the textbooks. The operation of the learning cycles, the flow of information in the classroom conversation, and the frequent use of the interactive and non-interactive learning cycles contribute to the construction of gendered pedagogic activities. The analysis of the pedagogic modalities shows that recorded sources and speaking sources play a significant role in the construction of gendered discourses. In this study, the prescribed textbooks or the recorded sources are the major influential factor in the construction of gendered classroom discourse. In this study, the knowledge brought by the teachers and students or the speaking sources mostly add or enrich the narrative generated by the recorded sources. In brief, it can be said that recorded sources are the major source for the construction of gendered discourses, and speaking sources play a supportive role in the construction of gendered discourses. As discussed in the previous sections (5.3.2, 5.3.4, & 5.3.6), the processes of gendered discourse construction in the classroom have a pedagogical and sociological impact on the students. Analysis of classroom discourse from all three perspectives helps understand how different micro classroom pedagogic processes shape the gendered discourses in the classroom. This

micro analysis of classroom interaction majorly reveals the operation and the construction of gendered discourses through classroom interaction and pedagogic activities. This analysis reveals the processes and means through which the gendered discourses are constructed in ESL classrooms. This analysis is termed the microanalysis of classroom discourse. The other aspect of discourse analysis is macro analysis. In the macro analysis, the nature of gendered discourses is studied in detail. To study the macro features in detail Gee's (2000) discourse analysis tools are employed. In the next section, classroom interaction is analysed using Gee's discourse analysis tools to understand the nature of gendered discourses in these two ESL classrooms.

5.4 Critical Discourse Analysis of Classroom Interaction

Critical discourse analysis helps in understanding and unravelling the nature of gendered discourses discussed in ESL classrooms. Critical discourse analysis is done using Gee's (2000) discourse tools: situated meaning tool, the social language tool, the intertextuality tool, the figure world tool, and the Big "D" discourse tool. These tools are developed to understand the discourses from different perspectives. In this section, classroom interactions are analysed using these five tools to understand the nature of gendered discourses constructed during the classroom interaction

5.4.1 Situated Meaning Tool

The situated meaning tool is an important tool to understand the construction of specific meaning in a context. In this study, this tool is used to understand the construction of gendered discourse in classroom interaction. In a chain of discourse construction processes at different semiotic levels, the specific meaning in a context is one of the processes which aids the construction of gendered discourse in the classroom. To illustrate this process, three examples from two lessons are elaborated in detail. The first and second examples are

classroom interactions between teacher and students during the teaching of the lesson “The Comet”.

Example: 1

Teacher: She picked up the white woollen pullover, wrapped herself in a Shawl and made her way to the roof, to break up his tete-a-tete with Dibya.

Teacher: She found them both huddled together eye to eye.

Teacher : What is eye to eye?

(Students smile)

Teacher: As though man and women looking into each other’s eyes, that way she was telling

Teacher: To Indirani Debi telescope was like a Designing women who has ‘**ensnared**’ her husband

Teacher: What is ‘**ensnared**’?

Teacher: What is a snared?

Indirani Debi, the wife of the lead character Dutta, personifies the telescope as a woman and named it ‘Dibya’. She narrates how ‘Dibya’ ensnared her husband. The word ‘ensnared’ in this context used with the contextual meaning of seduction and the meaning adds to the normative gender narrative. This layer of meaning is constructed through prescribed school textbooks and teacher-student interaction. This specific meaning making process aids the construction of gendered discourse in the classroom. The same narrative about ‘Dibya’ is enhanced in the second example by elaborating the use of two words ‘hobnob’ and ‘wretched’ in the classroom conversation.

Example: 2

Teacher: So he has gone to hobnob with that wretched Dibya.

Teacher: What is ‘**hobnob**’?

Student: Spend time with

Teacher: Spend some time with that Dibya.

Teacher: If you do not know Dibya is a telescope What is the, What is the mistake people do

Teacher: That she is another ?

Students: Women.

Teacher: Ok. Fine.

Teacher: So he has gone to ‘**hobnob**’ with that wretched Dibya

Teacher: What is ‘**wretched**’?

Teacher: You get irritated, when you get irritated with somebody you speak such words, you ‘**wretched**’ thing.

The word ‘hobnob’ is used to indicate the personal bond between the telescope and Dutta. ‘socialise’ is the general meaning of the word ‘hobnob’ but in this context, it has a flirtatious connotation. Similarly, the word ‘wretched’ is used to indicate Indirani Debi's displeasure about Dutta spending more time with the telescope ‘Dibya’. In addition to the expression of displeasure or anger, the word also projects Indirani Debi as a jealous personality. These three words ‘ensnared’, ‘hobnob’ and ‘wretched’ in addition to their general meaning they communicate the contextual meanings which contribute to the normative discursive construction of a housewife. As discussed earlier, this contextual meaning is reinforced at two levels 1) textbook content 2) teacher-student interaction. This double reinforcement of situated meaning adds to the construction of the gendered experience in the classroom. Similarly, in the third example, the word ‘Warrior’ adds to the gendered experience.

Example: 3

Teacher: The stranger strode up to Ranji, who still sat on the rock and, planting his broad feet firmly on the sand, said (as though this would settle the matter once and for all), “Don’t you know I am a ‘**warrior**’? I do not take replies from villagers like you!”
 Teacher: Now Suraj is getting into angry mode.
 Teacher: What is he saying now?
 Teacher: What it is then?
 Teacher: Don’t you know I am a ‘**warrior**’.

In the third example, the word ‘warrior’ in this context implies the person with a strong physical ability and it is used to indicate the superior physical prowess of the character. The situated meaning of this word adds to the theme of the lesson “fight between Ranji and Suraj”. The specific meaning of the word contributes to the normative gendered discourse. All the above examples explain how the situated meaning of the words contributes to the construction of the gendered experience in the classroom. In the example one and two, the words ‘ensnare’, ‘hobnob’, ‘wretched’ contribute to the normative narrative of an insecure housewife. Similarly, in example three, the word ‘warrior’ adds to the normative narrative of glorifying the physical prowess of male lead characters. These normative gendered narratives result in gendered classroom experiences and they constrain the alternative lived experiences

of both male and female students. The repeated occurrences of such situated meaning processes can be traced in both the NCERT textbook and classroom interactions (see appendix -3 p. 338) These repeated meaning making processes in different lessons contribute to the gendered classroom discourse and they alienate or ignore the presence of other lived realities of both male and female gender. In this discourse construction process, situated meaning is one of the processes which contribute to the construction of gendered classroom discourse. In the next section, the role of social language in the construction of gendered discourse is explored in detail.

5.4.2 Social Language Tool

The social language tool refers to the social (register) or regional variety (dialect) used in a communicative event. This tool is used to explore how social language aids in the construction of discourse in an event. In this study, the social language tool is used to explore how social language contributes to the construction of gender discourse in the classroom. Two examples are explained to illustrate how the register of teacher–student communication in the classroom contributes to the construction of classroom discourse.

Example: 1

Teacher: The next day was as hot as the previous one. Ranji felt weak and lazy

Teacher: As all of us know that Ranji had fight with Suraj.

Teacher: And obviously, if you fight with somebody else, Do you think you will get more energy or less energy?

Students: Less energy

Teacher: So you have tried fighting with each other, right? (Teacher smiles)

Student: Yes sir

Teacher: Don't do it (Teacher smiles)

Both examples one and two illustrate how the teacher facilitated discussion in the classroom by means of prompts and questions asked by the teacher. These examples show the language of the teacher: questioning, prompts, scaffolding, summarising, and reading aloud are operationalised in the classroom. The language of both examples illustrates that the social language of teachers dominates Indian ESL classrooms. As discussed in the earlier sections

(4.3.2. & 4.3.3), in teacher dominated classroom interaction, the teacher directs the flow of information, chooses the words to be elaborated, decides the aspect of textbook content to be explained in detail, makes the judgment to add to the textbook narrative or to discuss the alternative discourse to the textbook narrative. In any classroom situation, the social language of the classroom indicates the asymmetrical power equation in the interaction between teacher and students. This asymmetrical power equation is further strengthened in teacher-dominated classroom interaction.

Example: 2

Teacher: When you are angry with someone mother or father, they will keep on asking do you read or something, Which may not interest you? Or to go in your bicycle get things from market

Teacher: Then what do you do?

Teacher: You keep on mumbling something in your mouth

Teacher: That is mumbling

Teacher: She muttered her complaints Indirani Debi could not repress her smile. She knew. She knew.

In both the examples it could be seen that teachers refer to students' lived experiences for enhancing the students' understanding. These references to students' experience are made through elicitation questions "So you have tried fighting with each other, right?" and "When you are angry with someone: mother or father, they will keep on asking do you read or something, Which may not interest you? Or to go in your bicycle get things from the market, then what do you do?". These instances indicate how the social language of the teaching aids in the discursive construction of classroom interaction. The nature of the social language promoted by the teachers in the classrooms can strengthen the normative gendered narrative in the textbook or provide space for the alternative narrative. In all the four lessons discussed in this study, it could be observed that in most learning cycles social language of the teacher strengthens or enhances the gendered narrative of the prescribed textbook. This phenomenon results in the gendered classroom experience for both boys and girls in the classroom.

5.4.3 Intertextuality tool

The intertextuality tool is used to study the textual or any other reference quoted in the textbook or by the teacher or student in the classroom interaction. The intertextuality tool helps in understanding the reasons or rationale for alluding or referring to the certain person/place/text/incident by the teacher or textbook designers or student. Exploring the reasons helped in understanding how intertextuality plays an important role in the construction of the discourse. Two instances of classroom interaction are analysed to illustrate the operation of the intertextuality tool in classroom interaction. In the first instance, the teacher reads the sentence “while they talked together, his face would brighten”.

Teacher: “While they talked together, his face would brighten,”
Teacher: It is like (Pause)
Teacher: You might see the pictures of Buddha. Like Gautama Buddha.
Teacher: Whenever we see either in the movies or features.
Teacher: In the pictures it is depicted with the light behind or the shining is there. Okay.
Obviously, when you come across great personalities who are like spiritual gurus or spiritual persons.
(teacher signalling the boys say what he was trying to say)
Student: Spiritual Guides (S M)
Teacher: Ya, Spiritual guides, okay,
Teacher: So they will have their faces very very brightening
Teacher: The reason is simply they know what is life.
Teacher: Most of us think life is to work and die.
Teacher: But they have provided different perspective of life and one who understands the real life they become more wisdom.

In the following moves to explain the idea of brightening of face, the teacher referred to the images of Gautama Buddha and other spiritual guides. In this context, the brightening of face and images of Gautama Buddha and other spiritual guides are linked to the wisdom attained by Earnest in his lifetime. Here, the intertextuality is used by the teacher and a student in the classroom interaction and they jointly try to explore the phenomenon of brightening of the face and the teacher indirectly links Earnest and Gautama Buddha. Similarly, in the second example teacher links the name of the place Cambridge and the discourse of colonialism. The

discourse of colonialism is not part of the narrative of the lesson “A Visit to Cambridge” but the teacher makes this reference using the tool of intertextuality.

Teacher: It was strange that when I left it had become altogether something else
Teacher: as an Indian, What he must (self-correction)
Teacher: what must he have thought about England?
Teacher: What is your idea about England children?
Teacher: England, When I say England what comes to your mind first (sic)?
Student: British Colonies
Student: British Colonies
Teacher: How would they treat you?
Student: Cricket
Teacher: Cricket started there
Student: Buckingham palace
Teacher: Buckingham palace
Student: Queen Victoria
Teacher: Queen Victoria
Teacher: Then,
Student: Kohinoor Diamond
Student: Kohinoor Diamond and you can see all the wealth taken away
Teacher: What else?
Student: Technology and development
Teacher: Technology and development, science and technology development
Student: museums
Teacher: museums you are reminded of
All these things come to our mind, right.
Now but something else replaced all these idea about England

In the second example, the intertextuality is achieved through the elicitation of the words like British colonies, Kohinoor diamond, and Queen Victoria. In both these examples, it could be observed that intertextuality is used to enhance the narrative of the lesson or to provide an alternative discourse to the narrative of the lesson. This also shows that all the participants in the classroom interaction can contribute to the construction of classroom discourse by using the intertextuality tool. In this study, it is observed that most intertextual references contribute to the construction of the main lead character of the lessons. In other words, the space for the lived experience of the other genders is very limited. This limitedness is largely due to the discursive constraints created by the gendered sources i.e. ESL textbooks in the Indian context. This also indicates that textbook is one of the major sources for classroom discourse

construction in Indian classrooms. In brief, it can be observed that intertextual references used in the classroom discussion also add to the gendered classroom experience.

5.4.4 The Figured World Tool

The Figured world refers to the simplified picture of what is assumed to be typical (Gee, 2002). The figured world tool helps in understanding how the classroom discourse constructs the typical or normalised picture of the world through ESL textbooks and classroom interactions. In the first example, the transformation of the lead character ‘Earnest’ from the humble villager to a famous poet in the region is explained by the teacher. This figured world of ‘successful man’ is constructed using both ESL textbooks and classroom interaction. This figured world is consistently repeated through the discursive construction of various lead characters like ‘Stephen Hawking and ‘Dutta’ in the classroom. In this study, it could be observed that most of the lessons reiterate this figured world of ‘successful man’.

Teacher: “While Ernest had been growing old, God had granted a new poet to this earth.” Teacher: Is that means he being a poet. Teacher: “He, too, was a native of the valley, but had spent the greater part of his life in distant cities,” Teacher: Come (Intruded by the student from other class) Teacher: Most of the time (Teacher greets the student happy birthday and takes a cholate) Teacher: Most of the time he spent his life in cities saying about the poems or the experience he had with the great stone face.

Similarly, in the second and third examples, it could be observed that the figured world of ‘supportive woman’ is elaborated using ‘Mother’ character in the lesson “The great stone face” and ‘Indirani Debi’ character in the lesson “The comet”. In these examples, both the female characters play a formative role in supporting the lead characters in different ways. In the second example, the ‘Mother’ character influences Earnest’s belief and trust in the prophecy. In the third example, the ‘Indirani Debi’ character supports the lead character ‘Dutta’ by taking care of his health. In this study, it could be observed that like the figured

world of ‘successful man’ the figured world of ‘supportive woman’ is also constantly repeated in the classroom discourse.

Teacher: Next boys
Student: “Mother,” said he, while the Great Face the great man of the prophecy had not yet appeared. (Boy)
Teacher: Ok Right. So, now mother and the boy sitting at the door of the house. Looking at the great stone face.
Teacher: “Mother,” said he, while the Great Face smiled on him, “I wish that it could speak, for it looks so very kindly that its voice must indeed be pleasant. If I ever see a man with such a face, I should love him very much.” So, it is going on. The Earnest love for the stone face.
Teacher: Clear?

Teacher: She knew how utterly obviously her husband was of the practical problems of the living.
Teacher: What is utterly?
Teacher: What is utterly?
Teacher: This word (Indicating towards the black board)
Student: {Say} (Girl)
Teacher: Completely
Teacher: Completely meaning didn’t remember things, very careless with the things
Teacher: What was he careless?
Teacher: Did take his medicines, Didn’t doctor asked to take medicines against cold?
Teacher: So what was Dutta’s problem?
Student: Cold (Boy)
Teacher: Pardon (Pointing to a boy in the classroom)
Student: He did not wear sweaters as it is cold outside (Boy)
Teacher: What would happen to him?
Student: He would get cold (Boy)

The figured world can be referred to as social frames which are discursively created by the joint processes of ESL textbooks and classroom interactions. These figured worlds constructed through classroom interaction play a vital role in the construction of the Big ‘D’ discourses. The group of different figured worlds generated in the classroom can elaborate the nature of Big ‘D’ discourses constructed in the classroom. In this study, most of the figured worlds constructed through classroom interaction create a gendered experience for both boys and girls in the classroom. For example, the above discussed ‘successful man’ and ‘supportive woman’ figured worlds project gendered world view. The figured worlds play a major role in constructing gendered experiences in the classroom.

5.4.5 Big ‘D’ Discourse Tools

The Big ‘D’ discourses refer to the world beyond language and it indicates people’s actions, beliefs, and values. In the context of classroom discourse, the Big ‘D’ discourses refer to societal discourses which could be reinforced or reinterpreted or negotiated or resisted through both ESL textbooks and classroom interaction. Big ‘D’ discourses constructed in the classrooms are analysed to understand the institutional performance of schools as the agent of change in society. In brief, by analysing the construction of Big ‘D’ discourses in the classroom interaction it can be understood to what extent the classrooms act as ‘conscience keeper’ of the society. The construction of Big ‘D’ discourses in the classroom involves multiple meaning making processes at multiple stages of discourse construction. All the above discussed tools: situated meaning tool, social language tool, intertextuality tool, and figured world tool contribute to the construction of Big ‘D’ discourses in the classroom. The operation of the Big ‘D’ discourses must be inferred from the multiple learning cycles of different lessons. In this study, Big ‘D’ discourses are analysed using a gender framework. In the following section, two Big ‘D’ discourses constructed in the classroom interaction of lessons are discussed in detail to illustrate the operation of Big ‘D’ discourses and to understand how they construct gendered experiences for the students.

The two Big ‘D’ discourses found in the analysis of four lessons are 1) ‘Discourse of success stories (Male personalities/characters)’, and 2) ‘Discourse of women’ success in domestic roles’. As discussed in the earlier section, ‘Discourse of Success Stories’ highlights the achievement of male personalities and characters. These discourses constructed in the classrooms are in line with the historical societal discourses which promote and selectively project the achievements of male personalities in different fields of life and male characters in the events outside the house. The construction of the ‘Discourse of Success Stories (Male personalities/characters)’ through textbook and classroom interaction reiterates or

reconstructs the above discussed historic discourse. This Big ‘D’ discourse is constructed using the above listed discourse tools and through other semiotic sign systems like images. The repeated occurrence of this Big ‘D’ discourse creates a gendered experience for both boys and girls in the classroom. For girls, this discourse makes them experience the stories of success through the success narrative of another gender. For boys, it presents them single narrative of success and makes them believe in a single version of success. The ‘Discourse of women’ success in domestic roles’ highlights the efficiency of women in domestic roles. This discourse also reiterates the sociohistorical discourse of applauding women only for their care and love in the supporting roles. Reinforcing this discourse through multiple lessons ignores the multiple identities performed by the women in society. For girls, this discourse makes them experience the distorted version of contemporary reality. For boys, this discourse may reinforce the stereotyped view of another gender which they may have acquired from the family or the society in general. Similarly, more Big ‘D’ discourses that contribute to the gendered experiences can be found in the four lessons discussed in the study.

5.4.6 Macro Analysis of Classroom Discourse

The macro analysis reveals that gendered classroom discourses are constructed through multi semiotic processes and the analysis also reflects the incremental layers in understanding the discourses. Each layer of the discourse analysis provides a different perspective about the discourse. The prime objective of the macro analysis is to explicitly state or reveal how micro semiotic processes in the conversation have the potential to shape the individuals through processes and societal consciousness. In this above analysis, it can be seen how gendered discourses are constructed using gendered meaning, appropriate social language, and interdiscursive and intertextual references. All the multilayered semiotic processes contribute to the construction of the world views. These world views or figured worlds are actively constructed in classrooms and these figured worlds are the mental or the

cognitive frames through which the students are recommended to view the characters discussed in the lessons. For example, in the lesson ‘The fight’, the multilayered semiotic processes construct the figured world or social frame called ‘Tough boys’. This figured world is recommended by the narrative to view the characters ‘Ranji’ and ‘Suraj’. This recommendation is done through the processes of classroom interaction. In general, textbook content provides us the figured world; classroom interaction has the potential to offer an alternative figured world or social frames to the students. From the previous analysis, it could be observed that classroom interaction strengthens the figured world represented by the textbooks. The figured world analysis of these lessons shows how the multilayered semiotic processes construct gendered figured worlds in many instances. Individuals’ thought processes or perspectives are not always influenced only by the figured world or social framework. As Foucault (1970) says the force of the figured world in power relations and the recurrence of the figured world in the multiple societal spaces have the potential to influence an individual’s thought processes or perspectives. For example, the figured world or social frame ‘Tough boys’ is predominately seen in the other societal spaces like media, family, etc. In this context and considering the awareness of 8th-grade students, these gendered figured world frames have greater potential to influence the opinions and thought processes of both girls and boys in the classrooms.

Multiple figured worlds or social frames contribute to the construction of the discourses. These figured worlds are one of the tools through which the discourses are constructed. In general, discourses are constructed through multiple processes. In particular, ‘Big D’ classroom discourses are constructed through different figured worlds built through classroom interactions. The ‘Big D’ classroom discourses are closely related to the societal discourses circulated in society. The ‘Big D’ classroom discourses found in this study reflect how the classroom interaction and textbooks aid the construction of gendered discourses. In

brief, the macro analysis of classroom discourse reveals the nature of the gendered discourses in these two ESL classrooms.

5.5. Understanding Micro and Macro Analysis of Classroom Interactions

In this study, Rose's (2014 & 2018) pedagogic register framework is used to study the micro-operations of gendered classroom discourses, and Gee's (2000) discourse tools framework is used to study the nature of gendered classroom discourses in the ESL Classrooms. The pedagogic register framework unpacks how the micro classroom pedagogic processes aid in the construction of gendered discourses in the classroom. The discourse analysis framework aids in understanding the semantic potential and intent of classroom interactions and how they both consciously and unconsciously assist in the construction of gendered discourses in the classroom. These two frameworks are instrumental in understanding the two simultaneous and overlapping multi-dimensional semiotic processes in the construction of the classroom discourses. Analysis using these frameworks helped in understanding the two different but essential and interconnected aspects in the construction of discourses. Both these analyses have extensively discussed how pedagogic processes and meaning making processes contributed to the construction of gendered discourses in the ESL classrooms. Key findings using both frameworks are listed below.

- A group of boys mostly participates in the classroom interaction or the teachers predominantly talk in the classrooms to impart the lessons. In both scenarios, most of the girls and a group of boys enact the role of passive participants in the ESL classroom. Their non-participation restricts their pedagogic practices in different pedagogic acts and interacts practiced in the classroom. This lopsided participation leads to gendered pedagogic relations in the classrooms.
- In these classrooms, teachers largely control the flow of information and discussion in the classroom. Moreover, they decide to convert any learning cycle into an interactive

or non-interactive learning cycle. In most learning cycles, they make the learning cycle interactive through the process of elicitation. In very few instances, the interactions are initiated by the students. This indicates that students must answer the questions posed to them by the teachers and they are keener on displaying their knowledge. In very few instances, students expressed their opinions about the topic discussed in the classroom. These interactive dynamics between the teachers and students limit the scope to know students' perspectives and it does not provide a conducive environment for open discussion. All these factors also contributed to the construction of gendered pedagogic relations and gendered pedagogic activities in the classrooms.

- The knowledge discussed in the classrooms is mostly male-centred narratives. The male-centred narratives are enacted through different processes like the description of the characters, achievements of the characters, feelings, and emotions of the characters, virtues valued by the male characters, and deeds of the characters. All these holistically present the lived experience of the male in the classroom interaction. All this knowledge is imparted through different learning cycles and pedagogic activities.
- Textbooks are the predominant recorded sources used in these classrooms. These recorded sources act as the base for knowledge construction and reconstruction in ESL classrooms. Most of the lessons in these textbooks discuss the lived experience of the male characters and personalities, espouse male-centred world views and success stories of male celebrities. In all the four lessons discussed in this study, it can be observed that teachers mostly maintained and reproduced the male-centred narratives in the ESL classrooms. Next to recorded sources, teachers and students enact their speaking sources by using their prior schemata knowledge in the

classroom interaction. In most instances, speaking sources add to the gendered narratives constructed in the textbooks.

- The contextual meanings of specific vocabulary generated in the classroom interaction and the social register of teacher-students interaction extensively contribute to the gendered narrative constructed through classroom interaction using ESL textbooks.
- The intertextual and interdiscursive references, brought into the classroom's interaction using teachers and students speaking sources, contribute to the construction of the gendered narratives.
- The figured worlds or social frames constructed in the textbooks are uncritically accepted and used in classroom interactions to understand the content of the lessons. This uncritical acceptance of the figured worlds has greater potential to influence the opinions and worldviews of young boys and girls.
- The stereotyped figured worlds and the gendered Big 'D' discourses have greater scope to influence the gendered identities of young boys and girls. The construction of gendered identities is an ongoing process but the impact of the classroom discourses and school practices have greater influence on the construction of students' personalities and characters.
- Both the ESL classrooms are largely controlled and lead by the teachers. Teachers extensively focus on delivering the content of the lessons and are keen on achieving the pedagogic goals of each lesson. In these processes, teachers feel that addressing gendered classroom discourses are optional processes. This attitude of teachers contributes to the construction of gendered discourses and gendered experiences for both boys and girls.

The findings of both frameworks indicate that the operation of gendered discourses and the nature of gendered discourses are simultaneous processes. These two frameworks aid in understanding the properties and the functioning of classroom discourses in detail. These two frameworks mutually contribute to the understanding of classroom discourses.

In this chapter, classroom interactions are analysed using Rose's pedagogic register analysis framework and Gee's critical discourse analysis framework. In the analysis, it could be observed how classroom interaction shapes the gendered discourses in the ESL classroom. In the next chapter, the role of textbooks, curriculum documents, and perspectives of teachers and students is explored in detail.

CHAPTER - 6

DATA ANALYSIS – ESL TEXTBOOKS AND CURRICULUM

6.1 Introduction

In the previous chapter, classroom interaction between teachers and students is analysed using pedagogic register analysis and discourse analysis. This analysis discusses the processes of classroom discourse construction in ESL classrooms. Moreover, it elaborated and explained the gendered nature of the classroom discourses in ESL classrooms. The operation of gendered classroom discourses and pedagogic processes involved in the classroom discourse construction is largely channelled by the ESL textbook content and policy guidelines provided by the policy documents. In this chapter, to understand the gendered classroom construction holistically three different data sets are analysed they are 1) Thematic Critical discourse analysis of ESL textbooks, 2) Thematic Critical discourse analysis of policy documents, and 3) Thematic Critical discourse analysis of focus group interview data from students and face to face interview data from teachers are analysed in detail. The thematic analysis of these data sets will aid to understanding how gendered and gender discourses in the classroom are constructed through different educational processes.

6.2 Critical Discourse Analysis of VIIIth Grade ESL Textbooks

Textbooks designed by government agencies like NCERT and SCERTs have wider consumption and they are used for a long period like a maximum of ten years. So, it is imperative to understand how these textbooks help in shaping the construction of gender discourses and the formation of gender identities in children. In specific, ESL textbooks cannot be treated only as means to teach the English language because ESL textbooks are important in the overall cycle of constructing classroom discourses. More importantly in the Indian context, because most of the Indian ESL textbooks use literary texts as the medium to

teach English. Naturally, the literary text or narrative lends itself to multiple interpretations and sub-narratives. As discussed in the literature review section, analysing the ESL textbook from the perspective of representation blunts the critical edge by extensively focusing on the sociocultural identities of each character in the lessons. In the Indian context, analysing textbooks from representation parameters will end in the conclusion that representation of majority of the Indian society is left out in the textbook. On the other hand, the representation parameters will limit the understanding of the event or character in the lesson. To overcome this limitation in this study textbooks are studied from discourse perspectives.

Using Gee's (2002, 2003, & 2015) discourse perspective, the discursive patterns in the textbooks can be identified. The paradigm shift from representative analysis to discursive analysis will help in understanding the continuous discourse patterns in the different lessons of the ESL textbooks. Analysing these patterns will help in understanding how textbooks have the potential to construct a certain type of 'Big D' Discourse in the classroom. If these 'Big D' discourses are intended to maintain the traditional views about roles and responsibilities of genders, monolithic narratives about the feeling of different genders, and projection of one gender's worldview as a norm then that the particular 'Big D' is treated as gendered discourse. In this section, the potential of 'Big D' narratives in the construction of gendered experience is studied in detail.

In this study, the potential of the 'Big D' is traced by following two steps of analysis. The first step is to identify the discourse patterns in ten lessons in the ESL textbook "Honeydew" and ten lessons in the ESL textbook "It So Happened". The second step is to understand how these discourse patterns construct the gendered 'Big D' discourses. Through these processes, this study has identified five gendered 'Big D' discourses which have contributed to the gendered classroom experience of the students from both genders. The five

gendered 'Big D' discourses are 1) Discourse of successful and achieving male, 2) Discourse of 'Male-centric' worldview, 3) Discourse of gendered identity, 4) Discourse of supportive female and 5) Discourse of gendered symbolism. How these five 'Big D' discourses have the potential to contribute to the gendered classroom experience is discussed in detail.

6.2.1 Discourse of Successful and Achieving Males

This 'Big D' Discourse of successful and achieving males is constructed in the ESL textbooks through the lead characters like 'Earnest' in the lesson 'The Great Stone Face', 'Major H.P.S Ahluwalia' in the lesson 'The Submit Within', 'Stephen Hawking' in the lesson 'A Visit to Cambridge', 'Duttada' in lessons 'The Comet-I' and 'The Comet-II', 'Hafeez contractor' in the lesson 'The Treasure Within'. Earnest's story of a humble villager to the famous poet, Major H.P.S. Ahluwalia's perseverance in scaling Mount Everest, Stephen Hawking's achievements, and disabled experience as narrated by Firdaus Kanga, Duttada, an old man's passion and his success in discovering the comet and Hafeez' memories of his school days and his achievement as India's renowned architect. In all these lessons and many other lessons, the narrative of the successful and achieving male is discursively constructed. Repeating the same narrative in most of the lessons and projecting one kind of reality in the ESL textbooks has immense potential for the construction of gendered discourse in the classrooms. This discourse pattern in multiple lessons of the ESL textbooks has the potential to construct the 'Big D' Discourse of successful and achieving males. This 'Big D' Discourse is set to reinforce the lopsided societal discourse of celebrating the achievements of males and recording and acknowledging the hardship of males which is commonly practiced in the patriarchal discourse of Indian society.

6.2.2 Discourse of ‘Male-centric’ Worldview

The ‘Big D’ Discourse of a ‘Male-centric’ worldview can be analysed from the two perspectives they are 1) perspective of language use and 2) content perspective. From the language use perspective, the personification of nonhuman characters as male gender and the use of the word ‘Man’ as the synonym for generic human experiences. The characters ‘Camel’ and ‘Djinn’ in the lesson ‘How the camel got his hump’, ‘Giant’ in the lesson ‘The Selfish Giant’, ‘Singing bird’ in the lesson ‘The Princess September’, ‘Cricket’ in the poem ‘The Ant and the Cricket’ and ‘Macavity’, the mystery cat in the poem ‘Macavity’: The Mystery Cat’ are personified as the male characters in their respective lesson. This discourse pattern is also constantly repeated in the activities and exercises given at the end of the lesson. This pattern symbolises how the nonhuman characters are gendered by the language process of using ‘he’ in the text. These characters have the potential to construct gendered experiences because in the textbook most of the nonhuman characters are personified as male. This discourse pattern indicates how language use can trigger gendered classroom experiences. Likewise, the world view of the male is normalised in the textbooks by repeatedly assuming that all the worldly experiences only relate to the male gender. This can be seen in the extract presented in the below table.

Table 6.1: *Extracts illustrating discourse of ‘Male-centric’ worldview*

- | |
|--|
| <p>1) In the beginning, when the world was new and the Animals were just beginning to work for <i>Man</i>, there was a camel and he lived in the middle of a Howling Desert because he did not want to work. (Lesson: How the camel got his hump, p.1)</p> <p>2) The logic of geography-
That land and water attached <i>man</i>-
Was clearly delineated
When the jet reached ten thousand feet (Poem: Geography Lesson, p.34)</p> <p>But it was difficult to understand
That the <i>men</i> on the earth found
Causes to hate each other, to build
Walls across cities and to kill (Poem: Geography Lesson, p.34)</p> |
|--|

- 3) By climbing the summit of Everest you are overwhelmed by a deep sense of joy and thankfulness. It is a joy which lasts as a lifetime. The experience changes you completely. The *man* who has been to the mountains is never the same again (Lesson: The Summit within, p.76)

Man takes delight in overcoming obstacles. The obstacles in climbing a mountain are physical. (Lesson: The Summit within, p.77)

- 4) It will try simply to tell of a generation of *men* who, even though they may have escaped shells, were destroyed by the war. (Lesson: The Best Christmas Present in the world, Activity, p. 20)
- 5) In the class students are asked to read the comic strip aloud, after which they break up into groups of four, discuss what they have heard and write a summary. Each group leader reads *his* group's summary aloud and the whole class jumps into discussion and debate, adding points, disagreeing and qualifying points of view. (Lesson: Glimpses of the past, p.49)

In all the above instances the man's worldview is embedded in the narrative of the textbooks. In all these instances man's world is equated as the generic experience of the whole of mankind. This inherent assumption has the potential to impose a gendered worldview on the students. Both the above discussed language use and content perspectives contribute to the construction of the 'Male-centric' world view in the classroom. These repeated occurrences of this discourse pattern indicate the exclusive nature of the ESL textbooks.

6.2.3 Discourse of Gendered Identities

As discussed in the literature section, identities are a recognition or identification process with a group that has shared characteristics or with a single individual who shares similar values or with an idea or similar profession. Individuals have multiple identities and this process of identification is closely connected with the concept of 'self'. In this section, the range of identities constructed for the characters in the lessons are discussed in detail. To illustrate the discursive construction of multiple identities five male and female characters from the ESL textbooks and their multiple identities are described below.

Table 6.2: Extracts illustrating discourse of gendered identities				
S.No	Lesson	Characters	Identities	Language Manifestation
	Bepin Choudhury's Lapse of Memory	Bepin Choudhury (Male)	Officer Ardent Reader Suffers from memory loss	Every Monday, on his way back from work. It was a big firm, and he was doing a responsible job. Bepin Choudhury would drop in at Kalicharan's in New Market to buy books. Crime stories, ghost stories and thrillers. He had to buy at least five at a time to last him through the week. Was he losing his mind? "You must cure me of this his horrible illness. I can't tell you how it is affecting my work."
	The Summit within	Major H.P.S Ahluwalia (Male)	Major Famous Indian Mountain Climber Believer of God	Major H.P.S. Ahluwalia was a member of the first successful Indian expedition to Mount Everest in 1965. By climbing the summit of Everest you are overwhelmed by a deep sense of joy and thankfulness. You bow down and make your obeisance to whichever God you worship. I left on Everest a picture of Guru Nanak. Rawat left a Goddess Durga.
	The Great Stone Face I & II	Earnest (Male)	Little kid Humble man Noble man	He spent his childhood in the log-cottage where he was born, was dutiful to his mother and helpful to her in many things, assisting her with his little fingers and more with his loving heart. A simple soul- simple as when his mother first told him the old story. His eyes filled with tears and he said to himself that never was there so worthy a sage as that mild, sweet, thoughtful face, with

				the glory of white hair diffused about it.
	The treasure within	Hafeez Contractor (Male)	India's leading architects Unhappy school boy. Sportsman	I can relate to people in a way that would be comfortable. I sketch very spontaneously on a paper on the spot. I used to get continuous nightmares about appearing for a maths examination where I did not know anything I used to be a very good sportsman. I had been the senior champion for so many years and I also was the cricket captain.
	The Comet- I & II	Duttada Male)	Amateur Scientist Rationale being	Duttada, an amateur scientist, can't stay away from the keen-eyed Dibya Chakshu for long. Duttada laughed, "I see that even an M A Degree has not cured you of your superstitions
	The Comet I & II	Indirani Debi	Housewife Religious and Superstitious	She knew how utterly oblivious her husband was of the practical problems of living. Indirani, obviously uneasy, explained: "I have arranged a yajna and called priests to bless you". Comets bring ill-luck and I wish a good man like you were not associated with the discovery of one.
	The Great Stone Face	Earnest' Mother	Mother	His mother was an affectionate and thoughtful woman.
	Princess September	Princess September	Princess	But one day when princess September went to say good morning to her parrot she found it lying dead at the bottom of its golden cage.

			Soft natured princess	She found it lying dead at the bottom of its golden cage. She burst into a flood of tears and nothing that her Maids of honour could say comforted her.
	The Best Christmas Present in the world	Mrs. Macpherson	War Widow	I read your letter so often Jim, every day. I wanted to hear your voice in my head. It always made me feel you were with me.
	Children at work	Jaya	Ragpicker Friend of Velu	She was picking up dirty plastic cups from the floor and stuffing them into her sack. She turned to Velu and gave him a shove. "At least help me now. Here, wear these and come with me
	The Tsunami	Tilly Smith	Saviour	Tilly started to scream at her family to get off the beach. Tilly saw the sea slowly rise, and start to foam, bubble and form whirlpools. The building withstood the surge of three tsunami waves.

In the above table, the range of identities attached with each character in their respective lessons can be observed. In the data, it could be observed that the identities of male characters occupy the central space, and identities of the female characters aid or support the role of male characters in the textbook narrative. The identities of the female characters are most often restricted to the domestic and personal domain except in few cases. The identities of the male character operate in multiple domains like 'public life', 'personal', 'contribution to the society' etc. These ESL textbooks have the potential for the construction of typical gender identities or lopsided gendered identities. This discursive construct affects both the boys and girls equally. Projecting male characters as achievers also has the potential to put undue pressure on boys to prove their worth in every walk of their life and it also makes them focus exclusively on the celebrated outcome not on enjoying the process of doing something. Constraining female characters in the personal domain has the potential to

conditioning their experiences and indirectly communicate to them the importance of societal roles than their abilities, talents, and desires. The identity construction in these textbooks also indicates that repeating the lopsided discursive narrative through most of the lessons creates a gendered experience for the students of all genders. The lopsided discursive narrative constrains the identity construction of the genders and promotes the 'Big D' Discourse of gendered identities.

6.2.4 Discourse of Supportive Female

The 'Big D' Discourse of the supportive female is constructed in the ESL textbooks through the lead characters like 'Mrs. Macpherson' in the lesson 'The Best Christmas Present in the world', 'Mother' character in the lesson 'This is Jody's Fawn', Mother' character in the lesson 'The Great Stone Face', 'Jaya' character in the lesson 'Children at work', 'Princess September' in the lesson 'Princess September' and 'Indirani Debi' in the lesson 'The Comet-I & II'. These characters perform a supportive role in their respective lessons: Mrs. Macpherson waits for her husband's letters, Mother supports Jody, Mother's words about the prophecy made Earnest believe in the return of the great stone face, Jaya's support to Velu to survive in the city like Chennai, Princess September's special care and love for the talking bird, Indirani Debi's love and care for her husband Duttada. In all these lessons supportive role of the female characters is highlighted. This discourse of supportive females is highly repeated in these ESL textbooks. The discursive construct of supportive females in the textbook is not problematic in itself, but repeated construction of this discourse reduces the space for other identities of females. Moreover, the number of lessons in which female act as the lead characters are very less in this textbook. Treating these ESL textbooks as the medium of discourse construction it can be said that the discourse of supportive females is one of the dominant 'Big D' discourses discussed in this textbook. This 'Big D' Discourse

once again reinforces the lopsided societal discourse of highlighting the personal identities of the females which are commonly practiced in the patriarchal discourse of Indian society.

6.2.5 Discourse of Gendered Symbolism

The Big ‘D’ Discourse of gendered symbolism refers to the repeated association of certain concepts or objects or emotions with one gender. There is a repeated occurrence of such gendered symbolism in both the textbook books. This repeated gendered symbolism is found in the narrative of the textbook and the exercise and activities given at the end of each lesson.

Table 6.3 <i>Extracts illustrating discourse of gendered symbolism</i>			
S. No	Concept/object/Emotion	Character associated with	Discourse in the textbook
1.	Adventure	Ahluwalia	It is the eternal love for adventure in man. The experience is not merely physical. It is emotional. It is spiritual.
2.	Idea of Fearless and kindhearted	Jody	He said “It is not far now, but the scrub is very thick for a horse. I can make it on foot”. “But I am afraid to leave you, boy. Suppose you got lost or got bitten by the snake, too?”
3.	Physical Strength	Ranji	“Well, I am not a villager. I am a Fighter!” “I am a Warrior” “I am a Fighter”
4.	Kind hearted	Princess September	She found it lying dead at the bottom of its golden cage. She burst into a flood of tears. She wiped her tears and sat up
5.	Play toy	Mr. Hafeez	I had a friend called Behram Divecha. We used to have competitions between us for designing forts, guns, and ammunition.

In the above table, five such instances of symbolism are elaborated to understand the operation of symbolism in the narrative. Most of the above discussed symbolism occurs in the different instances of the ESL textbooks. This symbolism is embedded within the narrative of the textbook. This symbolism reinforces gendered discourse construction in the textbook. The repeated occurrence of this lopsided symbolism has the potential to create a

gendered experience for both boys and girls in the classroom. The Big ‘D’ Discourse of gendered symbolism is one of the gendered discourses that has the potential to construct gendered experiences for the students.

6.3 Gendered Discourse Patterns in the Textbooks

Operation of these ‘Big D’ Discourses in the textbooks indicates that textbooks uphold the contrived narratives of the male dominant society and subtly refuse to subscribe to the gender progressive discourses. These ‘Big D’ Discourses indicate that textbook narrative has the potential in maintaining gendered discourses by not reflecting the contemporary lived reality of both genders. The ‘Big D’ Discourses are repeatedly generated in the textbook through different characters, themes, symbolism, and textbook language. From the perspective of the ‘Big D’ Discourse, the entire textbook must be understood as a body of discourses. Many small discourses that occur in isolated instances of lesson jointly give rise to the overall construction of the ‘Big D’ Discourses. The construction of the ‘Big D’ Discourses is a largely unconscious process but these ‘Big D’ Discourses indicate the sensibilities of the textbook committees and societal values propagated at large. These ‘Big D’ Discourses are largely shaped by the recommendations of policy documents and the spirit in which the textbook committees decided to implement the policy recommendations. To understand how these ‘Big D’ Discourses constructed in ESL textbooks are in line with the policy recommendations of the National Curriculum Framework (2005) it is necessary to understand the discourses generated in the policy documents.

6.4 Critical Discourse Analysis of Policy Documents

Curriculum documents play an important role in the Indian Education System because the national curriculum documents are considered to be the guiding documents for designing the curriculum and syllabus for schools run by the Union Governments and State

Governments. According to the Indian constitution provision, education is in the concurrent list which indicates that state and union governments can create laws governing both the school and higher education. Textbooks are designed by government agencies like NCERT, SCERTs, Private publishers, and NGOs. The curriculum documents and the position papers for each subject act as guiding documents for textbook designing in all subjects. Moreover, the curriculum documents also lay principles for gender inclusive pedagogy and classroom practices. The list of nine curriculum documents is evaluated using Gee's (2015) 'Big D' Discourse principle. All the nine documents are analysed from the gender perspectives and evaluated using 'Big D' Discourse principles. The curriculum documents analysed are classified into two types they are 1) curriculum documents 2) position papers. The curriculum documents provide the overall aims, objectives, short-term goals, and long-term goals for school education in the country. This document deals with the different aspects of Indian education in detail. In this study, three important documents analysed are 1) National Curriculum Framework (2005), 2) National Curriculum Framework (2000), 3) Learning without burden (1992). These three documents are analysed using Gee's (2015) 'Big D' Discourse principles to understand how these documents have perceived gender education in general and language education in specific. In addition to three curriculum documents, six positions are analysed using Gee's (2015) 'Big D' Discourse principles to understand how position papers translate the curriculums' vision for gender education to their respective subject. In this context, only six position papers related to gender education are taken for analysis 1) Position paper on English (2005) 2) Position paper on curriculum, syllabus, and textbooks (2005) 3) Position paper on aims of education (2005) 4) Position paper on gender issues in education (2005) 5) Position paper on systemic reforms for curriculum change (2005) and 6) Position paper on problems of scheduled caste and scheduled tribe children, 2005. In this study, the majority of the curriculum documents analysed are related to NCF

(2005) because the NCERT textbooks (Part I – Honeydew & Part II- It so Happened) used in both the schools are based on the National Curriculum Framework, 2005. So, it is imperative to explore and understand the role of the National Curriculum Framework, 2005, and related position paper documents in the construction of gendered discourse in the ESL classrooms. In this study, all the nine documents are analysed using Gee’s ‘Big D’ Discourse principles to understand the 1) conceptualisation of gender in the curriculum documents and 2) principle and policy recommendations for gender education in general and specific to each subject. The recurrent and salient discussion points related to gender and gender education are mapped in all the curriculum documents to understand the ‘Big D’ Discourses circulated in the National Curriculum Framework (2005). These ‘Big D’ discourses related to gender and gender education across all the curriculum documents can be understood as the common policy points espoused and reiterated by National Curriculum Framework (2005). The ‘Big D’ Discourses identified through the analysis of nine policy documents are 1) Gender equality as a constitutional right, 2) Post-structural view of gender 3) ‘Dialogue’ as a source of empowerment 4) Respecting and representing diverse life experiences 5) Teaching as a ‘social process’ in democratic polity 6) Critical pedagogy as a tool to address gender inequality 7) Inclusive school ethos and classroom environment. All these ‘Big D’ discourses identified in the curriculum are discussed in detail in the following sections.

6.4.1 Discourse of Gender Equality as a Constitutional Right

The curriculum documents espouse the opinion that gender equality is a constitutional right. It is also envisaged that practicing gender equality is an important process in the building of modern Indian citizens. Moreover, documents also express the awareness that gender inequality is interconnected with caste and class oppression. This phenomenon of linking the practice of gender equality with constitutional rights also signals that gender equality should not be treated as an act of goodwill but is an essential practice in a modern

democratic society like India. These views can be seen reflected in the five selected extracts presented below.

Table 6.4: Extracts illustrating discourse of gender equality as constitutional right
Building a citizenry committed to democratic practices, values, sensitivity towards gender justice, problems faced by the Scheduled Castes and the Scheduled Tribes, needs of the disabled, and capacities to participate in economic and political processes. (NCF, 2005, p. 126). The aim of a progressive gendered project of education is to propel the learners from individual to collective transformation, towards achieving substantive citizenship. (Position paper on gender education, 2006, p.69). As public spaces, schools must be marked by the values of equality, social justice and respect for diversity, as well as of the dignity and rights of children (NCF, 2005, p.89). Education must be seen as a liberating process; otherwise, all that has been said so far will be rendered pointless. The process of education must therefore free itself from the shackles of all kinds of exploitation and injustice (e.g., poverty, gender discrimination, caste and communal bias), which prevents our children from being part of the process. (Position paper on aims of education, 2006, p.5) Education should aim at a pluralistic democratic society based on justice, equity and freedom. (Position paper on curriculum and textbooks, 2006, p.16)

In addition to treating it as a constitutional right, the documents also expressed the concern that educational content taught in the school should reflect the constitutional spirit of gender equality and in the schools, ethos, and practices followed in the classrooms and schools. In brief, they believe that educational experience should be liberating for both boys and girls in exercising the identities which are in most cases predetermined and largely influenced by the existing social norms and conditions. Curriculum documents believe that liberating educational experience empowers subjects of all genders to practice living based on the principles held by the Indian constitution. The curriculum vision of treating gender equality as a constitutional right is necessary to create an egalitarian society but translating this vision into school textbooks and classroom practices is always challenging. Through the microanalysis of classroom interaction in the previous chapter and evaluation of the ESL textbooks “Honey Dew” and “It so Happened” it can be emphatically said that ESL textbooks

and classroom practices of these two ESL classes do not imbibe the curriculum vision of treating gender equality as a constitutional right. Problems and gaps in translating the curriculum vision into pedagogic practices needs to be addressed at multiple levels and the reasons for this gap is explored in the later sections. This inadequate implementation reflects the wide gulf between the curriculum policies and actual pedagogic practices in the schools.

6.4.2 Post-structural View of Gender

The curriculum documents analysed view gender from the post-structural perspective and explain the need to study gender from this perspective. The post-structural perspective of gender can be observed in different instances of the curriculum documents, this can be inferred from the extracts selected from different documents.

Table 6.5: Extracts illustrating post-structural view of gender

Gender relations are neither “natural” nor given, they are constructed to make unequal relations seem “natural”, and can be naturalised only under the duress of socialisation (Position paper on gender issues in education, 2006, p.iv).

Masculinity too need to is be analysed, specially to understand and transform the ways in which boys and men also suffer from the confining roles that a patriarchal culture determines for them, as well as in terms of the masculinist reinforcement of aggression and domination (Position paper on gender issues in education, 2006, p.ix).

In this context, disadvantages in education arising from inequalities of gender, caste, language, culture, religion or disabilities need to be addressed directly, not only through policies and schemes but also through the design and selection of learning tasks and pedagogic practices, right from the period of early childhood (NCF, 2005, p.5).

Gender is the most pervasive form of inequality, as it operates across all classes, castes and communities. Yet, while gender equality has been a key objective of education policy in India for over three decades, it has lacked critical edge in implementation. (Position paper on gender issues in education, 2006, p.viii)

The sex of a child too is part of the identity. Social as well as gender relations have power connotations and therefore implications for the learner’s self-image, expectations from self, peer relations and the teacher–child relations. (Position paper on curriculum and textbook, 2006, p.36)

In these documents, gender is viewed as a social construct, not as a biological entity. Treating gender as a construct helps the teacher and educationists focus on the social conditioning that constructs gender identities. The post-structural view believes that both feminine and masculine discourses need to be understood to empower both boys and girls from their limited world views. This view also believes that gender identities are always performed with other social identities like caste, class, ethnicity, religion etc. This exhibits the complexity and constraints of understanding gender relations in contemporary society. Understanding gender as performative identity theoretically enables individuals to enact a range of gender identities depending on the context. The microanalysis of classroom interaction and textbooks shows the lacuna in the implementation of this post-structural view in broader pedagogic practices. Translating this post-structural view into classroom practices and teaching materials has not materialised in the classroom data analysed in this study.

6.4.3 ‘Dialogue’ as a Source of Empowerment

‘Dialogue’ is treated as an important tool in the curriculum documents to mitigate gender inequality in the classroom. The ‘Dialogue’ here refers to the meaningful discussion and reflective practice between teacher-students, students, teachers, students-teaching materials and teacher-teaching materials. The importance of ‘Dialogue’ is expressed in different instances across the curriculum documents. A few of those extracts are presented for the discussion in the table below.

Table 6.6: Extracts illustrating ‘Dialogue’ as a source of empowerment
Active engagement involves enquiry, exploration, questioning, debates, application and reflection, leading to theory building and the creation of ideas/positions. Schools must provide opportunities to question enquire, debate, reflect, and arrive at concepts or create new ideas (NCF, 2005 p.17-18). Participatory learning and teaching, emotion and experience need to have a definite and valued place in the classroom. While class participation is a powerful strategy, it loses its pedagogic edge when it is ritualised, or merely becomes an instrument to enable teachers to meet their own ends. True participation starts from the experiences of both students and teachers (NCF, 2005, p.23)

Teaching should be in the conversational mode rather than in the mode of authoritarian monologue. It is in the conversational mode that the child is likely to grow in self-confidence and self-awareness and will more easily establish connections between the teachings and his own experience (Position paper on aims of Education, 2006 p.6)

Any good textbook should lead the child to interact with the environment, peers, other people, etc. rather than be self-contained. It should function as a guide to construct understanding through active engagement with text, ideas, things, environment, and people rather than 'transferring knowledge as a finished product' (Position paper on curriculum, syllabus and textbooks, 2006 p.38)

It is emphasised that facilitating dialogue in the classroom through different teaching techniques and teaching material is an important step in attaining gender equality. Dialogue enables students to discuss, debate, question, and reflect on their social practices given in the textbooks and society at large. The meta-thinking process about the characters and themes of the lessons induced through dialogue empowers the students from both genders to critically reflect on their own gendered practices and other practices prevalent in society. From the analysis, it can be said that there are multiple conversations between teacher and students in the data but the conversations are mostly to elicit information and they do not generate dialogue in the classroom activities. Moreover, the teaching material narrates the story and it has very few activities which lead to dialogue in the classroom. It can be concluded that elicitation is widely used in classroom interaction and textbooks' have very few follow-up activities that could generate discussion. In brief, it can be said that in these two ESL classrooms 'Dialogue' is implemented only in very few instances.

6.4.4 Respecting and Representing Diverse Life Experiences

Representing diverse life experiences is a recurrent theme in all the curriculum documents. This representation is perceived as an important process of accepting and acknowledging the different sociocultural, socioeconomic, and socioreligious practices in the

country. This point is reiterated at different points in the documents and in the below listed extracts for discussion.

Table 6.7: Extracts illustrating respective and representing diverse life experience
Our current concern in curriculum development and reform is to make it an inclusive and meaningful experience for children, along with the effort to move away from a textbook culture (NCF, 2005, p.13). Our children need to feel that each one of them, their homes, communities, languages and cultures, are valuable as resources for experience to be analysed and enquired into at school; that their diverse capabilities are accepted (NCF, 2005, p.14). Children must be exposed to a whole range of genres. As at all levels, but particularly at this level, the materials need to be sensitive to perspectives of equity (gender and societal) and harmony (between humans, and between humans and nature) (Position paper on English, 2006, p. 11).

Representing diverse classroom experiences can happen at multiple instances: a) classroom discussion b) narrative of the textbooks and c) participation in group or peer activities. During classroom discussions, teachers can initiate a dialogue where students can gain insights into the diverse sociocultural aspects. This process could enable the students to acknowledge the alternative discourses from different social backgrounds. The textbooks representing diverse themes and characterisation would help teachers build on the diversity represented in the textbook. Moreover, diverse textbook narratives would enable students to understand the broader social fabric of the country. Finally, language practices and discussions in the group and peer activities could strengthen the prospect for dialogue among the students. According to curriculum documents, all these factors contribute to creating an inclusive classroom experience where diversity is respected and represented. From the analysis of the classroom data and textbooks, it can be said the diversity in terms of gender representation is not adequately developed in the classroom activities and textbook content. Diversity is a multidimensional component in this study the data is analysed from the gender perspective.

6.4.5 Teaching as a ‘Social Process’ in a Democratic Polity

Curriculum documents view teaching as a social process that could strengthen democratic practices in the classrooms and schools. Teaching as a ‘social process’ means that in addition to knowledge transfer teaching is also viewed as a transformational act. This perspective of teaching is important because it highlights the macro societal functions entrusted with the act of teaching. This view of teaching is implied in the extracts given below.

Table 6.8: Extracts illustrating teaching as a ‘social process’ in democratic polity

An understanding of the experiential base of children is also important in the choice of pedagogy. Relating to what they have already experienced helps in the process of reflection. It is a continuous challenge for teachers to look for suitable ways of ‘creating’ and ‘drawing upon’ experiences. New experiences could be organized for children in several ways; or going through the mental process of reflecting on something the child has experienced (e.g., dialogue on gender-differentiated practices in the family and society, or participating in a mental game of numbers). (Position paper on curriculum, syllabus and textbooks, 2006, p.33).

What is required is an understanding of these issues and practices, and sensitivity in dealing with the various needs of learners. sensitivity in dealing with the various needs of learners. For instance, if girls are usually not forthcoming in taking initiatives on their own, it becomes important for teachers to create more opportunities for them to speak and express themselves. (Position paper on curriculum, syllabus and textbooks, 2006, p.36)

Viewing teaching as a social process is explained in the above given extracts. The first extract explains how teaching help students reorient their old experience with new experiences. Particularly, classroom teaching has the potential to make students rethink social values and practices that lead to social discrimination, social biases, and stereotypes from immediate society and its members. The curriculum documents have emphasised and that teaching is an important ‘social process’ which can bring transformation in the younger generation to strengthen the democratic polity enshrined in Indian constitution. From the analysis of the classroom interactions and textbooks, it can be interpreted that textbook content and teaching practices prioritise the delivery of the content information discussed

through lessons. The transformation through teaching processes envisioned by the curriculum documents can happen through 1) textbook content and 2) teaching practices. In this study, it is observed that prioritising the delivery of content information hampers the transformation processes that are expected through the teaching. In brief, textbook content, teaching practices, and interpersonal relations between teacher and students need to contribute equally to transform the gendered relations in the classroom.

6.4.6 Critical Pedagogy as a Tool to Address gender Inequality

The policy documents believe that practicing critical pedagogy in the classroom is an essential step to understand and mitigate the social and gender inequalities. The policy documents strongly express that students should be made to think about the power equations in society and how this power equation creates unequal social systems and inhuman relations in the society. The following extracts from different policy documents related to NCF 2005 express the need to practice critical pedagogy in Indian classrooms.

Table 6.9

Extracts illustrating critical pedagogy as a tool to address gender inequality

Ideally, education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate—in other words, to be inquisitive and to think independently. (Aims of Education, 2006, p.7)

In other words, democracy or equality is not taught only by covering these as knowledge areas but have to be made part of the regular classroom process. The same principle would apply to other areas also. Certain specific activities could be chosen to break the existing stereotypes in the society, e.g., encouraging girls to play football or do cycling in those parts where such activities are not common at all. A conscious effort for preparing children for action in real life would also be valuable. (Curriculum, syllabus and textbooks, 2006, p.35).

Commitment to equality involves developing in the learner the ability to question relations of power in society, as well as enabling her/him to overcome the disadvantages of discrimination and unequal socialisation. Empowerment should be viewed as a process that enables girls to challenge relations of power, and to assert their rights as independent human beings. (Gender issues in education, 2006, p.IX).

The critical pedagogy (see p. 81) tradition emphasises the explicit understanding of the societal inequalities and power struggles through classroom knowledge and values. All

the above stated extracts refer to the need for the explicit unravelling of gender and other social inequalities through classroom content and interaction. The policy documents express the desire and need to practice the critical pedagogic approach, a pedagogic approach that explicitly aims at societal transformation through education. But the findings of the textbook analysis and classroom interaction reveal that the scope for developing critical consciousness among the ESL students is very less. The gradual development of critical consciousness among students is the basic step to achieve the holistic goal of critical pedagogy in the ESL classroom.

6.4.7 Inclusive School Ethos and Classroom Environment

The policy documents encourage teachers and schools to be inclusive of students with different cognitive abilities, physical abilities, and from different socio-economic backgrounds. The policy documents emphasize that inclusive agenda must be practiced at all aspects like physical space, curriculum, textbooks, classroom teaching, and other co-curricular activities. In the following extracts, it can be understood how inclusiveness has been discussed by policymakers in different sections and documents of NCF 2005.

Table 6.10

Extracts illustrating inclusive school ethos and classroom environment

It is important to create an inclusive environment in the classroom for all students, especially those who are at risk of marginalisation, for instance, students with disabilities. (NCF, 2005, p.16).

A lesson plan or unit plan for an inclusive class should indicate how the teacher alters the ongoing activity to meet the different needs of children.

Failure to learn is currently being mechanically addressed through ‘remediation’, which usually means simply repeating lessons. (NCF, 2005, p.22).

As an objective of curriculum planning, social justice has many obvious implications, but there are some subtle implications as well. One obvious implication is that special efforts will be required to ensure that education promotes an inclusive identity. Children belonging to religious and linguistic minorities need special provision and care in accordance with the perspective reflected in the Constitution. In the case of tribal

languages, certain states have taken significant measures to facilitate early schooling in the child's home language. (NCF, 2005, p.103).

From the curriculum documents, it can also be inferred that policy documents also hint at gender inclusiveness. In relation to gender inclusivity, textbooks have neither included nor implemented the different aspects of gender inclusive agenda. This shows how the textbooks do not reflect the aspiration of the curriculum documents. This phenomenon explains the challenges of converting policy decisions into practice in a federal country like India. Moreover, classroom interaction reflects the gaps and incomplete implementation of inclusivity in the classrooms. Though policy documents have emphasised the practice of inclusion, in reality implementation suffers because of multiple macro and micro factors. The different aspects of inclusion: cognitive abilities, physical abilities, and from different socioeconomic fabrics can be attained by practicing and imparting inclusivity at all levels and stages of school education.

6.5 Important Observations from Critical Discourse Analysis of Policy Documents

The analysis of National Curriculum Policy Documents (2005) reveals that with regard to gender education there is a significant gap between the postulates of curriculum documents and the actual content of ESL textbooks and ESL classroom practices. This disparity in implementation is visible when the findings of the classroom interactions, textbooks, and policy documents are triangulated. From section 5.5, the micro and macro analysis of classroom interaction show that classroom participation is most dominated by a group of boys, and knowledge discussed in the classroom is mostly male-centred narratives. From section 5.3.2, it can be understood that the textbook narratives are gendered, and gendered discursive experience is constructed using multiple discourse strategies and discourses. In brief, the findings of the classroom and textbooks show the gendered nature of

the two ESL classrooms. On the other hand, the findings of these sections do not reflect the aspirations of the curriculum documents. The inclusive agents and progressive perspectives of NCF 2005 are reflected in the following policy discourses of NCF 2005: a) Discourse of Gender equality as a constitutional right, b) Post-structural view of gender, c) ‘Dialogue’ as a source of empowerment, d) respecting and representing diverse life experience, e) Respecting and representing diverse life experience, f) Teaching as a ‘social process’ in a democratic polity and g) Critical pedagogy as a tool to address gender inequality. These broader policy discourses reflect the inclusive, secular, and equality-based social vision of NCF 2005. In specific, these policy discourses also emphatically voice the need for gender inclusive curriculum at all stages and levels of school education. The visible gap between the vision of NCF 2005 and findings from ESL classroom interactions, ESL textbooks show the dilution at the stages of implementation. In school education, it common to observe variations and differences between policy recommendations and actual practices in classrooms. But this vast difference in terms of gender equity and inclusion implementation at school level is a major concern which requires detailed introspection from sociocultural and discourse perspectives. Before introspecting the problems with implementation, it important to understand the students’ and teachers’ perspectives of classroom interaction and textbook content. In the next section key themes from the face to face interviews with the teachers and focus group interviews students are discussed in detail. The themes discussed in the next section reflect the students’ and teachers’ perspectives about the gendered practices in the classroom interaction and textbooks.

6.6 Critical Discourse Analysis of Teacher Interviews

Teachers’ views, knowledge, and actions play an important role in the construction of classroom discourses. As many studies (Sunderland, 2000; Sunderland, 2002; Pawelczyk & Pakuła’s, 2015) have talked about how teachers’ narratives have the potential to influence

classroom discourse construction and create awareness about the stereotypes and gender biases embedded in the classroom and textbook discourses. In this section, the views of two teachers about gender and classroom interaction, gender and textbooks, and scope to improve gender sensitivity are discussed in the following sections.

6.6.1 Teachers' View on Classroom Participation

Teachers report that girls' participation in activities has improved but it is less compared to the boys' participation in the classroom interaction. In this section, teachers' views on classroom participation are reported by critically analysing the extracts from the teacher interviews.

Table 6.11 <i>Extracts illustrating teachers' view on classroom participation</i>	
Teachers	Interview Extracts
T1	It is Girls who actively participate in the classroom discussion than boys. And very few students, boys, come forward. As a teacher I felt girls take more interest in taking part in the discussion.
T1	Now Girls have got exposure to the knowledge than from the time I was a student. When I was a students it was boys used to come forward for any activities or work. Now girls are given equal opportunities as far as my observation from the schools where I have worked. Girls try to share what they have in the discussion.
T2	I believe girls are participating more whereas boys are doing better. More than, participating in academics they are mischievous. Either they are mischievous or not participating. Only few of them or handful of them participate.
T2	Difference where it comes is the ratio of the girls is little less in the classes. Of course this year it is equal. Till now what I have seen is some ten or eleven girls students will be there rest will be boys. That is one third will be girls so that way the boys voice is more in the classroom. In this way they have hold on the class. Still girls participation is more in academics in the senior classes. In junior classes we have no such differences felt.
T2	I think it is because of preparation. Either it is boys or girls I think it is because of preparation. Generally, they don't dedicate time to revise the yesterday's discussion. This habit hampers their participation.

Teacher 1 believes that girls participate more actively than boys in the classroom and Teacher 2 said that boys participate more actively than girls. Both the teachers provided different reasons for their stands. Teacher 1 takes a generic view that girls now have greater

access to knowledge in comparison to previous decades and states that girls actively participate in the classroom. By analysing the classroom interaction of this teacher, it can be understood that the teaching style of Teacher 1 provided limited scope for classroom interaction. Moreover, Teacher 1's classes are largely led by teacher-initiated discussions and the nature of the discussion is largely limited to eliciting answers. From the data, it can be reported that both boys and girls reply or answer to the questions asked by Teacher 1 in the classes. Because of this reason, Teacher 1 believes that girls participate more actively than boys in the classrooms. But from the analysis, it can be said that Teacher 1's classes are largely dominated and directed by the teacher's monologues and are teacher led with controlled interaction. In these classes, the scope for students' lead interaction is less, and students' motivation to initiate the interaction is low. Teacher 1 takes a comparative perspective and believes that girls' participation has improved over the decades. Similarly, Teacher 2 also hints that girls' participation has improved in general. On the other hand, she also pointed out the reasons for the boys' active participation in her classes they are: 1) ratio of boys and girls in the classroom, 2) mischievous nature of boys and 3) lack of preparation. The ratio of boys and girls is an important factor in Indian classes. The second reason also adds to the findings of the previous studies (Jule, 2002; Doray, 2005) that boys receive more teacher attention because teachers believe that boys need to be given more attention to keep their mischievous behaviour in control. The teacher also hints that students' lack of preparation limits their active participation in the classroom. Both the teachers try to indicate that girls' participation in the classroom has improved in general but it is still less in comparison to the boys' participation in the classroom. Moreover, from the classroom data and extracts from teachers' interviews, it can be inferred that boys participate more in classroom interactions. The interview data shows how teachers are aware of this imbalance in classroom participation. It can also be said that teachers believe this imbalance in classroom

participation is because of multiple factors some of these factors are beyond the control of teachers. Both the teachers believe girls' participation has improved but they are not as participatory as boys in the classroom interaction. This perception does not enable the teachers to be critical of their teaching style and strategies which limits the scope for student led interaction in both classrooms. In the next section, teachers' perceptions of providing equal opportunities for both genders is discussed in detail.

6.6.2 Teachers' View on Providing Equal Opportunities

Teachers acknowledge that providing equal opportunities to both boys and girls is difficult. In the table below, the extracts from the teacher interviews are discussed to understand the teachers' views on providing equal opportunities to both genders

Table 6.12 <i>Extracts illustrating teachers' view on classroom participation</i>	
Teachers	Interview Extracts
T1	As a teacher it is difficult to give equal opportunities to boys and girls equally to speak frankly. Because sometimes we give more works to boys and sometime more importance to girls. We have to vary the work
T1	Basically, I don't bother about gender discrimination as per such. I see students' capabilities such as learning things and their ability to do well and provide them chance in the class. In case of girls, if there are more girls who aren't able to perform well then, I give more chance to girls. Same case with the boys. Depending on the situation I decide to give more to boys or girls.
T2	From my observation as a teacher for last five years. It is boys who are lagging behind comparing to girls. Let us say if there are two girls then there will four or five boys. So it is 1:2 in proportion who are not able to do well. At that time I give more attention to boys because they need to pick up. Depending on the performance of the students. When it comes to activities I make it as an open forum for everyone. It is usually the girls who come forward.
T2	From my last five years experience, what I realised is. When boys come to certain ages they start linger and moving around with friends. May from the class 6 th boys to 10 th class they keep on building on their peer groups. They get more distracted. As per my observance, even now in our society they are not allowed to go out of their houses freely so they stick to reading and learning something they need to do.
T2	Academically, they tend to be more fearful, when you give some work they do and they concentrate. Though few boys concentrate their concentration decreases gradually. That is my experience. Because they get distracted and they are out of way sometimes.

Teacher1 believes that it is extremely difficult to practice equal opportunities in an ESL classroom because the teacher needs to constantly shift the attention on different groups of students for every class depending on the pedagogic needs of the students and the necessity to improve students' performance. Moreover, Teacher1's statement "Basically, I don't bother about gender discrimination as per such" indicates the view that ESL teachers have to deal with other language pedagogic issues which are more important than gender issues in ESL textbooks and classrooms. This teacher's perspective reflects the larger view that for ESL teachers, sociocultural pedagogy in ESL classrooms are optional. Teacher 2 on the other hand says that boys are receiving more attention because of their larger numbers in the class and because girls perform better in academics than boys. Teacher 2 also reiterates the points that boys' focus in academics reduces as they move up in the grades because of distractions and mischievous nature. According to Teacher 2, this forces the teacher to provide more opportunities for boys than girls. Teacher 2's reasons resonate with the findings of the previous studies that teachers provide more attention to boys because girls perform well in languages (Sunderland, 2000 & 2002). In brief, 1) teacher's attitude of treating sociocultural issues as optional in ESL classrooms, 2) teacher's belief that boys need extra attention because their ratio in the class is greater, they are distracted and mischievous and on the other hand, they believe that girls have the ability to take care of their academic performances and 3) teacher's belief that there are more important pedagogic concerns to be addressed than providing equal opportunities to the students of both genders. These three factors determine the number of opportunities provided by the teachers to both genders in the ESL classrooms.

6.6.3 Teachers' Views on Providing More Attention to Boys Because of Behavioural Issues

Teachers say boys get more attention because of the behavioural issues that arise out of peer pressure and the playful nature of boys in the classroom. Reasons for the boys' behavioural issues are discussed by the teachers in the given table.

Table 6.13 <i>Extracts illustrating teachers' views on providing more attention to boys because of behavioural issues</i>	
Teachers	Interview Extracts
T1	Yes sir, I have observed that boys get more attention because they don't concentrate on the class. They try to play with others. Despite teacher instruction boys don't concentrate on the lesson. They also distract other students in class. When it comes to girls they maintain decorum, discipline in the class when they are listening to the teacher.
T2	Yes, they want more attention and pride that is why they cause all such disturbance. Otherwise, you call them individually they are too obedient and goody goody. But in a group they cause lots of behavioural issues. They want this identity among the friends is more and they want this identity from their friends, peer group. Actually they no problem with the other gender. Most they have peer pressure from the friends and they want that recognition from the friends.
T1	First thing I will do is to make them stand and read the lesson or an exercise in the book. That will make them to be involved in the class. If I am teaching concept then I will ask them to provide example. For example, if it is a grammar concept then I ask them to give example or I will provide live example using their name or surrounding. That would make his senses more active and get connected to the class and that is how I bring students back to the class without getting much distraction again.

Teacher 1 points out how lack of concentration forces the teacher to provide more attention to boys. Moreover, Teacher1 also makes a distinction between the behaviour of boys and girls in the ESL classroom. Teachers feel boys are distracted and girls maintain discipline and decorum in the classroom. This view establishes the relationship between classroom behaviour and attention received from the teacher. Teacher2 highlights the point that boys try to enact tough and smart guy identities in the classroom. Boys try to enact these identities because of peer pressure and this pressure forces them to get distracted and disrupt the classroom happenings. Both teachers are trying to highlight the point that boys'

behavioural issues reduce the interaction space for girls in the ESL classrooms. When girls constantly receive less attention than boys it also directly affects the classroom space for girls to express their views and identities. This has a huge impact on the construction of gendered discourses in ESL classrooms.

6.6.4 Teachers' Suggestions on Providing Equal Opportunities in Classroom Interaction

Teachers provide multiple suggestions such as providing responsibility to the distracting boys, not providing opportunities to students based on gender, drawing distracting boys into the discussion, teachers should draw from their teaching experiences to avoid disparity in providing opportunities and by reprimanding the distracting boys. In addition, teachers also strongly believe that there is a correlation between students' classroom participation and exam performance. All these views of the teachers can be inferred from the extracts given in the below table.

Table 6.14 <i>Extracts illustrating teachers' suggestions on providing equal opportunities in classroom interaction</i>	
Teachers	Interview Extracts
T1	My suggestion is that every teacher should see both of them as students, first, not as boys and girls. When see them as students we give them equal opportunities for every aspects whether it is for reading or learning or any discussions or role plays that we conduct in English class. So we have to see them and perceive them as students if we have the concept that they are boys and girls then teaching won't go ahead.
T2	Countering this imbalance comes by when this mischievous lot can be given identification. Identity that is because of the identity crisis. Some appreciation and reprimand and drawing them into the discussion will gradually increase their participation. Sometimes it becomes very difficult because even the participating students also slow down. So the teachers role becomes crucial and they need control the situation. Even girls if not monitored their participation also comes down.
T1	Teacher should act on their own experience and never show disparity between the genders. Though girls are less in number they should be given power. At the same time, boys also need to be identified. By nature also boys want more attention. You can give them responsibility like you have to present or do this work. Given the responsibility they will perform.
T2	I feel in our school drawing girls to the stage is more difficult.
T2	Surely classroom participation has an impact on the students' performance. May be 10% of students may not show that. But generally it has an impact.

T1	There is a correlation. The students are actively participating the activity because their senses get more activated when they are involved in any activity.
T2	Suppose I teach in lecture method If I teach in lecture method their involvement is really less. If I take child centre or student centred method teaching will be of what students require and I will be able to perceive it from students perspectives.

Teacher 1 believed that ESL teachers exclusively focusing on practicing gender equality in classroom participation will hamper the progression of their teaching. This teacher believes that teachers should provide opportunities based on the pedagogic needs and context. Moreover, this teacher felt that practicing gender equality in providing ESL classrooms is restricting for the teachers and students. At the same time, Teacher1 also emphasised that teachers should not show disparity between boys and girls. In brief, Teacher1 emphasised that gender equality should be achieved through different pedagogic means in the classrooms but at the same time teacher should provide opportunities to students based on students' pedagogic needs without becoming constrained by the compulsion of providing equal opportunities to both genders in every ESL class. This teacher believes that 'pedagogic needs' and 'equal opportunities for both genders' cannot be practiced together. This once again reflects the popular thinking among ESL teachers that sociocultural factors are an option in language teaching. Teacher2 suggests that teachers can employ a range of strategies like assigning responsibilities, reprimanding, appreciate and motivate to engage the mischievous boys in classroom interaction. In addition, both the teachers agree that there is a correlation between classroom participation and students' performance. From the data, it can be interpreted that providing equal opportunity to students of both genders is not a quantitative measure but is a process to motivate both genders to contribute to the construction of classroom discourses where the voices of all genders and varied life experiences of individuals are shared and acknowledged.

6.6.5 Teachers' View on Language Teaching and Culture

Teachers state that language teaching inevitably involves the transfer of cultural values. Teachers also point that ESL teachers cannot always discuss the cultural details in the lesson because of lack of time and sometimes students cannot understand the complex details of culture. Teachers also indicate how cultural differences can be negotiated by bringing supplementary materials to the ESL classroom and through learning activities like role play and debates. Teachers' views on language teaching and culture are inferred from the interview extracts.

Table 6.15 <i>Extracts illustrating teachers' view on language teaching and culture</i>	
Teachers	Interview Extracts
T1	I personally feel it is bit heavy when we have to teach language skills and cultural values involved in that. But if the comprehensive learning has to take place then students should grasp it and make them understand the level of learning. So as a teacher we have to teach them first how to understand the language skills and what skill involved and when we are inculcating the cultural values we have to motivate them first that these are things that are happening in the society and help them learn their cultural values through language skills. Then it would not be a burden.
T1	We should not perceive language skills and cultural values as two different things but one and the same. We should inculcate these cultural values through role plays which would become part of our language skills, like debates and discussion then it becomes as comprehensive learning.
T2	Cultural, I don't know but I can put it this way the same thing. The way they are brought up and the kind of school they are brought up. Very rarely you will see boy from rural background who is confident they are very passive. If the student from city background and normal school then it is different. Some students with adequate maturity they behave well.
T2	That is very true because we live in a society and we have to come back to the society and live with the society not with textbooks. So it has to connect the culture.
T2	Teachers can bring in appropriate material and bring in them. Apart from the textbook, we have the scope. By provide extra reading suggestion and ask student's perspective. There is lots of ways like newspaper reading. Not only supplementary materials and newspapers. As language teachers we have multiple scope to explore.
T1	I certainly and absolutely agree with the point that main things take place in the classroom only. What the society is going to be tomorrow is the children what he or she is facing it in the school today.

Teacher1 agrees that language skills and cultural values are taught together. Teacher1 also expresses the difficulties in addressing the language skills and other cultural elements during the teaching process. Teacher2 talks about how culture shapes the personalities of the students and how cultural elements can be discussed using supplementary materials like newspapers, magazines, and suggested book readings. Both the teachers agree that the transfer of cultural values is an inevitable part of language teaching and believe that social change happens only through education processes. According to Kramsch (1999), Language teaching and culture are integrated and language teaching has a greater influence in shaping the worldview of the students. From the discourse perspective, it can be said that discussion on cultural factors adds to the construction of classroom discourses in ESL classrooms. In brief, it can be said that classroom discussion on cultural factors like gender is essentially a process that can lead to societal transformation. Here, teachers try to establish the connection between ESL classrooms and larger societies.

6.6.6 Teachers' View on ESL textbooks

Teachers report that ESL textbooks represent more male characters and male-centred narratives. Teachers' opinion that designing ESL textbooks with a balanced gendered narrative will reduce the pressure on teachers. In the following table, teachers' statements on textbook content, suggestions to improve ESL textbooks, and how students feel about gendered textbook construction are presented.

Table 6.16 <i>Extracts illustrating teachers' view on ESL textbooks</i>	
Teachers	Interview Extracts
T1	In NCERT books, more preference is given to the male gender. What I observed, let us say 60:40 ratio of representation. In some English textbooks, it is 60:40 or 65:35 ratio of representation and like that. In the state syllabus we have the same 60:40. They explain about the male figure like some biographies of the famous person. Male narrative is mostly given in the textbooks and project his qualities in the particular lesson. They also give female lead role but not as strong as the male characters. For example, if there are six lessons four lessons about male and 2 lessons about female.

T2	May that is because our society was such till now. So we have to change the lessons. As time changes we have to change the focus. But apart from the textbook lessons we have speaking skills, reading skills and such tasks can be used to discuss gender disparity. Such exercises can be used discuss about the gender disparity.
T2	We can deal the gender disparity in the classroom. But I am not doing it to than extend because I am not getting much preparation time.
T2	I am not finding any difficulty with the textbooks. Right now most of the students from rural areas so still the gender disparity is not take serious. Because most of the girls come from such families. But it in the future it will be very obvious and it has to be addressed.
T2	We have lessons like in 'Bholi' and 'Madam Raids the Bus' in tenth standard textbook where girls' feelings are brought out. Textbooks has to be updated every 5 years but these textbooks are for a very long period of time.
T1	Actually, most of the times students don't think from the gender perspective. Because at school level students don't mind reading. They just take it as a textbook and don't look it from the gender angle. Students generally try to take the qualities from the personalities they don't differentiate between male or female.
T2	Students do feel it at times. That actually can be seen from losing interest in such things. That makes the teacher feel that this how we need to change it. But they cannot express this because of the maturity level.
T1	We have to give more updated textbook. If you see today many Indian writers most of them happens to be female. If I am not wrong in the Indian literature. So we need to place such work in our textbooks.
T2	India has varied cultures. So that has to kept in focus. The suggested reading and other supplementary materials if provided will be handy.
T2	People who are providing textbooks has to provide more inputs. And the teachers should have more choices.

Teacher1 reports the imbalance of gender representation in the ESL textbooks. This teacher feels that number of female characters is very less and even those female characters do not have a strong role in the lessons. This teacher observation is similar to the observation reported in the previous section. Teacher 1 emphasises that ESL textbooks should include the writings of contemporary Indian women writers through those writings female narratives and worldviews can become part of the classroom discourse. Teacher2 also acknowledges the imbalance in the textbook narratives. This teacher says that textbooks reflect the Indian patriarchal society and textbooks should be updated to reflect the contemporary Indian society. Both the teachers emphasise the need to update the ESL textbooks which will enable the teachers to construct classroom discourses by including the voices and lived realities of

both genders. Moreover, both the teachers also point out how students in most of the instances are oblivious to the gendered narratives and gender stereotypes in the ESL classrooms. This indicates how gendered discourse construction happens at the subconscious levels. By analysing the extracts of both the teachers it can be concluded that teachers are aware of the gendered nature of ESL textbooks and classroom interactions. But in few instances teachers subvert or provide alternative perspectives to the gendered narratives presented in the textbooks. Teachers say they are constrained by many pedagogic factors so in most of the instances they go with the textbook narratives. Teachers are unable to provide alternative perspectives because teachers feel addressing sociocultural factors like gender are optional and their primary objective is to teach English. This perspective and limited awareness about sociocultural factors hinder the teachers from providing alternative perspectives in their ESL classroom teaching. This indicates the need to empower Indian ESL teachers with necessary teaching techniques and strategies through teacher training programmes to negate and counter the gendered classroom narratives, classroom experiences, and ESL textbook contents.

6.7 Key Points of Critical Discourse Analysis of Teacher Interviews

The analysis of the interview data makes us understand how teachers perceive the operation of gendered discourses in their respective ESL classrooms. Teachers acknowledge the significant difference between boys and girls in classroom participation but they do not connect the link between the teaching style and classroom participation. Teachers also feel that the classroom participation of girls needs to be improved. Teachers acknowledge that gender issues and gendered discourses are important but they do not treat them as an integral part of language teaching. This reflects the ESL teachers' belief that sociocultural issues are optional because they believe that pedagogical goals are primary. The perspective shift in teachers' belief is essential to make teachers understand that sociocultural aspects are integral

to pedagogic goals and teachers are the key agents in addressing these sociocultural factors. Teachers also mention that textbooks are outdated and they feel it is impractical to bring additional materials into the classroom to negate the problematic representations in the textbooks. Teachers suggest that ESL textbooks must be revised periodically and they opine that if textbook designers address the sociocultural issues in the ESL textbooks then it will be easier for teachers to focus only on the pedagogic issues. In brief, from the interview data, it can be understood that teachers are aware of the construction of gendered discourses in the classroom interaction and ESL textbooks but they are exploring their agentive role inadequately in the ESL classrooms to create counter-discourses to the construction of gendered discourses. The analysis indicates how teachers' attitudes, beliefs, training and work overload contribute to the construction of gendered discourses in ESL classrooms.

6.8 Critical Discourse Analysis of Student Interviews

Students' perspectives about gender representation, equal opportunities in school and classroom, textbooks' narratives, other genders in the classroom, and reducing the gendered discourses in the classroom can be elicited and studied from the students' focus group interview data. Students' perceptions are important to understand the implementation of the vision of policy documents, sociocultural impact of ESL textbooks, teachers' role in implementing the vision of policy documents and teaching the pedagogic content of ESL textbooks, and the effect of school environment on the students. Students' perceptions in correlation with teachers' perceptions will help in exploring how both students and teachers contribute to the construction of gendered discourses in ESL classrooms. In this study, eight focus group interviews with same sex groups are analysed in detail. In this section, the views of students on gender representation in the classroom, textbooks, and schools and their opinions about other genders, ESL textbooks, English classrooms, and ESL teachers are discussed in detail.

6.8.1 Boys' Views on Collaborating with Girls in the Classroom for School Activities

Boys in both the schools indicate that boys and girls working in a group is not a common phenomenon in both the schools. They also indicate that in a few classrooms and school activities like inter-house club activities, school assembly activities, and sports activities like march past both boys and girls work together. Moreover, some boys felt that working in mixed group might be interesting and effective and other boys say that working in same sex group is more comfortable and they can express themselves better. In the below table, opinions of boys from both the schools on collaborating with girls are presented.

Table 6.17 <i>Extracts illustrating boys' view on collaborating with girls in the classroom for school activities.</i>	
Students	Interview Extracts
	School-1
S1(B)	We work with girls for inter house activities. For house activities like march past and during games. House wise competition and other works, assembly duties.
S2 (B)	We don't study with girls in the classroom or study hours.
S3 (B)	No communication between boys and girls in the class.
S4 (B)	Mostly we work in the separate groups as boys and girls.
S5 (B)	We have worked with girls only during Sports' March past, Telugu group activities, in house competition and debate sessions.
S6 (B)	Boys and girls in the same house will work together in some house activities.
S7 (B)	I feel working with mixed group is more comfortable. Girls ideas are different and boys ideas are different , so it helps us to share ideas.
S8 (B)	Working with boys only group is more comfortable because we share the problems and find solution.
S9 (B)	Working in boys only group because we have been habituate to this so suddenly working with mixed group is difficult. We will also feel shy and girls also feel shy. We can talk freely with boys but not with girls.
	School 2
S1 (B)	We most work in boy groups for classroom and school activities.
S2 (B)	Working in mix group is good because girls also have very good knowledge and useful materials.
S3 (B)	Working in mixed group is effective.
S4 (B)	Mostly we work in boys group sometime we work with girls.
S5 (B)	Working with boys is fun but it is not like that with girls.
S6 (B)	Only when we work with boys group it is effective.
S7 (B)	Generally, both boys and girls work in different groups.

Boys from school-1 indicate that they work in a mixed group in few instances.

School-1 is a residential school so boys and girls in the same houses get to work in the same group sometimes. Similarly, boys from the school-2 report that they mostly work in same sex groups. From the interview data, it can be understood that in both the schools' spaces for collaborative work between boys and girls are very limited and they are restricted to few school and classroom activities. It can be also observed that some boys like the idea of working in mixed groups and others prefer to work in same sex group. From the interview data, it can be understood that space for collaboration between boys and girls is not explored to the maximum. Collaborative spaces are essential for the students of all genders to explore and understand the perspectives of all genders, to manoeuvre the conflicting views presented by other genders, and to understand the lived realities of other genders. So, it is important for both, the ESL teachers and schools to provide space for more collaborative activities in the school curriculum. Moreover, from the data, it can be inferred that collaborative activities are treated only as pedagogic activities but not as social practices which enable all the students of all genders to participate in the future sociocultural and sociopolitical activities of a democratic society. Importantly, it is essential to train the students to participate in both mixed and same sex groups in the ESL classrooms.

6.8.2 Girls' Views on Collaborating with Girls in the Classroom for School Activities

Like boys, girls from both the schools also state that girls and boys working in a group are not common practices in both the schools. They also indicate that in a few classrooms and school activities like inter-house club activities, school assembly activities, and sports activities like march past both boys and girls work together. Even among the girls, the opinions are divided that some prefer to work in same sex group and some in mixed sex group. These opinions indicate that some girls prefer to remain in the comfort zone of same sex group which helps them to participate better and others feel that working in mixed groups

will be more effective and provide opportunist of understanding the other genders. In the below table, opinions of girls from both the schools on collaborating with boys are presented.

Table 6.18 <i>Extracts illustrating girls' view on collaborating with girls in the classroom for school activities.</i>	
Students	Interview Extracts
School-1	
S1 (G)	We prefer to work in groups. No, we don't have male members in our group. For house activities we work with boys.
S2 (G)	We feel more comfortable to work in completely girls group. We can feel when are in completely girls group and express our self.
S3 (G)	We generally do not talk boys much. So we feel shy to participate in the mixed class groups.
S4 (G)	There needs to be more interaction between both boys and girls.
S5 (G)	Group works should be given to both boys and girls.
S6 (G)	In music period, before holidays madam conducted games for boys and girls as a mixed group. We played together and it went well.
S7 (G)	We prefer to work in groups. Because share our creativity.
S8 (G)	We get chance to work with boys in social science groups and play with them in games.
School 2	
S1 (G)	Sometimes we work with boys. When teacher group us with boys.
S2 (G)	Only we prefer to work in girls' group because we share the problems with the girls.
S3 (G)	Working with the mixed group is more effective.
S4 (G)	We work in mixed groups also.
S5 (G)	Working in mixed group help us perform better.

Girls from the school-1 report that they have worked with mixed groups in few instances. In a specific extract, a girl reports how both boys and girls played together during the gaming activity. All these isolated instances reveal that collaborative space between boys and girls is not effectively used in the school. In brief, girls in the school-1 report that they mostly work in same sex groups. Similarly, girls from school-2 report that they mostly work in same sex groups. In both schools, some girls feel that it is important to work in mixed groups, on the other hand, some girls mention that same sex groups are more comfortable for them. These two diverse voices also reflect oscillatory thoughts faced by most of the girls in the Indian context because of sociocultural factors. As discussed earlier making use of the

collaborative spaces in the classrooms is an important step in creating platforms for all the genders to understand each other's perspectives. Due to sociocultural reasons teachers mostly, group students of the same gender in a group. To establish a better understanding between genders the teacher needs to encourage both mixed and same sex groups in the ESL classrooms.

6.8.3 Boys' Opinions About Their Female Classmates

Boys from both schools have a range of things to comment about their female classmates. Majorly, they report that girls are shy to communicate in the classroom, girls change their behaviour when the teacher is not present and they constantly giggle and strongly bond in the girls' group. These comments from the boys in both the schools, aid in inferring the gender relationship and operation of social practices in the classrooms. In the below table, the comments of the boys are listed to understand gender relationships in the classroom.

Table 6.19 <i>Extracts illustrating boys' opinions about their female classmates</i>	
Students	Interview Extracts
	School-1
S1 (B)	We respect them. They are our classmates and friends.
S2 (B)	Girls always read. They always laughing and chit chatting.
S3 (B)	Laughing for small jokes.
S4 (B)	When teacher ask some questions some girls feel shy to say the answers.
S5 (B)	They are shy to answer the questions.
S6 (B)	In house works girls are as active as boys. But they are very shy to communicate.
S7 (B)	When teachers are there girls maintain pin drop silence and when teacher is away they play game, laugh and yell at each other. When teacher ask any questions they feel shy and talk slowly.
S8 (B)	Sometime we fight with girls. Sweeping duties.
S9 (B)	We treat them as classmates and competitor and because of the competition we are encouraged to study
S10 (B)	Girls are punctual with their works.
S11 (B)	They are more silent in class but outside the class they open up.
S12 (B)	They are so shy to talk with boys.
S13 (B)	They are comfortable to mingle with girls but they are hesitating to mingle with boys.

S14 (B)	We have problem with girls in the sweeping activities. They won't accept the duty and we won't also comprise. You do and then we do, we have that fight.
School 2	
S1 (B)	They do fast work.
S2 (B)	They are naught in the classroom.
S3 (B)	They are active than boys.
S4 (B)	They keep the books and classroom neat.
S5 (B)	They have good behaviour.
S6 (B)	Boys have discipline issues but girls don't have them.
S7 (B)	They talk among themselves.
S8 (B)	They study well but their behaviour is bad.
S9 (B)	They are good at studies.
S10 (B)	Sir, girls stand in front of the classroom when I asked them to move they complained to sir that I am teasing them.
S11 (B)	They are good in games as well.

Boys from the school-1 report that girls are shy, punctual, interested in reading, usually quiet when teachers are around, and very active in-house activities. Some boys view them as friends, competitors and some also hint at the problems they face during sharing sweeping duties. Similarly, some boys from school-2 also perceive girls in their class are fast in completing their work, good at studies, good in games, good at keeping the books and classroom neat, and other positive attributes. Some others mention their naughtiness, mischievous behaviour in the classroom, and discipline issues in the classroom. One student shares his personal experience of how girls misunderstood him and complained about him to the class teacher. In common, it could be understood that based on individual experiences and perceptions boys list both the positive and negative attributes about their classroom girls. Most commonly boys emphasise the girls' shy behaviour and reluctance to participate in the classroom interaction. The other common narrative is that girls are quiet when the teacher is around and they display different behaviour when the teacher is not around. From the analysis, it could be understood that social practices in the societies are transferred to the classrooms as well. Some girls feel comfortable remaining silent in the classroom and they believe it as a sign of respect. This transfer of social practices from society to the classroom is important because it highlights the role of classrooms in Indian classrooms. This

phenomenon demonstrates that ESL classrooms perform a transactional role than a transformational role.

6.8.4 Girls' Opinion About Their Male Classmates

Girls from both the schools state the positive attributes of boys, their mischievous behaviour in the classroom, and the differences they have with boys. The girls' comments about boys are important to understand gender relations in the ESL classrooms and how gender relations aid in the construction of gendered discourses in the classroom. In the below table, the comments of the girls are listed to understand gender relationships in the classroom.

Table 6.20 <i>Extracts illustrating girls' opinion about their male classmates</i>	
Students	Interview Extracts
	School-1
S1 (G)	They also make noise.
S1 (G)	They are active and study well.
S2 (G)	They are good at games.
S3 (G)	They are our friends.
S3 (G)	They have creative thoughts.
S4 (G)	They help each other.
S5 (G)	They also help us (Girls).
S6 (G)	They treat us well.
S7 (G)	In group work, we share equally the work.
S8 (G)	We have problem in sharing the sweeping work.
S9 (G)	Boys ask to put things in dustbin but they don't follow it and some boys also miss the sweeping duties.
S9 (G)	Boys are more in number. They will skip the sweeping duties and say that their turns are over.
S10 (G)	If we are studies they will make noise because they not interested to study at that time.
S11 (G)	They talk a lot among themselves but they also have good knowledge.
S11 (G)	Sometimes we fight with boys regarding sweeping duty. Fight arise because they try to skip the duties.
S12 (G)	They are helpful.
S12 (G)	They study for less amount of time but have good knowledge.
S12 (G)	Some are naughty and some are calm.
S13 (G)	They are creative.
S14 (G)	They have so much knowledge but sometimes they do not understand how much knowledge they have. They don't understand their own strength.
S15 (G)	They have very good general knowledge.

S16 (G)	They are good in sports.
S16 (G)	They are truthful.
School 2	
S1 (G)	They are good and helpful.
S2 (G)	Usually they are helpful but sometimes they do scold us for not sharing the books with them.
S3 (G)	We have problem with boys only sharing the books.
S4 (G)	Boys are good but someone in the boys' group will disturb all the boys.
S5 (G)	Some are good at studies and some are normal.
S6 (G)	Most of the boys are active and energetic.
S7 (G)	Jokingly they will tease us but not every time.
S8 (G)	They don't have good hand writing.
S9 (G)	They lack in confidence.
S10 (G)	Some are friendly and some are naughty.
S11 (G)	Some don't care about others in the classroom.
S12 (G)	Some are idle.
S13 (G)	In slip test they don't perform well.
S14 (G)	Sometimes we have differences with our class boys but not every time. For example, in games period if girls wanted to play throwball then they wanted to play football. They say that throwball is only meant for girls. So we prefer to play separately.
S15 (G)	Sometimes they are very naughty and do not listen to the teacher.

Girls from the school-1 report that boys are active and study well, good at games, creative in their thoughts, good at general knowledge, helpful, and so on. Apart from few complaints, most girls have positive opinions about the boys in their class. In some instances, some girls also express the tone of admiration, this can be inferred from the following sentences 1) "They have so much knowledge but sometimes they do not understand how much knowledge they have. They don't understand their strength." 2) "They study for less amount of time but have good knowledge.". This phenomenon could be seen in school-1 because it is a residential school and girls get opportunities to observe boys' performances in classroom activities and other school activities. In few instances, girls have highlighted how boys try to dodge their sweeping duties. In school-2, girls provide mixed responses which exhibit boys' positive qualities, negative qualities, and mischievous deeds carried out by them in the classroom. Even in school-2, girls have positive opinions about but they do not express them with the tone of admiration. In comparison, girls from school-2 are vocal in

expressing their negative opinions about boys. From the analysis, it can be inferred that if girls are provided adequate opportunities to speak in the ESL classrooms they can participate in the discussion with their wide range of opinions. Moreover, minimal participation of girls is the reconstruction of traditional social practices in society. This discourse construction process cannot be viewed as a deliberate attempt at male domination because trying to understand this social practice from the “oppressor-oppressed” paradigm will remove the agency of the girls. This phenomenon can be viewed how the school and classroom environment motivate the girls to maintain or subscribe to the traditional social practices of remaining silent or not voicing their opinion vocally or trying to background themselves in a situation. The ESL classrooms and school environment discursively encourage the girls to maintain the traditional social practices and only a few girls in their effort refuse to subscribe to the traditional social practices. In this context, the gender relations between boys and girls also play an important role in persuading girls to subscribe to the traditional social practices or encouraging them to subscribe to the progressive social practices in the ESL classrooms and school environment.

6.8.5 Boys’ Favourite Lesson in the ESL Textbooks

Boys from both the schools stated ‘Jalebies’ and ‘The Fight’ as their most favourites lessons in the ESL textbooks. Boys like these lessons for a variety of reasons like the benevolent nature of the boy in the story ‘Jalebies’ and foes turning into friends and teaching each other the skills they know in the story ‘The Fight’. The boys' preference for these lessons could also highlight the narratives liked by the boys and provide scope to explore the reasons for their preferences. In the below table, boys’ favourite lessons are listed.

Table 6.21 <i>Extracts illustrating boys’ favourite lesson in the ESL textbooks</i>	
Students	Interview Extracts
	School-1

S1 (B)	We like self-giant, The visit to Cambridge and Comet-1 and Comet-2. We like more lessons from the supplementary textbooks.
S2 (B)	Visit to Cambridge
S3 (B)	Jalebies
S4 (B)	Comet
S5 (B)	Comet
S6 (B)	Selfish giant
S7 (B)	Jalebies – Because in that lesson one boy eats his jalebies with his school fees and distribute it to other as well.
S8 (B)	The fight- In that lesson there are two boys, one fellow like to swim and other fellow like to fight. Finally, both share their knowledge.
S9 (B)	Jalebies- Because boy shares the Jalebies
S10 (B)	Treasure within – It is about the childhood of the contractor Hafeez. I see lots of likeness in his character.
S11 (B)	Jalebies- The lesson says we should do our own work and it is somewhat funny.
S12 (B)	Princess September & The fight – They share their ideas and they fight. I also feel good about princess September.
	School-2
S1 (B)	The fight, they fight with each other in beginning and they become friend at last.
S2 (B)	The fight, because it is an interesting lesson.
S3 (B)	The fight, they fight and teach each other the skills which they know.
S4 (B)	The open window, I like this story because it is funny.
S5 (B)	The fight, because it teaches you moral values.
S6 (B)	Jalebies, one boys help the poor, old and children by distributing Jalebies. The moral is you should help the friend in need.
S7 (B)	Jalebies

In school-1, boys' favourite lessons are 'Jalebies', 'Visit Cambridge', 'Comet', 'The fight', 'Selfish Giant', 'Princess September' and 'Treasure within'. Out of these lessons, 'Jalebies' and 'The fight' are the lessons liked by most of the students. Because both these lessons are about the life experience of young boys. In the lesson 'Jalebies', the narrative is about how a boy spends his school fees on buying jalebies and distributing them to children and old people on the road. In the lesson, 'The fight' two boys from urban and rural backgrounds fight to gain control over the village pool, and at the end of the story, they become friends and teach each other the skills they know. These two lessons are liked by most of the students because these stories discuss the childhood narratives of boys. In addition, students also like lessons which discuss about individual achievements ('Visit

Cambridge’ and ‘Comet’). Similarly, in school-2, the boys' favourite lessons are once again ‘Jalebies’ and ‘The fight’. The preference of boys from both schools indicates that boys have preference for childhood narratives that reflect their lived experience and successes stories of famous personalities or fictional characters. The choice of lessons explains the discourses preferred by the students. Boys like narratives of humour, playful boys’ childhood lived experiences, and success stories of famous personalities and ambitious fictional characters.

6.8.6 Girls’ Favourite Lessons in the ESL Textbooks

Girls from both the schools stated ‘Selfish Giant’, ‘Jalebies’, ‘Children at work’, ‘Princess September’ and ‘The Fight’ as their most favourites lessons in the ESL textbooks. Girls like these lessons for different reasons like the kindness of the giant and the little child in the lesson ‘Selfish Giant’, foes turning into friends and teaching each other the skills they know in the story ‘The Fight’, difficulty of children in the lesson ‘Children at work’ and the humour in the story of a young boy in the lesson ‘Jalebies’. These reasons provide insights into the preferences and thought processes of the girls in these two ESL classrooms. In the below table, girls’ favourite lessons are listed to understand the girls’ choice of lessons.

Table 6.22 <i>Extracts illustrating girls’ favourite lesson in the ESL textbooks</i>	
Students	Interview Extracts
	School-1
S1 (G)	Jalebies, because it is about childhood and Jalebies are also my favourite. Also his behaviour.
S2 (G)	Selfish Giant. In that children are playing in the garden
S3 (G)	Selfish Giant, the lesson is hear touching and God also comes.
S4 (G)	Selfish Giant, It is enjoyable.
S5 (G)	The fight, boys childhood attitude to each other can be understood.
S6 (G)	The selfish giant, one little boy changed his life.
S7 (G)	The Selfish giant, the giant was selfish first and later he changed after seeing the little boy.
S8 (G)	Tsunami, because we got awareness about Tsunami through that lesson.
S9 (G)	The selfish giant, he realise his mistake of being selfish.
S10 (G)	The selfish giant, we can feel good by doing good to others.
	School-2
S1 (G)	The fight is interesting it should how two boys become friends after fight

S2 (G)	Princess September because it is about kings.
S3 (G)	Jalebies
S4 (G)	Children at work, Children should not work and get angry at fathers and fathers should not get angry with children.
S5 (G)	The open window because the concept is good and easy to understand
S6 (G)	Grasshopper and Ant
S7 (G)	The stone face, it is a story about stone face and a boy.
S8 (G)	Jalebies because it an interesting story.
S9 (G)	Princess September, I like this lesson because she is so sensitive that she cries a lot when the bird dies.
S10 (G)	Duck and the Kangaroo, I like the friendship and they help each other.
S11 (G)	The children at work, this is a story about the children who earn everyday live their life.

In school-1, most girls like the lesson ‘Selfish giant’ because they like the divine character of a little boy, the redemption of the giant, and the moral of the story. Girls’ preference for this lesson indicates that girls like lessons that discuss human values. Similarly, in school-2 most the girls like the lessons ‘Princess September’, ‘Children at work’ and ‘Jalebies’. Girls’ preference is oriented towards the lessons which impart different human values. In comparison with boys, it can be understood that girls prefer lessons that impart human values to lessons that narrate success stories of individuals. This subtle difference in the preferences of boys and girls indicates the discourses these children subscribe to at a young age. Moreover, girls do not complain about consuming different childhood narratives mostly through the lived experience of boys.

6.8.7 Boys’ Favourite Characters in the ESL Textbooks

Boys from both the schools like the following characters ‘Jodi’, ‘Firdaus Khanga’, ‘Selfish Giant’, ‘Duttada’, ‘Framton Nuttle’, ‘Ranji’, ‘Ahamed’, ‘Jodi’, ‘Velu’ and ‘Jaya’. Most students are excited about many different characters in the textbook. All these characters evoke different emotions from them and they like these characters for a variety of reasons. From the responses, it can be observed that students are more attached to the names of the characters than the lesson titles. Boys’ favourite characters and the reason for their choices are listed below.

Table 6.23 <i>Extracts illustrating boys' favourite characters in the ESL textbooks</i>	
Students	Interview Extracts
	School-1
S1 (B)	I like Jodi, because I also don't leave something behind
S2 (B)	Firdaus Khanga, Like it gives morale support the disables that we are only physically challenges not mentally.
S3 (B)	Selfish giant, first of all he will not like children next he will allow the children to enter the garden and play. Finally he will cry for a child that is really cute and touchy.
S4 (B)	I like Duttada because he believes in scientific things. After his retirement he want to discover comets.
S5 (B)	I like the child character Jaya because in the unknown city she will help the other child.
S6 (B)	I like Velu's character.
S7 (B)	Velu and Jodi character sir. Jodi helped to bring back the fawn so I like his helping nature.
S8 (B)	I like the camel character in the lesson "How the camel got its hump?". Lazyness of the camel.
S9 (B)	I like the character Earnest. Earnest is nobel and simple.
S10 (B)	Earnest. He never think of great about himself. He is humble.
S11 (B)	I like selfish giant.
	School-2
S1 (B)	Framton Nuttle because he is funny.
S2 (B)	Ranji,
S3 (B)	Ranji
S4 (B)	Jodi the fawn, I like his helping nature.
S5 (B)	Uncle character in Jodi the fawn
S6 (B)	Jodi, because he wanted to help the little fawn.
S7 (B)	Ahmed
S8 (B)	Ranji because he made good friends
S9 (B)	Suraj
S10 (B)	Framton Nuttle
S11 (B)	The giant

In school-1, most students like the characters 'Firdaus Khanga', 'Selfish Giant', 'Duttada', 'Jodi', and 'Velu'. Students like 'Jodi' and 'Velu' for his helping tendency, 'Duttada' for his zeal to discover a comet, 'Earnest' for his humbleness, 'Giant' for his redemption from greed. In School-2 most students like the characters 'Ranji', 'Jodi' and 'Framton Nuttle'. In this school, students like the character 'Ranji' for this ability to make friends, 'Jodi' for his helping tendency, and 'Framton Nuttle' for his humour nature. From the students' choices, it can be understood that students prefer characters who have good

values and ambitious. Moreover, because of the underrepresentation of female characters in the textbooks most favourite characters of boys' are male.

6.8.8 Girls' Favourite Characters in the ESL Textbooks

Girls from both the schools like the following characters 'Earnest', 'Tilly Smith', 'Stephen Hawking' 'The Princess September' 'Velu' and 'Jaya', 'Duttada', 'Framton Nuttle', 'Ranji and Suraj', 'Jodi' and 'Ant'. The range of characters listed by girls also indicates the different preferences among girls. In addition, the pattern in the choice of the characters can indicate the thought process of girls in these ESL classrooms. Girls' favourite characters and the reasons for their choices are listed below.

Table 6.24 <i>Extracts illustrating girls' favourite characters in the ESL textbooks</i>	
Students	Interview Extracts
	School-1
S1 (G)	Ant, because it very hard working and Duttada, he was interested in his discoveries.
S2 (G)	Cobra Lilly, first it is in red colour and end of monsoon it turns into green.
S3 (G)	Velu and Jaya, the interaction of both made us laugh.
S4 (G)	Stephen Hawking, he is a good scientist.
S5 (G)	John Macperson, he is brilliant solider.
S6 (G)	Earnest
S7 (G)	Princess September
S8 (G)	Tilly Smith
S9 (G)	Stephen Hawking, he is a good scientist.
S10 (G)	Giant,
S11 (G)	Duttada and Hafeez the contractor
S12 (G)	The giant and little child, At last the giant realized his mistake.
S13 (G)	Duttada and Velu, Duttada found new comet and Velu is helpful
S14 (G)	Stephen Hawkins, he is a great scientist. He is paralysed and he has done so many good things.
S15 (G)	Earnest, Earnest is a kind and wise man
S16 (G)	The Princess September, She is so innocent that she listens whatever her sisters tell
	School 2
S1 (G)	Jodi, this boy is helpful.
S2 (G)	Framton Nuttle
S3 (G)	Princess September
S4 (G)	Ranji and Suraj
S5 (G)	Jodi, because he is kind
S6 (G)	Ranji because he is generous

S7 (G)	Suraj
S8 (G)	Velu
S9 (G)	Veera in Open window

In school-1, most students like the characters ‘Earnest’, ‘Tilly Smith’, ‘Stephen Hawking’ ‘The Princess September’ ‘Velu’ and ‘Jaya’, ‘Duttada’ and ‘Ant’. In school-2, most students like the characters ‘Framton Nuttle’, ‘Ranji and Suraj’ and ‘Jodi’. All these characters are liked for their traits and good values. In comparison with boys, girls have shown a preference for female characters like ‘Tilly Smith’, ‘The Princess September’ and ‘Jaya’. Girls mentioning these characters are important because girls list these characters even when the representation of these characters is very little in the ESL textbooks. The varied choices also indicate that even among girls, they choose to subscribe to different discourses that are available to them.

6.8.9 Boys’ Comment on More Male Characters in ESL Textbooks

Boys from both schools are aware that girl's representation is less in the ESL textbooks. Some students recommend adequate representation of the girl and female characters in the textbooks. The responses given in the table below reflect the gender equality awareness expressed by the boys in the classroom. The detailed analysis of the boys’ responses will aid in understanding the boys’ views on the overrepresentation of male characters.

Table 6.25 <i>Extracts illustrating boys’ comment on more male characters in ESL textbooks</i>	
Students	Interview Extracts
	School-1
S1 (B)	Lead female characters in the textbooks are Princess September, Jaya, Mrs. Macpherson, Girl in the Tsunami lesson (Tilly Smith)
S2 (B)	I used to think why don’t they give more female characters in the textbook, Why should they give more preference for male?
S3 (B)	More criteria should be given to women.
S4 (B)	There are more male character but it should be equal. Because today women are brave and somewhat stories like that will motivate the students.
S5 (B)	In the text book seventy percent of characters are male.

S6 (B)	When see more male characters we can relate to most of the male characters.
S7 (B)	We are more happy to see these characters and we aspire to become great like these characters.
S8 (B)	When teacher and students read the lesson we don't see that characters as male or female.
School 2	
S1 (B)	Male characters are more in the textbooks.
S2 (B)	It is interesting because there are only boys in that lesson.
S3 (B)	Boys characters are more funny and female are more serious.
S4 (B)	Male characters are more adventures and female characters only do household works.
S5 (B)	Female characters are not recognizable.
S6 (B)	Only in Princess September we have female characters.
S7 (B)	Mostly we have only male main characters in the textbook.
S8 (B)	When it is male characters we feel that we do that action only.

In school-1, some responses indicate the awareness among boys about the underrepresentation of females/girls in the ESL textbooks. The extracts 1) “I used to think why don't they give more female characters in the textbook, Why should they give more preference for male?” and 2) “There is more male character but it should be equal. Because today women are brave and somewhat stories like that will motivate the students” show that some boys are aware of the unequal gender representation in the ESL textbooks. On the other hand, some students feel that gender representation is not so important in discussing the lesson, this can be inferred from the following extract “When teacher and students read the lesson we don't see that characters as male or female”. In brief, it can be said that some boys perceive the underrepresentation of female characters as a serious problem and other boys do not treat it as an issue. Awareness among boys about the underrepresentation of female characters explains the critical aptitude of some boys and how students are aware of the lacuna in the pedagogic materials.

6.8.10 Girls' Comment on More Male Characters in ESL Textbooks

Like the boys, some girls are more critical of the underrepresentation of the female gender in textbooks and other girls do not perceive it as a problem. These varied opinions

indicate how gender equality is perceived by the girls in ESL classrooms. The detailed analysis of the girls' responses will aid in understanding the girls' views on the underrepresentation of female characters in the textbooks.

Table 6.26 <i>Extracts illustrating girls' comment on more male characters in ESL textbooks</i>	
Students	Interview Extracts
	School-1
S1 (G)	In total there are 4 lead female characters and 14 lead male characters.
S2 (G)	It is not a problem sir. We can relate to the characters.
S3 (G)	In some situation, we find it difficult to relate.
S4 (G)	In common, I felt there could be women astronauts and scientist as well. In the lesson summit within we felt the same aspects.
S5 (G)	In the lesson Treasure within the interaction between two males if they had shown the interaction between male and female it would have been good.
S6 (G)	Male characters are more.
S7 (G)	We did not like that sir till now.
S8 (G)	Yes sir, we felt that why girl characters are less? I felt like that in Earnest lesson.
S9 (G)	Why males only do main role in the lesson? We had discussed this thought in girls' group.
S10 (G)	Stephen Hawkins is the male scientist and they did not give any female scientist.
	School 2
S1 (G)	Sometime we feel why there are more male characters.
S2 (G)	It will be good if there are some more female characters.
S3 (G)	Even if there are more male characters we can understand and relate to the character better.
S4 (G)	Mrs. Sappleton, Princess September are the few female lead characters in textbook.
S5 (G)	Generally, we get involved in the character but don't think it as male or female characters.
S6 (G)	Sometimes we feel that it too much of male characters.
S7 (G)	Sometimes I feel if we are the main character in lesson then we can also feel special.
S8 (G)	We don't have problem in understanding the lesson but most of the lessons are suitable for boys.

In school-1, some girls are vocal about the unequal gender representation in the textbooks. The critical tone can be inferred from the following extracts “In total there are 4 lead female characters and 14 lead male characters”, “Yes sir, we felt that why girl characters are less? I felt like that in Earnest lesson”, “In common, I felt there could be women

astronauts and scientist as well. In the lesson summit within, we felt the same aspects”. These extracts directly question why girls are not given proper representation in the textbooks.

These extracts also indicate that girls are aware of the discursive imbalance in the textbook narratives. On the other hand, some girls acknowledge the imbalance in the representation but they state that it does not stop them from understanding the lessons and characters in detail.

Similarly, these two perspectives can be seen in the extracts from school-2. In brief, it can be reported that girls are aware of the unequal representation and they also state that unequal representation does not impact the learning outcomes. In these ESL classrooms, it has been observed that girls' participation is very less and girls are not vocal in expressing their opinions and views. On the contrary, during face-to-face interviews students do not hesitate to express their views on unequal gender representation in the textbooks. This indicates that girls in Indian ESL classrooms do not shy away to register their opinions and in most instances, girls do not play an active role in the classroom discussion.

6.8.11 Boys’ Perception About How Girls Feel About More Male Representation in the ESL Textbooks

In addition to their perspectives, it is also important to understand boys’ opinions about how girls feel about more male representation in the ESL textbooks. In this section, boys’ opinions can be grouped into two types 1) the first group of boys guessed that girls would feel demotivated about the unequal representation in the textbooks, and 2) the second group of boys suggested that unequal representation in the textbooks will not affect the girls. These two response types can be seen below the given table. In the below section, these two perspectives of the boys are in detail.

Table 6.27

Extracts illustrating boys' perception about how girls feel about more male representation in the ESL textbooks

Students	Interview Extracts
School-1	
S1 (B)	Sometimes they may feel happy because they don't have to go to stage.
S2 (B)	Sometimes they can relate it to their brother and father characters.
S3 (B)	When the characters are relatable to their family members then they do feel bad.
S4 (B)	Like they are not getting chances. It is like discrimination.
S5 (B)	Sometimes they might bad and sometime happy. But mostly bad.
S6 (B)	No, we haven't heard our class girls complaining about it.
S7 (B)	They feel it but generally they don't share it because of shyness and fear. If they talk with boys they fear that someone will take it another meaning.
S8 (B)	I don't think feel girls will feel bad when there are more male characters.
S9 (B)	Some what they might feel bad but not completely.
S10 (B)	I don't think they will feel bad but they will feel motivated to aspire like the characters given in the textbooks.
School-2	
S1 (B)	They will feel bad.
S2 (B)	They will feel that girls should also be equal to boys.
S3 (B)	Girls will feel because of less no of characters.
S4 (B)	When female characters are less it is difficult for the girls to participate in Skit activities in the classroom.
S5 (B)	They get bored with the lesson.
S6 (B)	Generally, girls don't think like that.
S7 (B)	They also feel like we should also be in the lesson.
S8 (B)	They will be irritated that only boys no girls.
S9 (B)	They wish that there will be more lesson like princess September.
S10 (B)	Usually they don't think about it they just read the lessons.

In brief, some students from both schools believed that unequal representation will impact the girls. This can be reflected in the following instances “They will feel bad” and “Sometimes they might bad and sometimes happy. But mostly bad.”. In these two instances, it can be understood that how some boys believe that unequal representation will impact the girls. In some instances, boys make a strong observation that unequal representation is a form of discrimination. This can be observed in the following instance “Like they are not getting chances. It is like discrimination”. On the other hand, there are students who believe that unequal representation does not impact the girls and some students do not perceive it as a

problem. These opinions can be observed in the following instances “Generally, girls don’t think like that.”, “I don’t think feel girls will feel bad when there are more male characters.”, “No, we haven’t heard our class girls complaining about it.”. From the above discussion, it could be understood that boys have a range of opinions about the unequal representation in the textbooks. Some view it as ‘discriminatory’, ‘negatively impact girls’ and ‘will not impact girls’. All these views indicate that boys are aware that they are the privileged gender and it also reflects that students at grade eight level are aware of larger sociocultural factors that impact the classrooms. In this case, it can be specifically observed that boys show greater awareness about gender issues but there are varied perspectives among them.

6.8.12 Girls’ Perception About How Boys Feel About More Male Representation in the ESL Textbooks

More representation of male characters in the textbook provides an advantage to male students. To understand, girls’ perceptions about how boys feel about more male representation in the ESL textbooks are analysed in detail using the extracts given in the table below. The analysis of the extracts reveals that girls feel that more representation of male characters will enable boys to cultivate high self-esteem and confidence. In the below section, the extracts will be studied in detail to understand girl’s perceptions.

Table 6.28 <i>Extracts illustrating girls’ perception about how girls feel about more male representation in the ESL textbooks</i>	
Students	Interview Extracts
	School-1
S1 (G)	Three should be equal male and female characters.
S2 (G)	They will be proud and happy.
S3 (G)	They are dominating
S4 (G)	They feel they have more important role than females.
S5 (G)	They feel most important persons are in male.
S6 (G)	They might think only boys can have many roles not the girls.
	School-2
S1 (G)	They will feel great.
S2 (G)	They will feel that story is about us or me.

S3 (G)	They will feel themselves as the main character.
S4 (G)	They will be proud.
S5 (G)	They will be more involved.
S6 (G)	They feel that they are doing the character.

In both school-1 and school-2, some girls express their opinion that unequal representation will boost boys' confidence and performance and others believe that this will encourage boys to be more dominant in the classroom. This can be inferred from the following extracts "They will feel great", "They will be more involved", "They feel that they are doing the character" and "They are dominating". In general, girls express that lopsided representation will act as a pedagogic, sociological, and psychological advantage to the boys in the ESL classrooms. This finding also indicates that despite minimal participation in the ESL classroom girls are aware that unequal representation in textbooks aids the boys in the classroom.

6.8.13 Boys' and Girls' Comments on Equal Opportunities for Both Gender in School and Classroom Activities

Both boys and girls acknowledge that equal opportunities are provided for both genders in school and classroom activities. Access and providing opportunities to take part in school and classroom activities is the first step to achieve gender equality in educational institutions. Students' views on providing equal opportunities for both genders are recorded in the table given below.

Table 6.29 <i>Extracts illustrating boys' and girls' comments on equal opportunities for both gender in school and classroom activities</i>	
Students	Interview Extracts of Boys
	School-1
S1 (B)	When we come to total school activities we feel that both boys and girls get equal opportunity.
S2 (B)	Most boys and girls get equal opportunities in school activities.
S3 (B)	In classroom activities like reading text or answering the questions, teacher provide equal opportunities but girls don't utilize it but boys utilize it.
S4 (B)	All the students get equal opportunities in the classroom activities like speeches, skits and competition.

S5 (B)	They generally talk well but they don't answer the questions asked by the teacher
S6 (B)	Both boys and girls get equal opportunities.
S7 (B)	Opportunities are equal for both boys and girl but girls usage is very less.
S8 (B)	In English classroom, both boys and girls get equal opportunities from the classroom.
	School-2
S1(B)	Yes Sir, English teacher give equal opportunities to both boys and girls
S2 (B)	I think it is yes sir.
S3 (B)	Girls participate less in sports.
S4 (B)	Yes sir, both boys and girls get equal opportunities.
S5 (B)	In some activities girls genderally don't participate like march past.
S6 (B)	Teachers provide equal opportunities to both boys and girls.
S7 (B)	In English classroom, both boys and girls get equal attention.
	Interview Extracts of Boys
	Boys' perceptions and reasons for minimal girls participation in classroom discussion
	School-1 & 2
S1(B)	They don't answer because of fear and shyness.
S2 (B)	They are ashamed to provide a wrong answer.
S3 (B)	They fear a lot to lose their face in the classroom.
S4 (B)	They are not open.
S5 (B)	Girls have to be open minded
	Interview Extracts of Girls
	School-1
S1 (G)	Yes sir, both male and females students get equal opportunities in the school activities.
S2 (G)	Teacher gives equal opportunities to both boys and girls.
S3 (G)	In English class we get equal opportunities
S4 (G)	We get equal opportunities at school.
S5 (G)	In classroom also we get equal opportunities.
	Schools 2
S1 (G)	In school we get equal opportunities.
S2 (G)	Teacher give equal attention to both male and female students.
S3 (G)	In preparing charts for the classroom, Sir trust girls more than boys.
S4 (G)	We get equal opportunities in all the school activities including games.
S5 (G)	Yes sir, teacher always provide equal opportunities to both girls and boys in the classroom.
S6 (G)	In English classroom both boys and girls are equally involved.

In both schools, students unequivocally say that both genders are provided equal opportunities to participate in school and classroom activities. These can be inferred from the following extracts “Teacher gives equal opportunities to both boys and girls”, “When we come to total school activities we feel that both boys and girls get the equal opportunity”, “In the English classroom, both boys and girls get equal opportunities from the classroom” and

“We get equal opportunities in all the school activities including games”. In addition, some boys report that some girls do not like to take part in games and physical activities like march past. This can be understood from the following extracts, “In some activities, girls generally don’t participate like march past” and “Girls participate less in sports”. Boys also report that girls do not take part in classroom interaction even if teachers provide opportunities to take part in the classroom discussion. This can be inferred from the following extracts “They generally talk well but they don’t answer the questions asked by the teacher” and “Opportunities are equal for both boys and girl but girls’ usage is very less”. In addition, boys also report that shyness, fear, feeling ashamed to provide a wrong answer, and fear of losing their face are reasons why girls are not proactive in the classroom discussion. In brief, the extracts of the boys and girls indicate that access and opportunity are not key issues but providing an inclusive environment and constructing inclusive gender discourses are the issues to be addressed in Indian ESL classrooms.

6.9 Key points of Critical Discourse Analysis of Student Interviews

The critical analysis of student interviews shows that boys and girls are aware of the construction of gendered discourses in ESL classrooms. The awareness expressed by both boys and girls in the interview’s contrasts with their classroom participation. Both boys and girls expressed their opinions and views openly without hesitation. Both the genders have both positive and negative opinions about the other gender. Similarly, some students prefer to work in mixed groups to understand the perspectives of another gender, and others prefer to work in the same sex groups. Students are aware of the gender imbalance in ESL textbooks and they recommend that new narratives can tilt this imbalance. The analysis indicates that both girls and boys’ express concerns about the gendered textbook representation and their opinion that it should be changed. Univocally, both boys and girls stated that both the genders receive equal opportunities in school and classroom activities. The analysis also indicates that

access and opportunity are not key issues but providing an inclusive environment and constructing inclusive gender discourses are the key issues to be addressed in Indian ESL classrooms. In brief, it can be observed that students employ their agency to critically analyse classroom participation and textbook content. This indicates that students are active agents in the classroom and they negotiate the gendered discourses constructed in the ESL classrooms through classroom discussion and ESL textbooks. Moreover, the analysis explains how students' perception contributes to the gendered discourse construction in the ESL classrooms.

6.10 Thematic Critical Discourse Analysis of ESL Textbooks, Policy Documents, and Interviews

In this above sections, gendered classroom discourse construction is holistically analysed from three different data sets they are 1) Thematic critical discourse analysis of ESL textbooks, 2) Thematic critical discourse analysis of policy documents and 3) Thematic critical discourse analysis of focus group interview data from students and face to face interview data from teachers. The thematic analysis of these data sets aided in understanding how gendered and gender discourses in the classroom are constructed through different educational processes. The thematic critical discourse analysis of ESL textbooks helped in understanding how the five gendered 'Big D' discourses :1) Discourse of successful and achieving male, 2) Discourse of 'Male-centric' worldview, 3) Discourse of gendered identity, 4) Discourse of supportive female and 5) Discourse of gendered symbolism are predominantly found in ESL textbooks. These five 'Big D' discourses largely aid the construction of gendered narratives in the textbooks. The thematic critical discourse analysis of policy documents revealed there is a mismatch between policy recommendations and actual ESL textbooks in practicing gender education. This mismatch between policy recommendations and actual ESL textbooks in practicing gender education is explained

through the nine 'Big D' Discourses identified through the analysis of nine policy documents. They are 1) Gender equality as a constitutional right, 2) Post-structural view of gender 3) 'Dialogue' as a source of empowerment 4) Respecting and representing diverse life experience 5) Teaching as a 'social process' in democratic polity 6) Critical pedagogy as a tool to address gender inequality 7) Inclusive school ethos and classroom environment. These 'Big D' discourses identified in the curriculum are analysed to show the mismatch between curriculum recommendation and ESL textbook content. The thematic Critical discourse analysis of focus group interview data from students and face-to-face interview data from teachers has been done to understand how teachers and students contribute and respond to the gendered discourse construction in the ESL textbooks. Teachers and students are aware of the gendered discourse construction in ESL classrooms. Teachers acknowledge how gendered participation contributes to gendered discourse construction in the ESL classroom but they are not aware of how their teaching styles also contribute to the construction of gendered discourses. Teachers' opinion that textbook designers should take care of the sociocultural representation in ESL textbooks because they feel teachers are overloaded with many responsibilities in the classroom and school. Though teachers say that sociocultural factors are an essential part of English language teaching, from the teachers' responses it can be inferred that they view pedagogic and sociocultural aspects as two independent educational goals. Moreover, they treat pedagogic aspects as core components and sociocultural goals as optional components. This perspective adopted by the teachers also adds to the construction of gendered discourses in the ESL classroom. Similarly, students also acknowledge that girls' participation is less in the classroom, and in most instances, girls prefer to be silent because of social and cultural conditioning and individuals' personality traits. From the interview data, it can be understood that boys and girls are vocal about the gendered discourses in the textbooks and express their concern for the other gender. The interview data helped in

understanding the students' and teachers' perceptions and how they contribute to the construction of gendered discourses in the ESL classroom. The thematic critical discourse analysis of textbooks, policy documents, and interview data helped in understanding gendered classroom discourse construction as a process that is conceived at multiple layers.

CHAPTER – 7

FINDINGS AND DISCUSSION

7.1 Introduction

From the analysis of classroom interactions, textbooks, policy documents and testimonies of teachers and students, it is reported that gendered classroom discourse construction is a common phenomenon in Indian ESL classrooms. The findings of the study are reported according to the research questions. The respective findings illustrate the operation and nature of gender discourses in Indian ESL classrooms. The first research question “How does classroom interaction of class ‘A’ and ‘B’ construct gendered classroom discourses?” intends to explore how micro classroom practices and macro societal discourses are reinforced in classroom talk through textbooks, teachers’ and students’ prior knowledge. The following findings answer the first research question: 1) predominantly boys' participate in the classroom interaction and discussion, 2) the teaching style of teachers could also contribute to the gendered practices in the classroom, 3) in most instances, classroom interaction is largely shaped by the content given in the ESL textbooks, 4) uncritical reiteration of textbook content by the teachers through classroom interaction is one of the reasons for the construction of gendered classroom discourses, 5) victim narrative construction could also add to the construction of gendered classroom interaction 6) teachers’ believe that Indian ESL teacher’s primary role is to develop the English language skills of students but feel that addressing other social factors in the classroom are optional. Findings indicate the role of classroom interaction in the construction of gendered classroom discourses and gendered experiences for students of both genders. The second research question “How does the content of ESL textbooks construct gendered classroom discourses in classes ‘A’ and ‘B’?” illustrates how textbook content constructs the gendered classroom discourses. The following findings answer the second research question: 1) gendered

narratives in ESL textbooks are constructed through gendered symbolism, sexism and adherence to traditional gendered discourses, 2) the content of literature-based ESL textbooks resists the discussion on progressive gendered discourses, 3) ESL Teachers find it difficult to produce counter discourses for textbook narratives. These findings highlight the role of textbooks in the circulation of gendered discourses in ESL classrooms. The third research question “How do macro educational processes impact the construction of gendered classroom discourses in ESL classrooms?” explains the role of curriculum in influencing the textbooks and classroom interactions. The findings that answer the third research question are: 1) There is a significant gap between inclusive postulates of curriculum documents and the actual content of ESL textbooks and ESL classroom practices, and 2) curriculum documents need to specify the action points to be carried out at each stage of the education cycle. These findings show that the lack of communication in implementing the policy documents contributes to the construction of gender discourses. Answering these three research questions will provide insights into the micro and macro processes that impact the construction of classroom discourses in Indian ESL classrooms. The discussion on the findings will explore the reasons for the findings and study the construction of gendered classroom discourses from a holistic perspective.

In addition, the implications for developing i) theoretical frameworks to explore the gendered operation of classroom discourse in the ESL context, ii) analytical tools to examine the gendered discourse construction in classes, textbooks, and policy documents, iii) policy documents which could list gender inclusive principles and actionable long-term plans to implement those inclusive principles, iv) gender inclusive ESL textbooks in India, v) gender inclusive school ethos and environment will be discussed in detail. Based on the findings, this study recommends lists of actionable points for government institutions, various stakeholders involved in English language teaching, schools, and teachers. Finally, the discussion chapter

is concluded by mentioning the limitations of this research and by providing direction for future research in the field of gender and ESL classrooms in India.

7.2 Research question – 1

The first research question “How does classroom interaction of class ‘A’ and ‘B’ construct gendered classroom discourses?” intends to explore how micro classroom practices and macro societal discourses are reinforced in classroom talk through the textbook content, the teachers’ and students’ prior knowledge. Classroom interaction facilitates the construction of gendered classroom discourses and gendered experiences for students of both genders. The multiple roles of classroom interactions in the construction of gendered classroom discourses will be discussed below.

In classroom interaction, it is observed that predominantly boys' participate in the classroom discussion. Both Pedagogic and non-pedagogic interactions are dominated by boys. Lopsided gendered participation is practiced during the discussion of lessons, the practice of language activities, and group work. This imbalanced classroom participation could be because of the following reasons 1) girls are not aware of their gendered role 2) boys keep the ESL teacher preoccupied because of their behaviour and hyperactive classroom participation 3) the teacher contributes to the gendered classroom interaction by repeatedly responding to the soliciting initiated by boys and fails to motivate the girls to ask more questions 4) girls’ receptive behaviour in the classroom could be an extension of adherence to ‘good women’ societal discourse, as a girl who is expected not to raise their voice or opinion unless she is specifically asked for an opinion. Most traditional Indian families try to instil the ‘good women’ discourse in girls from a young age and 5) misplaced attitude of Indian ESL teachers who believe that correcting gendered asymmetry or addressing any other identity issue is optional in ESL classrooms. Boys dominate the non-pedagogic interaction

because there could be implicit social sanction for boys to be disruptive and mischievous in the classroom. On the other hand, girls may be unable to exercise this social sanction as they are expected to be at their best behaviour in different social settings like family, public spaces, and schools. It is desirable to practice and adhere to the discourse of 'good women' in social spaces. This conditioning in different social settings is reinforced at school. Because of the prior conditioning, girls do not actively take part in non-pedagogic interaction. The findings of this study also restate the findings of the previous studies that boys dominate classroom interaction and group work (Mahony 1985; Dart & Clarke, 1988; Kelly, 1988; Swann & Graddol, 1988; Jule, 2002). The findings of the previous studies have also reported that boys get more attention because of non-pedagogic interaction (Kelly, 1988; Jule, 2002). In the research literature, some studies state that teachers ignoring girls should be viewed as bias or favouritism (Mahony, 1985; Jule, 2001) and other studies do not view it as bias or favouritism (Short & Carrington, 1989; Kelly, 1988). Importantly, ignoring girls or not encouraging girls' participation has become a normalised practice in ESL classrooms. This limited participation of the girls affects the learning opportunities in the classroom (French & French, 1984; Sadker & Sadker, 1985) and the development of self-esteem in girls (Arnot et al., 1998). This study confirms the findings from the previous studies that ignoring girls or not encouraging girls' participation has indeed become a normalised practice in ESL classrooms. This normalisation is a result of many factors operating at the macro societal level and micro classroom events. Terming it as favouritism will imply that the researcher limits the agency to individual teachers. This study views the phenomenon as a product of a systemic societal problem. Assigning the responsibility to one stakeholder (ESL teachers) will not solve the gendered practices in the ESL classrooms. Gendered practices must be addressed at both macro and micro levels in an education system. This normalisation indicates that ESL teachers need to be trained to use the "linguistic space" (Mahony, 1985)

effectively to avoid gender bias. Moreover, this is the first essential step to achieving an inclusive classroom environment. The effective use of “linguistic space” by a teacher will enable both genders to participate in the discussion and to voice their narratives and concerns in the ESL classroom. Teachers providing space for girls' participation will create more opportunities to learn and to develop their self-esteem. Training ESL teachers to provide opportunities for girls is the first step to avoiding the construction of gendered discourses in Indian ESL classrooms. Moreover, teachers should be trained to not expect both boys and girls to be at their best behaviour all the time. The teacher training should help teachers reflect on the importance of classroom space in shaping individual self-identity. For girls, flexibility and freedom to express themselves in classrooms are important because girls are expected to be at their best behaviour in other social settings like family, public spaces, etc. This study states that a flexible approach from a teacher and valuing both pedagogic and non-pedagogic interaction can create an inclusive environment for both boys and girls.

The teaching style of teachers could also contribute to the gendered practices in the classroom. The ratio and nature of interactive and non-interactive learning cycles used by ESL teachers are the tools to study the teaching style of a teacher. In this study, it is observed that teachers predominantly used non-interactive learning cycles i.e., the teachers used lecture style to teach the lessons. In addition, teachers have also employed interactive learning cycles wherever it is necessary but the primary pedagogic purpose of these interactive learning cycles is to elicit information. These elicitation cycles are largely teacher-driven and the scope for discussion is minimal in these classes. Moreover, the elicitation process is largely directed and controlled by the teachers. Both interactive and non-interactive cycles have pedagogic value but excessive use of non-interactive cycles leads to teacher-centered classrooms. In brief, in this study teachers predominantly employed lecture style and teacher-lead elicitation cycles to teach the lessons. This phenomenon is common in Indian ESL

classrooms because 1) teachers exclusively focus on delivering the content of the lessons 2) teachers believe that students cannot participate in the discussion or it is optional 3) school environment places emphasis on the completion of syllabus and preparation for exams than adequate discussion of lessons. Felder and Henriques (1995) have discussed the impact of teaching style on classroom interaction which can be observed in this study as well. On the whole, in this study, teachers did not take measures to provide chances to students from both genders because teachers are intent on completing the elicitation process. In conclusion, it can be said that teaching style and lack of time forced the teachers to provide chances only to few selected students. Only a few students, mostly boys, repeatedly participated in the elicitation process. Reflexively, the teachers are creating an exclusive classroom environment that contributes to the construction of gendered discourses in ESL classrooms. For this reason, this study states that teachers' choice of teaching style play an important role in creating inclusive or exclusive practices which directly contribute to the construction of gendered discourses in ESL classrooms. The important role of teacher training is to make teachers aware of this interconnection between the teaching styles employed in the classroom and the construction of classroom discourses.

Predominantly, classroom interaction is shaped by the content given in the ESL textbooks. The ESL textbooks play an important role in determining the knowledge discussed in the classroom. The six different categories of knowledge: i) information about the lead characters of lesson ii) information about the supporting characters of lesson iii) the events mentioned in lessons iv) the theme of lesson v) the topics around the theme of lesson and vi) the linguistic knowledge contributing to the discourses of normative male-centric lessons. These knowledges are repeated and reinforced in all the classroom interactions. This indicates that in the Indian ESL scenario, textbooks are the key factor in shaping classroom interaction. In most Indian schools, ESL textbooks are based on literature content and the

teacher is keen to discuss the content of the lesson in the classroom. Moreover, this study supports the claims of Kramsch (2004 & 2013) that culture is an integral part of ESL/EFL teaching. Language teaching cannot be devoid of culture which is packed through multiple classroom discourses. The size of Indian classrooms, the workload in schools, the lack of adequate training, the centralized examination system and the inherent belief in the textbooks make ESL teachers rely exclusively on ESL textbooks. Progressive change in the contents of ESL textbooks will reflect in the classroom interactions as well.

Uncritical reiteration of the textbook content by the teacher through classroom interaction is one of the reasons for the construction of gendered classroom discourses. Along with the textbook content, teachers' knowledge of the content has the potential to enhance or challenge the discourses presented in ESL textbooks. In both the classrooms, teachers enhance lopsided narratives of ESL textbooks using their knowledge of the topic discussed in the classroom. Teachers' uncritical acceptance of the ESL textbook content is because of the following reasons: 1) teachers believe that it is optional to produce counter-discourses to gendered narratives of ESL textbooks, 2) teachers untrained to address the lopsided narrative through classroom interaction and pedagogic activities, 3) teachers resist to practice gender progressive discourses and 4) teachers are unable to notice and locate the gender-biased narratives in the textbooks. In this study, it is observed that teachers' do not employ the 'talking around the text' technique (Sunderland et al.'s 2002, p. 231) in these ESL classrooms. In gender and classroom research, a paradigm shift occurred with Sunderland's call to explore the 'talk around the text' (2002, p.231) to understand how gender representations are treated in the classroom by the teacher. Few studies have highlighted the importance of 'talk around the text' in classrooms (Nelson, 2009; Pawelczyk & Pakula, 2015; Pakula et al., 2015). This paradigm shifts also brought the focus back to the knowledge and social perceptions brought by both students and teachers to the classroom. This re-emphasises

that language teaching is a social activity and that language production does not take place in a social vacuum (Pawelczyk & Pakula, 2015). The concept is further developed into ‘Gender Triggered Points’ by Pakula et al (2015, p.58) where gender discourses are triggered by specific ‘triggered points’ in textbooks. Likewise, ‘Gender Emerging Points’ (Pakula et al. 2015, p.69) emanate from teacher-student interactions. Adding to Sunderland’s (2002) conceptualisation, ‘Gender Triggered Points’ (Pakula, 2015) are located in the classroom interaction but triggered by the text. On the one hand, the text acts as a prompt to discuss the discourses present in the text or the other discourses which are outside the text. ‘Gender Emerging Points’ discuss the classroom situations in which students or the teacher talk about any aspect of gender without triggers from the text. In most cases, the students and the teacher, talk from their own experiences. To explore the ‘talk around the text’ it is important to understand and analyse the instances of both ‘Gender Triggered Points’ and ‘Gender Emerging Points’ in the construction of classroom discourses. In this study, it is observed that teachers are unable to address ‘Gender Triggered Points’ in the textbooks and they brought very few ‘Gender Emerging Points’ to the classroom discussion. In addition to correcting the gendered narratives in ESL textbooks, it is important to train teachers to identify ‘Gender Triggered Points’ and ‘Gender Emerging Points’ to create gender-inclusive ESL classrooms.

The perspective of treating girls as victims in ESL classrooms can be challenged. Despite limited opportunities for classroom participation and lopsided gendered narratives in ESL textbooks girls cannot be viewed as victims of gendered discourses. Treating girls as victims is prevalent because it removes the agency of the girls in the ESL classroom and aids to view them from the binary classification of the oppressor and the oppressed. Treating girls as powerless and victims in the classroom will lead to a misreading of the ground reality (Wolpe, 1988). Previous studies have also reported that girls use compensatory strategies like asking questions to teachers after class hours (Baxter, 2003). Many studies have reported that

girls perform academically well despite being silent in the classroom (Arnot et al., 1998; Epstein et al., 1998). The findings of the previous studies indicate that girls circumvent the limitation in the classrooms and academically perform well. The self-driven motivation will enable a few girls to perform academically well and develop their self-esteem. But gendered classroom environment will affect most girls' self-esteem and force girls to accept the traditional gendered role prescribed to them by the larger society. This study opines that girls cannot be viewed as victims of the gendered classroom environment. However, it would be short-sighted to report that gendered narratives do not affect the academic performance of the girls; the gendered environment directly impacts their personality and the construction of self-identity. This study states that in addition to pedagogic impact the sociological and psychological impact of gendered discourse on all genders must be studied in detail.

In this study, classroom interaction indicates the teacher's belief that Indian ESL teachers' primary role is to develop the English language skills of students. The teachers commented that they can take efforts to address sociocultural factors if they have adequate time. This reflects the common opinion among most Indian ESL teachers that sociocultural factors are optional in ESL classrooms. This belief is strong among teachers because of the following reasons 1) awareness about critical pedagogy in teacher training is a recent phenomenon and 2) ESL teachers expect the textbook developers to address the sociocultural issues at the textbook design stage. This liberal laissez-faire attitude expressed by teachers makes them perceive pedagogic knowledge as more important than sociocultural knowledge in a hierarchical system of classification (Pennycook, 2021). Teacher training should bring a perspective shift in teachers' attitudes from treating sociocultural factors as optional to core teaching goals in an ESL classroom. This shift in teachers' attitudes is the necessary step to achieving an inclusive classroom environment. The shift in teachers' attitudes will enable them to play the roles of "passive technician", "reflective practitioner", and "transforming

intellectual” depending on the needs of the situation (Kumaravadivelu, 2003, p8). The ESL teacher training in India should enable teachers to treat sociocultural factors as one of the core teaching goals instead of peripheral to the core teaching goals.

Classroom interaction is one of the important pedagogic means through which gendered narratives are constantly circulated and reinforced recurrently in Indian ESL classrooms. All the above points: 1) predominant boy’s participation in the classroom 2) role of teaching style in determining the nature of the student-teacher relationship and 3) ESL textbooks as key sources for classroom interaction 4) ESL teachers’ uncritical acceptance and implementation of the content through classroom interaction 5) Simplifying the complex gendered experience by treating girls as victims and 6) ESL teachers’ liberal laissez-faire attitude – all these points display the micro and macro roles of classroom interaction in constructing gendered discourses in ESL classrooms and providing a gendered experience for both boys and girls.

7.3 Research question – 2

The second research question “How does the content of ESL textbooks construct gendered classroom discourses in classes ‘A’ and ‘B’?” aims to understand the discourses generated in the ESL textbooks and how they contribute to the construction of gendered classroom discourses in the ESL classrooms. In the Indian context, ESL textbooks play a predominant role in shaping the narratives of ESL classrooms.

Gendered discourses in ESL textbooks are constructed through gendered symbolism, sexism and adherence to traditional gendered discourses. Gendered discourses in ESL textbooks are constructed through multiple narratives in each lesson, characters in a lesson, language used to describe events, language used to describe the characters, images used in the textbooks and exercises at the end of each lesson. As discussed in the previous section, in

most cases gendered ESL content is not challenged by the teacher in the respective classroom. The gendered narratives and discourses reiterated at both classroom interaction and ESL textbook levels are at odds with the social and gender inclusive goals of the National Curriculum Framework 2005. This disparity between curriculum and implementation could be because of two reasons 1) ESL textbook developers could have treated pedagogic goals as a core component and social inclusive goals as optional or 2) lack of communication between the curriculum developers and textbook designers. Gendered discourses are manifested through ESL textbooks and classroom interaction despite the call for inclusive agenda by the curriculum document. This phenomenon explains that the trickle-down effect is not perceived as a chain reaction in the Indian school education system. Moreover, the inclusive goals have not reached the school pedagogy because of the disjunct communication in the Indian school education system.

In the interview data, the teachers opine that it is difficult to provide counter discourses to the ESL textbooks' content within the limited time. The teachers state that they are burdened with many responsibilities in the ESL classrooms. They recommend that gendered discourses should be corrected at the ESL textbook design stage. This direct transfer of gendered discourses from ESL textbooks to classrooms makes the ESL textbooks the most important source for gendered construction in the classroom. This study reflects the findings of previous studies that content of ESL textbooks is gendered in nature (Coles,1977; Hartman & Judd,1978; Hellinger,1980; Porecca,1984; Talansky,1986; Poulou, 1997; Rifkin, 1998; Matsuno 2002; Wharton, 2005; Lee & Collins 2008; Bahman & Rahimi, 2010; Ullah & Skelton, 2013; Foroutan, 2012; Hall, 2014; Lee, 2014 & 2018). Some studies draw from social learning theory (Bandura 1977 & 2003) to emphasise the point that gendered narratives in teaching materials affect how learners feel, think, and behave with other genders (Bandura 1977 & 2003; Foroutan 2012; Litosseliti 2006). In the Indian context, studies have reported

that content of ESL textbooks is gendered in nature (Kalia, 1978; Kulshreshtha & Kumari, 1984; Nayar & Jaireth, 1996; Nayar & Devendra, 1997; Nayar & Dugal, 1996 & 1997; Yadav, 1999; Nayar & Srivastava, 2000; Chanana, 2001; Srivastava, 2005; Chakraborty, 2013; Kumar, 2016). The findings of this study are in line with previous studies which assert that ESL textbooks' content is gendered. This study suggests that lopsided gendered narratives should be corrected at the design stage because most ESL teachers will be unable to provide alternative or counter narratives to the gendered narratives in the classroom. Many Indian government school teachers work with large classrooms and limited teaching resources. So, textbooks play an important role in the construction of classroom discourses.

In the Indian context, most ESL textbooks use literary texts to teach the English language. In general, the literature-based ESL books provide more scope for multiple narratives and perspectives and opportunities for teachers to employ 'Talking around the text'. Despite these natural advantages of literature-based ESL textbooks, it is observed that literature-based ESL textbooks analysed in this study resist the discussion on progressive gendered discourses. This is a common phenomenon observed in most Indian ESL textbooks. In addition, ESL teachers could not identify the 'Gender Triggered Points' and 'Gender Emerging Points' in a literary text to talk around the text. On the contrary, policy documents emphasise the need for representation of the lived experience of marginalised communities and both genders through textbook content. Moreover, policy documents actively encourage the use of critical pedagogy in ESL textbooks to ensure the shift from conservative classroom discourses to progressive classroom discourse. In addition, ESL teachers also ask for the inclusion of modern Indian English literature in ESL textbooks to promote gender and social inclusion through ESL textbooks. Collectively, it can be observed that ESL textbooks maintain the traditional gendered narratives through textbook content and classroom discussion. The social structures and political forces prefer to maintain the status quo in

public discourses. Previous studies (Bernstein, 1990 & 2000, Daniels, 2004, Christie, 2005) show the role of educational institutions in resisting the circulation of progressive discourses through various school and classroom practices. This phenomenon can be observed in this study as well. This study suggests that literature-based ESL textbooks can be effectively used to generate gender inclusive discourses in the ESL classroom.

Teachers report that it is difficult to produce counter discourses for textbook narratives. This phenomenon can also be inferred from analysing the nature of classroom interaction in these two ESL classrooms. From classroom interaction and teacher interviews, it can be inferred that producing alternative discourses or perspectives for gendered narratives is not practiced in the classroom. In curriculum documents, policymakers have highlighted the importance of meaningful dialogue between teachers and students which will enable the teachers to acknowledge the different lived realities of different genders. Despite the recommendation from curriculum documents, in most instances teachers could not produce counter discourses because of two reasons: 1) teachers believe that more discussion will take more class time and they will not be able to complete the syllabus on time 2) ESL teachers believe that pedagogic goals are more important than social goals. This study also agrees with the previous studies that classroom interactions are not adequately used by the teachers to produce counter discourses in the classroom (Nelson, 2009; Pawelczyk & Pakula, 2015; Pakula et al., 2015). It is imperative to train teachers to produce counter discourses in ESL classrooms.

In the Indian context, ESL textbooks lay the foundation for the construction of classroom discourses. The points discussed above: 1) gendered narratives in ESL textbooks are constructed through gendered symbolism, sexism and adherence to traditional gendered discourses, 2) the content of literature-based ESL textbooks resists the discussion on

progressive gendered discourses, 3) ESL Teachers find it difficult to produce counter discourses for textbook narratives, need to be addressed to avoid gendered experience for different genders. Moreover, the discussion highlights the role of ESL textbooks in achieving pedagogic and social goals in English classrooms.

7.4 Research question – 3

The third research question “How do macro educational processes impact the construction of gendered classroom discourses in ESL classrooms?” explore how the role of NCF 2005 and other curriculum documents in the construction of gendered discourses in the ESL classroom. In a federal country like India, the national curriculum documents can be interpreted and implemented according to the educational needs of each state. According to the Indian constitution, education is in the concurrent list which provides powers for each Indian state to make independent decisions. Each state decides the extent to which they like to implement the national curriculum documents depending on the resources available. So, it is important to understand the position espoused by the curriculum documents.

From the analysis of classroom interaction and textbooks, it can be understood that social and gender inclusive goals of curriculum documents have not translated into classroom practices and discourses. The following ‘Big D’ discourses are commonly found in the National Curriculum Framework (2005) and the collection of position papers developed along with the NCF 2005. The ‘Big D’ discourses found in these documents are: 1) A discourse of gender equality as a constitutional right, 2) Post-structural view of gender, 3) Dialogue’ as a source of empowerment, 4) Respecting and representing diverse life experiences, 5) Teaching as a ‘social process’ in a democratic polity, 6) Critical pedagogy as a tool to address gender inequality and 7) Inclusive school ethos and classroom environment. The ‘Big D’ discourses indicate that the national education policy developed in the year 2005

by the Yashpal committee envisaged and recommended inclusive education policy and practices to bring in different social groups, ethnic & linguistics groups, religious minorities, and other disadvantaged communities into the folds of education. Concerning gender education, the policy documents have strongly recommended that schools and teachers practice gender inclusive practices through content and teaching practices for an equitable Indian society. More importantly, the policy documents have connected the above mentioned inclusive agenda as a constitutional right and explicitly expressed that equality is the foundation of the Indian Republic. This study reports that policy documents have listed the principles for school curriculum, syllabus, and textbooks. However, this study finds that curriculum documents have not provided a plan or guidelines to implement these principles. The policy documents stop at the level of providing principles and expect the respective school boards to incorporate them into their school curriculum and syllabus. This transfer from principles to action points is inadequate; in most cases, this leads to a huge gap between policy and practice. This policy-practice gap can be observed in the position paper on teaching English (2005). The position paper focuses on describing the language learning theories and other techniques which can be used to teach English and the document does not provide guidelines or direction for implementing the inclusive agenda of the National Curriculum Framework (2005) through ESL textbooks, teacher training, and ESL classroom practices. The position paper on teaching English did not translate the inclusive vision of NCF2005 into actionable points by specifying the necessary steps, techniques, and practices to incorporate social inclusion. In specific, the position paper on teaching English does not adequately address the issues of gender inclusion through ESL curriculum, textbooks, and teaching practices. This gap between NCF (2005) and the position paper on teaching English (2005) shows the attenuation of the inclusive vision from NCF 2005 to the position paper on teaching English. For example, the NCF (2005) mentions the need for gender sensitive and

gender inclusive practices in the classroom but this vision NCF (2005) is not elaborated on in the position paper on teaching English, the means to create gender inclusive ESL textbooks and classrooms are not discussed in the detail. This attenuation from the main policy document NCF (2005) to the sub policy document i.e., the position paper on teaching English is the first macro process that contributes to the construction of existing gendered discourses in ESL classrooms. Moreover, this attenuation can be interpreted to imply that the position paper on teaching English is sending an indirect message that sociocultural factors influencing language learning are an optional component in ESL classrooms. This attitude expressed in the position paper on teaching English can also be tracked in ESL teachers' attitudes towards English language teaching. This study also agrees with the previous works that the principles adopted by curriculum get diluted or not implemented or partially implemented into pedagogic practices (Litosseliti, 2006 & Weng, 2021). In this study, it can be observed that there is a great dilution in the implementation of curriculum principles.

There is a visible gap between the vision of the NCF 2005 and the implementation in the classroom. This observable gap between vision and practice is because of the following reasons: a) curriculum documents do not specify the action points in detail b) lack of consistency between the NCF 2005 and position paper on teaching English and c) NCF 2005's vision is not implemented in ESL textbook designing and teacher training and d) lack of evaluation scheme to measure the implementation of curriculum goals in constant time intervals. The NCF 2005 curriculum intended to develop a 'social dialogue' between the school and society. The curriculum documents adopted a progressive, liberal vision aspiring to create an egalitarian democratic Indian society. This inclusive vision is reflected in the following definition of the curriculum "an act of deliberation . . . based on the assumption that no voice will be wiped out" (Kumar, 1987, 510). NCF 2005 curriculum documents in the Indian context provide a wide range of recommendations that were incorporated into the

syllabus designed by different educational boards across India. This progressive vision of curriculum documents did not translate into inclusive English language syllabus, ESL textbooks, and ESL classrooms. One of the reasons why the progressive vision was not translated into practice is because curriculum documents do not specify the micro actions to be carried out at different stages in an education system. For example, the policy documents actively recommend schools to practice gender equality, gender inclusive curriculum, and design gender sensitive teaching materials. But the curriculum documents do not mention the micro action points in detail which could help the schools, textbook developers, and teachers to convert the vision into practice. For example, to create gender sensitive teaching materials the policy documents can list out action points like guidelines to select and grade materials for ESL textbooks, guidelines to develop language tasks with gender inclusive agendas, and guidelines to select pictures and other multimedia tools. In brief, a policy document specifying the action points in detail will enable the education system to convert the inclusive vision into practice. The other important aspect is that vision of the policy document should be converted into action points in the position paper policy document for each subject. The inconsistency within the policy documents also becomes an obstacle in implementing the vision of the policy document. For example, the gender inclusive vision of NCF 2005 is not dealt with in detail by the position paper on teaching English. The position paper mentioned practicing gender inclusivity in ESL classrooms but does not provide detailed guidelines to implement gender inclusivity through ESL textbooks and teaching. The vision of the education policy must be carried forward in all the policy documents. From the data, it can be observed that the vision of the NCF 2005 policy document becomes diluted at different stages in the education cycles. This study suggests that to convert the curricular vision into practice the curriculum documents need to specify the action points in detail. The points

discussed in the above sections have strong pedagogic implications in the Indian ESL teaching and learning context.

In a multicultural and multilingual society like India, curriculum documents act as an important link between union and state governments and different education boards in India. So, it is important to address the praxis gaps: 1) inclusive postulates of curriculum documents are not translated into the actual content of ESL textbooks and ESL classroom practices, and 2) curriculum documents need to specify the action points to be carried out at each stage of the education cycle. These gaps need to be bridged to achieve gender inclusion. All three research questions are answered to show the construction of gendered discourses at both micro and macro level of educational practices. The theoretical frameworks, methodology and data analysis frameworks used in this study have greater implications. The implication for future studies will be discussed in detail.

7.5 Implications

7.5.1 Teachers' Awareness about Gendered Participation Can be Improved.

The lopsided classroom participation and very less classroom opportunities for girls indicate that ESL teachers are not aware of the pedagogical and sociological impact on both the students. Providing “linguistic space is the first essential step to achieving gender inclusion in the classroom. The findings of this study imply that training teachers to provide equal opportunities for all genders will provide a chance to voice their gender and social experiences in the ESL classroom. Teachers need to be trained to understand the importance of equal opportunity for genders and their role in enhancing the self-esteem of individuals.

7.5.2 Teachers Practicing Interactive Teaching Style can Mitigate the Gendered Experiences.

The teaching style adopted by the teacher impacts the quality and quantity of classroom interaction between the teacher and students. Encouraging teachers to provide

more space for classroom discussion will mitigate the gendered experience of the girls. Teacher training should train the teachers to be interactive which will encourage all the students to take part in the classroom interaction. Taking part in classroom interaction will encourage students of all genders to share their experiences and opinion on a topic. Students' participation will directly contribute to the construction of classroom discourse. ESL teacher training by NCERT and SCERTs should make teachers aware of this interconnection between the teaching styles employed in the classroom and the construction of classroom discourses.

7.5.3 Meaningful Dialogue through Classroom Interaction is Essential for an Inclusive Classroom.

Teacher interaction largely focuses on describing the content of the lessons. The description of the lessons does not allow the teacher to produce counter discourses to the traditional narratives espoused by the ESL textbooks. Encouraging meaningful dialogue on a topic would enable the teacher to think about students from multiple perspectives and dimensions. To conduct a meaningful dialogue in the classroom, teacher training should train teachers to implement critical pedagogy in the classroom. Only by increasing the critical awareness of teachers, we can enable both teachers and students to collectively produce counter discourses to the gender bias promoted by the textbooks.

7.5.4 ESL textbooks should Espouse Progressive Gender Discourses.

The study shows that ESL textbook content is the key source for the gendered discourse construction. So, ESL textbook designers play an important role in implementing the vision of the curriculum documents. To address this gap, as first step ESL textbook developers in each state need to examine the pedagogic and sociocultural needs of the learners in individual states before designing the ESL textbooks. Next, they should select texts which meet the pedagogic and sociocultural goals provided in the curriculum

documents. ESL material designers should maintain the balance between global, national, and local appeal specific to each state. Importantly, ESL material designers should avoid lessons that display gender stereotypes or biases and promote content that reflects the diverse life experience of all genders. After preliminary selection of text, screening and evaluating the text for socially sensitive issues like gender, caste, religion, and ethnicity before including it in the textbook are essential. As part of this mechanism, NCERT and SCERTs need to establish textbook review and revision committees for each subject. This committee can review the ESL textbooks before these textbooks are circulated to schools. Specific to gender, designers should give space for lessons that espouse gender progressive discourses which would enable the self-esteem and confidence of the genders. In addition to text, activities and exercises in the textbooks along with the primary goal to facilitate language learning could also incorporate critical thinking skills in their tasks. ESL textbook designer plays an important role in shaping classroom discourses.

This study has lots of implications for developing gender inclusive literature-based ESL textbooks because in India most ESL textbooks are based on literature. In literature-based ESL textbooks, there are two ways to practice gender inclusive education. First, the textbook designers have to select and grade the literary works according to expected learning outcomes. Second, the textbook designer should make sure that literary pieces do not propagate gendered narratives or confine to traditional lopsided gendered discourse narratives. Third, the textbooks should espouse substantive gender progressive discourses.

7.5.5 Curriculum Documents can Provide Guidelines for Textbook Designers and Teacher Trainers.

The study has pointed out that there is a visible gap in implementing the principles and goals of the curriculum documents. This gap in implementation can be mitigated if curriculum developers could provide detailed guidelines for developing ESL textbooks. The

guidelines could include the detailed process of forming a textbook committee, the composition of the textbook committee, the mechanism to include various voices in the respective state textbook committee, the procedure to select, grade and review the lessons, time framework for designing and completion of the textbooks, different ways to train teachers, the mechanism to receive feedback from ESL teachers and form a monitoring committee to observe the efficacy of the textbooks at periodic intervals. Curriculum developers could consider providing defined action points that would enable the government agencies like NCERT, SCERTs, and private publishers to translate the vision of curriculum documents into ESL textbook content. According to Indian constitutions, education is on the concurrent list which enables both Union and State Governments to formulate laws related to education. The recommendations and suggestions by the national curriculum documents do not have legal binding on the State Governments. Nevertheless, most State Governments adhere to the vision of the national curriculum documents and try to implement them. Considering the diversity of this country, the curriculum developers need to provide detailed guidelines and action points for different aspects of school education.

7.5.6 ESL Teachers can be Trained to Identify ‘Gender Triggered Points’ and ‘Gender Emerging Points’.

The study reports that opportunities during classroom interaction to demonstrate the importance of gender equality are not utilised by ESL teachers. So, teachers should be trained to identify ‘Gender Triggered Points’ in the ESL textbooks and to bring ‘Gender Emerging Points’ to the classroom discussion. Teachers need to understand that each lesson has a different sociocultural effect on different students. In specific, teachers should be trained to read ESL textbooks to identify the ‘Gender Triggered Points’ and use ‘Gender Emerging Points’ from their schemata knowledge. This study believes that training teachers in these aspects will enable them to create an inclusive classroom environment and make students

understand the distinction between traditional gender discourses and progressive gender discourses.

7.5.7 Teacher Trainers can Address the ESL Teacher's Attitude of Treating Social Goals as Optional.

The study found that along with textbooks ESL teachers determine the type of classroom discourses constructed in the classroom. In many instances, it is observed that ESL teachers prioritise pedagogic goals over social goals in classroom communication. This is because of the orientation provided in the teacher training. To address the gendered discourse construction, it is necessary to correct the approach at the teacher training levels. This study has a wide range of implications for ESL teacher trainers in India. The trainers should enable the teachers to focus equally on pedagogic and sociocultural values. Training teachers to look at the pedagogic and sociocultural goals as complementary and essential skills is important because it will allow the teachers to critically examine the sociocultural representation in the textbooks and identify the gender biases and stereotypes used in the textbooks. This attitudinal change should be brought by the teacher training because it will directly contribute to the construction of inclusive classroom discourses.

The above discussion shows the range of implications the study has for gender discourse analysis, and classroom and ESL textbook research in India. The implication for different stakeholders can enhance the complex operation and circulation of gender discourses in Indian ESL classrooms. Future works can improvise on frameworks and suggestions to analyse the classroom interaction and discourses in detail. In the below section, limitations and suggestions for future studies are listed.

7.6 Limitations of the Study

The limitations of this study are listed below:

- This study is limited to two schools and two different ESL classrooms that follow the CBSE curriculum. It is difficult to generalise the findings of the study to other types of schools that follow a different curriculum.
- This study does not analyse the difference between the approach of males and females in teaching gendered content.
- This study does not explore the role of parents and family in reinforcing the gendered discourses.
- This study does not explore in detail the relation between gender and other social factors like class, caste, sexuality, and ethnicity.
- This study does not employ an ethnographic approach to understand how school activities that happen outside the classroom impact the construction of gendered discourses in the classroom.
- This study does not explore the impact of gendered narratives on the academic performance of the students in the classroom.
- This study does not incorporate the views of textbook designers and policy developers in understanding the construction of gendered discourse in ESL textbooks and classrooms.

7.7 Suggestions for Future Studies

There are many future directions in which this stream of research could be further explored and contribute to the study of gender in ESL classrooms in the Indian context. Following is the list of future possibilities available for researchers in the Indian applied linguistics context. Future studies can:

- adopt a cross-sectional methodology to study the operation of gender discourses in one or two lessons across many schools with students from different socioeconomic and sociocultural backgrounds.

- use an ethnographic or autoethnographic approach to study the operation of gender discourses in detail.
- examine how ESL teachers implement the use of ‘Talk around the text’ in the ESL classrooms and its impact on the students.
- study the operation of gendered discourses from the perspective of textbook developers and policy developers.
- try to understand the construction of gendered discourses in multiple schools that follow different curricula.
- explore the range of masculine and feminine discourses discussed in the ESL classroom.

7.8 Conclusion and Final Words

This study is an attempt to explore the larger operation of gender discourses in Indian ESL classrooms. Observing the operation of gender discourses in the ESL classroom is a challenging process. In the Indian context, the impact of gender and gendered discourses are largely unnoticed and normalised to a greater extent. The operation of gender and gendered discourses have implications for an individual’s personality development and larger societal implications. In specific, schools are vital social spaces that can nurture progressive gender discourses. This transformation at the school level is important for creating gender inclusive democratic Indian society. This study is a small attempt to understand the complex phenomenon of gender discourse operation in ESL classrooms. This complex phenomenon has to be studied in detail by multiple studies in the future. To create a gender inclusive Indian society, it is essential to explore the Indian classrooms in detail.

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APPENDIX – 1



Institutional Ethics Committee University of Hyderabad

Justice TNC Rangarajan
Chairperson

Prof. Geeta K. Vemuganti
Member Secretary

Decision Letter of Institute Ethics Committee

IEC No.	UH/IEC/2019/136	Date of review	23-04-2019
Application No:			
Project Title:	Exploring Gender Discourse in Indian ESL classrooms: A Critical Discourse		
Principal Investigator/ Co-PI:	PI: Kandharaja KMC CI: Dr. Jasti Appa Swami		
Participating Institutes if any	----	Approval from Participating Institute	---
Documents received and reviewed	Protocol, ICF		
In case of renewal submission of update	----		
Decision of the IEC:	Approved Duration: One year from date of approval		
Any other Comments Requirements for conditional Approval	----		
Members Present	Sri Justice Rangarajan, Prof. Geeta K. Vemuganti, Dr. C.T. Anitha, Dr. Naga Lakshmi, Dr. Sunita Mishra, Dr. Insaf Ahmed, Dr. Savitri Sharma, Smt. Vimala Sthanikam		

Please note:

- Any amendments in the protocol must be informed to the Ethics committee and fresh approval taken.
- Any serious adverse event must be reported to the Ethics Committee within 48 hours in writing (mentioning the protocol No. or the study ID)
- Any advertisement placed in the newspapers, magazines must be submitted for approval.
- The results of the study should be presented in any of the academic forums of the hospital annually.
- If the conduct of the study is to be continued beyond the approved period, an application for the same must be forwarded to the Ethics Committee.
- It is hereby confirmed that neither you nor any of the members of the study team participated in the decision making/voting procedures.

Chairperson

Member Secretary

(Justice Rangarajan)

(Prof. Geeta K. Vemuganti)

Institutional Ethics Committee (IEC)

Institutional Ethics Committee (IEC)

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APPENDIX - 2

List of symbols and abbreviations

In this thesis, the symbols and abbreviations in presenting the analysis follow the convention established in Martin (1992) Martin & Rose (2007; 2008; 2014; 2018) with several additional extensions to suit the Indian ESL context.

Symbol	Convention
dK1	delayed primary knower
K1	primary knower
K2	secondary knower
K1f	primary knower follow up
K2f	secondary knower follow up
dA1	delayed primary actor
A1	primary actor
A2	secondary actor
A1f	primary actor follow up
A2f	secondary actor follow up
tr	tracking
rtr	response to tracking
ch	challenge
rch	response to challenge
cl	clarification
rcl	replying to clarification
[]	pseudonyms
()	describing the context
...	Indicating continuation of exchange
{ }	overlap of exchanges
[*****]	Indicating that few sentences are omitted from the text read by a teacher or student
[---]	Indication the words or sentences which are in audible
(sic)	grammatically corrected words or sentences
T	Teacher
S	Student
Ss	Students
(B)	Boy
(G)	Girl
(Bs)	Boys
(Gs)	Girls
(PB)	Predominantly boys
(PG)	Predominantly girls
(OB)	Only boys
(OG)	Only girls

Analysis Sheet -1
 Lesson: A Visit to Cambridge
 Lesson stage: Preparing and Reading
 Learning cycles: Elicitation

APPENDIX - 3

Cycle	Turns	Exchanges	Role	Sp/Do	Ad/par	Phases	Matter	Source	Sourcing	Interact	Act
A	1	(Teacher discusses the outline of the lesson)	K1	T	Class	Prepare	Name activity	Prior Lesson	Remind	Direct	Attention
	2	What do you know about the Stephen Hawkins? [Naresh]	dK1	T	S1 (M)	Focus	Person	Teacher Knowledge	Enquire	Inquire	Perception
	3	Scientist	K2	S1 (M)		Task (Propose)	Attribute	Student Knowledge	Recall	Display	Knowledge
	4	He is a scientist	K1	T	Class	Evaluate (affirm)	Attribute	Teacher Knowledge	Restate	Repeat	Knowledge
	5	Don't shout like that (Teacher corrects the behaviour of two students)	A2	T	S2 & S3 (M)					Insist	Teacher Evaluation
	6	(Students stop shouting)	A1	S2 & S3						Concur	Accordance
		Please remember that	A2f	T	S2 & S3 (M)					Insist	Teacher evaluation
	7	Ha, He is a scientist	Tr	T	Class	Evaluate (repeat)	Attribute	Prior Move	Restate	Repeat	Knowledge
B	8	Then, what else do you know about him?	dK1	T	Class	Focus	Person	Teacher Knowledge	Enquire	Inquire	Perception
	9	He works in Cambridge	K2	S4 (M)		Task (Propose)	Place	Student Knowledge	Recall	Display	Knowledge
C	10	[Mahesh], Let [Mahesh] say something because you have done an assignment on that I gave project	A2	T	S5 (M)	Prepare				Invite	Attention
	11	(Nods his head)	A1	S5 (M)	T					Concur	Accordance

Analysis Sheet -1

Lesson: A Visit to Cambridge

Lesson stage: Preparing and Reading

Learning cycles: Elicitation

	12	(Tries to look from his classmate's book who sitting next to him)	A1	S5 (M)					Display	Behaviour	
	13	Close it (Teacher asked the student to close his book)	A2	T	S5 (M)				Admonish	Attitude	
	14	Yes, what else do you know	Tr (dK1)	T	S5 (M)	Focus	Person	Teacher Knowledge	Enquire	Inquire	Perception
	15	(student speaks in his mother tongue: Telugu)	K2	S5 (M)		Task (Propose)	Place	Learner Knowledge	Recall	Display	Knowledge
	16	Please say it in English Same thing you put it in English	dK1f	T	S5 (M)	Prepare	Phrase	Prior move	Elicit	Negate	Attitude
	17	In his body anything is not working	K2f	S5 (M)		Tasks (Propose)	Part	Learner Knowledge	Recall	Display	Knowledge
	18	No parts of his body is functioning ...	K1	T	Class	Evaluate (Affirms)	Part	Teacher Knowledge	Restate	Repeat (recast)	Knowledge
	19	{Paralysed body}	K2f	S4 (M)	T	Tasks (Propose)	Part	Learner Knowledge	Recall	Display	Knowledge
		(Student 5 nods his head)									
	20	... Expect his little finger. This thing (Showing the little finger)	K1f	T	Class	Evaluate (Affirms)	Part	Teacher Knowledge	Restate	Repeat (recast)	Knowledge
	19	Okay sit down	A2	T	S5 (M)				Direct	Teacher Instruction	
	20	(student sits down)	A1	S5 (M)					Concur	Behaviour	
D	21	Any other Information you know about him?	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Perception
	22	Professor in Cambridge University	K2	S4 (M)	T	Task (Propose)	Person	Learner knowledge	Recall	Display	Knowledge
	23	He?	dK1f	T	S4 (M)	Focus	Sentence	Teacher knowledge	New	Impart	Perception
	24	He is a Professor in Cambridge University	K2f	S4(M)	T	Task (Propose)	Person	Prior Move	Infer	Display	Knowledge
	25	Yes, he is professor in Cambridge University in England	K1	T	Class	Evaluate (Affirm)	Person	Teacher Knowledge	Restate	Repeat	Knowledge

Analysis Sheet -1

Lesson: A Visit to Cambridge

Lesson stage: Preparing and Reading

Learning cycles: Elicitation

	26	He was diagnosed by amyotrophic lateral sclerosis	K2	S6 (M)	T	Task (Propose)	Person	Learner Knowledge	Recall	Display	Knowledge
	27	He was diagnosed by a disease?	dK1f	T	Class	Focus	Person	Prior move	Enquire	Inquire	Perception
	28	Amyotrophic lateral sclerosis	K2	S6 (M)	T	Task (Propose)	Thing	Prior move	Recall	Display	Knowledge
	29	What it is actually?	dK1f	T	Class	Focus	Thing	Prior move	Enquire	Inquire	Perception
	30	Paralysis	K2	S6 (M)	T	Task (Propose)	Thing	Learner Knowledge	Recall	Display	Knowledge
	31	Yes, it is a paralysis kind of disease	K1	T	Class	Evaluate (Affirm)	Thing	Teacher Knowledge	Restate	Repeat	Knowledge
	32	Whole of his body is paralysed expect his little finger which functions. That is all When it is paralysed, only his body is paralysed but brain functions perfectly well	K1	T	Class	Elaborate	Thing	Teacher Knowledge	New	Impart	Knowledge
	33	But he cannot do What he wants and let me tell you he is still a professor and he still work in the university, Cambridge university	K1	T	Class	Elaborate	Person	Prior move	New	Impart	perception
E	34	{In his brain a chip has been inserted}	K2	S6 (M)	T	Task (Propose)	Person	Student Knowledge	Recall	Display	Knowledge
	35	Pardon	A1	T	S6 (M)					Direct	Attention
	36	In his brain a chip a has been inserted and it is (sic) connected to a computer	K2f	S6 (M)	T	Task (propose)	Person	Student Knowledge	Recall	Display	Knowledge
	37	In his brain is (sic) there a chip?	cl	T	S6(M)					Inquire	Knowledge
	38	(Student nodes his head)	rcl	S6 (M)	T					Concur	accordance

Analysis Sheet -1

Lesson: A Visit to Cambridge

Lesson stage: Preparing and Reading

Learning cycles: Elicitation

39	Actually, there is no chip inside his brain but his brain is such powerful it has all such information which is connected to a computer.	K1	T	Class	Evaluate	Person	Teacher Knowledge	New	Negate	Knowledge
40	Oh, may be chip is inserted in his brain. So that he works through his computer.	K1f	T	Class	Evaluate	Person	Teacher Knowledge	New	Approve	Knowledge
47	Whatever he things	K1	T	Class	Elaborate	Person	Teacher Knowledge	New	Impart	Knowledge
48	(student tries to explain)	A2	S6 (M)	T					Display	Knowledge
49	Yes, please explain	A1	T	S6 (M)					Permit	Display
50	Whatever he things that (stammers) that will be displayed in his computer	K2f	S6 (M)	Class	Elaborate	Person	Learner Knowledge	New	Impart	Knowledge
51	Oh, that is displayed on his computer	K1	T	Class	Elaborate	Person	Prior move	Restate	Repeat	Knowledge

Analysis Sheet -2

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

Cycle	Turns	Exchanges	Role	Sp/Do	Ad/par	Phases	Matter	Source	Sourcing	Interact	Act
A	1.	This is a story of a meeting between two extraordinary people.	K1	T	Class	Prepare	Thing	Verbal text	Read	Impart	Knowledge
	2.	See, What people are they?	dK1	T	Class	Focus	Person	Prior move	Enquire	Inquire	Perception
	3.	Extraordinary people	K2	Ss (PM)	T	Task Propose	Attribute	Prior move	Recall	Display	Knowledge
	4.	What is the opposite?	dK1f	T	Class	Focus	Word	Teacher knowledge	Enquire	Inquire	Perception
	5.	Ordinary	K2	Ss	Class	Task Propose	Word	Learner knowledge	Recall	Display	Knowledge
	6.	Ordinary	K1	T	Class	Evaluate	Word	Prior move	Restate	Repeat	Knowledge
	7.	We are all ordinary people. But they were?	dK1 (tr)	T	Class	Focus	Attribute	Prior move	Enquire	Inquire	Perception
	8.	Extra ordinary	K1	Ss	T	Task Propose	Attribute	Prior move	Recall	Display	Knowledge
	9.	Is it a positive thing or negative thing about them?	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Reasoning
	10.	Positive	K2	Ss	T	Task Propose	Attribute	Prior move	Infer	Display	Choice
	11.	(Teacher nods here head in agreement)	A1	T	Ss	Evaluate	Attribute	Teacher knowledge	Gesture	Approve	Accordance
	12.	They are able to do something what ordinary people can do. More than, what ordinary people can do.	K1	T	Ss	Elaborate	Person	Teacher Knowledge	New	Impart	Knowledge
B	13.	Both of them disabled or differently abled	K1	T	Class	Prepare	Persons	Verbal text	Read	Impart	Knowledge
	14.	What is this disabled and differently abled?	dK1	T	Class	Focus	Concept	Verbal text	Recast	Inquire	Conception
	15.	I want to focus your attention on this.	A2	T	Class					Insist	Attention
	16.	What is disable?	dK1	T	Class	Focus	Word	Teacher Knowledge	Enquire	Inquire	Knowledge

Analysis Sheet -2

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

17	(Students didn't respond)	A2	Class	T					Display	Engagement
18	Able, what is able?	dK1f	T	Class	Focus	Word	Teacher Knowledge	Enquire	Inquire	Knowledge
20	Can do {Can do}	K1	S1 (B) S2 (B)	T	Propose	Word	Learner knowledge	Recall	Display	Knowledge
21	Disable?	dK1 (tr)	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
22	Cannot {cannot}	K1	S1 (B) S2 (B)	T	Propose	Word	Learner knowledge	Recall	Display	Knowledge
23	Cannot do things perfectly as we...	K1	T	Class	Evaluate	Concept	Teacher knowledge	New	Impart	Perception
24	{do}		S1 (B)	T						
25	...Not perfectly, cannot do things as we do. That is, they can do things but in a different way.	Cl	T	Class	Elaborate	Concept	Teacher knowledge	Restate	Impart	Perception
26	See what I am doing (Teacher moves to one corner of the class and from there she walks to the other corner)	A1	T	Class					Direct	Display
27	I am actually displacing myself from that place to here by walking.	K1	T	Class	Elaborate	Concept	Prior move	Restate	Impart	Conception
28	They may not be able to do it by walking. They may be doing it in a different way. Same displacement in a different way.	K1	T	Class	Elaborate	Person	Prior move	New	Impart	Conception
29	They are able to do things in a different way.	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Conception
30	See this is a new term. We cannot use terms like 'physically handicapped' or such words to locate them	K1	T	Class	Prepare	Term	Teacher knowledge	New	Impart	Knowledge
31	What should you use? What should you call them?	dK1	T	Class	Focus	Term	Teacher knowledge	Enquire	Inquire	Perception
32	Differently abled	K2	Ss	T	Propose	Term	Prior move	Recall	Display	Knowledge

Analysis Sheet -2

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

C	33	Differently abled	K1	T	Class	Evaluate	Term	Prior move	Restate	Repeat	Knowledge
	34	Have you seen people writing with their toes?	dK1	T	Class	Focus	People	Teacher knowledge	Enquire	Inquire	Perception
	35	Painting	K2	S3 (B)	T	Task Propose	Thing Activity	Learner knowledge	Recall	Display	Knowledge
	36	or Painting with their toes	K1	T	Class	Evaluate	Thing Activity	Prior move	Restate	Approve	Reception
	37	Yes, Madam	K2	Ss (OB)	T	Tasks propose	People	Prior move	Recall	Display	Perception
	38	Are you able to paint better than them? Or Like them? ...	dK1	T	Class	Focus	People	Teacher knowledge	Enquire	Inquire	Perception
	39	{No}	K2	S4 (B)	T	Task Propose	People	Prior move	Recall	Display	Perception
	40	...May be perhaps many of us are not able to do that even as they do.	K1	T	Class	Evaluate	People	Teacher knowledge	Restate	Approve	Perception
	41	Even with our hands	K2	S5 (B)	T	Task Propose	Part	Learner knowledge	Recall	Display	Knowledge
	42	Right, even with our hands	K1	T	Class	Evaluate	Part	Prior move	Restate	Repeat	Reception
	43	But they are able to do it but in a different way	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Perception
	44	{In a different way}	K2	S1 (B)	T	Task Propose	Person	Prior move	Recall	Display	Perception
	45	So, we call them differently abled	K1	T	Class	Elaborate	Concept	Prior move	Restate	Impart	Conception
	46	Have you seen people dancing?	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Perception
		Such people dancing on their knees without any feet.									
D		On their knees they are able to do.									
		Have you seen such people?									
	47	Yes	K2	S6 (B)	T	Task Propose	Person	Learner knowledge	Recall	Concur	Perception
	48	They are able to run. We have Olympics for the disabled.	K1	T	Class	Prepare	Concept	Teacher knowledge	New	Impart	Knowledge

Analysis Sheet -2
Lesson: A Visit to Cambridge
Lesson stage: Detailed Reading
Learning cycles: Elicitation & Reading and Elicitation

	49	Paralympics	K2	Ss (OB)	T	Task Propose	Concept	Learner knowledge	Recall	Display	Knowledge
	50	Yes, we have Paralympics	K1	T	Class	Evaluate	Concept	Prior move	Restate	Approve	Knowledge
	51	What are Paralympics?	dK1	T	Class	Focus	Concept	Prior move	Enquire	Inquire	Conception
	52	Games for handicaps	K2	Ss (OB)	T	Task Propose	Concept	Learner knowledge	Recall	Display	Knowledge
	53	See you cannot say that they are handicapped.	K1	T	Class	Evaluate	Word	Teacher knowledge	New	Admoni sh	Perception
	54	what does the word handicap mean?	dk1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Perception
	55	“Oh, I cannot” which means handicapped	K1	T	Class	Elaborate	Word	Teacher knowledge	New	Impart	Knowledge
	56	“Cannot” It come into the different category	K1	T	Class	Elaborate	Word	Teacher knowledge	New	Impart	Knowledge
	57	But here they are used for the {Differently abled} people who are called differently abled	K1	T	Class	Elaborate	Word	Prior move	Restate	Impart	Perception
	58	They are able do things in a {different way} different way.	K1	T	Class	Elaborate	Word	Prior move	Restate	Impart	Perception
				S1 (B)	T						
				S1 (B)	T						
E	59	How do you read?	dK1	T	Class	Focus	Activity	Teacher knowledge	Enquire	Inquire	Knowledge
	60	You see and read	K1	T	Class	Elaborate	Activity	Teacher knowledge	New	Impart	Knowledge
	61	But if they are blind?	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Knowledge
	62	Are they able to read?	dK1f	T	Class	Focus	Person	Prior move	Enquire	Inquire	Knowledge
	63	Yes madam	K2	S1 (B)	T	Task Propose	Person	Learner knowledge	New	Concur	Knowledge
	64	They are able to read with (sic)	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Knowledge
	65	Braille	K2	S7 (G)	T	Task	Thing	Learner	Recall	Display	Knowledge

Analysis Sheet -2

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

			S1 (B)		Propose		knowledge			
66	Braille	K1	T	Class	Evaluate	Thing	Prior move	Restate	Repeat	Knowledge
67	What is Braille children?	dK1	T	Class	Focus	Thing	Prior move	Enquire	Inquire	Knowledge
68	It is a script {grid}	K2	S8 (G)	T	Task	Thing	Learner knowledge	Recall	Display	Knowledge
			S9 (B)	T	Propose					
69	Script	K1	T	Class	Evaluate	Thing	Prior move	Restate	Repeat	Knowledge
70	With?	dK1	T	Class	Focus	Thing	Teacher knowledge	Enquire	Inquire	Knowledge
71	Dots	K2	S9 (B)	T	Task Propose	Thing	Learner knowledge	Recall	Display	Knowledge
72	Dots.	K1	T	Class	Evaluate	Thing	Prior move	Restate	Repeat	Knowledge
73	And they touch and they are able to feel and read it.	K1	T	Class	Elaborate	Person	Teacher knowledge	New	Impart	Knowledge
74	See they are doing things but in a	dK1	T	Class	Focus	Person	Prior move	Restate	Check	Perception
75	different way	K2	Ss (PG)	T	Task Propose	Thing	Prior move	Recall	Display	Perception
76	different way	K1	T	Class	Evaluate	Thing	Prior move	Restate	Repeat	Perception

Analysis Sheet -3

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary learning.

Cycle	Turns	Exchanges	Role	Sp/Do	Ad/pa	Phases	Matter	Source	Sourcing	Interact	Act
A	1.	Firdaus Kanga is a writer and journalist who lives and works in Mumbai. Kanga was born with 'brittle bones'.	K1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge
		[Learners look at the book and listen to the sentences read by the teacher]	K2	Ss		Task Receive	person	verbal text	read	concur	reception
	2	What are brittle bones children?	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
	3	What does the word brittle mean?	dK1f	T	Class	Focus	Word	Prior move	Restate	Inquire	Knowledge
	4	They break easily	K2	S1 (B)	T	Propose	Word	Learner knowledge	Recall	Display	Knowledge
	5	They break easily	K1	T	Class	Evaluate	Word	Teacher knowledge	Restate	Repeat	Knowledge
	6	that tended to break easily when he was a child. Like Hawking, Kanga moves around in a wheelchair.	K1	T	Class	Elaborate	Person	Verbal text	Recast	impart	Knowledge
	7	So, who are the two people we are going to talk about?	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Knowledge
	8	In this lesson who are you going to meet?	dK1f	T	Class	Focus	Person	Teacher knowledge	Restate	Inquire	Knowledge
	9	Stephen Hawking and Firdaus Kanga Firdaus Kanga and Stephen Hawkings	K2	S2 (B)	T	Propose	Person	Learner Knowledge	Recall	Display	Knowledge
				S3 (B)	T						
	10	Stephen Hawking and Firdaus Kanga (Teacher writes the names on the board)	K1	T	Class	Evaluate	Person	Teacher knowledge	Restate	Repeat	Knowledge
	11	What Kanga?	dK1	T	Class	Focus	Person	Prior moves	Enquire	Inquire	Knowledge
	12	Firdaus Kanga	K2	S4 (G)	Class	Propose	Person	Prior moves	Recall	Display	Knowledge

Analysis Sheet -3

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary learning.

	13	Stephen hawking and Firdaus Kanga	K1	T	Class	Evaluate	Person	Teacher knowledge	Restate	Repeat	Knowledge
	14	To which country does he belong to, Firdaus Kanga?	dK1	T	Class	Focus	Place	Teacher knowledge	Enquire	Inquire	Knowledge
	15	India	K2	Ss (OB)	T	Propose	Place	Learner knowledge	Recall	Display	Knowledge
	16	India	K1	T	Class	Evaluate	Place	Teacher knowledge	Restate	Repeat	Knowledge
	17	Right he is from Mumbai	K1	T	Class	Elaborate	Place	Teacher knowledge	New	Impart	Knowledge
	18	and Stephen Hawking is from	dK1	T	Class	Focus	Place	Teacher knowledge	Enquire	Inquire	Knowledge
	18	England	K2	Ss (PB)	Class	Propose	Place	Learner knowledge	Recall	Display	Knowledge
	19	England	K1	T	Class	Evaluate	Place	Teacher knowledge	Restate	Repeat	Knowledge
B	20	The two great men exchange thoughts on what it means to live life in a wheelchair, and on how the so called 'normal' people react to the disabled. Cambridge was my metaphor for England	K1	T	Class	Prepare	People	Verbal text	Read	Impart	Knowledge
	21	Please note down these words	A2	T	Class					Direct	Behaviour
	22	Metaphor for England and it was strange that when I left it had become altogether something else, because I had met Stephen Hawking there.	K1	T	Class	Prepare	Place	Verbal text	Read	Impart	Conception
	23	Cambridge was my metaphor for England.	K1	T	Class	Prepare	Place	Prior move	Read	Repeat	Conception
	24	What is Cambridge?	dK1	T	Class	Focus	Place	Prior move	Enquire	Inquire	Knowledge
	25	University	K2	S5 (B)	T	Propose	Place	Learner knowledge	Recall	Display	Knowledge

Analysis Sheet -3

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary learning.

25	University {University} Right	K1	T S2 (B)	Class T	Evaluate	Place	Teacher knowledge	Restate	Repeat	Knowledge
26	It was like a metaphor for England.	K1	T	Class	Prepare	Place	Prior move	Remind	Repeat	Conception
27	What does he mean by that?	dK1	T	Class	Focus	Concept	Teacher knowledge	Enquire	Inquired	Conception
28	Important	K2	S2 (B)	T	Propose	Concept	Learner knowledge	Recall	Display	Conception
29	Important	K1	T	Class	Evaluate	Concept	Prior move	Restate	Repeat	Conception
30	Then	A2	T	Class					Invite	Conception
32	what else do you understand?	dK1	T	Class	Focus	Concept	Teacher knowledge	Enquire	Inquire	Conception
31	Similar	K2	T	Class	Propose	Concept	Learner knowledge	Recall	Display	Conception
32	Similar Ok	K1	S4 (G)	Class	Evaluate	Concept	Prior move	Restate	Repeat	Conception
33	In our class we have people from different states.	K1	T	Class	Prepare	People	Teacher Knowledge e	New	Impart	Knowledge
34	Do we have people from different states?	dK1	T	Class	Focus	People	Teacher knowledge	Enquire	Inquire	Perception
35	'B' Section (Students referring to another class in grade 8)	K2	S6 (B)	Class	Propose	People	Learner knowledge	Infer	Display	Perception
36	'B' Section	K1	T	Class	Evaluate	People	Prior move	Restate	Repeat	Perception
37	So, can we call 'B' section as mini India.	K1	T	Class	Prepare	Concept	Teacher knowledge	New	Impart	Conception
38	A metaphor for India	K1	T	Class	Elaborati on	Concept	Teacher knowledge	New	Impart	Conception
39	If we look up, all the people of different states belonging to different states of India make up a metaphor for India. (Sic)	K1	T	Class	Elaborati on	Concept	Teacher knowledge	New	Impart	Conception
40	It is like a small source	K1	T	Class	Elaborati on	Concept	Teacher knowledge	New	Impart	Conception
41	Cambridge was my metaphor for England.	K1	T	Class	Prepare	Concept	Prior move	Restate	Impart	Conception

Analysis Sheet -3

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary learning.

C	42	He thought to be Cambridge is like metaphor, another name for England.	K1	T	Class	Elaboration	Concept	Teacher knowledge	New	Impart	Conception
	41	it was strange that when I left it had become altogether something else	K1	T	Class	Prepare	Place	Verbal text	repeat	Impart	perception
	42	Ok as an Indian, What he must (self-correction) what must he have thought about England?	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Perception
	43	What is your idea about England children?	dK1	T	Class	Focus	Place	Teacher knowledge	Enquire	Inquire	Perception
	44	England, When I say England what comes to your mind first (sic)?	dK1f	T	Class	Focus	Place	Prior move	Restate	Inquire	Perception
	45	British Colonies	K2	S7 (B)	T	Propose	Thing	Learner knowledge	Recall	Display	Perception
	46	British Colonies	K1	T	Class	Evaluate	Thing	Teacher knowledge	Restate	Repeat	Perception
	47	How would they treat you?	dK1	T	Class	Focus	People	Teacher knowledge	Enquire	Inquire	Perception
	48	Cricket	K2	S8 (B)	T	Propose	Thing	Learner knowledge	Recall	Display	Perception
	49	Cricket started there	K1	T	Class	Evaluate	Thing	Teacher knowledge	New	Repeat	Perception
	50	Buckingham palace	K2	S9 (B)	Class	Propose	Place	Learner knowledge	Recall	Display	Perception
	51	Buckingham palace	K1	T	Class	Evaluate	Place	Teacher knowledge	Restate	Repeat	Perception
	52	Queen Victoria	K2	S10 (B)	T	Propose	Person	Learner knowledge	Recall	Display	Perception
	53	Queen Victoria	K1	T	Class	Evaluate	Person	Teacher knowledge	Restate	Repeat	Perception
	54	Then,	A2	T	Class					Invite	Perception
	55	Kohinoor Diamond	K2	S11 (B)	T	Propose	Thing	Learner knowledge	Recall	Display	Perception

Analysis Sheet -3

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary learning.

	56	Kohinoor Diamond and you can see all the wealth taken away	K1	T	Class	Evaluate	Thing	Teacher knowledge	New	Repeat	Perception
	57	What else?	A2	T	Class					Invite	Perception
	58	Technology and development	K2	S9 (B)	T	Propose	Attribute	Learner knowledge	Recall	Display	Perception
	59	Technology and development, science and technology development	K1	T	Class	Evaluate	Attribute	Teacher knowledge	New	Repeat	Perception
	60	museums	K2	S7 (B)	T	Propose	Place	Learner knowledge	Recall	Display	Perception
	61	museums you are reminded of	K1	T	Class	Evaluate	Place	Teacher knowledge	Restate	Repeat	Perception
	62	All these things come to our mind, right. Now but something else replaced all these idea about England	K1	T	Class	Prepare	Place	Teacher knowledge	New	Impart	Perception
	63	Firdaus Kanga, perhaps he also had such idea about England. But when he visited Cambridge he must had some idea about Cambridge. But all that was replaced Something else came It was on the little positive note. Perhaps he has something else in his mind, kind of negative things about Cambridge but later his view of Cambridge itself is changed because he met Stephen Hawking.	K1	T	Class	Elaborate	Person	Teacher knowledge	New	Impart	Perception
D	64	Right, it was on a walking tour through Cambridge that the guide mentioned Stephen Hawking, 'poor man, who	K1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge

Analysis Sheet -3

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary learning.

	is quite disabled now, though he is a worthy successor to Issac Newton,[*****] the author of A Brief History of Time, one of the biggest best-sellers ever, lived here									
65	He never thought when he started (selfcorrection)	K1	T	Class	Elaborati on	Person	Teacher knowledge	New	Impart	Knowledge
	Kanga started his journey									
	he never started his journey because Stephen Hawkings was there in Cambridge.									
66	How do you know?	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Reasoning
67	In these small four lines which word tells you that he never thought of it before?	dK1	T	Class	Focus	Words	Teacher knowledge	Enquire	Inquire	Reasoning
68	As I started	K1	T	Class	Elaborati on					
69	Second and Third line	K2	S9 (B)	Class	Propose	Sentences	Learner knowledge	Infer	Display	Reasoning
70	Yes, what is that please read	A2	T	Class					Direct	Reasoning
71	I left it had become altogether something else, because I had met Stephen Hawking there.	K2	S9 (B)	Class	Propose	Sentences	Verbal text	Read	Impart	reasoning
72	I felt What is it? Where is it? He said	A2	T	Class					Invite	Help
73	(student stands up) I left it Madam, Second half	A1	S9 (B)	Class					Direct	Display

Analysis Sheet -3

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary learning.

	74	(student sits down) When I left it had become altogether something else.	A2	T	Class					Display	Reading
	75	I was asking you to look at this third stanza, (self-correction) third paragraph. "As I started" from there till the "bestsellers ever, lived here".	A2	T	Class					Direct	Display
	76	It is clearly mentioned there	A2	T	Class					Direct	Display
	77	I had quite forgotten.	K2	S12 (G) & 13 (G)	T	Propose	Sentences	Verbal text	Repeat	Display	Reasoning
	77	I had quite forgotten. He did not prepare his mind to meet Stephen Hawking in Cambridge. But he had quite forgotten about it. Completely forgotten that Stephen Hawking is in Cambridge (sic).	K1	T	Class	Elaborate	Sentences	Verbal text	Repeat & Restate	Impart	Reasoning
E	78	Who was Stephen Hawking?	dK1	T	Class	Focus	Person	Teacher knowledge	Enquire	Inquire	Knowledge
	79	Most brilliant	K2	S12 (G)	Class	Propose	Person	Learner knowledge	Recall	Display	Knowledge
	80	Brilliant and completely paralyzed {Completely paralyzed} astrophysicist, the author of "A Brief History of Time". One of the biggest sellers ever (self-correction) best sellers you know?	K1	T	Class	Evaluate	Person	Verbal text	Rephrase	Approve	Knowledge
	81	What are best sellers?	dK1	T	Class	Focus	Concept	Teacher's knowledge	Enquire	Inquire	Knowledge
	82	Sold mostly in the world.	K2	S9 (B)	Class	Propose	Concept	Learner's Knowledge	Recall	Display	Knowledge

Analysis Sheet -3

Lesson: A Visit to Cambridge

Lesson stage: Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary learning.

83	Sold mostly in the world	K1	T	Class	Evaluate	Concept	Prior move	Restate	Repeat	Knowledge
84	Ok, can you name some of the bestseller?	dK1	T	Class	Focus	Things	Teacher's knowledge	Enquire	Inquire	Knowledge
85	Gulliver's Travels	K2	S9 (B)	Class	Propose	Book	Learner's knowledge	Recall	Display	Knowledge
86	Some famous books which are sold	A2	T	Class					Invite	Knowledge
87	Harry potter	K2	S9 (B)	Class	Propose	Book	Learner's knowledge	Recall	Display	Knowledge
88	Harry potter series	K1	T	Class	Evaluate	Book	Prior move	Restate	Repeat	Knowledge
89	And this is the man who authored the book?	dK1	T	Class	Focus	Book	Teacher's knowledge	Enquire	Inquire	Knowledge
90	Stephen Hawkings	K	S13 (G)	Class	Propose	Person	Learner's knowledge	Recall	Display	Knowledge
91	A brief history of time lived here.	K1	T	Class	Elaborate	Book	Verbal text	Restate	Repeat	Knowledge

Analysis Sheet -4

Lesson: A Visit to Cambridge

Lesson stage: Preparing and Reading & Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary

Cycle	Turns	Exchanges	Role	Sp/Do	Ad/p a	Phases	Matter	Source	Sourcing	Interact	Act
A	1.	Ok, Coming back. Yesterday what were the words we talked about. Some hard words we came across (Sic).	dK1	T	Class	Focus	Words	Prior lesson	New	Direct	Engagement
	2	Metaphor	K2	S1 (B)	Class	Propose	Word	Verbal text	Restate	Display	Engagement
	3	Metaphor	K1	T	Class	Evaluate	Word	Prior move	Restate	Repeat	Accordance
		(simultaneously she is writing the word 'Metaphor' on the board)									
	4	Disintegrating	K2	Ss (OG)	Class	Propose	Word	Verbal text	Restate	Display	Engagement
	5	Disintegrating	K1	T	Class	Evaluate	Word	Prior move	Restate	Repeat	Accordance
		(simultaneously she is writing the word 'Disintegrating' on the board)									
	6	Differently abled	K2	S1 (B)	Class	Propose	Word	Verbal text	Restate	Display	Engagement
		Differently abled		Ss (OB)	Class						
	7	Disembodied	K2	S2 (B)	Class	Propose	Word	Verbal text	Restate	Display	Engagement
	8	Disembodied	K1	T	Class	Evaluate	Word	Prior move	Restate	Repeat	Accordance
	9	Anguish	K2	Ss (OB)	Class	Propose	Word	Verbal text	Restate	Display	Engagement
B	10	Anguish	K1	T	Class	Evaluate	Word	Prior move	Restate	Repeat	Accordance
		(simultaneously she is writing the word 'Anguish' and 'Disembodied' on the board)									
	11	Frustrating	K2	S3 (G)	T	Propose	Word	Verbal text	Restate	Display	Engagement
	12	Frustrating	K1	T	Class	Evaluate	Word	Prior move	Restate	Repeat	Accordance
		(simultaneously she is writing the word 'Frustrating' on the board)									
B	13	Ok, what are the meaning?	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge

Analysis Sheet -4

Lesson: A Visit to Cambridge

Lesson stage: Preparing and Reading & Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary

14	Metaphor?	dK1f	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
15	How will you understand Metaphor?	dK1f	T	Class	Focus	Word	Prior move	Restate	Inquire	Knowledge
16	Yesterday, I told you what it means.	Tr	T	Class	Focus	Word	Prior lesson	Remind	Inquire	Knowledge
	metaphor what it means									
17	A smaller one for a bigger one. It is like an example	K1	T	Class	Elaborate	Word	Teacher's knowledge	New	Impart	Knowledge
18	Disintegrating?	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
19	Integrate?	dK1f	T	Class	Focus	Word	Prior move	Restate	Inquire	Knowledge
20	Meeting	K2	S1 (B)	T	Propose	Word	Learner's knowledge	Recall	Display	Knowledge
21	Yes, meeting	K1	T	Class	Evaluate	Word	Teacher's knowledge	Restate	Repeat	Knowledge
22	Disintegrated?	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
23	No unity, divided	K1	T	Class	Elaborate	Word	Teacher's knowledge	New	Impart	Knowledge
24	Anguish	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
25	Severe Pain (Students reply is not audible to the teacher.)	Ks	S4 (G)	T	Propose	Word	Learner's knowledge	Recall	Display	Knowledge
26	Ok. I will leave this to you	A1	T	Class					Suggest	Behaviour
27	Disembodied?	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
28	Without a	K2	S4 (G)	T	Propose	Word	Learner's knowledge	Recall	Display	Knowledge
29	Without a?	dK1f	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
30	Form	K2f	S1 (B)	T	Propose	Word	Learner's knowledge	Recall	Display	Knowledge
31	What is body? It is a form (sic) without a form	dK1	T	Class	Focus	Word	Teacher's knowledge	Enquire	Inquire	Knowledge
32	Frustrating?	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
35	Tedious (teacher ignores the answer given by the student)	K2	S5 (B)	T	Propose	Word	Learner's knowledge	Recall	Display	Knowledge
36	Frustrating?	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge

Analysis Sheet -4

Lesson: A Visit to Cambridge

Lesson stage: Preparing and Reading & Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary

	37	Disappointing {Disappointing}	K1	T	Class	Elaborate	Word	Teacher's knowledge	New	Impart	Knowledge
				S6 (B)	Class						
	38	Right, we will leave the word "anguish" for time begin (sic).	A1	T	Class					Suggest	Perception
C	39	Yesterday, we left it here. Surely, I wanted to say, living creatively with the reality of his disintegrating body was a choice? But I kept quiet, because I felt guilty every time I spoke to him,	K1	T	Class	Prepare	Person	Verbal text	Read	Repeat	Knowledge
	40	Why did he feel guilty? Every time he spoke to him.	dK1	T	Class	Focus	Person	Teacher's knowledge	Enquire	Inquire	Reasoning
	41	Because he forced him to answer	K2	S1 (B)	Class	Propose	Person	Learner's knowledge	Infer	Display	Reasoning
	42	Because he forced him to answer	K1	T	Class	Evaluate	Person	Prior move	Restate	Repeat	Accordance
D	43	There he was, tapping at the little switch in his hand, trying to find the words on his computer with the only bit of movement left to him, his long, pale fingers.	K1	T	Class	Prepare	Person	Verbal text	Read	Repeat	Knowledge
	44	Only his long pale fingers would move	K1	T	Class	Prepare	Person	Verbal text	Read	Repeat	Knowledge
E	45	Every so often, his eyes would shut in frustrated exhaustion.	K1	T	Class	Prepare	Person	Verbal text	Read	Repeat	Knowledge
	46	What would happen to his eyes?	dK1	T	Class	Focus	Part	Teacher's knowledge	Enquire	Inquire	Knowledge
	47	Close	K2	S1 (B)	Class	Propose	Part	Learner's knowledge	Recall	Display	Knowledge
	48	Shut in frustration (sic)	K1	T	Class	Evaluate	Part	Verbal text	Recast	Repeat	Knowledge
	49	What is frustration?	dK1	T	Class	Focus	Word	Prior move	Enquire	Inquire	Knowledge
	50	frustrated feed up tiredness {tiredness} frustrated exhaustion	K1	T	Class	Elaborati on	Word	Teacher's knowledge	New	Impart	Knowledge
				S1 (B)							

Analysis Sheet -4

Lesson: A Visit to Cambridge

Lesson stage: Preparing and Reading & Detailed Reading

Learning cycles: Elicitation, Reading & Elicitation and Reading & Vocabulary

51	What is exhaustion?	dK1	T	Class	Focus	Word	Teacher's knowledge	Enquire	Inquire	Knowledge
52	Tiredness {tiredness}	K1	T S1 (B)	Class T	Elaborate	Word	Teacher's knowledge	New	Impart	Knowledge
53	And sitting opposite him I could feel his anguish,	K1	T	Class	Prepare	Person	Verbal text	Read	Repeat	Knowledge
54	What was.. What was he What did Stephen Hawkins do or express through his feeling that kanga understood	dK1	T	Class	Focus	Person	Teacher's knowledge	Enquire	Inquire	Knowledge
55	When he said I could feel his anguish?	dK1	T	Class	Focus	Person	Teacher's knowledge	Enquire	Inquire	Knowledge
56	Severe Pain	K2	S7 (G)	T	Propose	Attribute	Learner's knowledge	New	Display	Knowledge
57	Any other	dK1	T	Class	Focus	Person	Teacher's knowledge	Enquire	Inquire	Knowledge
58	Not interested or more interested?	dK1	T	Class	Focus	Person	Teacher's knowledge	Enquire	Inquire	Choice
59	More interested	K2	Ss	Class	Propose	Word	Learner's Knowledge	Restate	Display	Choice
60	In fact, he was very interested in answering	K1	T	Class	Evaluate	Person	Teacher's Knowledge	Restate	Repeat	Perception
61	And Stephen Hawking when he was opposite to Kanga, he was trying to and was ready, almost ready taking all pains to respond to whatever begin asked.	K1	T	Class	Elaborate	Person	Teacher's Knowledge	New	Impart	Perception

Analysis Sheet - 5

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

Cycle	Turns	Exchanges	Role	Sp/Do	Ad/participation	Phases	Matter	Source	Sourcing	Interact	Act
A	1	Ok, 'The Fight', in the first part of the lesson 'Fight'. We can say that both the boys quarrelled with each other because Suraj said that he is the person or boy from the locality and Ranji is the boy who came for vacation.	K1	T	Class	Prepare	Thing (Event)	Prior Lesson	Remind	Impart	Knowledge
	2	Somebody else can read	A2	T	class					Invite	Display
	3	[Hands Up] Sir	A1	S1 (G)						Concur	Accordance
	4	Yes [He signals the girl to start reading]	A2f	T	S1 (G)					Permit	Display
	5	Sir [Hands up]	A1	S2 (B)	T					Concur	Accordance
	6	(Teacher ignored the request)	A2f	T	S2(B)					Ignore	Display
	7	When Ranji got home, he found it difficult to explain the cuts and bruises ...	K2	S1 (G)	Class	Task Read	Person	Verbal Text	Read	Display	Practicing (Reading Aloud)

Analysis Sheet - 5

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

8	Silence	A2	T	S3(M) & S4 (M)					Insist	Display
9	[Students stopped talking to each other]	A1	S3(M) & S4 (M)						Concur	Accordance
10	...that showed on his face, leg and arms. It was difficult to conceal the fact that he has been in an unusually violent fight...	K2f	S1 (F)	Class	Task Read	Person (Part)	Verbal text	Read	Display	Practicing (Reading Aloud)
11	Girl (Teacher instructs her to be silent)	A2	T	S5 (G)					Insist	Display
12	(Girl stops talking)	A1	S5 (F)						Concur	Accordance
13	... and his mother insisted on his stay at home his first impulse was to turn away and look elsewhere...	K2f	S1 (F)	Class	Task Read	Person	Verbal text	Read	Display	Practicing (Reading Loud)
14	(Teacher writes on the board "The Fight")	A1	T	Class					Write	Display
15	 his second to throw the lemonade bottle at his enemy.....And	K2f	S1(F)	Class	Task Read	Person	Verbal text	Read	Display	Practicing (Reading Loud)

Analysis Sheet - 5

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

		the warrior said nothing either but scowled back with equal ferocity.									
	16	Ok, as I told you yesterday in the summary that boys are fighting at the pool and they start fighting later on. Again, they met at the road near the market.	K1	T	Class	Elaborate	Thing Event	Prior lesson & Move	Restate	Impart	Knowledge
B	17	When Ranji got home, he found it difficult to explain the cuts and bruises that showed on his face	dK1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge
	18	[Learners look at the book and listen to the sentences read by the teacher]	K2	Ss		Receive	Person	Verbal text	Read	Concur	Reception
	19	They fought with each other obviously you will have wounds on your face.	K1	T	Class	Elaborate	Person	Verbal text	Summarise	Impart	Knowledge

Analysis Sheet - 5

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

C	20	...Legs and arms. It was difficult to conceal the fact that he Insisted on his staying at home for the rest of the day.	dK1	T	Class	Prepare	Person (Part)	Verbal text	Read	Impart	Knowledge
	21	[Learners look at the book and listen to the sentences read by the teacher]	K2	Ss		Receive	Person	Verbal text	Read	Concur	Reception
	22	Obviously, what happens, when you are hurt will your parents allow you to go out again	dK1	T	Class	Prepare	Constructed	Teacher Knowledge	New	Inquire	Perception
	23	No	K2	Class	T	Propose	Constructed	Learner Knowledge	Recall	Display	Perception
	24	If you are hurt or If you fall down somewhere, do you think your parents will allow you go out play again.	dK1f	T	Class	Focus	Constructed	Teacher Knowledge	Restate	Inquire	Perception
	25	Nodes their head (implies No)	K2f	Group (G)	T	Propose	Constructed	Learners Knowledge	Recall	Display	Perception
	26	No	K1	T	Class	Evaluate (affirms)	Person	Verbal text	compare	Repeat	Perception
	27	Same thing happened for Ranji also. Ranji	K1 (tr)	T	Class	Elaborate	Person	Prior Moves	Compare	Impart	Knowledge

Analysis Sheet - 5

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

		was hurt and his mother denied him of going out to play with children again.									
D	28	That evening, though, he slipped out of the house...	dK1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge
	29	[Learners look at the book and listen to the sentences read by the teacher]	K2	Ss		Task Receive	Person	Verbal text	Read	Concur	Reception
	30	'Slipped out' means you just remove from the house	K1	T	Class	Elaborate	Word	Teacher Knowledge	New	Impart	Knowledge
	31	...and When to the bazaar, where he found comfort and solace in a bottle of vividly coloured lemonade and a banana leaf full of hot, sweet jalebis.	dK1f	T	Class	Focus	Person	Verbal text	Read	Impart	Knowledge
	32	[Learners look at the book and listen to the sentences read by the teacher]	K2f	Ss		Task Receive	Person	Verbal text	Read	Concur	Reception
	33	See, He is just expressing what	K1 (tr)	T	Class	Elaborate	Person	Verbal text	Summarise	Impart	Knowledge

Analysis Sheet - 5

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

		kind of things he found near by									
	34	What things he found in the market? Bananas, jalebis and all things he found.	K1	T	Class	Elaborate	Person	Verbal text	Recast	Impart	Knowledge
	35	All of us know that all these things were taking place during the summer time. Almost end of the summer. That means towards the end of May or beginning of June.	K1	T	Class	Elaborate	Thing (Season)	Teacher Knowledge	New	Impart	Knowledge
E	36	His first impulse was to turn away and look elsewhere, his second to throw the lemonade bottle at his enemy. But he did neither of these things..... scowled back with equal ferocity	dK1	T	Class	Focus	Person	Verbal text	Read	Impart	Knowledge
	37	[Learners look at the book and	K2	Ss		Task Receive	Person	Verbal text	Read	Concur	Reception

Analysis Sheet - 5

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	listen to the sentences read by the teacher]									
38	Scowl means look angrily	K1	T	Class	Elaborate	Word	Verbal text	Rephrase	Impart	Knowledge
39	Teacher writes on the board “1) Scowled – looked angrily 2) Ferocity – fierceness 3) adversary – opponent/enemy”	A1f	T	Class					Direct	Display
40	Right, there are the meanings. (pointing at the board) Ferocity means fierceness and scowl mean looking angrily	K1	T	Class	Elaborate	Words	Verbal text	Repeat	Impart	Knowledge
41	So, each of them is looking angrily at each other.	K1 (tr)	T	Class	Elaborate	Persons	Verbal text	Summarise	Impart	Knowledge

Analysis Sheet -6

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

Cycle	Turns	Exchanges	Role	Sp/Do	Ad/participation	Phases	Matter	Source	Sourcing	Interact	Act
A	1.	The next day was as hot as the previous one. Ranji felt weak and Lazy	K1	T	Class	Prepare	Person & Thing	Verbal text	Read	Impart	Knowledge
	2	As all of us know that Ranji had fight with Suraj.	K1	T	Class	Elaborate	Person	Prior move	Remind	impart	Knowledge
	3	And obviously, if you fight with somebody else, Do you think you will get more energy or less energy?	dK1	T	Class	Focus	Attribute	Teacher's knowledge	Enquire	Inquire	Choice
	4	Less energy	K2	Ss (PG)	T	Propose	Attribute	Prior move	Infer	Display	Choice
	5	So you have tried fighting with each other, right?	dK1	T	Class	Focus	Action	Teacher's knowledge	Enquire	Inquire	Anticipation
	6	Yes sir	K2	Ss	T	Propose	Action	Prior move	Recall	Display	Accordance
	7	Don't do it	A2	T	Class					Suggest	Attitude
B	8	His body was stiff and sore after the previous day's encounter. But he could not refuse the challenge. Not to turn up at the pool would be an acknowledgement of defeat.	K1	T	Class	Prepare	Person & part	Verbal text	Read	Impart	Knowledge

Analysis Sheet -6

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	9	Now Ranji what was he doing? (sic) But if he did not go to the pool what will Suraj think? (sic)	dK1	T	Class	Focus	Person	Teacher's knowledge	Enquire	Inquire	Perception
	10	Now if he did not go Suraj will think that he had won the fight.	K1	T	Class	Elaborate	Person	Prior move	Restate	impart	Perception
	11	Suraj will claim that he is the boss of the pool. That is the reason why Ranji wanted to go again even if he weak (sic).	K1f	T	Class	Elaborate	Person	Prior move	Restate	impart	Perception
C	12	If he surrendered now, he would be beaten for all time; but to fight and be beaten today left him free to fight and be beaten again.	K1	T	Class	Prepare	Person	Verbal text	Read	Impart	Perception
	13	He had gone to the pool again and started to be there.	K1	T	Class	Elaborate	Person	Prior move	Restate	impart	Perception
	14	As long as he fought, he had a right to the pool in the forest.	K1	T	Class	Elaborate	Person	Prior move	Restate	impart	Perception
	15	So, Ranji had gone there.	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Reasoning

Analysis Sheet -6

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	16	If you do not go there. For example, if you go to someone's place, fought with someone else and come back. If you don't go back what other person will think? (sic)	dK1	T	Class	Focus	Person	Teacher' knowledge	Enquire	Inquire	Perception
	17	He will think he had won the fight and won the pool.	K1	T	Class	Elaborate	Person	Prior move	Restate	impart	Perception
	18	Ranji thought the same thing and did not stop going and he just went there and decide as like as I fight I still have the right to swim in the pool.	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Perception
	19	Ok. Nice.	A1	T	Class					Directing	Attitude
D	20	He was half hoping that the warrior would have forgotten the challenge, but these hopes were dashed when he saw his opponent sitting, stripped to the waist,	K1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge
	21	As you can see there in the pictures	K1	T	Class	Elaborate	Person	Picture	Point	Impart	Knowledge

Analysis Sheet -6

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	22	So, the boy was there on the other side of the pool and otherside of pond and he was waiting for him.	K1	T	Class	Elaborate	Person	Picture	Point	Impart	Knowledge
	23	Ranji thought that Suraj might have forgotten about the fight because it happened a day before (sic).	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Knowledge
	24	Now, Suraj did not forget about the fight, still he remembers.	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Knowledge
	25	When Ranji came then again he looked at Suraj in angry mood. Both of them are looking at each other in a scowled way (sic).	K1	T	Class	Elaborate	Person	Teacher's Knowledge	New	Impart	Knowledge
E	30	He saw Ranji beneath the sal trees, and called a challenge across the waters of the pool.	K1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge
	31	What did he found now? What was the main thing?	dK1	T	Class	Focus	Thing	Teacher's knowledge	Enquire	Inquire	Knowledge

Analysis Sheet -6

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

32	Challenge. (Teacher simultaneously right the word “Challenge” on the board)	K1	T	Class	Elaborate	Thing	Prior move	Restate	Impart	Knowledge
33	As I told in the summary , Suraj is going to give a challenge to Ranji. Based on that challenge only they are going to be friends.	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Knowledge
35	This is the turning point. (Teacher simultaneous underline the word “challenge” on the board)	K1	T	Class	Prepare	Thing	Teacher’s Knowledge	New	Impart	Perception
36	Challenge is the turning point which make both of them to be friends later on.	K1	T	Class	Elaborate	Thing	Prior move	Restate	Impart	Knowledge
37	“Come over on this side and fight!” he shouted. But Ranji was not going to submit to any conditions laid down by his opponent.	K1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge

Analysis Sheet -6

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

38	Ok, if you come over to this side we will fight with each other.	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Knowledge
37	So Ranji was on one side and Suraj was on the other side of the lake or pool.	K1	T	Class	Elaborate	Person	Prior move	Restate	Impart	Knowledge

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

Cycle	Turns	Exchanges	Role	Sp/Do	Ad/participation	Phases	Matter	Source	Sourcing	Interact	Act
A	1.	Did he like him?	dK1	T	Class	Focus	Person	Teacher's Knowledge	Enquire	Inquire	Knowledge
	2.	No	K2	Ss (PB)	T	Propose	Person	Learners' Knowledge	Infer	Display	Knowledge
	3.	Ok.	K1	T	Class	Evaluate	Person	Teacher's knowledge	Restate	Approve	Knowledge
	4.	What happened between them?	dK1	T	Class	Focus	Thing	Teacher's knowledge	Enquire	Inquire	Knowledge
	5	Fight	K2	Ss	T	Propose	Thing	Learners' knowledge	Infer	Display	Knowledge
	6	Why did the fight start?	dK1	T	Class	Focus	Thing (Reason)	Teacher's knowledge	Enquire	Inquire	Reasoning
	7	Because of the (Students stopped answering because school attender entered the class and English teacher engaged in a discussion with him)	K2	S1 (G) S2 (B)	T	(incomplete)	(incomplete)	(incomplete)	(incomplete)	(incomplete)	(incomplete)
	8	Sir	A2	S3 (B)	T						
	9	(Teacher talks to the boy feebly regarding other issue)	A1	T	S3(B)						
B	10	Right, someone can read	dA1	T	Class						
	11	Sir Sir (a student raises her hand to grab teacher's attention)	A2	S4 (G)	T						

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

12	(Teacher ignored her request and provided the chance to other girl sitting in front of her)	A1	T	Class							
13	Page no: 46	K1	T	Class	Prepare	Page no	Teacher's Knowledge	Restate	Invite	Attention	
14	The next day he came again to quench his body in the cool waters of the forest pool. [*****] (Teacher was writing the following words "quench = cool[his body]", "hostile = ill manner" on the board) It was while he lay thus that he noticed another boy standing a little distance away, staring at him in a rather hostile (mispronounced)	K2	S5 (G)	Class	Task (Read)	Person	Verbal text	Read	Display	Practicing (Reading Loud)	

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

15	Hostile	K1	T	S5 (G)	Focus	Word	Verbal text	Read	Model	Practicing (Pronunciation)
16	The other boy was a little older than Ranji — taller, thickset, with a broad nose and thick, red lips. He had only just noticed Ranji, and when Ranji did not say anything, the other called out, “What are you doing here, Mister?”	K2	S5 (G)	Class	Task (read)	Person	Verbal text	Read	Display	Practicing (Reading loud)
17	Ok. Sit sit (Sits down)	A2 A1	T S5 (G)	S5 (G) T						
18	The next day he came again to quench his body	K1	T	Class	Prepare	Sentence	Verbal text	Read	Display	Attention
19	Quench means to cool	K1	T	Class	Elaborate	Word	Teacher’s knowledge	New	Impart	Knowledge
20	His body in the cool waters of the forest pool. He was there for almost an hour sliding in and out of the limpid green water,	K1	T	Class	Elaborate	Person	Verbal text	Summarise	Impart	Knowledge

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

21	So you are just swimming in the water for almost half an hour.	K1	T	Class	Elaborate	Person	Verbal text	Summarise	Impart	Knowledge
22	or lying stretched out on the smooth yellow rocks in the shade of broad-leaved sal trees.	K1	T	Class	Elaborate	Person	Verbal text	Summarise	Impart	Knowledge
23	Sal tree you can see in the picture	K1	T	Class	Elaborate	Thing	Verbal text	Pointing	Impart	Knowledge
24	So the person or the boy is lying on the yellow rock.	K1	T	Class	Elaborate	Person	Verbal text	Summarise	Impart	Knowledge
25	It was while he lay thus that he noticed another boy standing a little distance away,	K1	T	Class	Elaborate	Person	Verbal text	Recast	Impart	Knowledge
26	As you see in the picture, there is another boy who was looking at him when was just lying in the rock.	K1	T	Class	Elaborate	Person	Verbal text	Pointing	Impart	Knowledge
27	Staring at him in a rather hostile manner.	K1	T	Class	Prepare	Person	Verbal text	Recast	Impart	Knowledge

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	28	Hostile means very angry or ill mannered.	K1	T	Class	Elaborate	Word	Teacher's knowledge	New	Impart	Knowledge
	29	Ok. Not pleasant but anger.	fK1	T	Class	Elaborate	Word	Prior move	Restate	Impart	Knowledge
	30	The other boy was a little older than Ranji	K1	T	Class	Elaborate	Person	Verbal text	Summarise	Impart	Knowledge
	31	So what is the name of the other boy?	dK1	T	Class	Focus	Person	Teacher's knowledge	New	Impart	Knowledge
	32	Ranji	K2	Ss	T	Task	Person	Students' knowledge	Recall	Display	Knowledge
	33	So what is the name of the other boy?	dK1	T	Class	Focus	Person	Teacher's knowledge	New	Impart	Knowledge
	34	Suraj	K2	Ss	T	Task	Person	Students' knowledge	Recall	Display	Knowledge
C	35	So suraj was little older than.	K1	T	Class	Prepare	Person	Teacher's knowledge	New	Impart	Knowledge
	36	Here we have a comparison. Right? (Teacher writes the work "Older than" on the board)	K1	T	Class	Focus	Grammar	Teacher's knowledge	New	Impart	Knowledge
	37	Whenever you see older than, elder than, younger than, this word (indicating the word "than") and the name	K1	T	Class	Elaborate	Grammar	Teacher's knowledge	Restate	Impart	knowledge

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	here (indicating the word slot after “than” and word slot before “older”) this means the comparison between persons or things.									
38	Keep it in mind. When you learn degrees of comparison, as part of your grammar, you will come across this aspect of this topic.	K1	T	Class	Elaborate	Grammar	Teacher’s knowledge	New	Impart	Knowledge
39	So, older than, er and than. When this word comes, combination of this word comes. There is comparison between first one and the next one. (Teacher indicating it position of the words in sentences)	K1	T	Class	Elaborate	Grammar	Teacher’s knowledge	New	Impart	Knowledge

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	40	Clear, that is important.	K1	T	Class	Elaborate	Grammar	Prior move	Restate	Direct	Attention
	41	The other boy was a little older than Ranji — taller, thickset, with a broad nose and thick, red lips.	K1	T	Class	Prepare	Grammar	Verbal text	Read	Impart	Attention
	42	Ok. Taller also is also word for degrees of comparison.	K1	T	Class	Elaborate	Grammar	Teacher's knowledge	New	Impart	Knowledge
	43	Ok. This is called Comparative. We have three of them they are positive, comparative and superlative.	K1	T	Class	Elaborate	Grammar	Prior move	Restate	Impart	Knowledge
	44	This word fall into the category of comparative degree.	K1	T	Class	Elaborate	Grammar	Prior move	Restate	Impart	Knowledge
D	45	He had only just noticed Ranji,	K1	T	Class	Elaborate	Person	Verbal text	Recast	Impart	Knowledge
	46	Suraj just noticed Ranji	K1	T	Class	Elaborate	Person	Verbal text	Recast	Impart	Knowledge
	47	and when Ranji did not say anything, the	K1	T	Class	Elaborate	Person	Verbal text	Recast	Impart	Knowledge

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	other called out, “What are you doing here, Mister?”									
48	Now, for example one of you imagine that you are Ranji. You are just lying on the rock.	K1	T	Class	Elaborate	Person	Teacher’s knowledge	Restate	Impart	Perception
49	You have gone for swimming in your autumn break and you have gone to your village. And you are enjoying your time there.	K1	T	Class	Elaborate	Person	Teacher’s knowledge	Restate	Impart	Perception
50	All of the sudden somebody or a boy from that village has come to see you. To see what is happening? (sic)	K1	T	Class	Elaborate	Person	Teacher’s knowledge	Restate	Impart	Perception
52	Now who will have more authority? Who will have more power?	dK1	T	Class	Focus	Person	Teacher’s knowledge	New	Elicit	Perception

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

53	One who is in the lake (sic).	K1	T	Class	Evaluate	Person	Teacher's knowledge	New	Display	Perception
54	The person or the boy who is from the village or the boy who has come to the village?	dK1	T	Class	Focus	Person	Teacher's knowledge	New	Elicit	Perception
55	Who is from the village.	K1	Ss (PB)	T	Task	Person	Learners' knowledge	New	Display	Perception
56	Imagine you have gone to the new village. There is already a boy in that village, he has come for swimming and you have also gone to there.	K2	T	Class	Evaluate	Person	Teacher's knowledge	New	Repeat	Perception
57	Who will have more advantage?	dK1	T	Class	Focus	Person	Teacher's knowledge	New	Elicit	Perception
58	The village boy	K1	Ss (PG)	T	Task	Person	Learners' knowledge	New	Display	Perception
59	Why? Because he says he is from the locality and he owns the river pond.	fdK1	T	Class	Focus	Person	Teacher's knowledge	New	Elicit	Reasoning
	The river or pond Ok.	K2	T	Class	Evaluate	Person	Teachers' knowledge	New	Affirm	Reasoning

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	60	That is the reason why Suraj was very angry? Ok	K1	T	Class	Elaborate	Person	Teachers' knowledge	New	Impart	Reasoning
E	61	Ranji, who was prepared to be friendly, was taken aback at the hostility of the other's tone	K1	T	Class	Prepare	Person	Verbal text	Restate	Read	Knowledge
	62	"Taken back" means surprise. (Teacher writes the word on the board)	K1	T	Class	Elaborate	Word	Teacher's knowledge	New	Impart	Knowledge
	63	I have said previously that "hostile" means ill-mannered or enmity. (Teacher writes the word on the board)	K1	T	Class	Elaborate	Word	Teacher's knowledge	New	Impart	Knowledge
	64	So as we know that towards the end of the story both of them would be friends.	K1	T	Class	Elaborate	Person	Verbal text	Summarise	Impart	Knowledge
	65	How did they start to make friendship?	dK1	T	Class	Focus	Person	Teacher's knowledge	New	Elicit	Reasoning

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

66	Now, Ranji is a good boy. Rich, soft and kind hearted person. He loves to make friendship with the people wherever he goes (sic)	K1	T	Class	Elaborate	Person	Teacher's knowledge	New	Impart	Reasoning
67	Like some of the students here.	K1	T	Class	Elaborate	Person	Teacher's knowledge	New	Suggest	Engagement
68	Whereas Suraj, he is in a another way? Just opposite, he doesn't want somebody to come into his place.	K1	T	Class	Elaborate	Person	Teacher's knowledge	New	Impart	Knowledge
69	Now, Ranji is taking a step.	K1	T	Class	Elaborate	Person	Teacher's knowledge	New	Impart	Knowledge
70	Ok. What is Ranji doing?	dK1	T	Class	Focus	Person	Teacher's knowledge	New	Elicit	Knowledge
71	Taking a step	K2	S6 (G)	T	Task	Person	Learner's knowledge	New	Display	Knowledge
72	He is taking a step to be with him.	K1	T	Class	Evaluate	Person	Prior move	Restate	Repeat	Knowledge

Analysis Sheet - 7

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

Analysis Sheet -8

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

Cycle	Turns	Exchanges	Role	Sp/Do	Ad/participation	Phases	Matter	Source	Sourcing	Interact	Act
A	1.	“I am swimming,” he replied. “Why don’t you join me?”	K1	T	Class	Prepare	Action	Verbal text	Read	Impart	Knowledge
	2.	Ok. So, that dialogues are going on between them. So both of them are started to speak with each other.	K1	T	Class	Elaborate	Action	Teacher’s knowledge	Restate	Impart	Knowledge
B	3.	“I always swim alone,” said the other. “This is my pool; I did not invite you here.”	K1	T	Class	Prepare	Action	Verbal text	Read	Impart	Knowledge
	4.	What do you mean by “I” here?	dK1	T	Class	Focus	Person	Teacher’s knowledge	Enquire	Inquire	Knowledge
	5	“I” refers to?	dK1f	T	Class	Focus	Person	Prior move	Enquire	Inquire	Knowledge
	6	Suraj	K2	S1(b)	T	Task	Person	Learner’s knowledge	Recall	Display	Knowledge
	7	Suraj.	K1	T	Class	Evaluate	Person	Prior move	Restate	Repeat	Knowledge
		Ok. I refers to Suraj.									

Analysis Sheet -8
 Lesson: The Fight
 Lesson stage: Detailed Reading
 Learning cycles: Elicitation & Reading and Elicitation

		(Teacher writes the sentence on the board)		S1(B)							
		{Suraj}									
	8	Ok. If you remember that Suraj is a Punjabi (sic).	K1	T	Class	Prepare	Place	Teacher's knowledge	New	Impart	Knowledge
	9	What is the name of the village?	dK1	T	Class	Focus	Place	Teacher's knowledge	Enquire	Inquire	Knowledge
	10	Rajpur (feebly)	K2	S2 (B)	T	Task	Place	Learner's knowledge	Recall	Display	Knowledge
	11	Rajpur	K1	T	Class	Evaluate	Place	Prior move	Restate	Impart	Knowledge
	12	What is the name of the village?	dK1f	T	Class	Focus	Place	Prior move	Enquire	Inquire	Knowledge
	13	Rajpur	K2f	Ss	T	Task	Place	Learner's knowledge	Recall	Display	Knowledge
	14	Ok. He is a Punjabi.	K1	T	Class	Evaluate	Place	Prior move	Restate	Impart	Knowledge
C	15	So, here you can see that, if you observe in the text we can find out the direct and indirect speech.	K1	T	Class	Prepare	Grammar	Prior lesson	Restate	Inquire	Knowledge
		Did you hear that anytime?									

Analysis Sheet -8

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

16	We have a reported speech in English. (Teacher writes reported speech on the board)	K1	T	Class	Prepare	Grammar	Teacher's knowledge	New	Impart	Knowledge
17	Here, in this paragraph. The writer is giving the exact words. That is why we say it in inverted commas.	K1	T	Class	Elaborate	Grammar	Teacher's knowledge	New	Impart	Knowledge
18	As you find there "I am swimming," he said, he replied. He replied that I am swimming.	K1	T	Class	Elaborate	Grammar	Teacher's knowledge	New	Impart	Knowledge
19	Clear, they are called direct speech. The words inside the quotations are called direct speech (sic).	K1	T	Class	Elaborate	Grammar	Prior move	Restate	Impart	Knowledge
20	Whenever you come across	K1	T	Class	Elaborate	Grammar	Teacher's knowledge	New	Direct	Behaviour

Analysis Sheet -8

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

		such type of things as part of your grammar. When you read a book you need to understand and underline them so that it will be helpful for you. So that will be the best way of reading a book or story book. Is it clear for all?									
	21	Yes Sir	K1	S3 (G)	Class	Task	Behaviour	Learner's Knowledge	Infer	Concur	Behaviour
D	22	The stranger strode up to Ranji, who still sat on the rock and, planting his broad feet firmly on the sand, said (as though this would settle the matter once and for all), "Don't you know I am a Warrior? I do not take replies	K1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge

Analysis Sheet -8
 Lesson: The Fight
 Lesson stage: Detailed Reading
 Learning cycles: Elicitation & Reading and Elicitation

	from villagers like you!”									
23	Now Suraj is getting into angry mode.	K1	T	Class	Elaborate	Person	Prior move	Summarise	Impart	knowledge
24	What is he saying now?	dK1	T	Class	Focus	Person	Teacher’s knowledge	Enquire	Inquire	Knowledge
	What it is then?									
25	Don’t you know I am a warrior.	K1	T	Class	Elaborate	Person	Verbal text	Restate	Impart	Knowledge
26	Who is saying this?	dK1	T	Class	Focus	Person	Teacher’s knowledge	Enquire	Inquire	Knowledge
27	Suraj	K2	Ss	Class	Task	Person	Learner’s knowledge	Recall	Display	Knowledge
28	Why did he say that?	dK1f	T	Class	Focus	Person	Teacher’s knowledge	Enquire	Inquire	Reasoning
29	Because he is angry	K2	S4 (B)	Class	Task	Person	Learner’s knowledge	Infer	Display	Reasoning
30	Ya, because he was in the angry mood. He was filled with lot of anger and he doesn’t want Ranji to come and Swim in this pond.	K1	T	Class	Evaluate	Person	Prior moves	Restate	Affirm	Reasoning
31	I do not take replies from villagers like you!”	K1	T	Class	Prepare	Person	Verbal text	Read	Restate	Knowledge
32	Who is villagers referred to?	dK1	T	Class	Focus	Person	Teacher’s knowledge	Enquire	Inquire	Knowledge

Analysis Sheet -8

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

	33	Ranji	K2	Ss	Class	Task	Person	Learner's knowledge	Infer	Display	Knowledge
	34	Ranji, very good.	K1	T	Class	Evaluate	Person	Prior move	Restate	Repeat & Praise	Knowledge
	35	“So you like to fight with villagers?” said Ranji.	K1	T	Class	Prepare	Grammar	Verbal text	Read	Restate	Knowledge
	36	All these quotations or all these sentences are in which type direct or indirect?	dK1	T	Class	Focus	Grammar	Teacher's knowledge	Enquire	Inquire	Knowledge
	37	Direct	K2	Ss	T	Task	Grammar	Learner's knowledge	Recall	Display	Knowledge
	38	Direct, Ok	K1	T	Class	Evaluate	Grammar	Prior move	Restate	Repeat	Knowledge
	39	When we understand that any sentences given within the comma. he said, it said, she said, those kind of sentences always replies or speaks about the direct speech. Which is part of our grammar.	K1	T	Class	Elaborate	Grammar	Teacher's knowledge	New	Impart	Knowledge
E	40	“Well, I am not a	K1	T	Class	Prepare	Person	Verbal text	Read	Impart	Knowledge

Analysis Sheet -8
 Lesson: The Fight
 Lesson stage: Detailed Reading
 Learning cycles: Elicitation & Reading and Elicitation

	villager. I am a Fighter!”									
41	Who is fighter here?	dK1	T	Class	Focus	Person	Teacher’s knowledge	Enquire	Inquire	Knowledge
42	Ranji	K2	Ss	Class	Task	Person	Learner’s knowledge	Recall	Display	Knowledge
43	Ranji	K1	T	Class	Evaluate	Person	Prior move	Restate	Repeat	Knowledge
44	So he says he is giving identity to himself.	K1	T	Class	Elaborate	Thing	Teacher’s knowledge	New	Impart	Conception
45	When you go out what do you say?	dK1	T	Class	Focus	Thing	Teacher’s knowledge	Enquire	Inquire	Conception
46	I am so and so I am have so much capability I am good at so and so	K1	T	Class	Elaborate	Thing	Teacher’s knowledge	New	Impart	Conception
47	I have seen some students gone from here for nationals	K1	T	Class	Elaborate	Persons	Teacher’s knowledge	New	Impart	Knowledge
48	Yes or no	dK1	T	Class	Focus	Person	Teacher’s knowledge	Enquire	Inquire	Choice
49	Yes sir	K1	Ss (PB)	Class	Task	Person	Learner’s knowledge	Infer	Display	Choice
50	Even one of your classmates who is from VIII th C has gone for swimming and got medals.	K1	T	Class	Elaborate	Person	Teacher’s knowledge	New	Restate	Knowledge

Analysis Sheet -8

Lesson: The Fight

Lesson stage: Detailed Reading

Learning cycles: Elicitation & Reading and Elicitation

51	So whatever quality and whatever capability he has so that he will say it out	K1	T	Class	Elaborate	Person	Teacher's knowledge	New	Impart	Knowledge
52	Suppose if you go out and meet some of your friends. What will you do?	dK1	T	Class	Focus	Action	Teacher's knowledge	Enquire	Inquire	Choice
53	You will introduce yourself and they will ask you what is your strength. Ya, So will say whatever you are good at.	K1	T	Class	Elaborate	Person	Teacher's knowledge	New	Restate	knowledge
54	So this man he says in order to frighten him Frighten whom?	dK1	T	Class	Focus	Person	Teacher's knowledge	Enquire	Inquire	Choice
55	To frighten Suraj. In order to frighten Suraj. Ranji says I am a fighter.	K1	T	Class	Elaborate	Person	Teacher's knowledge	New	Restate	Knowledge

APPENDIX – 4

Teacher Interview Questions

1. Do you think boys participate more in classroom discussions than girls?
2. Do you provide more chances for classroom participation to boys than girls?
3. Do boys attract more attention from teachers because of behavioural issues?
4. What are the reasons for the proactive classroom participation of boys?
5. Why girls are reluctant to take part in classroom discussions?
6. What is the impact of culture encouraged at home and in society on girls' participation in the classroom?
7. How to improve the girls' participation in classroom discussion?
8. Does students' classroom participation have an impact on the students' performance?
9. How are genders represented in NCERT English textbooks?
10. What are your comments on skewed and biased gender representation in the English textbooks?
11. How do you deal with gender biases and gender inequality in the textbooks?
12. How do you teach the lessons which predominantly deal with success narratives of boys/men?
13. Do you think gender-biased representation affects students of both genders?
14. How do you think the textbook content can be made gender inclusive?
15. How do you think gender inclusiveness can be achieved in the English classroom?
16. From the teacher's perspective, what would you like to say to textbook writers and curriculum designers?
17. How conscious are you about gender issues when you are teaching lessons or doing language activities?
18. Do you think asking teachers to handle societal phenomena like gender issues in English language classrooms is a burden on the English teachers?

APPENDIX – 5

Focus group interview questions

1. Who are your best friends in school?
2. What do you like about this school?
3. How often do you work with boys/girls for your classwork?
4. Do you get the opportunity to work with boys/girls for your classwork?
5. Do you like to work with boys/girls for your classwork?
6. What is your opinion about the boys/girls in your class?
7. What qualities do you like and dislike in the boys/girls in your class?

Textbook

8. How many lessons are there in these textbooks?
9. What are your favourite lessons in the English textbooks?
10. Why do you like the lessons?
11. Who are your favourite characters in English textbooks?
12. Why do you like those characters?
13. How many male and female characters are in the textbooks?
14. What do you think about the smaller number of female characters in the textbooks?

Classroom interaction

15. How often do you take part in classroom interaction?
16. Do you like to take part in classroom interaction?
17. Do you get a chance to take part in classroom interaction?
18. Do you like to take part in the English class?
19. Does the teacher give equal opportunity to both boys and girls?
20. Does the school give equal opportunity to both boys and girls?

Research Paper Publication -1

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Agentive responses: a study of students' language attitudes towards the use of English in India

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ABSTRACT

This study investigates language attitudes expressed by public university students in India at various layers of agentive *positionality* as an integral part of their dynamic language ecologies. This is achieved through the qualitative analysis of three focus group interviews conducted at three public universities in India with the object of eliciting the students' language attitudes towards English and its use in India. This research perceives students as agents and explores their attitudes in the context of a language ecology. Such an enquiry into language attitudes forms a part of a broader exploration into the nature of agency, agentive responses and their situatedness in an LPP context. It adds to existing scholarship on LPP by reinterpreting the meaning(s) of agency with a critical focus on 'ground-up' descriptions of language experiences. In this study, the researchers argue that *invisible language planners* as Pakir describes, and interested stakeholders such as university students, provide a critical basis for the study of LPP in context. The authors argue that agency is multi-layered, and that agentive positionality is relative to agentive *foci*. Such reconfigurations of agency mark a shift from the view that language policies are the starting point for understanding an LPP ecology.

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Introduction

In a multilingual nation such as India, the use of English is suffused with local language politics and loyalties. These sociological aspects of English are closely linked to the way individuals identify with a language (Mortimer, 2016). This paper investigates the language attitudes of university students in India towards English and its use. It examines how the students' agency operates as they negotiate with, respond to, and evaluate their language ecology. The language attitudes held by the students are studied using qualitative data collected from three focus group interviews conducted at three public universities in India. This study perceives agency from an ecological perspective, operating at the micro-level (Baldauf, 2006) of language planning processes, which enables a deeper analysis of how 'invisible planners' such as students negotiate, endorse and question their language reality. In this

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study, the varying ‘local’ (Canagarajah, 2014) interpretations of English language use in India are derived from students’ agentic responses. These responses throw light on the way grassroots language ‘agents’ engage with language policy in different institutional and societal contexts. Moreover, the responses also reveal the sociocultural factors and agentic forces that influence agents in the interpretation of a language policy.

This article adds to other LPP scholarship which restructures traditional views of language planning as the ability to ‘act’ and implement tangible language policies. For this purpose, we demonstrate how students enact their agency and how their agency is constrained in language policy and planning contexts, thus bringing local knowledge (Canagarajah, 2002) to the forefront of discussion related to language planning. This study of students’ attitudes towards English and its use in India forms a part of a larger discussion of how ‘powerless’ agents in language planning manage and operate in their language policy ecologies, and how their attitudes become expressions of agentic responses in relation to the upholding of language diversity and multilingual education systems in India. Also, as Brutt-Griffler (2002) argues, it is necessary to use LPP methodologies which foreground research into speech communities as the basis for developing inclusive language policies. The following sections outline a brief overview of English language use in India in the past and the present.

Background

English use in India

The Indian nation is divided into federal states, with each state represented by dominant ethnic groups and their languages. Among these numerous languages, there are multiple layers of linguistic power play. With Hindi as the official language of India, its dominant status has caused other (non-Hindi) languages in India to have lower power (Mohanty, 2016, p. 89). For the dominant regional non-Hindi language groups, English provides the agency to counter Hindi’s influence, and to negotiate, resist and manage its dominance (Dua, 1991, pp. 105–108). These dominant regional languages often determine the mainstream LPP programmes in India (Mohanty et al., 2009, p. 274) with less focus on minority groups and other Indian languages. In this complex, dynamic state of linguistic power play, English occupies a peculiar intermediary role in most LPP contexts in India (cf. Kachru, 1986; Daswani, 2001; Mukherjee, 2009). Understanding the attitudes of the various groups of people who use these languages is important in order to understand the role of English in the LPP context.

The use of English has a long history in India originating with colonial contact with the British in the eighteenth century. In the nineteenth century British expansion and proselytisation in India greatly strengthened the use of English (Kumar, 2005, p. 34). In the following years of colonial rule, as a response to the hegemonic relations between the British colonisers and the colonial Indian elite, English emerged as a language of governance (Krishnaswamy & Krishnaswamy, 2006, pp. 63–107). While Macaulay’s idea of ‘English only’ was a widely held sentiment, the question of using English or/and the Indian languages in fact was complex and often contradictory in the workings of colonial education and governance (Mukherjee, 2009). Language policies such as Wood’s Despatch¹ and language controversies such as the Anglicist-

Orientalist debate² highlighted the necessity of multi-layered language planning for multilingual colonial Indian society. Languages such as Persian and Sanskrit were still used along with English for various purposes and workings of the East India Company and later the British government in India. Towards the end of the nineteenth century, with the increase in mass education the number of educated Indians in national politics rose. National freedom leaders too found English an efficient tool to talk back to the colonial authority and attain Indian independence (Kachru, 1986, pp. 93–121; Kumar, 2005, pp. 97–130).

In the twenty-first century, English has become a world language and continues to have an impact on the sociolinguistic schema of India (Pakir, 2009; Jenkins, 2009). The spread of English has further paved the way for concretising and justifying its use for various functions. Previously, regional languages were used for various functional purposes, but this functional allocation has shifted to make way for English (Dua, 1991). There is wide agreement that English use is determining the language policy processes in India (Graddol, 2010). Yet, despite the dominant presence of English, the ways in which ‘lay-agents’ perceive English in the context of their language policy realities has not been explored in detail. Language users’ perceptions of English are a product of the sociohistorical, economic, cultural and political genealogy of English use in India and have close links with the politics of English language, the pace at which it continues to spread in India, and how it has become a part of various domains and functions. The section below summarises important studies in the area of LPP in India and highlights the key language policies and the organisations which direct LPP in India.

Language planning in India

The use of English in India in the present day has strong links to the cultural contact which brought English to India in the first place (Basu, 1989, p. 707). The roles and functions English plays in Indian education, governance, media and public communication reflect the residual effect of colonial and postcolonial sociohistorical and linguistic traditions. The linguistic hierarchy of languages in India (Khubchandani, 1997; Mohanty, 2016) and English’s position in this scheme (Parasher, 1998; Ramanathan, 2005) are well researched topics. Previous research in language planning in India brings to the fore issues of the linguistic reorganisation of states in India (Chaklader, 1990; Dasgupta, 1970; Mitchell, 2009), LPP in education (IBE & MHRD, 1999; Groff, 2017), and the use of LPP to preserve multilingualism in India (Mohanty, 2009; Pattanayak, 1990; Sridhar, 1996). These studies discuss LPP as a process which impacts on various stakeholders and conceive of individuals as ‘receivers’ and ‘consumers’ of LPP. The LPP bodies mentioned in the following subsection seek to circumvent this binary of policymaker/receiver.

As in other countries, language planning in India is undertaken with the help of multiple think-tanks, academic institutions, NGOs, LPP committees, consultative workshops led by LPP experts, multiple surveys, censuses and, most importantly, by vote in the Indian Parliament. This process is supported and coordinated by various national bodies in addition to the Central Institute of Indian Languages, the National Council of Educational Research and Training³ and State Councils of Educational Research and Training operating in various Indian states. Since independence, Indian governments have formalised language policies and instituted various policies, acts and consequent amendments. Of

these, the most important is the Official Language Act⁴ (1963, amended in 1967). This Act called for the continuation of English as the official language, with Hindi as the optional language for the purposes of governance, law and politics (Government of India, 1967). This Act indirectly influenced the discussion among the ‘lay-agents’ who participated in this study. Likewise, the policies and their impact on the linguistic repertoire of people in India also evoked strong sentiments in the response-set analysed in the later sections of this paper. The respondents who participated in this study also brought to the forefront the intricacies of the operation in tandem of English and other languages in India.

English and other languages in India

The relationship between English and other languages in India is rife with power play, as we have noted. While English and the other languages borrow words and share expressions, there is clear asymmetry between them. As Phillipson (1992, p. 80) points out, English occupies the status of a high prestige language at present. This view of English has cemented its place in the Indian three-language policy for education and governance. The three-language policy prescribes the study of three languages, the first language/ (mother tongue); the second language (most often English); and the third language (Hindi/non-Hindi languages depending on location), as part of school level education. The sociolinguistic schema in India has been a maze for language planners and policy makers alike (Ricento, 2000). After Indian independence in 1947, steps were taken to salvage public education and appease various linguistic communities. The three-language policy became a defining point not only of LPP but also of national education in India. Likewise, the onset of technology service industries and workplaces in India, traditional perceptions of English as a high prestige language, and the relationship between English and other languages in India have caused a marked imbalance in the Indian linguistic scenario (Benedikter, 2011). Both the official maintenance of English and socioeconomic changes which make it imperative have a vast impact on the agents who are a part of this LPP ecology. How these agents understand and grapple with their language situations is important for language planning. Often the linguistic agency of lay people has been understood in terms of ability to (re)act or the lack thereof. Drawing from previous studies, the following sections summarise some key definitions of ‘agents’ and ‘agency’.

Agency

Commenting on the paucity of understanding of agency in language, Ahearn (2001) suggests that identifying how agents ‘actively construct and constrain – rather than passively receive’ (p. 112) meaning in language can lead to new definitions of agency. In the recent literature, there appears to be a balance between studying the structural aspects of language policy (cf. Cooper, 1989) and individuals’ potential to engage with their language ecology (Bouchard & Glasgow, 2019; Ricento, 2000). There is a strong tradition of ethnographic research which highlights the significance of cultural and social elements in the study of human agency (Canagarajah, 2014; Hornberger & Johnson, 2007; Ramanathan, 2005). These researchers derive the meaning of human agency from

contextual linguistic and cultural frameworks rather than viewing agency as an abstract category of functionality in each LPP situation.

Recent research in agency reorients the study of LPP as a multi-layered process which does not necessarily have a policy as the outcome. For this reason, agency is occupying more attention from LPP researchers, not only because of its multi-levelled nature (Trinick & May, 2013) but also because it holds implications for redefining LPP itself to include humanistic, inclusive and sustainable language planning conditions (Heineke, 2017; Menken & Garcia, 2010). So, to understand the multi-layered process of agency, attention must be paid to the language attitudes and narratives of all the stakeholders. In the following subsection, definitions of 'language attitudes' are reviewed and, drawing from previous research, the authors propose a working definition of their own.

Language attitudes and LPP

Writing in the late 1980s about the Singaporean context, Pakir (1994) points out how 'parents' impatience with rapidly changing educational policies in Singapore is well-known' (p. 170). Pakir calls the parents' impatience an 'attitude'. A language attitude is viewed as inclination to evaluate (Garrett, 2010), make value associations (Ng, 2014, 2017), and assign social meaning to a language or an aspect of language (Schiffman, 1996) or to a language policy (Kaplan & Baldauf, 1997; Ricento, 2000) and the way it is implemented. Moreover, attitudes are strongly linked to a set of societal discourses which are constructed by social processes, stereotypes and attitudes towards speakers (Schoel et al., 2013). In the framework of LPP, we define language attitudes as *an agent's expression of their entitative beliefs about a language*. Language attitudes are the resistive, confirmatory, affirmatory, negotiative, (in)visible, (non)participatory evaluation of a language in context.

The study of language attitudes derives information about how individuals are involved in negotiating and engaging with the language ecology and policy frameworks in which they live (cf. Hornberger, 2002; Skerrett, 2016; Bouchard & Glasgow, 2019). Language attitudes attest how 'agents' perceive the functional roles of a language. When a person expresses their feelings about a language (Garrett, 2010), a speech community (Yeh, 2014), or a language education policy (Ahn, 2017) or assigns values and traits to languages (Palfreyman & Al-Bataineh, 2018), this input creates a corpus of knowledge about how a language and related policies are received by the 'people with interest' (Fenton-Smith & Gurney, 2016) who are the lay-users of language. Often, language attitudes circulate as folk awareness and linguistic stereotypes and are perceived as unrelated and distant from LPP. The study of language attitudes also reveals 'expressed ideologies' (Prishtina, 2018) of language agents about the languages they use. These agentive expressions are derived from verbal statements which indicate the discourses surrounding LPP in the given language ecology. The following section maps relevant definitions of agents and theorises students as language agents.

Students as agents in LPP

In the following section, some important definitions of 'agent' drawn from previous studies are presented (Figure 1).

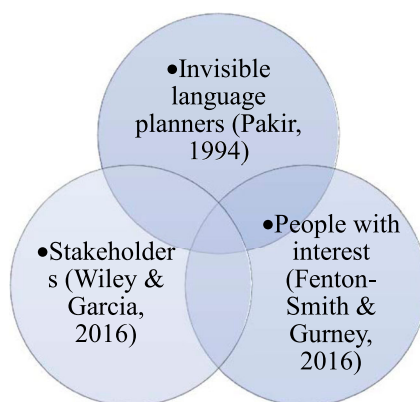


Figure 1. Definitions of language agents.

This article draws on the definition of ‘agent’ provided by previous research (Kockelman, 2007) which views agents as ‘contextualised’ components of their sociolinguistic space. In addition, we also found the description of ‘lay-agents’ as ‘invisible planners’ (Pakir, 1994,) ‘people with interest’ (Fenton-Smith & Gurney, 2016; Zhao & Baldauf, 2012) and as ‘stakeholders’ (Wiley & García, 2016) useful to posit students as language agents in the present study. The conceptualisation of students as agents reorients previous definitions of agency as a capacity to contest a process of language planning or a policy itself. We define agency as *the ability to operate by (non)participation, acceptance, criticism, evaluation, support, negotiation, rejection and resistance* towards the processes of LPP. This operational definition is further explored with the help of the data analysed in the following sections.

The study

Previous research into LPP in India focuses on important policies and nation building (Cohen, 2014; Dasgupta, 1970; 1991; Groff, 2017; Mallikarjun, 2012) and the linguistic rights of minorities (Benedikter, 2011; Laitin, 1989; Mohanty, 2009; Pattanayak, 1990; Sridhar, 1996). However, few studies have focused on individuals and groups as agentive forces within an LPP framework. As part of a larger study, participants were asked to complete an open-ended questionnaire followed by focus group interviews conducted separately for three groups of randomly selected students. In this article, excerpts from the focus group interviews have been used for analysis. During the focus group interviews, the participants were asked to respond to various statements about the use of English in India. In this study, some telling statements from the focus group interviews were selected and the participants’ responses were analysed to illustrate how agency manifests in participants’ language attitudes.

Research aims and questions

This qualitative study investigated the language attitudes of university students from diverse L1 backgrounds and examined how their linguistic agency is expressed and

constrained in their language ecology. We set out to explore how the students expressed an agentive stance when they were asked to reflect on English language, and the use of English in their day-to-day lives. This study investigated the following research questions:

Question 1: What are the agentive responses of Indian university students to English in India?

Question 2: How are the agentive responses of these students positioned in the ecological context of language planning in India?

Question 3: How can the conventional definitions of agency (as potential to act/as ability to implement or impact the implementation of language planning/as being able to participate in or influence the making of language policies) be revisited in the context of the language attitudes expressed by the students in public universities in India?

Participants

We report data from 20 university level students, aged between 20 and 30, from various language backgrounds, enrolled in different fields of study. The researchers focused on public universities with a view to attaining linguistic diversity among the sample. The participants had had an average of 10 years of exposure to English medium instruction⁵ during their pre-university level education and were required to use English predominantly at their university level. We aimed to maintain a balanced gender ratio but found a greater number of female students who were willing to participate in a video recorded focus group interview. Participants were of different levels of self-attested English proficiency and, as mentioned, had different L1s.

Data collection and instruments

The recruiting took place at the campuses of the three universities. The participants were approached at random and were enlisted into this research on their campuses based on their interest. They were given a questionnaire and were asked to indicate their interest in joining a focus group interview. Informed consent was obtained from all the participants. Both researchers were present to record and moderate the interviews. The interviews were conducted at the three campuses over a span of two months. During the interviews, the respondents were given an option to speak in English or their preferred language (Urdu, Hindi, Telugu, Punjabi and Haryanvi). The interview data were first transcribed and then translated into English.

Semi-structured interviews and the questions to elicit language attitudes

The 14-item interview questionnaire used in this study was developed from a 25-item questionnaire which was initially used in a pilot interview with a similar group of participants. For the present study, the interview questions were developed with a view to engaging language agents in reflection, expression and contestation of a language reality presented implicitly to them as part of the questions. The interview questions were largely informed by the authors' background knowledge of the students' language

ecology and their language realities – both by way of ideologies and policies which affect them.

The authors, who were doctoral students themselves at the time of this research, conducted the semi-structured interviews. For this purpose, the interview questionnaire with 14 items was made up of experience and opinion-based questions (Patton, 2015). The questions focused on students' perceptions of English language use in their everyday life and their perceived notions of the impact of such use in society. Information from three questions was analysed to study how students perceived English language and how they situated themselves as language agents in their dynamic language ecologies. These three aspects were chosen representationally to study widespread attitudes about English in India as an international language, a means for socio-economic mobility and as an identity marker. Specifically, these three questions have the potential to show how students' foci changes according to the context. The interview transcriptions were thematically coded using MAXQDA. To ensure anonymity, participants were given pseudonyms.

Data analysis

The three sessions of 60 min each were transcribed using a word processor and analysed using the MAXQDA software. Before the analysis, the transcription itself was done in two phases. In the first phase, the interviews were transliterated to English. The authors peer-reviewed the transliterations for correspondence with the video recordings of the interview. After the transliterations were vetted and finalised, the transcripts were translated from the various languages into English by the authors for interpretation and analysis. The authors reviewed each other's translations for accuracy and equivalence. Next, they coded the data independently to increase reliability and later compared their notes to derive a common, data-driven set of 'agentive response sets' or themes. The data related to those interview questions which the researchers identified as integral to the students' language ecology were analysed and have been presented in this article. As the interviews were transcribed verbatim, the excerpts presented below retain the grammatical inconsistencies occurring in the students' talk. The following sections describe the language attitudes and operations of agency in the interview data.

Findings

Students' language attitudes towards the statement 'English is an international language'

After Indian independence, English was promoted as an international language in Indian higher education (University Education Commission, 1949). This was done through activities in both the public and private sectors, at the level of central and state governments. These language maintenance activities form a backdrop to the students' responses. In this section, their responses to the statement 'English is an international language' have been reported and four kinds of agentive responses have been mapped. They are

- (1) Uncritical acceptance: Agents accept English as an international language without objection.

- (2) Hegemonic acceptance: Agents accept English as an international language but also express awareness about the lopsided hegemonic impact of English domination in global communication.
- (3) Functional acceptance: Agents accept English as a global link language but express reservation about labelling it an 'international' language.
- (4) Resistance: Agents resist the notion of English as an international language.

These four themes views explain the multiple agentive responses that operate at the micro- level of policy implementation. In Table 1, agentive responses for the statement 'English is an international Language' within each response theme are reported. Analysing these responses demonstrates how students enact their agency in expressing/withholding acceptance or rejecting the idea of English as an international language.

The first theme, uncritical acceptance, shows students' uncritical acceptance of English as an international language. These students explain that English is 'international' in quality because of its deep-seated link to widespread channels of communication around the world, and its entrenched nature as a school language – as a language of education, and as a foreign language which can be learnt easily. The responses in Table 1 are representative of attitudes to the pervasive global presence of English. These attitudes convey agents' view of English language as a tool to reach out to the rest of the world. The first theme indicates the uncritical pro-English attitude of students. This affirmative attitude of the students expresses the ideological standpoint of believing in economic

Table 1. Agentive responses to the statement 'English is an international language'

Language attitudes	Agentive responses
Uncritical acceptance	Faizal: Ya, I agree with the fact that English is an international language. I totally agree with that. Kazim: I too agree with the fact that English is a global language. It is spoken all over the country and all over the world. Deepti: If we draw a generalisation up on English as an international language, I want to support it because it is an efficient way of expression. Secondly, it has much more literal view that every people can express it in comparison to other foreign languages. It is very easy to learn which must be embellished [taught] in each and every school rather from their beginning classes. That is what I wanted to conclude it.
Hegemonic acceptance	Eniyavan: I don't know whether it is a kind of good or bad thing. But it all started with this post-colonial. Like it started with our colonial era or something. But somehow, we are trapped or blessed with this particular thing called English. Ok and indeed it has its own merits and demerits in the present scenario, but we have to agree to the fact that it is still, and it has emerged and it still continued as an international language. Priyanjali: I think, I partially agree with the fact that it is an international language. It's a cosmopolitan language if you travel or you want to go out of the country. Even if you live in the country, I think you need English language. I think it's becoming the face of the nation, but I really don't know if it should be like that.
Functional acceptance /passive resistance	Sangeetha: I agree it because only for the communication. Because though being in a national we cannot learn all the regional languages also [Providing Indian scenario as an example]. Since for the communication purpose I agree it a common language. Apoorva: I would not like to say that it as an international language or it is becoming. But of course, it is communication and language has its own politics. So maybe it was produced it was imposed on us in the beginning. But how then people used it and how it is growing now as for the communication.
Resistance	Tintu: I don't agree with it because in many countries there they don't even know like English they can't pronounce properly. So, I don't agree that it is an international language. Mohammed: Apart from English there are many languages, there are many countries who are using like Spanish and even China very few people know English, like Japan.

and social empowerment of masses in India through English language use. Deepti recommends that teaching English must be started from the first school grade. Expression of this ideology can be traced in the rapid increase in the demand for English medium school education in India (Graddol, 2010). This ideological position has acceptance across all classes and social groups in India. These agents seem to perceive the 'international-ness' of English as part of their own language reality. Their acceptance of English highlights how a group of language agents within a dominant language ecology accept the dominant language with a vision of the socio-economic advantages which follow it (Graddol, 2010; Mukherjee, 2009).

The second theme of agentive responses, hegemonic acceptance, portrays the language attitudes of agents who accept English as an international language but are also aware of the hegemonic presence of English and its impact on the linguistic ecology in India. In this theme, they highlight their awareness of the transition of English from being a colonial language to a co-official language in India and as an international language in the world. This awareness can be tracked by correlating other responses by the agents in the interview. The second theme represents the dichotomous attitudes of the agents where they acknowledge the global presence of English but at the same time feel helpless about the language status quo in their own ecologies. This is evident when Eniyavan says he is unable to decide if he is 'trapped or blessed' because of the international presence of English. These agents' hegemonic acceptance is also underlined by feelings of guilt for contributing to the asymmetric power relations generated by English language use which limits the importance and use of the other Indian languages. These contrasting attitudes reflect the oscillatory frustration caused by the inherited postcolonial linguistic identity. The views expressed here also show the ideological standpoint of acknowledging English as an international language and its advantages, but also their belief that other Indian languages must be promoted to mute the hegemonic influence of English in post-colonial countries like India.

The third theme, functional acceptance/passive resistance, represents the agents' attitude of negotiating and resisting the pervasive presence and use of English language by consciously reducing it to a functional linking tool, lessening its social and prestige status. These responses represent the attitudes of agents who accept English as a global link language and convey acceptance by labelling it as 'communicative tool'. This utilitarian attitude towards English language use provides agents with the mental space to use English while coping with language loyalty and the social prestige attached to English. This pragmatic attitude of some students expresses the ideological standpoint of silently resisting the tag of English as an international language and presents the view that English should be largely restricted to the functional domain.

In both the hegemonic and functional acceptance/passive resistance attitude types, the respondents feel the need to accept the role of English language for the purposes of global communication; this may be because of the awareness displayed by the agents about the politics of labelling it an international language. For example, Apoorva's comments on how English has come to be an international language as a result of colonial imposition reveal the constrained aspect of language agency and illustrate the nature of agency as 'foci-bound'. The agentive responses of these students change according to their agentive-focus, i.e. their agentive response changes with a shift in their agentive focus (that

English was an imposition, or that it is a link-language within India, or only one among many international languages).

Lastly, the resistive attitude of agents shows unwillingness to accept English as an international language. In these responses, students cite examples of use of other major languages like Spanish, French, etc., in many nations around the world to counter the argument that English is an international language. Citing the widespread use of other foreign languages, Mohammed argues that in many countries people do not use English. This fourth theme represents the agents' vocal, resistive attitude towards the spread of English globally. This opposing attitude expresses the ideological stance of rejecting the international role of English language.

Each of these four themes expresses an ideological standpoint which is shaped by agents' school education, political discourses, social group(s), class, individuals' aspirations, family language policies and ethnicity. They are pervasive and cut across students from diverse social groups, classes, castes and ethnicities, indicating that language attitudes towards English in India are largely shaped by individuals' lived experience as much as by their predefined social markers. The widespread presence of all the four attitudes in educational institutions in India reflects how 'invisible language planners' (Pakir, 1994) negotiate and perceive English in the Indian neoliberal era. Broadly, as elaborated in the discussion section below, this also informs the language attitudes of university students and the ideological and sociolinguistic factors that influence their attitude towards English.

Students' language attitudes towards the statement 'English is essential for education and employment in India'

In this section, students' responses to the statement that 'English is essential for education and employment in India' is reported in three different themes. From colonial times, English language proficiency has been considered necessary for socially prestigious jobs. It is also viewed as advantageous to be proficient in English for other forms of employment (Mukherjee, 2009). This linguistic scenario continued after Indian independence through education and language policies (see National Policy on Education, 1968, 1986, 2016). Educationalists after independence felt that, to have access to scientific knowledge and the latest developments in all fields, English language education was necessary (Government of India, 1952). On the political front, the prominence of English was further cemented by the politics of linguistic sub-nationalism in the first two decades of Indian independence (cf. Brass, 2010). This made English one of the prominent languages for intranational communication in India. This shift from the coloniser's language to a link language and as a language of education and scientific thought made it an indispensable part of LPP in India. This political, educational and sociolinguistic scenario made the English language important for education and employment in India. This LPP situation was further strengthened after the Indian economy was liberalised in 1990. The political endorsement of English increased its importance in the education and employment sectors. This shift made English a symbol of aspiration for quality education and livelihood (NCF, 2005). The impact of this shift has had multiple effects on different agents of micro LPP. For this reason, it was important for the authors to understand the language agents' perceptions of the use of English for education and employment in India. The attitudes expressed by the students are as follows:

- (1) Acceptance: Participants perceived that English is essential for education and employment
- (2) Contextual acceptance: Participants viewed English as essential for education and employment but not in all cases
- (3) Rejection: Participants considered English as not essential for education and employment.

These three themes explain the multiple agentive responses that are operating at the micro level of policy implementation.

The first set of responses, acceptance, in Table 2 are the language attitudes conveyed by agents who think English is necessary for education and employment in India. These agents believe that due to globalisation and other socioeconomic changes in India, English has become essential for quality school education, higher education and employment. Here, students' responses reflect the belief that English symbolises a vehicle for upward social and economic mobilisation in Indian society. For Priyanjali, English is a barrier which she overcame by ensuring that she learnt the language to manage her higher education. At other points in the interview, Priyanjali argued in favour of terming English 'essential' – this reflects the widespread favourable attitude towards English and the proactive approach of accepting the dominant presence of English at both international and national levels with minimal resistance. These agentive responses can be viewed as the result of 'keeping up' social consciousness, i.e. the social conditioning of individuals who feel anxious about being left out of educational and employment opportunities without English language and English medium education. Here, for Priyanjali, the agentive-focus is 'access to higher education and opportunities'; her agentive-focus becomes the governing factor for her *agentive positionality*, i.e. she is an agent who is thinking and responding as an individual who has needs and concerns related to social mobility.

The second set of language attitudes, contextual acceptance, reflects the students' belief that English is important but not essential for education and employment in India. At other points during the interview, six students accepted the importance of English for education and employment; however, they refused to accept English as the only means to achieve socioeconomic mobility in India. Also, they did not perceive English as a barrier which bars access to higher education. These students adopted a pragmatic approach to accepting the importance of English but did not rule out the role of other

Table 2. Agentive responses for the statement 'English is essential for education and employment'.

Language attitudes	Agentive responses
Acceptance	Aswathi: As of now it is kind of mandatory, ya because people from different states are there in the job sector so they would prefer you to know English properly, yes. Priyanjali: Even I studied in Hindi medium but now at one point I also realised that if I do not learn in English maybe I won't be able to pursue my my studies then I have to ... I worked for three and half years really hard rather than changing people's outlook.
Contextual acceptance	Sangeetha: But I feel that even for higher education and all we cannot say it has becoming really essential language. We should not, I slightly disagree with this. Poonam: But I guess that English is important but not at that level that its compulsory for you to know English. You know English it is better for you. You don't then also its fine. Pawan: It's not like we can say that English should be compulsory we have competitive exams we have it in two languages
Rejection	Kamalesh: NO, I don't think so.

Indian languages in education and employment. Pawan's comments showed that he situates himself as an agent who has a choice between using English and other languages. In this process, fourteen students also acknowledged the steady decline of the role of other Indian languages in employment and education. More students subscribed to this point of view. Their 'contextual' acceptance indicates how agentive-foci, much like the previous set of agentive responses, determine their agency.

The third theme of agentive responses, rejection, conveys the assertions that the English language is not necessary for education and employment in India. These students rejected the importance of English in education and employment by refusing to acknowledge its significance. This outright resistive attitude is found very much less frequently among the participants. As mentioned earlier, the language agents in this study are university students who mostly need and use English as part of their education, and this explains why few of them expressed resistance towards the idea that English is important in higher education and finding a job. Though in a minority, this attitude of demoting English from the status of an influential, power wielding 'library' language (Meganathan, 2011) indicates counter-discourse to the dominance of English in India and loyalty towards other 'functional' languages besides English.

Students' language attitudes towards the statement 'English is an Indian language'

In this section, the students' responses to the statement 'English is an Indian language' is reported in Table 3 in dichotomous themes. English has been labelled a link language, transformative language (Graddol, 2010), 'auntie tongue' (Krishnaswamy & Burde, 1998) and 'other' language (Dasgupta, 1993) but it is not perceived as a language which is innately Indian.⁶ The English language has always been assumed to play only an instrumental role in India society (Agnihotri & Khanna, 1997). After 70 years of Indian independence, with changing socio-economic, socio-cultural and socio-political conditions, it is imperative to explore the acceptance of English as an Indian language. Such enquiry will contribute to the development of inclusive language planning at the national, state and district levels and build scholarship on the role of English language in the construction of new Indian identities. The agentive responses identified are:

- (1) Acceptance – Participants expressed willingness to accept English as an Indian language and
- (2) Rejection – Participants did not perceive English as an Indian language.

These two themes illustrate the divided agentive responses which impact the operation of language policy at micro levels.

The first theme of agentive responses represents those agents who accept that English is an Indian language. The students' acceptance English as an Indian language can be explained in two ways: (a) willingness to accept English as part of modern Indian identity; and (b) accepting English as an Indian language will help the speakers of non-dominant languages to reset the asymmetric power relation with dominant Indian languages, i.e. Hindi at the national level and respective regional languages at the state level. The first perspective indicates that a section of the younger generation of Indians has started to

Table 3. Agentive responses for the statement 'English is an Indian language'.

Themes	Agentive responses
Acceptance	Parvinder: Ya, it is an Indian language no matter how much we want to deny it we can't avoid the fact that it is an inseparable part of our life, English we cannot take it out. Attanu: Of course, I am agreeing with it. Because English is an essential and people knows mother tongue. And of course, at the same time they are speaking English in their way so that the English has become an Indian language. Because North Indian people will speak in different tone, south-Indian people speak in different tone, that is Indian diversity. So, in that, in this regard, English is an Indian language.
Rejection	Vinay: No, no I cannot agree. It's just official, it's not a Indian language. It cannot be because language should from lower to higher. Okay. I mean, so the English for elite people I mean higher standard people [upper class people]. So, when it comes to being an Indian language, if you take in southern languages, Kannada and Tamil, it's a lower languages I mean very poor people they are talking in these languages. They cannot talk English. Sangeetha: As it had been imposed on us from the beginning so we cannot take it as our own language. We have a feeling that it is an outside language. So, cannot treat it as Indian language. Priyanjali: It is a very shallow thing to say. That in English will become the Indian language. It will remain Hindi. It will remain Hindi [emphasis on 'will'].

accept English as part of their identity. This process of identity formation in postcolonial society indicates the perspective shift among the section of younger generation Indians. Attanu explains how English is now a part of both the North and South language repertoire; he perceives English as being Indian because it is modified by Indians. Both Parvinder and Attanu acknowledge that English is an Indian language. Three students' attitudes also reflected how people from minority language backgrounds and non-dominant language communities, who are largely ignored in the language planning process at both national and state levels, are more likely to accept English as an Indian language. This indicates that in postcolonial societies English language plays a vital tool for fulfilling social aspirations. The second theme of agentive responses represents the participants who refused to accept English as an Indian language. The idea of English as an Indian language seemed to awaken a peculiar discomfort in these students; Sangeetha located herself as a cultural insider faced by an 'outside' language. Vinay had a different agentive focus; he viewed English and languages such as Kannada and Tamil as belonging to people of different classes – English for the elite, and Indian languages for everyone. Priyanjali perceived that Indianising English is 'shallow' and that it cannot replace Hindi as a language which represents Indianness. All three agents here are exercising their agency as users of Indian languages and cultural ostiaries in relegating English to non-Indian status. The agentive responses show that students prefer to use English only as an instrumental tool. Their refusal to think of English as an Indian language has many reasons including colonial history, class distinction, and a wish to maintain their linguistic identity. These two themes of agentive responses explain how Indians negotiate and resist postcolonial realities in starkly different ways. Both themes of agentive responses have implications for micro language planning in India.

Discussion

The discussion below is oriented towards the research questions. Drawing on the analysis and previous literature, in this section we propose ways of understanding agency in the context of LPP in India.

RQ01: What are the agentive responses of Indian university students to English in India?

We have argued that the agentive responses to our questions indicate the attitudes of students to different aspects of English and its use: as an international language, as a language of employment, and as an identity marker. From our analysis, it can be inferred that students have different attitudes to the varied aspects of English and its use. This is evident from Priyanjali's separate responses (see [Tables 1, 2 and 3](#)) which fall into three types: (a) implying the hegemonic acceptance of English at international level; (b) strongly believing that English is important for quality education and career progress in India; and (c) strongly refusing to accept English as an Indian language. This divergence in an individual's attitudes occurs due to the shifting foci for each aspect of English language and its use. By analysing the agentive responses, and the respective agentive foci, this study groups agentive responses fall into four types:

- (1) Uncritical support for the role of English in various aspects of use in India.
- (2) Inclination to accept English hegemony with political awareness.
- (3) Passive resistance to the role of English by striving to restrict English to functional domains.
- (4) Resistance to the role of English in various aspects of use in India.

This broad classification of university students' attitudes to the role of English in India reflects strategies of acceptance, endorsement, evaluation, negotiation and resistance adopted by the students. In the first type, the students' foci are exclusively governed by their attitudes to socio-economic mobility. In the second type, the students' focus is both socio-economic mobility and concern for the shrinking space for Indian languages in various spheres. In the third type, the students acknowledge the socio-economic mobility factor, but they are intent on protecting the space for Indian languages. In the fourth type, the students' foci are governed by a sense of insecurity about their own languages. Deriving from this understanding, we argue for a move towards studying language attitudes with attention to the sociolinguistic realities of language communities. In line with previous research of this type (Adegbiya, 1994, 2000; Ahn, 2017; Angelovska, 2018; Baker, 1992; Garrett, 2010; Garrett et al., 2003; Palfreyman & Al-Bataineh, 2018; Santello, 2015; Ting, 2003; Yeh, 2014) which addresses factors such as group vitality, bi/multilingualism, language status, ethno-diversity, language planning in shaping language attitudes, our study stresses that agents' positionality is key to understanding their language attitudes. While focus/foci is both the entitative and ecological impetus which propels agents' language attitude or evaluation, *positionality* is the complex, everchanging societal space which they occupy in their sociolinguistic reality. An agent's language attitude is determined both by the individual's foci and positionality.

RQ02: How are the agentive responses of these students positioned in the ecological context of language planning in India?

As we have stated, the students' agentive responses and their foci are influenced by their positionality in the language ecological context. Here, positionality refers to the social identities, sociolinguistic realities and ideologies which situate an individual's foci. In the Indian context, social identities such as religion, caste, class, gender, ethnicity and mother tongue influence students in varying ways. In most of the students' responses,

socio-economic mobility and loyalty to mother tongue played a significant role, indicating that class and mother tongue play a predominant role in influence their foci.

In India, according to institutional positions, languages are divided into three groups (1) the official language of the union governments; (2) the official language of the federal states; and (3) the mother tongues. The linguistic communities to which students owe their allegiance also influence their foci. In this hierarchal structure, many Indian languages are forced to function in the shadow of dominant languages. The status of dominant languages changes from state to state in India. In non-Hindi speaking states, English is promoted to counter the hegemonic influence of Hindi. The speakers of Indian languages which do not have institutional legitimacy use English to counter the hegemonic influence of dominant languages at the state and national level. This 'societal tunnel vision' (Tickoo, 1996) occurring in developing countries prioritises English language as the means to economic prosperity. This in turn has led to a widespread top-down attitude to studying language planning which assumes socioeconomic mobility as the only focus of language agents. In this study, the bottom-up or situated approach (Tollefson, 2015) to studying agentive responses reveals that in most cases, students are equally concerned about their socioeconomic mobility and the need to preserve other Indian languages (Ramanathan, 2007). This illustrates how lay agents interact with their linguistic ecology (Ricento & Hornberger, 1996).

In addition to social identities, sociolinguistic realities also play a vital role in influencing students' foci. The data analysis demonstrates how local sociolinguistic realities (Canagarajah, 2005) are one of the most important factors which influence the foci of the students. The ideology of the students is the other macro societal factor which influenced their foci (Tollefson, 2013). Students' uncritical support for the role of English in various aspects of use in India reflects the impact of liberalisation and globalised market ideology on their agentive responses. On the other hand, the students' resistance towards the role of English in various aspects of use in India reflects the impact of cultural protectionist ideology on their agentive responses. Such discursive operation of social identities, sociolinguistic realities and ideologies jointly construct the positionality of the students in this study. As stated before, their positionality influences their foci and attendant attitudes towards languages, language use(s) and language planning in a multilingual country like India. In this study, the conceptualisation of foci and positionality aids in the understanding of the role of invisible language planners (Pakir, 1994) or people with interest (Zhao & Baldauf, 2012) or stakeholders (Wiley & García, 2016) in LPP. Moreover, this theorisation provides a basis for the descriptions of lay agents' (Pakir, 1994) interaction with the language practices and planning in a country.

RQ03: How can the conventional definitions of agency be revisited in the context of the language attitudes expressed by the students in public universities in India?

Building on the concepts of agentive *foci* and *positionality*, we argue that definitions of agency will need to take into account the contextual social identities, and sociolinguistic and cultural factors which impact on an individual's linguistic agency (Cohen, 2014; Hornberger & Johnson, 2007). Agency, as the data and review of literature show, operates at the level of the individual and as a link between the individual and their language ecology. Neustupný and Nekvapil's (2003) study of language management in the Czech Republic describes how spelling choices and negative evaluation of

non-use of diacritics have impacted on LPP. In this case, the impact of the language agents' attitudes impacted language management. Here agency can best be interpreted as an individual's choice. In the current study, the students' agency is constrained by their lack of power to exercise an impact on the existing language policy. Their language attitudes and their linguistic agency are actively shaping their language ecology (Liddicoat & Baldauf, 2008; Liddicoat & Taylor-Leech, 2014; Liddicoat, 2019). However, as Johnson (2013) points out, it is important to understand the socially situated nature of human agency rather than study individuals' agency and the politics of LPP as standalone categories. In the present study, both Aswathi and Pawan (Table 2) refer to various language scenarios and policies which have an impact on their individual ability to (not) act. The students' responses in this article illustrate how their agency is constrained by their social ideologies and language realities. A bottom-up approach recommended in this article identifies agents' foci and positionality as useful concepts which link individual agency and account for sociocultural factors in LPP. We also believe that a 'situated approach' (Tollefson, 2015) to researching agency counters top-down assumptions about lay language attitudes. This theorisation also contributes to the interpretations of agency as a construct which has multiple 'layers and players' (Heineke, 2017) and that it is centrally situated between language policy and planning and individuals' linguistic lived experiences.

Notes

1. The Wood's Despatch (1854) was a colonial education policy drafted by Charles Wood, the President of the Board which controlled the East India Company. This policy incentivised vernacular medium education and propagated vernacular medium (mother tongue) education in the lower school grades.
2. The Orientalist-Anglicist debate is the controversy which was sparked in the early 19th century about the British public education policy in colonial India. While the Orientalists proposed that classical languages such as Persian and Sanskrit must be used for higher education, the Anglicists argued in favour of the use of English.
3. The National Council of Educational Research and Training is a central body which manages school level education, research and teacher training in India.
4. This Act does not apply to Jammu & Kashmir (Government of India, 1963).
5. Some participants drew attention to the inconsistent quality of English medium instruction they had received in rural schools in comparison to their peers who had received comparatively more exposure to English during their English medium education in urban schools.
6. The question of what it is to be 'Indian' must be briefly addressed here. As Ramanujan (1989) points out, there are folk, big, small, ancient, new, modern, pop and vernacular ways of being, thinking in/about and becoming Indian. There is no one 'Indianness'.

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The authors have not faced any conflict of interest in conducting this study. Both the authors have equally contributed to the study and the article.

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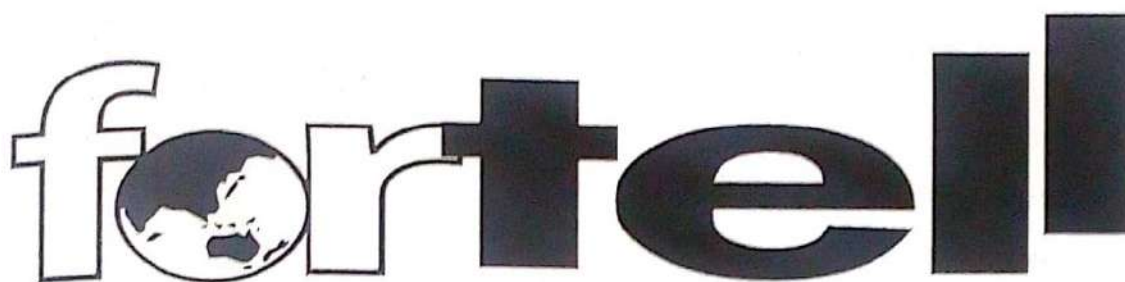
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CONTENTS

Editorial	5
Articles	
Critical Pedagogy and English Language Teaching in India <i>Sunita Mishra</i>	7
Curriculum and Critical Thinking: A Case Study <i>Meenalochana Inguva</i>	18
Critical Thinking for Teacher Empowerment and Learner Autonomy <i>Sanjukta Sivakumar</i>	29
Language Classroom and Democracy: Practicing Critical Pedagogy in Indian Schools <i>Kandharaja K. M. C.</i>	42
The 'Critical Reflexive Approach' (CRA): A Theoretical Model Towards Bilingual Education Policy and Practice <i>Vennela Rayavarapu</i>	53
Critical Pedagogy Through Stories <i>Prachi Kalra</i>	62
Critical Pedagogical Contraventions in and Through Bama's <i>Karukku</i> <i>Arunabha Bose</i>	71
Making "Daffodils" Bloom for Everyone: The Flowering of Critical Pedagogy in the ESL Classroom <i>M. Raja Vishwanathan</i>	81
Constructing Theatrical Modernity in Colonial Assam: Print, the Early Plays and Notions of Asomiya Cultural Identity <i>Maitri Baruah</i>	90
Interview	
Gitanjali Chawla and Aarati Mujumdar in Conversation with Professor Raj Kumar <i>Gitanjali Chawla and Aarati Mujumdar</i>	97

Book Reviews

Giroux, Henry A. (2011). *On Critical Pedagogy*. New York: Continuum.

Parul Batra

104

Harrison, Richard. (2017). *Framework: Academic writing and critical thinking* (2nd Ed.). London: Canford Publishing Limited.

Catherine Baker

105

Singh, Brijraj. (2016). *Professing English on two Continents*.

Gurgaon: Zorba Books

R. W. Desai

108

Language Activities

Storytelling

Manjari Pushkarna

110

Let's Learn to Write Tiny Tales!

Ruchi Kaushik

111

I Like to...

Manu Gulati

112

An Exercise in Critical Reading

Shelfali Ray

113

Reports

Report on a one-day Poetry Event, "Let's get rachnatmac"

Organized by the English Literary Association, Rajdhani College,

University of Delhi

Neha Gaur

117

Report on the Annual Lecture Series at Maharaja Agrasen College,

University of Delhi

Charu Arya

118

Forthcoming Events

123

Language Classroom and Democracy

Practicing Critical Pedagogy in Indian Schools

Kandharaja K. M. C.

ABSTRACT

Critical pedagogy is an educational philosophy that aims to create a progressive and democratic culture in a country through education. In this study, I will classify and review critical pedagogy under three different categories: Early works on critical pedagogy, Neo-Marxist thoughts and Ambedkar's views on critical pedagogy. Ambedkar's social democratic vision for school education based on liberal values is the foundation for critical pedagogy in India. The objectives for practicing critical pedagogy in Indian language classrooms have been formulated by drawing insights from Ambedkar's vision as well as different schools of thoughts of critical pedagogy.

Keywords: Critical pedagogy, democracy, Ambedkar's vision, language classrooms

INTRODUCTION

Education systems should enable schools, teachers and students to understand, question, challenge, negotiate, alter and reconstitute social discourses. They should urge society to critically reflect on its history, social institutions, political system and economic development. India has achieved a stable political and judicial system, significant economic growth and has also made considerable strides in human development. There is relative peace and harmony between different religious, ethnic, linguistic, caste and social groups. Despite socio-economic progress, class, caste, religious and gender inequality remain high in Indian society.

The data given below is indicative of the inequalities in Indian society. On an average, 58 incidents of communal violence were reported in India every month, a total of 3365 instances from 2011 to October 2015 (MHA Annual Report, 2016, p. 85; Dubbudu, 2015). According to the NCRB Annual Report (2014, p. 83) in the year 2013, there were 309,546 crimes reported against women in India, of which there were 118,866 cases of domestic violence, 70,739 cases of molestation, 51,881 cases of kidnapping and 33,707 cases of rape. Violence against Dalits increased by 66 per cent between 2004 to 2014, with 47,064 cases reported in 2014 (NCRB Annual Report, p. 108). This data has been derived from different government reports and includes only recorded incidents. It reflects India's poor performance in maintaining social equalities. Numerical data are used as a reference point to indicate the magnitude of inequalities that prevail in Indian society. In addition, the data indicates that school education has failed to inculcate critical consciousness in students. These issues can be addressed by drafting practical policies and by effective implementation. The long lasting and impactful means, though to redress this, is by developing critical societal consciousness through constant discussion and deliberation.

Primarily, school education is the right platform to inculcate critical consciousness and develop an acceptance for alternative discourse among students. By practicing critical pedagogy in schools, we will open the space for debates and deliberations and furthermore language classrooms are an important site to practice critical pedagogy because language learning is closely connected with culture and social life in multiple and complex ways (Kramsch, 1993). In this paper, I will try to draw insights from different works on critical pedagogy to theorize a way to practice critical pedagogy in Indian schools. In the following section, I will discuss the basic tenets and principles of critical pedagogy.

WHAT IS CRITICAL PEDAGOGY?

Critical pedagogy aims to create a progressive democratic culture in a country through education, media and activism. It is an educational philosophy that strives to create a formative democratic culture by producing critical citizens, who can act as custodians of the fundamental rights enshrined in the Indian constitution. Practicing critical pedagogy will enable learners to critically analyse social inequalities, make moral judgments about social practices, question common sense knowledge, use dialogues to solve issues and act in a socially responsible way (Freire, 1970; Giroux, 1988).

Practicing critical pedagogy will nurture the critical consciousness of the learners which will help them to debate and think about issues related to values, justice,

ethics, equality and power. In brief, critical pedagogy trains future citizens to question anti-democratic forces and practices in India. Embracing critical pedagogy can improve the efficacy of democratic institutions around the world and help in ensuring a solid foundation for world peace. These are the broader educational philosophies of critical pedagogy. To put critical pedagogy into operation in Indian schools, clear objectives need to be formulated based on the issues that plague Indian society and democratic institutions. To formulate these objectives, it is essential to review how critical pedagogy is understood by different critical theorists, educational philosophers and applied linguists. It is also essential to understand how critical pedagogy is practiced by educational and language practitioners.

LITERATURE REVIEW

The idea of critical pedagogy comes from the Neo-Marxist school of thought. It was introduced by Paulo Freire (1970), and developed by Henry Giroux (1983, 1988), Stanley Arnowitz (1994), Ira Shor (2013), Bell Hooks (1994), Joe Kincheloe (1991, 2008), Michael Apple (1983, 1990, 2013) and Macedo, Dendrinos and Gounari (2016).

Principles of critical pedagogy were discussed by educationists and critical theorists even before the term critical pedagogy was introduced by Paulo Freire (1970). Many scholars from different schools of thought have attempted to theorize and practice critical pedagogy in different socio-cultural contexts. Despite their diverse backgrounds, they all aspired to understand the operation of societal discourses and create an egalitarian society. In this study, key critical pedagogy works have been classified and reviewed under three different categories: early works on critical pedagogy, Neo-Marxist thoughts on critical pedagogy and Ambedkar's views on critical pedagogy.

EARLY WORKS ON CRITICAL PEDAGOGY

The quest for critical enquiry in education is evident from the early 20th century works of Dewey (1902, 2016), Du Bois (1903, 2014), Gramsci (1971) and Vygotsky (1978), scholars from different disciplines of sociology, political science, education and psychology. In all these works, there is an attempt to include critical insights in their respective disciplines. Further, these works offer greater insights for practicing critical pedagogy in Indian schools.

John Dewey was an influential educationist of 20th century and his idea of progressive education was based on his philosophy of pragmatics. According to this philosophy, reality must be experienced and so learners must interact with

the environment to understand and learn social realities. Progressive education promoted by Dewey, construed education as a social construct and learners as social beings. The goal of education therefore should be to integrate school with society. Moreover, the process of learning should be relatable to different problems in life and society. Dewey's progressive education emphasized that pedagogic application should strengthen the principles and practices of democracy. In brief, a progressive school system should include diverse races, colours, creed, nationalities, gender and social classes. Dewey's idea of progressive education has several implications for the contemporary Indian school system and classroom practices. Teachers in Indian schools can relate the process of teaching and learning experience to social reality.

W.E.B. Du Bois (1903, 2014) studied structural and institutional racism in America. His works underscore the inseparability of race and class in the American context. Insights from his works can aid in understanding the interlinks between caste, linguistic ethnicity and class in Indian society. To produce counter discourses against the operation of racism in American society, Du Bois recommended a critical multicultural education. He proposed that critical multicultural education should reclaim the self-consciousness, self-respect and self-realization of the African-Americans (Kincheloe, 2008). These principles can be applied in the Indian educational context as well to empower the subaltern groups. Du Bois also questioned the monopoly of white people's discourses in mainstream education. He proposed the concept of "double consciousness" for subaltern education; that subjugated people should understand prevalent discourses both from the perspective of the dominant culture and the subaltern culture to develop critical insights into knowledge production. By developing "double consciousness", African-Americans would be able to understand the cultural and social privileges of being a White. Du Bois' (1903) ideas of critical multicultural education can be implemented by teachers and language practitioners in India to develop a double consciousness with regards to the Dalit, tribal and religious minority students. By nurturing "double consciousness", the students from marginalized communities will be empowered.

Antonio Gramsci (1971), was a political activist who fought for the welfare of workers against Mussolini's fascist regime in Italy. In the year 1926, he was arrested by Mussolini. While in prison, he wrote thirty different essays which were later named as "Prison Notes". His writings give an in-depth understanding of the operations of the authoritarian regime in Italy and also provided strategies for defeating the hegemonic agenda of the regime. His concepts of traditional and

organic intellectuals, cultural hegemony, war of position and war of manoeuvre are of great relevance to critical pedagogy even today (Rodriguez & Smith, 2013). According to him, traditional intellectuals are trained in a specific academic discipline or profession and they disregard the influence of social class. Organic intellectuals on the other hand, connect their knowledge to the social and cultural experience of the class. Gramsci's insights on the relationship between class and society can help us in understanding class disparities in the Indian context. Teachers can implement Gramsci's ideas by promoting alternative viewpoints and by acknowledging the multiple social realities brought by the students in the classroom. The most important contribution of Gramsci is the concept of cultural hegemony. Education is one of the tools used to maintain the socio-cultural dominance of dominant cultures through pedagogic practices. In the Indian context, to maintain status quo, Gramsci's concepts can be used to challenge multiple dominant cultures.

Vygotsky (1978, 2012) is one of the most influential psychologists of the 20th century. His theorization of socio-cognitive psychology has had a huge impact on language learning and teaching. Vygotsky's (2012) works emphasize that educators need to be aware of the social, cultural, political, economic and ideological factors that influence the cognitive development of the child. His works establish the link between societal forces and cognitive development, thus highlighting the mediating role of schools in shaping children's cognition. Indian educators can use Vygotsky's theories to critically look at different types of Indian schools and their role in shaping children's cognition. Using his framework, teachers can help learners to understand and critically reflect on the self and self-knowledge from multiple perspectives. Thus, Vygotsky's socio-cognitive model enables individuals to be self-critical of the dominant forces that influence their cognitive process.

In addition, Vygotsky's works also provide insights into how cognition is mediated by language. He emphasized that individuals can use language as a mediating tool to alter one's consciousness. His socio-cognitive theory explicates that humans are not by-products of a historical or a social process; they can act as agents in shaping their cognitive process. His theories can help teachers understand the crucial role played by Indian schools, teachers and pedagogic materials and textbooks in shaping learners' cognition.

The ideas of Dewey, Du Bois, Gramsci and Vygotsky thus have had a pervasive influence across disciplines and provide a theoretical platform to decipher the complexities involved in Indian school education. Moreover, their views help us to conceptualize critical pedagogy and pedagogic practices in Indian schools.

NEO-MARXIST THOUGHTS ON CRITICAL PEDAGOGY

Critical pedagogy is influenced by Neo-Marxist critical theorists who believe that the important role played by culture and media in maintaining capitalism and conditions for ideological hegemony is not addressed in Marxist political theory (Kincheloe, 2008). They also believe that many of the social and cultural apparatus are used as tools to ensure the smooth functioning of a capitalist economy. They identify education system as a socio-cultural apparatus that may be used to create knowledge, social relations and social institutions to oppress the voiceless around the world. They believe that a close study of this apparatus can help to unravel the hidden agendas of capitalist economy and dominant cultures. In critical pedagogy influenced by Neo-Marxist thoughts, “criticality” may be understood as a dynamic process to seek reason or social justice.

Paulo Freire, an educationalist from Brazil, worked to improve the literacy of peasants and workers. He believed that adult critical literacy would elevate peasants and workers from oppression. Freire’s (1970) critical pedagogy urges teachers and students to question inequalities of power, false myths of opportunity, biased testing procedures and beliefs of dominant cultures. He believes that education systems in most part of the world are used to maintain status quo dominance over the marginalized. To counter these hegemonic practices in education, he introduces five concepts: Conscientizacao (critical consciousness), Praxis, Dialogue, Codification and Decodification. According to Freire, critical pedagogy should develop critical consciousness through pedagogic practices, which will help students to identify the oppressive relations in the education system. However, understanding the nature of oppressive relations alone is not enough to make an individual critical; instead, the critical consciousness that has been developed should be put into concrete action. This action is the beginning point for praxis. Critical consciousness and praxis are developed by generating meaningful dialogue in the school environment. Dialogue should be understood as a form of interaction by students with different knowledge systems and types of social relationships. Indian teachers can use Freire’s tools to establish critical consciousness and inclusive dialogue in the language classrooms.

In his theorization of critical pedagogy, Freire (1985) highlighted the important role of a teacher in the classroom. According to him, teachers play the role of social agents and cultural workers to develop critical consciousness in the learners. In addition, teachers need to elaborate on the social and historical processes involved in creating the dominant discourse. This demands ample space for dialogue which they should provide in the classroom. This applies to Indian classrooms as well.

Henry Giroux further developed Freire's critical pedagogy and named it "Transformation Pedagogy". Transformation Pedagogy seeks to promote radical democracy through pedagogic practices. Giroux said that radical critics of contemporary education offer a critique of current pedagogic practices, but they do not provide any alternatives. He introduced two concepts, "language of critique" and "language of possibility" (Giroux, 1988). According to him, both these concepts are important for constructing counter discourses to achieve social justice. Further, these concepts are important for school teachers in India as they help them to understand how students can explore possible alternatives to negate oppression. According to Giroux, a critical educator should "raise ambitions, desires, and real hope for those who wish to take seriously the issue of educational struggle and social justice" (1988, p. 177). His theorization of radical pedagogy will expand the possibilities for social justice in the Indian educational and cultural domains which can create counter discourses.

Bell Hooks (1994) concept of "Engaged Pedagogy" emphasizes that literacy is an essential tool for feminist movements across the world. According to her, critical literacy will enable women and men to understand the world from a feminist consciousness. Engaged pedagogy is heavily influenced by Freire's critical consciousness. Hooks actively promoted praxis, and stressed that engaged pedagogy requires praxis from both teachers and students. In Indian schools, teachers can use engaged pedagogy to cultivate feminist consciousness among students as it has several implications for understanding the interlacing dynamics of gender, culture, caste and class in Indian classrooms. According to Hooks, a teacher should be a critical practitioner by teaching students in a non-threatening way. Engaged pedagogy should therefore provide a holistic learning environment where there is scope for self-actualization in both teachers and students. The teacher should also be aware of the "community of resistance" from group of students in the classroom.

Michael Apple (1990), a prominent educational theorist believed that schooling should be understood in combination with the political, economic and cultural institutes in the country as these institutes influence the curriculum and teaching practices adopted in the schools. Like Freire, he also proved that schools are not necessarily the engines of democracy. In fact, they are used to maintain the unequal social and economic status of the students through biased curriculum and pedagogic practices. In the Indian context, Apple's theories can help us understand the different types of school systems and the hidden agendas of curriculum used in these schools.

Joe Kincheloe (2008), advocated the concept of "Multilogical Critical Pedagogy"

to understand and counter the dominant discourses which function to protect the interests of the powerful West bloc countries. Multilogical critical pedagogy promotes alternative ethical, ideological, cultural and pedagogical imagination to challenge the world view of education espoused by the western bloc countries. According to Kincheloe, critical pedagogic efforts in school education should encourage transformative multilogicality, that will help students explore the world from diverse perspectives, and not just from the western imperial and neoliberal vantage point (Kincheloe, 2008). Through this process, teachers and learners can uncover the old and new knowledge systems to get a broader perspective and thereby a better understanding of the world. Practicing multilogical critical pedagogy in Indian schools will help students generate counter discourses from a postcolonial and postmodern perspective.

In this study, I have discussed the work of few prominent scholars who theorized and practiced critical pedagogy in the style of the Neo-Marxist school. Critical pedagogy can be practiced in the Indian classroom by drawing insights from these works. However, for a better understanding of Indian society and implementation of critical pedagogy, it is essential also to incorporate Ambedkar's social democratic vision for Indian education. In the next section, I will discuss Ambedkar's thoughts on Indian education.

AMBEDKAR'S THOUGHTS ON CRITICAL PEDAGOGY

Ambedkar was a social reformer, economist and the architect of the Indian constitution. He worked to counteract social discrimination and the debilitating practices against the socially oppressed Dalit community. He exhibited an in-depth understanding of caste and gender inequalities in India, and proposed a social democratic vision for school education based on liberal values. Ambedkar identified religious feudalism, patriarchal practices and uneven capital distribution as the fundamental problems faced by the Indian society. He was aware that the constitution alone did not guarantee democracy, so he envisaged a greater role for education in the new Indian democracy. He wanted social democratic school education in India to espouse the value of equality, rational thinking, social justice, scientific spirit and empowerment. He also believed that gender equality and education was fundamental to the growth of modern India. Ambedkar's vision of the Indian school education can become the guiding principle for practicing critical pedagogy in India.

PRACTICING CRITICAL PEDAGOGY IN INDIA

In a language classroom, textbooks, teacher talk, supplementary materials and

classroom activities are the tools for practicing critical pedagogy. Teachers must provide ample opportunities to students to explore the content of each lesson from multiple perspectives. This enables students to understand different types of social relationships that exist in society. Teacher talk has immense potential in classrooms to expose the hidden agendas in a lesson. A teacher can elaborate on the alternative realities, discourses or versions of incidents described in the lesson to make students from marginalized communities feel included. In some instances, the teacher can also produce supplementary materials to enable students to understand alternative perspectives. The other important tool for practicing critical pedagogy are classroom activities. The teacher should engage the students in sufficient speaking and writing activities to generate more discussions and debates in the classroom. These classroom activities can also play an active role in helping the students to develop critical consciousness. To sum up, critical pedagogy can be used in the Indian classrooms to achieve the following goals:

1. To critically reflect on Indian diversity
2. To sensitize students on issues such as religious polarization, gender inequality, caste, class, gender and religious discrimination in society
3. To make students understand and respect the fundamental rights framed in the constitution
4. To educate students about the importance of maintaining democratic culture in India
5. To teach the students to identify the forces that weaken the democratic institutions in India
6. To train the students to reflect on his or her consciousness to achieve self-emancipation.

By making attempts to implement these goals in language classrooms, teachers and schools can contribute to the creation of a progressive democratic culture in India.

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Paper Presentation -1

“Working off ‘Postcolonial Performativity’ in Multilingual Society: A Study of Tamil Popular Songs” Politics of Multilingualism: Possibilities and Challenges Conference, University of Amsterdam, Amsterdam, Organised by Department of European Studies, University of Amsterdam, May 22nd-25th 2017.

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