
Correlation between Exclamatives and Integratives in Classroom Discourse

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Abstract:

Present research exploring interpersonal function of gender talk in ELT classrooms does its best to determine different clausal structures (Declaratives, Integratives, Imperatives and Exclamatives) used by interlocutors with different genders using Azeri as their mother tongue, Farsi (Persian) and English as their second and foreign languages respectively to have a kind of clarification on correlation between Integratives and Exclamatives. About twelve hours of oral conversation between students and teachers from eight randomly selected classrooms are recorded and transcribed, resulting to 3288 clauses. Our findings show a kind of correlation between Integratives and Exclamatives; that is students in both genders use no Exclamatives resulting into producing Integratives with low frequency. Teaching new and interesting instructional materials may trigger students' curiosity making them use much more Integratives leading to a bilateral interaction while their curiosity is manifested throughout using Exclamatives in classroom discourse.

Key Words: Interpersonal function, Gender Talk, Mood, Bilingual Context of Situation.

I. Introduction

One of turning points on Language teaching is advancing a method in which the most interaction in dealt. Developing methods such as grammar-translation, direct, audio-lingual and the others may be considered as the first steps towards this importance; meanwhile nowadays the most concern is related to studying teaching methods in bilingual context of situation without notification on correlation between clausal structures specially Integratives and Exclamatives in gender talk and also their impact on each other. For example, Mehrabi (2008:101-102) studies the role of gender in interpretation of silence in discourse. His research shows whether the gender of conversing people and the gender of the population employed in the research have any effect on interpretation of silence or not. Mehrabi studies implicit meaning which silence can impose on speaker or listener's mind. Having collected data throughout questionnaire from 120 people between 20 to 35 years old selected from Tehran (Capital of Iran), speaking in Persian with higher education, researcher categorizes the results in three parts of gender-dependant

interpretation, gender-independent interpretation and personal interpretation, emphasizing the effect of gender on interpretation of silence.

In another study, Dasturi and Bastani (2007: 5-30) study the effect of gender on discourse in two contemporary translations of Holy Koran, showing the meaning system that the democratic system has created. In this research, democratic system has been considered as a discourse with ideological function holding some micro-discourses inside it, causing cultural, social and even biological realities not to be presented in an unbiased light. This research approves the opposition of two meaning systems, as two translators have tried to insist on their favorable discourse significance, deconstructing and misrepresenting discourse significance of the other.

As it is found out, in most of these researches, the relation between different clausal structures specially Exclamatives and Integratives is neglected. So in this research, different kinds of clauses used by males and females in ELT classrooms, that is Declaratives and Imperatives in general and Integratives and Exclamatives in specific are studied on the basis of Hallidayan Systemic Functional Grammar from perspective of interpersonal function to show a kind of correlation between Exclamatives and Integratives.

According to Shayegh (2011: 25-32), nowadays language is studied throughout three main Formal, Functional and Cognitive approaches. As Meshkatudini (2002: 111) states, studying language function relates to London School and studies of John Robert Firth in 1930s. As Seuren (2009: 82) states, Firth studies meaning of language forms in the context of situation. Barber et al (2010) state, Firth considers meaning as function in context in which not only words and sentences but also sounds have meaning. After Firth, studying language with functional approach followed by scholars such as M.A.K. Halliday. Having advanced Scale and Category in 1960s, Halliday introduced his second grammar named Systemic Functional.

In Systemic Functional Grammar, Halliday (1985:11) considers text analysis as discourse one. He states linguistic analysis explains why one text may be appropriate or inappropriate for some specific purpose. According to Christie (2002:21), text and specific combination of register is a condition of cultural context. Choices from language in relation to situational context are considered as selection from register and specific selection of language depends on specific selection from components of situational context. These components are field of activity, tenor

and mode. According to Halliday (1985:12), each of these components relates to three functions of ideational, textual and interpersonal.

In ideational function (Halliday, 1971), speaker or writer embodies in language his experience of the phenomena relating to the real world and this includes his experience of the internal world of his own consciousness, his reactions, cognitions and perceptions and also his linguistic acts of speaking and understanding.

Relating to textual function, language has mechanisms to make any stretch of spoken or written discourse into a coherent and unified text and make a living passage different from a random list of sentences. Although two sentences may have exactly the same ideational and interpersonal functions, they may be different in terms of textual coherent. According to Halliday (2004: 60), textual function fulfils the requirement that language should be operationally relevant, having texture in a real context of situation that distinguishes a living passage from a mere entry in a grammar book or a dictionary.

Relating to interpersonal function, Eggins (2004:144) states, using language, one of the processes occurred in conversation is creating communication among people speaking or may speak in the next turn-taking. According to Halliday (1985: 69), during a conversation, speaker may give something to addressee or ask something from him. Subsequently he introduces two speech acts of giving and demanding. Noticing nature of transferred material related to two mentioned speech acts, he introduces four speech functions called offer, demand, information and question. Following Halliday, Lock (1996: 175) refers to minor function called Exclamation in which attitude of speaker on present condition is expressed.

Speech functions each is reflected in different clausal structures. Information, question, demand and exclamation are expressed throughout Declaratives, Integratives, Imperatives and Exclamatives respectively (Halliday, 1985: 74), whereas According to Lock (1996:176), this is just offer which has no specific mood and as Halliday (2002:272) states, it may be expressed throughout different moods.

TABLE 1
SPEECH FUNCTIONS (HALLIDAY, 1985: 69)

Function in Exchange	Type of Exchange	
	A) Services and Objects	B) Information
A) Giving	Would you like this teapot? «Offer»	He is giving her the teapot. «Information»
B) Demanding	Give me that teapot. «Demand»	What is he giving her? «Question»

Halliday (1985:71) states, in studying Declarative and Integrative clauses and different responses to them, interpersonal meaning is expressed throughout just a specific grammatical component in the clause, called Mood. According to Lavid et al (2010:229), Mood is composed of elements by which different types of interaction is performed between interlocutors. According to Halliday (1985:72), Mood is composed of functional elements of subject and finite in which subject approves or disapproves argument whereas finite shows primary tense. Halliday (1985:75) introduces another meaning component called Polarity, calling it Modality in relation to proposition and Modulation in relation to proposal.

Upon theoretical framework outlined above, present research explores interpersonal metafunction of gender talk in ELT classrooms. Objective is to determine different clausal structures (Declaratives, Integratives, Imperatives and Exclamatives) used by interlocutors with different genders using Azeri as their mother tongue, Farsi (Persian) and English as their second and foreign languages respectively to have a kind of clarification over correlation between Integratives and Exclamatives.

II. Method

In this research, two populations, each consisting of four classes of male and female students, are employed randomly. 15 to 25 year old language Learners are participating in intermediate level of English language teaching classrooms. Classes the whole are of the same duration (90 minutes for each class) and hold in the afternoon. Data used in this research is oral form of conversation between teachers and students. Conversations are recorded by a MP4 voice recorder from beginning to the end of classes without any change in them. Since the duration of each class is 90

minutes, about 12 hours of conversation has been recorded. Having all the recorded conversation transcribed, 3288 clauses are obtained.

III. Results and Analysis

In this paper, researcher tries to explore the correlation between Integratives and Exclamatives as formal structures in representing speech functions of Information and Imperative in general and Integratives and Exclamatives as formal structures in representing speech functions of question and exclamation in specific on the base of Hallidayian Systemic Functional Grammar from perspective of interpersonal function. In this research, 3288 clauses used by male and female classrooms have been studied, among which 1868 clauses are used by male classes while 1420 ones are used in female classes (M=Male, F=Female).

TABLE 2
 NUMBER OF CLAUSAL STRUCTURES IN M/F CLASSES

	Clausal Structures	Total NO.
F. Classes	1420	3288
M. Classes	1868	

As it is shown in Figure below, about 43 percent of classroom discourse participation is done by females while about 56 percent is done by males. So it is found out that males have much more tendency toward participating in classroom discourse in comparison to females.



Figure. 1. Frequency of Clausal Structures Used in Both M/F Classrooms

As it is shown in table below, from among 1420 clauses, 888 Declaratives are used in female classes while this number is 353 and 179 for Integratives and Imperatives respectively. From among 1868 clauses used in male classes, 1446 clauses are Declaratives while 269 and 153 are for Integratives and Imperatives respectively. Turning point is that in both male and female classrooms, Exclamative structure of clause is not used at all.

TABLE 3
 NUMBER OF DIFFERENT CLAUSAL STRUCTURES IN M/F CLASSES

	Declaratives	Integratives	Imperatives	Exclamatives	Total No.
F. Classes	888	353	179	0	1420
M. Classes	1446	269	153	0	1868

As it is shown in Figure below, about 62 and 77 percents of clausal structures are devoted to Declaratives in female and male classrooms respectively while the least amount is devoted to Exclamatives. From among all the clauses used by both genders, just a limited amount of Integratives; that is 24 and 14 percents are used by female and male classes respectively.

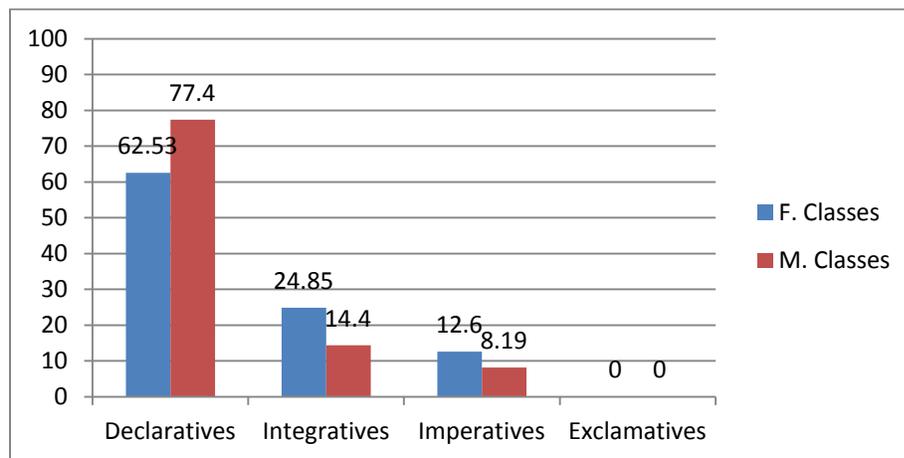


Figure. 2. Frequency of Different Clausal Structures in M/F Classes

IV. Conclusion

In this paper, researcher tries to explore a kind of correlation between Integratives and Exclamatives as formal structures in representing speech functions of question and Exclamation on the base of Hallidayan Systemic Functional Grammar from perspective of interpersonal function.

As it is found out throughout diagrams above, both genders use Declaratives with high frequency to express information in classroom discourse while the use of Integratives in both genders is much less and not considerable. Meanwhile both genders have used no Exclamatives at all.

According to Golfam (2006:45), informants use Declaratives to talk about realities and explain their mental pictures. In Declaratives, speakers intend to express information to the addressee. In fact exchange process of meaning in this kind of clauses is one-sided and in its least active form. On the base of descriptive results obtained through our data analysis, Interaction in both genders in this research in classroom discourse is one-sided and partial, in which speakers just provide information without challenging one another in getting new and even interesting instructional materials.

As the above tables show, both genders have used less Integratives in comparison with Declaratives. Golfam (2006:45) states that Integratives are structures by which the speaker directs the route of transferring information from listener to himself. In other words, on contrary to Declaratives in which information is transferred from the speaker to the listener, in Integratives, the speaker tries to create motivation in listener in the related discourse topic to receive specific information. According to Alaei et al (2010: 211-228), in Integratives, the route of interaction is two-sided and active. In Integratives, addressee can refer to his mind, providing an answer to the question or express his unawareness on it. Using less Integratives by both genders in classroom discourse have strengthened a kind of one-sided interaction between discourse interlocutors making a kind of obstacle in exchanging meaning and having high level of communication.

As it was stated in relation to Integratives, these kinds of clausal structures are used to create a kind of motivation in listener in the related discourse topic but how this motivation is shown in classroom discourse. The answer relates to Exclamatives. Although in Exclamatives, the relation between speaker and listener is one-sided and they are considered as minor functions, they are functionally noticeable and highlighted reflection of an object or an event in mental processing

of the speaker. In fact Exclamatives show attitude of speaker on present condition in which discourse is done. So we may have a kind of determination on parallel correlation between Exclamatives and Integratives. That is increasing the use of Exclamatives in classroom which show students have got motivated leads into an increase in Integratives' use. Researcher thinks that using new and even interesting instructional materials in classroom discourse may lead to students' motivation throughout using Exclamatives and subsequently using much more Integratives leading to a kind of bilateral kind of communication.

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