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**A Discourse Study of Exam Invigilation in  
Language Practices:**

**The Case of First Year Master Students of Didactics and  
Applied Languages at Abd Elhamid Ibn Badis University of  
Mostaganem**

**A Dissertation Submitted in Partial Fulfillment for the Requirement of Master  
Degree in Didactics of Foreign Languages  
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## **Dedication**

I dedicate this work to all family members and my dear friends without whom I will not be where I am today.

To my reverere parents and especially for my mother that was a source of encouragement to me.

To my classmates and close friends.

## **Acknowledgement**

All praise is to God, who guides, helps and provides me with patience to finish this work

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## **Abstract**

Several studies used classrooms as small communities for research to examine classroom discourse. However, adapting such discourse studies are needed to reach other classroom events particularly examinations. One possible way of expanding discursive studies to examination settings is to conduct research on invigilation classroom discourse. At this point, our primary objective is to investigate the invigilators' discursive acts and the effect of their language practices on the students' performance. Furthermore, the aim of the present research is to identify the elements of the linguistic and the non-linguistic invigilation classroom discourse. To achieve this end, a mixed method research design was used including a classroom observation, a questionnaire and interviews. The results indicated that exam invigilators use a verity of linguistic and extralinguistic classroom discourse that affect the students' performance. The study attempted to suggest a set of recommendations, as how to help exam invigilators provide a suitable examination atmosphere.

**Key words:** classroom discourse, invigilation classroom discourse, discursive acts, students' performance.

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# General Introduction

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## General Introduction

In the last Century, many language studies started to develop in the educational field. Among these studies classroom discourse which deals with transcribing the language that the teacher uses to interact with the students. However, these discursive studies did not necessarily extend to examinations' settings. One way to shed light on this area is by studying the language practices that occur between the students and exam invigilators. Indeed, several studies have revealed that teachers' language practices have a great influence on the students' behaviors. Therefore, exam invigilators should be aware of their verbal and non-verbal communication, and ensure an appropriate invigilation classroom discourse.

The significance of drawing attention to the invigilators' classroom discourse is to spotlight the most important features of linguistic and the extralinguistic discourse that invigilators use to communicate with the students. It was observed that the discourse of exam invigilators at Mostaganem University has some side effects on the students' performance. Undoubtedly, these side effects are represented in a form of different reactions from multiple students.

The motivation behind choosing this topic is the noticeable lack of research on the patterns of invigilation classroom discourse. Another reason that is the remarkable language practices of the invigilators that impact the students' behaviors. Moreover, this research aims also at investigating and analyzing the language of exam invigilators and the various aspects that make it appropriate or inappropriate.

For the purpose of conducting this research, the present study attempts to answer the research questions that we put forward as follows:

- What are the main features of linguistic and extra-linguistic invigilation classroom discourse?
- How does invigilators' classroom discourse affect learners' exam performance?
- What are the main qualities that may lead to suitable invigilation classroom discourse?

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The present study is about the characteristics of invigilation classroom discourse and its effect on the learners' performance. The hypotheses that support this research topic are proposed as follows:

- The main features of invigilation classroom discourse might be: the use of body language, intonation, speech acts, regulations, orders, etc.
- It might lead to stress, discomfort, and lack of confidence.
- Qualities that may lead to a suitable classroom discourse might be the use of appropriate language, suitable body gestures, etc.

The general objective behind conducting this research project is to fulfill our curiosity and explore the language used by invigilators in exam settings, another aim of this research is to raise the invigilators awareness towards the influence of their language practices on the students. One of the main incentives of this research is to identify the proper and the improper qualities that either enhance or hinder the students' performance. The final aim is to make exam invigilators' alter their ways of communication to provide an appropriate invigilation atmosphere.

Theoretically, the present research topic relies primarily on discursive studies. First, it reviews the meaning of discourse analysis and other related aspects such as context, and pragmatics which are associated to Cook, Dijk, Philips and Hardy. Second, it illustrates few related discourse studies such as classroom discourse and the work of Birmingham school of discourse analysis which is associated to Sinclair and Coulthard. Lastly, it showcases the general exam invigilation guidelines that are introduced by the University of Glasgow and the University of Edinburgh.

This research was conducted with first year master students of didactics and applied languages at the department of English, Abd Elhamid Ibn Badis University of Mostaganem, during the academic year 2019/2020. The selected sample is supposed to be representative of the study, especially for the students' acquaintances with examinations. Regarding the research methodology, mixed methods approach is used to collect (quantitative and qualitative) data. For the purpose of generating conformity of the results, a triangulation of methods is opted for to collect data by using three data collection tools. Classroom observation was the first used tool to identify the main features of linguistic and extra-linguistic classroom discourse. Then, an interview was conducted with the students to know

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their opinions about the influence of the invigilators' classroom discourse, and how it impacts their performance. At the end, a questionnaire was submitted to the students to select some main qualities that can lead to a suitable classroom discourse.

The present dissertation is divided into three main chapters. The first chapter presents a theoretical overview about the research topic. Initially, it gives a general understanding about discourse analysis and the spoken discourse. Then, it provides some awareness about the invigilators' language practices and its influence on the learners' performance. The second chapter is devoted to present the research methodology, the methods, and approaches followed in the conducting this research in addition to the different data collection tools used to examine the invigilation classroom discourse. The last chapter is concerned with the analysis and the interpretation of the data obtained from the instruments used in the study. In addition, this chapter ends with the statement of the obtained results followed by a set of recommendations that could be beneficial in the improvement of the invigilators' classroom discourse.

# **Chapter One : Overview**

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## 1. Introduction

In This chapter, which is a theoretical part, we attempt to discuss and review studies about discourse and discourse analysis. This work is divided into three-dimensional overviews. First, it elaborates a deep understanding of spoken discourse. Second, it gives insights on the role of invigilators in examinations. Finally, it describes how discourse is influential in educational settings and most importantly in the examination settings.

### 1.1.A historical background of discourse

DA is not a new discipline in fact its origins are traced back to language studies for than 2000 years ago.( Cook,1989) stated that Zelling Harris which is a sentence linguists who coined the term "**discourse analysis**" in his article in 1959 . He started an inquiry for language rules to explain how sentences are connected within a text by extended grammar. However, the emergence of DA as a new discipline started to take new directions in terms of studying discourse analysis (DA) as an autonomous discipline in the early of 1960s and the 1970s; and as a continuous interdisciplinary approach in relation to the inquiry of the previous decades. It precedes continuity with other disciplines such as: linguistics, psychology, sociology, and other social sciences (Dijk. 1985).

As a general overview about the emergence of new directions in language studies and DA, one can see that there is both a continuity and change with respect to the previous decade studies. Continuity in terms of restricting discourse studies to the talk or a text of any given language. However, there is a change which is related to conducting discursive studies that analyze the spoken and the written language in relation to other interrelated disciplines (Dijk, *ibid*).

### 1.2. Discourse Analysis

Previous studies mostly defined DA as the use of language either in speech or in writing to achieve a purposeful communication. This definition is close to those of Philips and hardy (2002. p 3) who define DA as “the relationship between discourse and reality”. However, it is crucial to distinguish between discourse and discourse analysis. While Woodilla (1989) defines discourse as the actual practices of talking and writing, Mc Carthy and Cook agreed that DA is particularly concerned with studying the language and the context in which it is used. In the same way, DA examines how language in use (in the textual, social

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and the psychological context) becomes significantly expressive for their users (ibid). As mentioned earlier, DA analyses language (beyond the sentence) and its context to reach a successful communication while giving a sense of unity and coherence.

In summary, DA can be explained as the series of utterances, ideas and beliefs used in a specific context to attain a meaningful communication. In other words, discursive activities do not occur in a vacuum. However, DA carries a meaning which is shared in social groups. Therefore, one can comprehend discourse as long as the context in which it arises is recognizable.

### 1.3. Pragmatics

Pragmatics is defined as the branch of linguistics that deals with the language in use. Moris (1938) was the first linguist to introduce the term pragmatics. He defines it as the analysis of the relationship between signs and their interpreters (Yule, 1996). Yule maintains that pragmatics is all about how meaning is communicated by a speaker and interpreted by a hearer, (Ibid). Moreover, pragmatics has to do more with the utterances of people, context, and the impact of context on the meaning of the speech (or the utterances of people at a particular situation), (ibid). Geoffrey leech (1983) develops the field of pragmatics in a wider sense. He uses the term general pragmatics and language in use. It is important to clarify that pragmatics deals with the context of language structure, principals of language usage and understanding the relevant and the irrelevant context with linguistic structure.

Pioneering linguists in the field of pragmatics have identified three different levels of meaning:

- The abstract meaning that deals with the interpretation of words, phrases and sentences to perceive what they might mean (Tomas, 1995).
- The utterances and the intention of the speaker of what is said in a certain context (Tomas, ibid)
- Force which is the communication illustrated with the utterances (Tomas, ibid).

In general, pragmatics plays a crucial role in our lives which is making that kind of relationship between the speaker and the hearer whenever they interpret their utterances. Furthermore, pragmatics is not only the study that investigates the relationships between the language user and the linguistic forms, but also it is the sole medium that allows human beings to study other people's intended meaning (Yule, 1996). Hence, language users must

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know the pragmatic elements in order to avoid misunderstandings while communicating with others.

## 1.4.Context

Context is the background knowledge shared by both the speaker and the listener in transmitting and understanding their conversation. (Leech, 1983) comments that context as “the relevant aspects of the physical and the social setting of an utterance” (p 13). Context is the major key in making utterances understandable and meaningful. Furthermore, it has a main role in resolving ambiguities either in spoken or in written language. Similarly, Mey (2001) elaborates that context is beyond reference, context is an action; it gives our utterances their valid pragmatic meaning and allows them to be true pragmatic acts. In the same way, context is what makes appropriate interpretation and provides resources for the surrounding event (Duranti& Goodwin,1992). According to Cutting (2002) context is divided into three types as follows:

- **Situational context:** is what speakers know about what they can see around them.
- **Background knowledge context:** is what participants know about themselves and the world.
- **Co-textual context:** is what participants know about what they have been saying.

In regards to Cutting’s view about context, one can deduce that context is the lexical exchange of meaning in conversation in which it occurs in the surrounding environment. Yule (2000) describes context as “*the physical environment in which a word is used*” (p128). The main point in Yule’s definition ,and the previously mentioned scholars’ definitions, is the environment of the context in which discursive activities occur. That is to say that context is necessary to interpret the meaning of utterances in the discourse.

### 1.4.1. The Context of Situation

Linguists have become aware of the importance of context in the interpretation of sentences. Sadock (1978, p281) explains how implications are important for the context that:

There is, then, a serious methodological problem that confronts the advocate of linguistic pragmatics. Given some aspects of what a sentence conveys in a particular context, is that aspect part of what the sentence conveys in virtue of its meaning...or should it be 'worked out' on the

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basis of Gricean principles from the rest of the meaning of the sentence and relevant facts of the context of utterance?( cited in Brown& Yule)

When taking implications into account, it is quite noticeable that the given definition addresses what sentences can mean in isolation and how they can give different meanings in different context. However, the second part of the quote, which is given by Sadock (1978), as taking part in the conversation (either as a speaker or a hearer) we have to identify what is relevant to the context and the utterances, (Brown& Yule, 1983). Similarly, this was the case raised by other discourse analyst such as Fillmore (1997); he comments that it is our task as language users to determine what we know about the meaning of utterances in their given context based on the user's knowledge about the utterances.

Brown and Yule (ibid) argued that context is highly important for determining the appeal of utterances, in which they raised the need to know "*what it would mean for the context to be slightly different*" (p35). To take into account context that is slightly different, one can consider the following example by (Brown& Yule, 1983. P 36):

(A) Speaker: a young mother, hearer: her mother-in-law, place: park, by a duck pond, time: sunny afternoon in September 1962. They are watching the young mother's two-year-old son chasing ducks and the mother in law has just remarked that her son, the child's father, was rather backward at this age. The young mother says:

I do think Adam's quick

(B) Speaker: a student, hearers: a set of students, place: sitting around coffee table in the refectory, time: evening in March 1980. John, one of the group, has just told a joke. Everyone laughs except Adam. Then Adam laughs. One of the students says:

I do think Adam's quick

It is clear the speaker says that Adam is quick in both scenarios. However, these same utterances are used in different contexts to convey different meanings (messages). In (A) we would assume that "Adam" is being compared with his father and the word "quick" might be interpreted as being fast in developing. Nevertheless, in (B) the student Adam is being compared unfavorably with his mates (students), when the word "quick" is interpreted as "being quick to understand/react". Furthermore, since the word "quick" is said in the context

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\_ where Adam has failed to react quickly to the joke\_ the speaker wanted the hearer to implicate the opposite of what is being said.

As language users we can determine the context of the situation that is relevant to the interpretation of the utterances. One can also decide the context of the situation even if the same “utterances” are used in different occasions, (Brown & Yule, *ibid*). Similarly, Firth (1957) states that words and prepositions have meaning of their own regardless of the participants in a particular situation. However, he was concerned to insert utterances “in the social context” in order not to generalize meanings in all contexts. He argues that the spoken languages of the modern societies should be considered as having “implications of their own” and they refer to a specified social context, (cited in Brown& Yule, 1983).Likewise, Hymes views that context is crucial in interpreting the utterances. First, it limits all the logical interpretations. Second, it aids the aimed interpretation. He states the following quote regarding the context of situation:

The use of linguistic form identifies a range of meanings. A context can support a range of meanings. When a form is used in a context it eliminates the meanings possible to that context other than those the form can signal: the context eliminates form consideration the meanings possible to form other than those the context can support. (Hymes, 1962. Cited in Brown& Yule. p 38)

In the same view, Hymes (1964) sets some features that help in distinguishing and interpreting the speech. These features are as follows:

- 1) The role of addressor and addressee  
(A) Addressor: is the one who speaks or writes the utterances.  
(B) Addressee: is the hearer or the one who reads, he is the receiver of the utterances.
- 2) Audience: in case that the speaker is giving a speech to an audience (such as a president or prime minister).
- 3) Topic: as a speaker, he is expected to speak about a particular object (to have information about something).
- 4) Setting: to have knowledge about both when and where the event is going to take a place.
- 5) Channel: The way contacting between participants, it can be by speech, writing, singing, etc).

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- 6) Code: The language or the form of the language (formal or informal) that is being used.
- 7) Message-form: which is the form of the message it can be a chat, debate, fairy-tale, etc.)
- 8) Event: that is the nature of the communicative event such as a prayer, a ceremony, etc.)
- 9) Key: it involves evaluation it good, bad, etc.
- 10) Purpose: the intention of the participants as an outcome of the communicative event, (ibid).

To Deduce, context is crucial to any form of situation; moreover, context is clearly understood in different situations when certain features are met, the communicated message can be fully understood. Therefore, context plays an essential role in DA. Due to their closeness with each other their relationship can be explained as: context is the premise of analysis of the discourse.

### 1.5.Spoken Discourse

Spoken discourse has been used to refer to situations in which it happens in “real time” and often produced spontaneously. That is to say, that the speaker barely have any time to pause or to think about what to say and how to say it (i.e. the structure) ; unlike, written discourse that gives chances to write, re-write, re-structure or even review the stance from a different perspective, (Cook,1989).

According to Francis Cornish (2014), spoken discourse is a “face to face interaction” between two or more speakers who share a common scene, setting, culture, and context. Without having verbalized aspects in the speech (message); speakers are likely to use a large number of nonverbal signals depending only on the verbal textualisation to choose utterances.

In the same view, many scholars and linguists like Clark(1996), agreed that conversations and communicational practices are generally a fundamental joint of activity that requires participants to share and coordinate their verbal and non-verbal actions(cited inCornish,2014). In addition, spoken discourse is a tentative activity where the speaker takes the responsibility of encoding utterances, and the receiver the task of decoding them.

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## 1.6. The Birmingham School of Discourse Analysis

The discourse analysis model (DA), or the Birmingham Model, was developed by Sinclair and Coulthard (1975) for the purpose of conducting a research that is concerned with the structural description of discourse which is found in classrooms. This pioneering study was carried out in the university of Birmingham, hence its name (Cook, 1989). Throughout the research, Sinclair and Coulthard discovered that language in classrooms followed a very fixed structure and so does the speaking patterns. That is when creating a structural description for of discourse, most of the speech acts found in the classroom are defined and categorized according to their function, (Cook, 1996).

Sinclair and Coulthard had noticed that the teacher initiated (i) all exchanges, students respond (R) and then the teacher would follow up (F) based on their response (i.e. what was done or said). Another naming of this model is the I-F-R model which is based on this given structure. The I-F-R structure corresponds with the following moves:

- Initiation —————> opening
- Response —————> answer
- Follow-up —————> follow up

(Francis & Hunston, 1992. P 124.)

The Birmingham Model may fit the classroom interaction, but may not fit with the (DA) model of speech acts, (Cook, 1996). Therefore, Sinclair and Coulthard suggested to use a rank scale that is flexible than the I-R-F model. They decided to take a “lesson” as a higher unit of classroom discourse, this consist of one or two transactions, and it precedes in a descending

- Lesson
- Transaction
- Exchange
- Move
- Acts(speech acts)

( Cook, 1989)

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Code	Act	Function	Realisation(e.g.)
Acc	Accept	Shows T has heard correct information	Yes, good, fine
Acc	Acknowledge	Shows P has understood	Yes, ok, mmmhm, Wow
Z	Aside	T talking to himself	Statement, question Command
B	Bid	Signal, desire to continue	Miss!
CH	Check	Checks progress	Finished? Ready?
C	Cue	Evokes bid	Hands up!
Cl	Clue	Gives extra information	Statement, question Command
COM	Comment	Exemplifies/expands/ justifies	Statement, tag Question
Con	Conclusion	Summarizes	So, what we've doing is .....
D	Directive	Request action	Imperative
El	Elicitation	Request answer	Question
E	Evaluation	Evaluates	Good, interesting, yes
I	Information	Provides information	Statement
L	Loop	Returns to point before P answers	Pardon? Again?
M	Marker	Marks boundaries in discourse	Well, ok, right,
Ms	Metastatement	Explicitly refers to development of the lesson	Statement
N	Nomination	Tells or permits P to contribute	You, yes, jane
P	Prompt	Reinforces directive or elicitation	Go on..
Rea	React	Provide appropriate reply to directive	Non-linguistic
Rep	Reply	Provide appropriate reply to elicitation	Statement, question, nod
'	Silent Stress	Highlights marker	Pause

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S	Starter	Provides information to facilitate Response	Statement/ question, command
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(Adapted from Cook, 1996. P 48)

Based on the given data that shows the different components of the IFR model, the last component in the scale is “acts”. So, acts are combined together to form a unit moves. Then, a unit of moves is combined to form another unit of exchanges. Therefore, exchange is the focal unite of analysis in the DA model. Given the fact that the structure of transaction is the biggest unit that carries all of the other units in descending order starting by exchange, moving to moves and then acts ( Cook,ibid).

The Birmingham model, which was applied on primary school pupils, made the students knowledgeable about the way their lesson developed; therefore, they knew in which stage they were in and they altered their behaviors accordingly. That is because these structures create a form of rituals that language learners follow to communicate in their classroom. While this kind of interaction is mostly functional in classroom interaction, it does not fit well with the speech acts model. Francis & Hunston (1998) comments that speech acts are labeled with the relation of the preceding and the previous utterances, but not as a contribution to the discourse as a whole. Moreover, the (DA) model codes utterances based on their effects in relation to the discourse exclusively, and not taking into consideration the participants of this discourse.

To conclude, this kind of model may not be fulfilling to discourse analysis. In other words, the I.R.F Model may fit to describe the structured classroom discourse as a whole. However, it cannot be applicable to discursive studies because the I.R.F Model codes the words according to discourse. On the other hand, speech acts tends to relate to the previous and the following words, in which they code the words according to the participants. The I.R.F Model focuses on solely coding the utterances according to the discourse and leaves out the act of students’ interaction in the speaking activity, while speech acts codes the utterances according to the context. Hence, the I.R.F Model might not be extended to other discourse studies (Cook, 1996).

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## 1.7.Spoken Discourse in the Language Classroom

In the 1980 Jane Willis recorded a number of English lessons where English was taught as a foreign language (EFL). He developed a technique of analyzing and describing how the English language is used in the classroom activities. According to J.Willis his research is an extension of the work of Sinclair and Coulthard (1975) model. The main aim of this study is to shed lights on how language is used between teachers and students, (Willis, 1992).

Most researchers and discourse analysts agreed that it is quite hard to analyze and to describe the classroom talk than to analyse “the content lessons”. Language classrooms generally share two common features which are:

- 1) English as a subject matter
- 2) English as a medium of instruction

These two features contribute into making the language lessons mostly difficult to describe, (ibid). The previously done model\_ by Sinclair and Coulthard (1975)\_ is well suited to describe the “content lessons” when it is used to identify what kind of interaction between the teacher and his/her students, and what kind of patterns are commonly used in this approach. While the latter model is insufficient for analyzing the classroom discourse, it is necessary to devise a model that is able to distinguish and to separate the two uses of language ( English as a subject matter and English as a medium of instruction), to keep the flow of interaction; besides uncovering the nature of discourse in the classroom,(ibid).

In an attempt to separate these two uses of the language and to showcase the two-level structures. J.Willis adopted terms such as “the **Outer** and the **Inner** “levels to describe the structural use of the language. The Outer structure is used to give the lesson a kind of a framework and to give the language used a form to socialize, organize, and explain to take control of the activities inside the classroom. This outer structure is used when the target language is not the mother tongue, (i.e. the target language is not a medium of instruction. In other words, the outer structure is a tool to control and stimulate utterances for the “Inner structure” which is the formal practice for EFL context or any foreign language in general; however, the Inner structure/ language is a form of the language that the teacher has selected to be as the lesson objective, it can be clauses, sentences, new forms, or anything presented as a target form, (ibid). The task of the teacher here is to enforce these target forms by quoting, repeating, and drilling to make the students practice the inner structure inside the classroom.

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According to Widdowson (1980) the inner structure is “*pedagogically processed*” in comparison to the natural one, (cited in Willis, 1992). Ergo, for language learners the inner discourse is more like the natural language. Moreover, it is quite natural to see a kind of a switch in the classroom between the **Outer** and the **Inner** discourse. It is evident in the following example:

Outer	Inner
1 T: let's go on where we were, shall we?	
On erm, page....	
2 T: what page is it?	
S1: Page 98	
S2: Page 98	
T: Page 98, yes.	
3 T: we were looking at Fred, weren't we?	
In bed, Fred in bed, mm	
4 T: Erm, let's have a look at the questions by the picture. Don't look at the writing.OK? (Non-verbal response)	
6 T: Erm, can we make the Question by the picture. Look at Fred.	When Fred Army
Can you make the question Socoop? Would you like to try that?	
7 S: Erm. Erm.picture number three? T: Yes.	

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8 T: look at the question by the picture

10 S: Erm.

When did Fred joined Army.

T: That's right.

11 T: Only

When did Fred joined the Army

Say it again.

S:

when did Fred erm joined the army.

T: YES.

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(adapted from Jane Willis, 1992. P164)

In the given example, one can see that the teacher has started by using the Outer structure: firstly by asking the students about the page number, and then setting up the activity for the students to solve it. All of this use of the outer-level discourse is only to set up a framework for the inner discourse to occur; this mixture of using both levels of discourse (the outer and the inner one) is simply to create a natural and an interactive classroom environment (between T and S).

In this type of interaction which is the “*teacher initiated*” is a kind of exchange where the teacher asks, and the students replay (response in inner form) is labeled by Willis as the “*direct: verbal*” (DV); which is similar to Sinclair and Coulthard the teacher direct model of exchange \_ when teacher initiates (i), students response (R), and then the teacher would follow up (F)\_ ( Willis, 1992). Finally, students can distinguish between the outer and the inner discourse in classroom by receiving different clues from their teacher. If T wants an open discussion then an outer discourse is used, or if T wants to teach a target form of the language then the inner structure will be used.

### 1.8.Speech acts

The act theory was firstly developed by the linguist (Austin, 1962), and later on elaborated by Searle (1969). Speech act is the speakers' intention performed with words to convey meaning to the listener. In other words, it is “*how to do things with words*”. It refers to the way x and y use their linguistic knowledge to communicate with each other. Speech act is defined as the communicational act performed by utterances rather in speech or in writing that

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has **reference**, **force** and **effect** (cited in Coulthard, 1985). For example: "close the door", the sentence itself is a reference here, the force is an "order" and the effect is when the hearer performs the act by closing the door.

Austin (1962) firstly introduces two main acts in the speech act theory: **Locutionary** and **illocutionary** acts. He distinguishes between these two acts as follows: first, the locutionary act is concerned with meaning. Second, the illocutionary act is concerned with force. However, Austin (ibid) argues that the distinction between the locutionary and illocutionary act is not an easy one. So, for Coulthard (1985): "*to know the meaning of locutionary act is to know the illocutionary force*" (p3, cited in Yule). On that argument, some linguist criticize the relation between the two acts mainly for Cohen and Searle (1969) who agreed that there is only one act which is labeled in the name of two different acts. That is to say, since force is part of the meaning and the meaning determines the force; therefore, the acts (locutionary & illocutionary acts) are doing one function in the name of different acts. In contrast, Ferguson (1973) says that even if the meaning fully determines the force in some cases it is not the same thing as force, (cited in Coulthard, 1985).

The **perlocutionary act** is when the speaker's utterances intend to have some kind of effect on the hearer (either to change his mind or his behavior). There are three types of speech acts that make people do things with words, they are as follows:

- 1 Commanding people to do things.
- 2 Asking questions.
- 3 Making assertions.

Differently put, perlocutionary acts are considered as a level of classifications which means that they represent a level of consequences such as persuading, convincing, inspiring and etc. The purpose of using speech acts theory is to use language in certain context to convey a particular message, and to communicate with others. There are several studies in the past that tries to seek for using speech acts within the studies of DA to see whether the two are compatible or not. The results revealed that there is a degree of compatibility between speech acts and DA. However, studies about discourse analysis cannot adapt speech act theory because discursive studies are more coherent than speech act theory (Smith, 1991).

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## 1.9.Implicatures

Previous studies mostly defined the term implicature as the component of the speaker to mean something but not saying it, i.e. “*implicature accounts for what the speaker can imply, suggest or mean as a distinction from the literal meaning*”, (Grice, 1975). Horn (2006) states that implicature is the component of the speakers meaning that constitutes an aspect of what is meant by the speaker's utterance without being a part of what is said. This can be illustrated briefly in the intention of the speaker as far from what s/he says, it is not the literal meaning, but an indirect meaning that the speaker wants the hearer to look for.

It is worth noting that the term implicature was traced back by **Grice** (1975) as he suggests two different types of implicatures: the conventional and the conversational implicature. The first implicature (the conventional one) has the same implication no matter what the context is, for example:

- He is smart but not at all boring

In this example, the implicature depends on the word “but”, that is most people who are smart are boring. The implication of the word “but” shows a contravention between what comes before and after it (Grundy, 1995). On the other hand, the conversational implicature is derived directly by the speaker depending on the context. Moreover, this type of implicature may or may not be understood (Thomas, 1995). For additional illustration, take this example:

A: am I in time for dinner?

B: I have cleaned the table.

Cruse (2000)

In the example just given, the utterances of (B) can be interpreted as the speaker (A) is late for dinner. Grice (1975) argued that when conversational implicatures arise people are expected to be cooperative, i.e. language users should obey the general principle that is called “**the cooperative principles**”; however, Grice (ibid) comments that a conversational implicature is generated when people flout one or more of the cooperative maxims (Brown& Yule, 1983).

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In summary, it has been shown that implicatures are used to describe a hidden meaning that is conveyed beyond the semantic meaning of the words. Therefore, language users implicate to communicate certain utterances without saying them. That is why implicatures are used to help speakers communicate efficiently rather than explicitly saying everything.

### 1.10. Inference

Inference is defined as the use of background knowledge to process the speaker's utterances in order to reach the "intended meaning". Similarly, Brown and Yule (1983) explain inference as, when the hearer goes through a series of processes to interpret the meaning of the utterances or at least to make connections between them (the utterances). In the same way, Noordman and Vonk (2015) define inference as implicit information that is derived from spoken or written texts by the hearer's/ reader's comprehension. Also, inference is considered as a central component for discourse comprehension; that is to say, in order to understand discourse, one has to make inferences to arrive at the intended meaning (ibid).

Such kinds of inferences appear frequently. As a result, it is a natural process for the hearers to derive conclusions from the inferences based on their deduction. The following example illustrates the hearer arrives to a conclusion based of his/her assumption:

- a. If it's sunny, it's warm.
- b. It's sunny.
- c. So, it's warm.

(Brown & Yule.1983. P 34)

As it is shown from the example, language users such as hearers are constantly making deductions out of the speaker's discourse in order to get the intended meaning. In addition, Vonk and Noordman (2001) consider inference as a central component in discourse comprehension. Therefore, inference is a type of information that is ambiguously expressed in the text but it can be derived depending on the hearer's knowledge, as well as it is encoded in the mental representation of the text. That is to say, having the ability to inference is essential for hearers in order to understand the spoken or the written discourse.

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## 1.11. The Cooperative Principles

Grice (1975) defines the cooperative principles in his book “*logic and conversation*” as: “*making your contribution such as required, at the stage at which it occurs, by the accepted purpose of the talk exchange in which you are engaged*” (Grice, 1975, p 45). In this case, the cooperative principles mean the assumption that people would attempt to contribute adequately with respect to the four maxims: be brief, be relevant and be clear in conversations to reach the intended meaning.

Grice (1975) states that people would follow certain rules when communicating with each other; these rules are called **principles**. In addition, Grice (ibid) believes that when following these principles it would make conversations meaningful and successful. Cook (1989) contends that when people interact with each other, they tend to observe the cooperative principles but they do not obey them or use them accordingly just like using grammar rules. It is worth noting that the cooperative principles are often compared with grammar rules. Therefore, both \_ cooperative principles and grammar rules\_ are known by people but no one would comply with them completely especially when talking.

According to Schramm (2007), the cooperative principles answer two questions:

- 1) How do listeners know what the speakers want to convey a certain pragmatic meaning?
- 2) How do listeners know that they should draw an influence?

Based on Schramm (2007) and other related studies, the cooperative principles are considered to be helpful for people to achieves effective conversational communication in social settings. In order to attain a successful conversation, people should follow the rules of cooperative principals as it is suggested in the work of Grice. These rules make the language practices: informative, truthful, relevant and clear.

## 1.12. Critical discourse analysis

Critical discourse analysis (CDA) is a field that is concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, bias and inequality. It investigates how these sources of discourse are maintained and reproduced. Marianne Jorgenson and Luise Philips (2002) define CDA as theories and methods to study the relations social discourse and cultural development in different fields. On the other hand, Widdowson (2007) comments that CDA concerns itself with the use and/or the abuse of

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language in favor of the socio-political power and how CDA uncovers the traces of ideology in texts and speech. The primary task of CDA is to discover, deconstruct and expose the social inequality that is constituted and expressed through language use mainly in media, TV and cartoons; but also in other settings such as classroom, interviews, courtrooms and the like. Widdowson (2007) states that people who compose text i.e. spokespersons and representatives of discourse communities are constantly constructing ideological beliefs, and most likely attempting to dominate through using language. As a result, CDA commits itself to trace such ideological representations and to undertake analyses against those in power that control opinions to their advantages.

Throughout the work of Fairclough and Wodak (1997) five features of CDA can be categorized as different approaches that belong to the same movements, and they are as follows:

The first feature is that CDA aims at shedding light on the linguistic-discursive dimensions of the social and the cultural structures, and changes that occurs in the modern society. Thus, research done in CDA has covered wide areas such as: organizational analysis, pedagogy, mass communication and racism, nationalism and identity. Discourse tackles the written and the spoken language in addition to visual images. A common analysis of the text containing pictures (visuals) has to consider the relationship between language and images. However, CDA tends to develop theories and procedures to analyze “multi model texts” i.e. texts that uses written language and images.

The second feature is all about how discourse is constitutive and constituted. That is to say that discourse constitutes the society, and discourse is constituted by other social practices, (cited in Jorgenson& Phillips, 2002). This is evident when discourse takes part in shaping and reflecting the social structures; which is the case of politics and media as they play a crucial part in discursive practices. For the third feature, CDA analyses the language use in relation to its social context. On the account that discourse is insufficient to analyze social practices, CDA on the other hand is concerned to analyze these social practices empirically within its social context. Regarding the fourth feature, CDA notes that discursive practices are created social classes (or social groups), (Jorgenson& Phillips, 2002).

Jorgenson and Phillips (2002) explain that “*critical discourse analysis is critical in the sense that it aims to reveal the role of discourse practices in the maintenance of the social world, including those social relations that involve unequal relations of power*”, (p63). And

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finally the last feature is mainly about the role of CDA in revealing the discursive practices in societies. Therefore, it is not “politically neutral” in the sense that it contributes into making changes in society and taking side with those who are socially oppressed, (Jorgenson & Philips,ibid).

To conclude, discourse is mostly unable to analyze a wide range of social practices; hence, these social practices include discourse in social and cultural situations. These situations are the biggest concern of CDA to uncover the relations between language use and the social conduct.

### 1.13. Understanding the Term Invigilation

According to Cambridge Dictionary (2019) invigilation is the act of watching people taking an exam in order to check that they are not cheating. Most examination handbooks define invigilation as to keep watch, and to supervise students at an examination. In other words it is the act of closely watching \_ or to carefully watch\_ candidates in an examination room. Whereas, an invigilator is the person who invigilates during exams; s/he is responsible for the proper conduct of examinations in the presence of the candidates.

#### 1.13.1. The Role of Invigilator

An invigilator is required to facilitate the examination processes; s/he should ensure a smooth running of examinations with as little disturbance to the students as possible (Edinburgh University, 2015). Many Universities such as: Glasgow, Edinburgh, and British Colombia have approximately similar guidelines for the invigilators to follow and they are:

- Arriving early to the exam setting before the candidates, as well as the exam start time.
- Invigilators must give their full attention in the examination room and must not perform any additional task/ tasks that may distract their invigilation.
- An invigilator must be trained to carry out the task of supervision during examination (Cambridge international examinations, 2014).

For British Council Brussels Examination Services (2012) the role of invigilators is very compelling; therefore, they should be careful to their attitudes as it can affect the candidates either in a negative or a positive way. Moreover, invigilators’ bad behaviors and attitudes are very likely to affect the reputation of the University if the staff invigilators are not following the provided guidelines.

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The aim of supervising an exam is to make sure that all candidates are under active surveillance for all of the exam duration. The job of invigilators is to prevent any kind of communication between the candidates; s/he must be capable to effectively deal with a large group of candidates and must be able to handle all sorts of actions that occur in the examination room (ibid).

### 1.13.2. Before Exams

It is important for the invigilators to familiarize themselves with the regulations and the procedures of examination before the starting time of the exams. Hence, it is crucial for invigilators to plan their time adequately. Invigilators are usually aware of the date, and the time of the pre-schedule exams. They are asked to bring the question papers and documents necessary for the exam from the staff members in charge. It is important to see how many candidates are expected; then, make sure that you have sufficient number of papers for the candidate. Remember to keep an eye on the time so that invigilators get to settle the candidates down in the examination room at least five to ten minutes ahead of the exam starting time. Once the invigilator(s) is/are familiar with these guidelines, they can invite the candidates into the examination room then the invigilators are asked to introduce themselves as the responsible figures to the candidates; it is ideal if invigilators would ask the candidates to follow the rules such as: to hide all documents and belongings or put them away \_at the front of the class \_ or in any part on the room as mentioned in the guidelines. By this time, candidates should be to be seated in their seats as it is decided by the board guidelines (British Council Invigilators/ Code of Practice, 2012).

### 1.13.3. During the Exam

Once the exam begins the invigilators are more likely to ask the candidates to display their identity documents. According to the exam handbook of Glasgow University (2018) exam supervisors have to collect, check the candidates' ID and to count the number of attendances. In case there are students without identification the invigilator(s) should allow them to continue with the exam then they can confirm their identity later. "*Supervision of an exam must not be disruptive to students*" (ibid, p 9); that is to say that most guideline code practices agreed that invigilators have to be aware of any disturbances caused by them or by other candidates. Therefore, they should immediately eliminate the sources of interruption (ibid). Invigilators are obliged to observe effectively, patrol regularly and to vary their routes especially if improper conduct is suspected.

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It is usually the same regulations for many educational guidelines to prohibit the use of phones and all sort of electronic devices, in addition to preventing all kinds of food and beverage. Glasgow University (2018) about the candidates' behavior, invigilators are responsible for controlling unacceptable demeanor (behaviors) such as the following:

- The use of bad language, gestures and/or written words
- Aggression and/or threats
- Discrimination (gender, race, age, religion, and the like).
- The use of offensive language and gestures
- Ignoring the instructions or arguing with the invigilators

In cases like the mentioned above invigilators must not allow such acts; they should not permit incidents to escalate but rather reporting them (ibid).

### **1.13.4. Dealing with Misconducts during Examination**

Some students, among the candidates, may be caught doing some misconduct actions during their exam for instance: communicating with other students (giving and receiving information), copying from another student and writing before/ after the exam time. These sorts of acts require invigilators to comply certain procedures that prevent improper behaviors; needless to say that they should act in a way that does not disrupt the other candidates (ibid). Invigilator should confirm the suspicion of misconduct, and if it is possible to alert another invigilator. Second, a careful observation of the students is crucial to confirm the occurrences of improper behaviors. A following step might be that invigilators have to describe what they have seen to the students. Invigilators must confiscate all of the unauthorized materials and finally report these improper behaviors to the members in charge after the end of examination.

### **1.13.5. The End of an Exam**

Invigilators must make a verbal announcement that there are fifteen minutes remaining till the end of the exam. Once the invigilator announces that the exam has finished all candidates must stop writing and return their papers to the invigilators right away. Finally, invigilators can instruct the candidates to leave the examination room quietly and promptly (the University of Nottingham, 2016).

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## 1.14. Conclusion

This overview provided deep insights about discourse and invigilation practices. A great part of it was devoted to illustrate what is discourse and some of the companion pieces of discourse analysis. The second part is concerned to showcase how spoken discourse is used in classrooms through theories and approaches that analyzed the discursive language in classroom interaction. To end up, the last part elucidated the notion of invigilation and how it is put into practice. The next chapter will describe the practical part of this research to investigate how invigilators' discursive practices are affective on the learners' performance.

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## 2. Introduction

The first chapter dealt with illustrating a theoretical background about classroom discourse and how invigilation classroom discourse can influence the performance of the Learners. However, in this chapter we will tackle the practical part the research. It will provide a through description of the different tools that are used to collect data for the preceding chapter. The aim of this chapter is to analyze and to discuss the obtained data to give an elaborate answer to the previously stated research questions.

### 2.1. Research Methodology

Before tackling the research design, one can give a brief overview to explain the meaning of research, and what is meant by methodology. According to Leedy and Ormrod (2015) “*research is a systematic process of collecting, analyzing, and interpreting information \_data\_ in order to increase our understanding of a phenomenon*”. In other words, research is the search for new knowledge and understandings. In this view, the researcher has to adopt a particular method which will lead into the discovery of “*new and unfamiliar territories*” these are what we know as other areas of content (Leedy & Ormrod, 2015). In other words, research is an attempt to find answers to the questions; and in the scientific sense, Hatch and Lazar (1991) delineate research as the quest of finding answers to the questions we ask (as cited in Dornyei, 2007). Thus, “*research is a disciplined inquiry*” that calls for the need of using a method or set of methods to discover new knowledge.

Having discussed about research, this section will clarify the meaning of methodology. It is defined as the use of a plan or a procedure to collect and analyze data. Methodology is the overall approach that enables the researcher to conduct his/her research (Leedy & Ormrod, 2015). In other words, methodology is the way through which we see how the researcher (s) has/have conducted the research (i.e. in this part of the research we tend to discuss the theoretical and the practical issues of the data collection) (Oliver, 2008).

### 2.2. Research Design

A research design is crucial especially when it comes to the selection of the appropriate tools and methods that help us finding answer(s) to the research questions; It is the “blueprint” that shows how the research is conducted. Kumar (2011) states that “*research design is a procedural plan that is adopted by the researcher to answer questions validly,*

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*objectively, accurately and economically”* (p.96). In this respect, it is important to use such tools that are suitable for obtaining valid and accurate answers to the research questions. Thereby, there are different research approaches mainly: quantitative, qualitative, and mixed methods.

### 2.3. Research Approaches

Adopting a research approach is a must to conduct any research project. That is why the researcher has to be aware of the various approaches in order to decide upon the most appropriate one. Based on this premise, the researcher determines whether his/her data gathering tool should be quantitative, qualitative or mixed methods.

The **quantitative** research involves dealing with numerical data that is usually expressed in numbers such as: tables, graphs, statistics, etc. Unlike the **qualitative** research that depends mainly on non-numerical data for instance: verbal information and visual displays (Leedy & Ormord, 2015). This latter approach uses the records of spoken data and interviews are one of them (i.e. it is the task of the researcher to transcribe the obtained data into a written form. Therefore, it is transformed into visual information). As every research approach has its own paradigm, each contributes differently to the research enquiry.

#### 2.3.1. The Advantages and the Disadvantages of Qualitative and Quantitative Research Approach

Every research method has its own pros and cons. To begin with, the qualitative approach it is considered highly useful for the detailed account of data that can be obtained about the participants' feelings, opinions and experiences. Therefore, the research can get deeper insights about the research problem. It is also worth noting that it can serve as a starting point, especially when not having a clear thought, for the research. Several scholars claim that the qualitative approach holistically understands the human experiences. Thus, the qualitative approach is considered as one of the good methods to identify with human behaviors in general and the participant's inner meaning in particular. Additionally, for a method to be capable of understanding the meaning of different individuals and various events; it should be flexible in its own structure; so that it can be tailored according to the research study.

Given the strengths above, the qualitative approach has some drawbacks too. First, the researcher is greatly involved in the research process and, therefore it is time consuming. Moreover, such method uses highly selective samples for the study; hence it does not

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represent the phenomenon (Rahman, as Cited in Cumming, 2016). Another drawback that is the interpretation of the results can be difficult due to the generalizations that rise from the phenomenon.

The quantitative approach has some advantages like allowing the researcher to analyse data effectively and rapidly. Then, it helps the researcher to be objective when dealing with the findings since it deals with statistics and numbers rather than people. Needless to say that, the statistical analysis gives a clearer result about the study case.

On the other hand, this approach has some shortcomings as well. The research study is limited to certain contexts. The quantitative method tends to take snapshots of the phenomenon under study therefore; there is no explanation of the common meaning in the social reality. Under this line of thought, the perception of people's reality and experiences cannot be interpreted under this approach. Nevertheless, as a researcher you can decide which approach is the most fitting to your research study. Moreover, there is an approach that uses both the qualitative and the quantitative methods which is called the mixed methods approach.

For the purpose of the current study, one can get better results by using both methods in this research. It is reasonable to bring the best of both methods in order to have a thorough investigation about the variables and the cases that are involved in the study of this phenomenon.

### 2.4. The Mixed Methods Approach

One can accomplish more by using the **mixed methods** approach given the fact that it combines between the quantitative and the qualitative research. Dornyei (2007) states that the mixed methods approach is "*some sort of combination of the qualitative and the quantitative methods within a single research project*" (p. 44). In this view, applying the mixed methods approach can enrich our understanding about the physical, the social and the psychological worlds that we live in.

A well conducted research is the outcome of choosing the right methodological approach; for this reason, we opted for choosing the mixed methods approach which requires for a combination of the qualitative and the quantitative methods. Therefore, Creswell (2009) states that mixed methods research gives an expanded comprehension of the research question(s). This view is supported by Leedy and Ormrod (2001) that the use of mixed methods in the field of humanities is often the most beneficial one because it uses the strengths of both \_ the qualitative and quantitative\_ methods to give the full picture of a

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certain phenomenon “that either approach could do alone”. This is to say that neither approach is superior to others but each one can be fitted in its own sphere.

In order to validate or to invalidate our hypotheses we have chosen a triangulation of tools in our research, due to its complexity since it is related to human behaviors. The triangulation method is used to complement the functions of the different tools that are used in the research by overlapping the measures of the various sides of a phenomenon and by providing an insightful understanding about the research study (Dornyei, 2007)

### 2.4.1. Advantages and Disadvantages of Mixed Methods Approach

It is worth noting that each approach has its own cons and pros. The mixed method approach in particular has several advantages like: helping researchers to better address the research problem(s). The main benefit of using mixed methods design is that the researcher can bring the best of both methods (quan-qual) and therefore the strengths of both paradigms. Moreover, one can gain a better understanding of complex phenomenon by having a multi-level of analysis (i.e. researcher(s) analyse events by using both quantitative and qualitative methods around the same time). Additionally, such approach is expected to improve the validity of the research since it converges many of the details from different methods. Needless to say that combining the quan-qual methods in one research is more likely to reach larger audiences mainly for their results that can offer something to everyone regardless of their paradigm orientation (Dornyei, 2007).

On the other hand, using the mixed methods approach can be complicated and intensive in terms of time and energy. Similarly, it can put the researcher at the risk of not knowing how to handle such method due to the lack of the methodological skills both in quantitative and qualitative approaches (Biber & Leavy, as cited in Dornyei, 2007). Finally, there is another issue which is the unavailability of any possible approach that can provide a framework of how to combine different approaches (quan- qual) in the mixed methods approach (Dornyei, 2007).

Regarding the strengths and the weaknesses of the mixed methods approach, it is worthy to say that using this approach is more likely to get deeper results than using single methods (such as the qualitative or the quantitative methods). While relying on the qualitative method may guide to vague and subjective responses, the quantitative approach might solely lead to the study of variables and not of the individuals. Consequently, it is preferable to apply the mixed method approach for the benefit of the current research.

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## 2.5.Procedure

This study was conducted with first year master students of Didactics and Applied Languages at the department of English, Abd elhamid Ibn Badis University of Mostaganem. The study was conducted for the purpose of describing the invigilation classroom discourse that took place during the examination of the first semester for one week period of time, which is the equivalent of seven sessions. The first instrument that was used in this research project is interviewing twelve students. The interview is divided into two parts: the first part which is before going to the examination and, the second part after finishing the exam. The second instrument of this research is doing classroom observations just after conducting the first part of the students' interview. After the students finished with their first term exams, twenty five questionnaires were submitted to the same sample of students.

## 2.6.Context of the Study

The study was conducted with first year master students of Didactics and Applied Languages at the department of English at Abd Elhamid Ibn Badis University of Mostaganem, During the academic year 2019-2020. This study investigates the description of the invigilation classroom discourse and how it impacts the students' performance. The fact that this study requires a substantial effort and time, we choose to tackle it during a specific setting that was suitable for the researcher to conduct her enquiry.

## 2.7.Participants

The study population is the participants who provided information that aid the researcher to find answers for the research questions (Kumar, 2011). Therefore, a careful selection of the participants is required in order to reach the research aims and objectives. As reported above, the selected sample of this study is 25 first year master students of Didactics and Applied Languages \_five males and twenty females\_ who are the students of Abd elhamid Ibn Badis University. They were chosen on the basis that the research project cannot be conducted on those with lower level (such as Licence students). Therefore, first year master students were intentionally selected to be the informants of this enquiry. In addition to the students, their teachers also took a part in this present study.

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## 2.8.Data Collection Instruments

The applied approach in this study is the mixed methods approach. Since multiple tools were used to collect data in this research; and those tools are: an interview that was designed and addressed to the first year master students of Didactics and Applied Languages. Another tool that was used is classroom observation in order to observe the invigilators of first year master students during their exams period. Then, students' questionnaire was distributed post the students' first term exams.

## 2.9.Interview

Students' interview was the first tool that was opted for in collecting data from the informants. This data consists of their opinions about the classroom environment and the behaviors of the invigilators during examinations. For this purpose, a **structured interview** was used as a data gathering tool and it can be defined as follows: when the researcher follows a predetermined set of questions that are to be answered by interviewees either face-to-face or by telephone. A structured interview serves the researcher to get the needed answers through his/her preplanned list of questions (Dornyei, 2007). However in face-to-face interviews, the researcher is capable of getting further clarifications by asking follow-up questions (Vandrestoepe & Jhonston, 2009). Indeed, conducting an interview is giving a chance to the researcher to get more elaborated explanations and details. Based on this premise, we conducted interviews with the students mainly to add their personal experiences especially when it is for the purpose of making a credible research.

### 2.9.1. Description of the Students' Interview

The students' interview was among the earliest methods that were used to conduct the research enquiry. The researcher has interviewed twelve first year master students of didactics and applied languages. The reason that led us to interview this study population is to get their initial response (s) about their emotional and psychological state, and what is their perception about the exam environment in general. In this essence, our interview's questions were designed for aforementioned reasons. However, the research interview was divided into two parts namely: pre-exam questions and post-exam questions. Therefore, this division in the design of the interview is to check whether the students' attitudes changed after conducting the interview's both stages (in the before and the after exam interview). The interview is composed of nine questions as follows: (see appendix 1)

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## **Part one: pre-exam questions**

Question (1) is intended to check on the student's emotional and psychological state before sitting for their exam.

Question (2) is designed to check the students' opinion about the invigilation atmosphere, and to identify their likes and dislikes of the invigilators' behavior.

Question (3) involves the students to give a description of the language used by their invigilators according to their experience.

Question (4) is aimed to examine whether the verbal and the non-verbal language of the invigilators affects the students, and if so in what way.

## **Part two: post-exam questions**

Question (1) requires the students to give self evaluation of their performance during the exam.

Question (2) the students were asked to give a description of the exam environment.

Question (3) aims to check whether, or not, the invigilator used an appropriate language with justification.

Question (4) seeks to examine the students' attitudes towards the invigilators' behavior.

Question (5) is to ask the students about the issues that distracted them during their examination.

## **2.10. Classroom Observation**

One of the basics to collect data for empirical research is classroom observations. Therefore, Kumar (2011) defines classroom observation as "a purposeful, systematic and selective way of watching and listening to an interaction or a phenomenon as it takes place". Similarly, Dornyei (2007) explains that a majority of classroom observations tend to focus on the details of the specific areas in the classroom setting. In fact, opting for classroom observation is a way of undertaking a research by observing what occurs in the classroom and keeping track of it events (Johnson and Johnson, 1998). Usually, classroom observation sets a challenging task for researchers; hence it requires a special attention.

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Dornyei (2007) describes the non-participant observer as the one who is not, or minimally involved in the classroom setting. Indisputably, this was suitable for the context of the study when we had a watchful look at the situation without disturbing the students during their exams setting. Using structured classroom observation is highly praised by the researchers to gain first hand reliable data. However, depending only on classroom observation for data collection is not preferable as Allright and Bailey (1991) advise to combine classroom observations with other forms of data collection because closed observation techniques are issued to miss the overall picture of the classroom. Therefore, making use of other data collection forms such as mixed methods approach can result into providing the participant's personal insights that will contribute into making the classroom's bigger picture (as cited in Dornyei, 2007).

For the purpose of conducting a reliable research that aims at validating its hypotheses we opted for choosing a **structured classroom observation** that is explained as going to classroom with a specific focus (Cohen et al, as cited in Dornyei. 2007). Hence, the researcher is in need to prepare an "observational schedule" or what is commonly known as an observational checklist to observe specific classroom practices and interactions. Those are mentioned in the following sections.

### 2.10.1. Description of the Classroom Observation

The classroom observation was conducted during the first term examinations of first year master students of didactics and applied languages; it started from February 09<sup>th</sup>, 2020 until February 13<sup>th</sup>, 2020. We started the classroom observation, which lasted for seven sessions, with the intention to observe some of the specific features that are related to the invigilators' classroom discourse. These features included: invigilators' language, voice intonation, body language, speech acts and other items that will be explained in the following section: (see appendix 02).

**Language appropriacy:** we paid attention to the invigilators' language whether it is appropriate or not, formal or informal through observing their utterances and interactions with the students.

**Voice intonation:** we observed how the exam invigilators used their voice throughout the different stages of the exam.

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**Body language:** we observed another feature in the invigilators' classroom discourse that is how they use their body movements to interact with the students during the exam.

**Speech acts:** the focus is on the invigilators' verbal interactions and what form of language that they use during their exam invigilation.

**Distractive behaviors:** we draw attention to the invigilators' behaviors especially on those practices that were considered as being distractive for the students.

**Dealing with misconducts:** we observed the ways that invigilators dealt with the students' improper acts such as cheating.

### 2.11. Questionnaire

In a general sense, questionnaire is a list of written questions to be answered by the respondents. Brown (2001) describes the questionnaire as “any written instrument that represents respondents with series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p6). That is to say that questionnaire is used to collect data\_ either quantitative, qualitative, or both\_ this questionnaire was used to gather quantitative and qualitative data. Needless to say that these questionnaires are extremely popular due to their practicality (i.e. they are somewhat easy to devise and they can gather a great deal of information from larger populations) (Dornyei, 2007).

The aim of using questionnaire as a final tool in the research project is to identify some qualities that contribute into making the appropriate invigilation classroom discourse. In other view, distributing questionnaires lastly is due to the mature of the research since the participants, the students, were not available during their days of examination; hence, its latency. This will make the respondents quite comfortable to give their opinions anonymously regarding the research project.

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## 2.11.1. The Advantages and the Disadvantages of the Questionnaire

### Advantages

- questionnaire is less expensive; it saves time, and gathers more information from a large group of respondents( Kumar, 2011)
- It keeps your identity hidden (anonymous) as oppose to interviews that usually requires face-to-face interaction, this anonymity gives comfort to the respondents especially if the questions are sensitive (ibid, 2011)

### Disadvantages

- The study population is limited to only those who can read and write unlike interviews (Kumar, 2011).
- The response rate is lower, compared with other data gathering tools, especially when the respondents do not return the questionnaire back (ibid, 2011).
- Less opportunities to clarify issues, questions for the respondents unless they get in touch with you (ibid, 2011).
- Some responses may be influenced by the answers of other questions; usually most respondents read all of the questions before answering them in which they try to side with the researcher's point of view or their answers might be biased because they already have knowledge about the following questions (ibid, 2011).

## 2.11.2. Description of the Students' Questionnaire

In this research study, a questionnaire was distributed to a twenty-five first year master students of didactics and applied languages as previously reported. It consists of both open-ended and close-ended questions. The close-ended questions aim at collecting exact answers from our informants by providing either yes/no or a set of choices to choose from. By contrast, the open-ended questions give the chance to the respondents to express their answers freely. The questionnaire consists of six sections. They are structured as follows:

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## **Section one: personal information**

The aim of this section is to gather personal information about the respondents. This includes data mainly about their gender and age.

## **Section two: educators' attitudes towards the examination environment**

This section is devoted for the attitudes and the behaviors of the exam invigilators towards the examination settings. It includes seven questions. The first question intends to know how the students describe the language used by their invigilator. The second question is a continuation to the first one and it aims to check whether the language used by the invigilators is appropriate or not with justification. The third question attempts to know the students' description of their exams invigilators body gestures. The fourth question is designed to know if the invigilators' body language is appropriate or not. The fifth question is intended to get a description of the invigilators' facial expression. The next question aims to check whether the invigilators' facial expressions are appropriate or not and to state why. The last question in this section is to know whether the voice intonation of the invigilators is suitable or not.

## **Section three: examination and distraction!**

The aim of this section is to know what distracts the students during examinations. This section consists of six close-ended questions where the respondents are given yes/no questions or a set of choices to tick the suitable answer (s). The first question is a multiple choice one in which the respondents are asked about the acts that disturb them during examination. The second question seeks to discover if the students get disturbed when the invigilators make them hush; in addition, to giving our respondents the opportunity to justify their answer. The preceding question attempts to know whether the students get distracted when their exam invigilators ask them to change their seats during the exam. Unlike the previous question, this one is intended to see if the respondents get disturbed as a result of making other students change their seats by their exam invigilators. In the next question, the students are asked whether they are bothered in case their invigilators concurrently do other activities besides invigilating. The last question in this section entails if the exam invigilators make comments about the students exam papers.

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### **Section four: behavioral problems and cheating!**

The focal point of this section is to address the behavioral issues that teachers encounter during exams invigilation. Furthermore, this section seeks to know how exam invigilators deal with cases of misconduct such as cheating. It consists of three questions. The first question intends to check whether the students respect the time allotted for their exams. The next question attempts to verify whether the students communicate with each other during examinations. The last question aims at identifying what are the preferences of the students in case their invigilators catch them cheating.

### **Section five: verbal interaction and speech acts**

One of the most evident features in the invigilation classroom discourse is the verbal behaviors of the invigilators. In this connection, this section attempts to point out the verbal interactions of the invigilators with the students. The aim of the first question is to know about some of the common phrases that the invigilators utilize the most especially when invigilating. The second question seeks to enquire about the types of language forms that the invigilators use frequently in examinations. The third question intends at obtaining qualitative data about the students' favorite form of language which is used by their invigilators. The subsequent question is to know if exam invigilators respond to students' questions throughout their exam.

### **Section six: positive and negative aspects about invigilation classroom discourse**

In this final section of the questionnaire, the respondents are asked to express their views towards the examination environment as a whole; also, to identify what they consider as positive and as negative during examinations. This section also aims at gathering qualitative data. While the first question aims at identifying negative aspects in the exam environment, the second question intends to identify other positive aspects in the examination settings. As far as the last question is concerned, we invite the students to reveal the characteristics that they regard as good invigilation classroom discourse in order to have a positive classroom environment.

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### **2.12. Conclusion**

This chapter aimed at providing a description of the followed methodology in the undertaking of the current study. It also included a detailed explanation about the context of the study and the participants that took part in the fulfillment of the present research. This chapter also dealt with the instruments that were used to gather data; mainly the triangulation method that guided this research through: students' interview, classroom observation, and students' questionnaire to achieve multi-leveled data. Thus, the next chapter will be devoted to the data analysis, discussion of the findings and recommendations.

## **Chapter Three: Data Analysis and Recommendations**

# Chapter Three: Data Analysis and Recommendations

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## 3. Introduction

In the previous chapters of this dissertation, we devoted a theoretical part to give insights about the topic and its meaning followed by a description of the research methodology and its different tools. The present chapter aims at analyzing and discussing the obtained data through a classroom observation, a questionnaire, and students' interview to answer the previously stated research questions. Finally, we will end this chapter with some suggestions and recommendations that can be beneficial to contribute into a proper invigilation classroom discourse.

### 3.1. Data Analysis

Three instruments were used in this research to collect data from the informants, namely classroom observation, an interview and a questionnaire. At this level, our aim is to analyse and discuss the provided data by focusing more on the substantial items that are directly linked with the research questions for the purpose of validating or invalidating our hypotheses. It is worth noting that the limitations and the disadvantages of the research will be highlighted as well.

### 3.2. Analysis of Classroom Observation

As stated earlier, a classroom observation was carried out during the first term examinations with first year master students of didactics and applied languages to observe the linguistic and the extra linguistic forms of the invigilators' classroom discourse. The classroom observation endured for seven sessions, and each one for ninety minutes. However, seven sessions may not appear to be sufficient for the observation; that is due to the examination's short period of time. We will discuss about each item in the following sections:

#### **Invigilator(s)' Language**

Regarding the appropriateness of the invigilators' language, it was noticed that most of the invigilators used formal English when referring to the exam questions such as reading or explaining them. On the other hand, the majority of invigilators were switching from formal English to informal Arabic or French when dealing with behavioral issues. It is safe to say that, during the observation sessions all invigilators were using a mixture of languages

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(English, French and Arabic) and switched from formal to informal to serve different needs during the exam setting.

### **The Voice Intonation**

The voice intonation was used differently among exam invigilators, and it also changes from one situation to another. It was noted that some invigilators were speaking in a neutral tune (i.e. neither high nor low). Others were raising their voices when addressing the whole class in situations like: reading the exam questions, and asking whether the students needed exam papers. However, some invigilators were lowering their voices to address students individually. It is also worth noting that there are some rare occasions when the invigilators shouted on the students who were not adhering to the exam guidelines such as attempting to cheat or when the students interacted with each other. In regards to few invigilators who were unable to make the students follow their instructions while speaking in a lowered/normal voice tune; eventually, they were raising their voice (or shouting) to show a dissatisfaction of the students' behavior. In other occurrences, few invigilators used completely neutral voice (i.e. monotone) when addressing mostly all of the classroom events.

### **Body Language**

Body language is crucial especially when it comes to supporting the voice tone. It was noticed that the body gestures were used differently by every invigilator. Most invigilators used their body language appropriately such as patrolling between the rows regularly and quietly, sitting in the desk and watching over all the students at all times. On the other hand, these body gestures were not suitable all the time. The invigilators' body language changes accordingly to the situation for instance: an invigilator would support his anger with a loud voice and an angry facial expression whenever the students are disobedient. Likewise, reactions like the previously mentioned one might intensify towards the students whom are suspected to be cheating. It is important to note that the invigilators body language depended greatly on the occurring events in the classroom (for instance: being firm and friendly when all the students were well behaved, and being annoyed and angry when the students were unresponsive or indisciplined).

### **Speech Acts**

It was observed that exam invigilators were not as interactive with the students in which resulted in less usage of speech acts. Most of the invigilators were asking the students

## **Chapter Three: Data Analysis and Recommendations**

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to be quite all the time by saying (Hush, be silent please, etc). The majority of the invigilators were using orders such as asking student to change their seats, and warnings by threatening the students to take away their exam paper in case they are cheating. Another form of language that was commonly used is telling information to the student especially when announcing about the remaining time; In addition to responding the student's requests and questions.

### **Distractive Behaviors**

Besides invigilating, invigilators were distracting the students once in a while. This is either by arriving late to the exam center, talking loudly with the students, having conversations with other teachers or staff members, and/or the urge to continuously explain and re-explain the exam questions. We have noticed that few invigilators were answering their incoming calls during the exams. Others were trying to stand so close the students and attempted to read their answers, and sometimes they were called by other students to talk outside of the classroom. In addition to some situations when a few invigilators would hit on the desk to prevent the students from talking and cheating.

### **Dealing with Misconducts and Other Cases**

It is quite normal for an invigilator to deal with cases of misconducts during examinations. However, it depends on their ability to notice such events when they occur. We observed that there were few times when students attempted to cheat and the reaction of the invigilators differs according to the situation. While some were able to catch cheaters and punish them, others noticed cheating but choose to warn or sometimes to ignore the situation completely. It is worth noting that cheating is not the only way of misconduct, but also when a student talks to others, moves or changes seats without permission, and leaves the classroom when it is not allowed. Thus, it was noticed that most invigilators prevented cheating but seem neutral when they saw interactions between some students.

#### **3.2.1. Discussion of the Classroom Observation**

The obtained data from the classroom observation confirms the previously stated hypotheses to a certain extent. Firstly, the exam invigilators were constantly using features of examination classroom discourse to communicate with the students. Those features might be linguistic and/or extra-linguistic invigilation discourse. The linguistic elements can be speech acts, orders, commands, requests, etc. Moreover, the extra-linguistic features are a form of

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reinforcement to the spoken discourse such as body language, facial expressions and the tone of voice.

It is worthy to say that, invigilators were not using linguistic invigilation classroom discourse as much as they were using the extra-linguistic one. This is because in exam settings it is ideal as an invigilator to be less interactive with the students (i.e. invigilators are not supposed to hold conversations with the students). Therefore, the paralinguistic (or the extra-linguistic) invigilation classroom discourse comes to play a crucial role in the communication of invigilators and students. The paralinguistic invigilation classroom discourse is very likely to be demonstrated in the non-spoken linguistic discourse like body gestures, facial expressions, in addition to the non-linguistic noises (such as laughter and sighs).

Undoubtedly, exam invigilators are required to invigilate in an appropriate manner. Therefore, it is important use a suitable invigilation classroom discourse where the students are more focused and less stressed. This suggests that invigilators might use less of linguistic discourse and more of extra-linguistic discourse while invigilating for the purpose of ensuring the students a calm environment with fewer disturbances.

### **3.3. Analysis of Students' Interview**

The analysis of the students' interview intends to investigate the effects of the invigilators' classroom discourse on the students' performance. Therefore, it was essential to submit the students, first year master degree of didactics and applied languages, with questionnaires to identify the signs that may affect the learners' exam performance. To justify one's choice, the interview was divided into two parts: the first part was before examinations, and the second part was post examinations. The aim behind conducting two phases interview is to see whether the students' psyche and opinions would change or remain the same. Furthermore, we wanted to know from the students' experiences about some of the affective factors that may influence their exam performance. A discussion about the most important questions that will support the hypotheses will be following section.

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**Question two: what do you think about the invigilation atmosphere? And what do like and dislike about it? (See appendix 01)**

Almost all interviewees (90%) described the invigilation atmosphere as a quiet environment. However, two students stated that they do not pay attention to anything in the examination environment because they are stressed about forgetting what they memorized for the exam. The following is some answers of the interviewees which are more about what they like and dislike about the examinations:

*“There was no problem, it was generally good. I like honest and serious teacher (I mean invigilator), I don’t like when the invigilator start talking with other teachers and I hate when invigilator stop and look at my paper because I stop thinking and writing.”*

*“Honestly, the exam environment is boring and silent. I like the silent and the calm atmosphere but I do not like it when the invigilators are moving a lot in the classroom”*

*“Hmm, generally it’s a calm environment. However, am neutral, I mean I don’t tend to think about it because I like to focus more on the exam questions.”*

*“It is normal and quiet environment. I like to concentrate on my answers and I do not like talkative students or invigilators.”*

**Question three: according to your previous experiences, how would u describe the language used by the invigilators during the exam?**

The answers on this question were 40% positive and 60% negative. Five students stated that the invigilators’ language was formal, appropriate and respectful. However, the other students said that the invigilators were using inappropriate language and/or would scream on the students during exams. The following are some of the students’ answers:

*“It depends on the invigilators themselves, if they were happy they act and talk nicely to the students and if they were sad or angry they will shout and act according to their mood”*

*“Some invigilators are very nice they use easy language, they try to simplify the language used in the classroom; but, others are not friendly at all, they use complex and sophisticated words that make us (the students) confused.”*

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*“Unfortunately, their language is most of the time in a form of shouts, orders ,and a lot of informal language (generally speaking in mother tongue) just to control the students’ behaviors.”*

*“The language of the invigilators was good, formal, and respectful.”*

### **Question four: Do the verbal and the non-verbal language of the invigilators affect you? How?**

80% (10 students) of interviewees believed that they are influenced by the verbal and the non-verbal language of their invigilators except for 20% (2 students) who thought that they are not influenced by it

*“Yes, the invigilators’ body language affects me especially when they keep looking at me I get distracted.”*

*“It does affect me particularly when the invigilators are speaking or acting aggressively.”*

*“It actually depends on the attitude of the invigilators if they are acting in a professional manner it helps me concentrate better on the exam but, if they are unprofessional then it will impact me negatively.”*

*“No. I am not bothered by the verbal and the non-verbal language of the invigilators because I tend to focus more on my answers.”*

*“No, I am not affected as long as the invigilators do not point fingers at me (I mean put me on the spot).”*

### **The Post Exam Questions**

#### **Question two: how was the examination environment?**

Most of the students answered in a similar manner, they thought that the examination environment is generally calm. Therefore, it helped them to work effectively on their exams. However, only one student whom their answer was different (she stated that the classroom examination environment was “disappointing due to the inconveniences that might happen inside the classroom such as noise or disorganizations”. Some students replied as follows:

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*“The classroom environment was good”.*

*“It was normal; exams are boring nothing special about them”.*

*“It was obnoxiously calm!”*

*“The environment was quite and helpful for me”.*

### **Question three: do you think that the invigilator used an appropriate language? Why?**

The aim of this question is to investigate and to compare whether the students responses changed or stayed relatively the same. The students’ answers varied from one to another. Some students assumed that invigilators’ body language was appropriate and others believed that it changes from one invigilator to another. These are some of the students ‘replies:

*“The invigilators’ language was suitable to a certain extent; some of them kept talking about unrelated topic”.*

*“Certainly, the invigilators were using a good language for the purpose of helping us to understand the questions”.*

*“I think they used an appropriate language because they wanted to provide a mental support”.*

*“Not all of the invigilators used a suitable language. Some were shouting and unfriendly when dealing with the students but others were kind and used a polite language”.*

### **Question four: what is your impression about the invigilators’ behaviors?**

While six students answered positively in regards to their impressions about the invigilators’ behavior such as calm, nice and encouraging. Other students justify their answers as follows:

*“I think some invigilators were passive and inattentive to the classroom events”.*

*“Some invigilators behaved nicely but others could only care less about their behavior”.*

*“Few invigilators had a good behavior until they suspected some of the students”.*

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### Question five: what was distracting for you during the examination?

The students answered differently on this question particularly for the very reason of what is considered to be distracting for one student might not be for the others. These are some of the answers:

*“I don’t like when the invigilators or the students come late. They make a lot of noise and that is distracting to me”.*

*“Invigilators or students who forget to keep their phones on a silent mode”.*

*“I get distracted only when the invigilator keeps staring at me”.*

*“Noise is what distracts me the most”.*

### 3.3.1. Discussion of the Students’ Interview

The aim of the students’ interview is to examine how the invigilators’ discursive acts impact the students’ performance. Therefore, the results obtained of the student’s interview showed that there are many signs which the students displayed as a reaction to their exam invigilators. The majority of the students showed negative signs such as stress, anxiety, discomfort, and lack of confidence. However, only few students claimed that they do not get influenced by their invigilators’ classroom discourse due to their ability of concentrating at one event at a time (i.e. directing their attention solely to the exam questions). In other words, the students’ reaction depends greatly on the invigilators’ speech acts and body language. That is to say that if the invigilators are being positive when dealing with the exam environment the students are less likely to be affected negatively. Moreover, the invigilators’ verbal and non verbal behaviors play a major role in affecting the students’ attitudes either positively or negatively; and this latter is also reliant on the invigilators’ paralinguistic discourse and how the students’ react to these discursive clues during the examinations.

### 3.4. Analysis of the Students’ Questionnaire

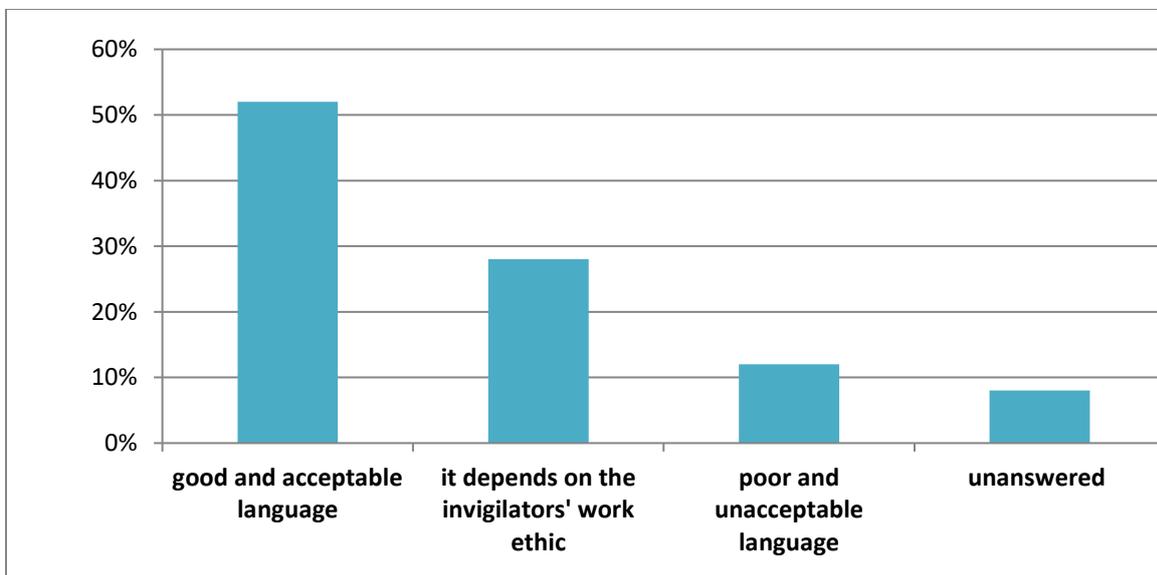
After identifying the main features of the invigilators’ classroom discourse, from the discussion of the students’ interview, we concluded that the discourse of the invigilators is the most effective factor that may lead to a positive or a negative reaction from the students. Therefore, it is still important to identify the main qualities that can contribute to a suitable classroom discourse. For that reason, we will analyse and discuss the students’ questionnaire to pinpoint the qualities of an appropriate invigilation classroom discourse. It is worthy to say

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that only the most relevant questions will be analyzed in the upcoming sections. It is noticeable that there are few similar questions in the students' questionnaire for the purpose of ensuring conformity of the results. It is noted that one of the questionnaire's shortcomings is that the students would leave some of the questions unanswered which might affect the result of the research.

- **Educators' Attitudes Toward the Examination Environment**

The first question of this section is to analyze the students' description of their exam invigilators (see appendix 3). The graph below illustrates their answers:



**Graph 3.4: The Students' Description of Exam Invigilators' Language**

As we can see that most of the students (52%) described their exam invigilators as good and acceptable language. (28%) of students stated that the language of their exam invigilators depends on their mood and their work ethics. Only three students (12%) answered that the language of their exam invigilators is somehow poor and unacceptable. However 8% of students did not provide any description.

The second question of this section is aimed at knowing whether the students considered the language of their exam invigilator as appropriate or inappropriate. The following table showcases their responses:

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The language of exam invigilators	Number	Percentage
Appropriate	18	72%
Inappropriate	7	28%

**Table 3.4: Students' Opinions towards the Language of their Exam Invigilators**

As it can be noticed, the students' opinions toward the language of their exam invigilators differ greatly. The vast majority (72%) of the students considered the language of their invigilators as an appropriate invigilation discourse. However, just few students (28%) claimed that their invigilators' language is inappropriate.

In the second part of the second question is more about getting clarifications from the students to support their choices. The majority of the students who stated that the language of their exam invigilators is appropriate they explained it as follows:

*"The invigilators mostly use respectful and formal language during the examinations".*

*"They use clear and understandable language".*

On the other end, only few students claimed that the language of their exam invigilator is inappropriate. These are some of their answers:

*"Invigilators use abusive or harsh language".*

*"Invigilators would sometimes talk about unrelated topics during the exam".*

The fifth question in this section seeks for the students' description of their exam invigilators' facial expressions. We intended to give open-ended questions so that the students can express their experiences and emotions freely. Among the answers of the students we can deduce three categories:

**Appropriate Facial Expressions:** most students described the facial expressions of their teacher as friendly, helpful, and encouraging.

**Somewhat Appropriate:** some students stated that the facial expression of their invigilators depends on many factors such as mood and mental state.

**Inappropriate Facial Expression:** the fewer students under this description claimed that they feel threatened and stressed out due to the body language and the facial expressions. However

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there are other students who could not answer on this question simply because they avoid eye contact with their exam invigilators.

The next question is an extension to the previous one; it is to know whether or not the students thought their invigilators' facial expression as appropriate or not. The obtained responses are represented in the chart below:

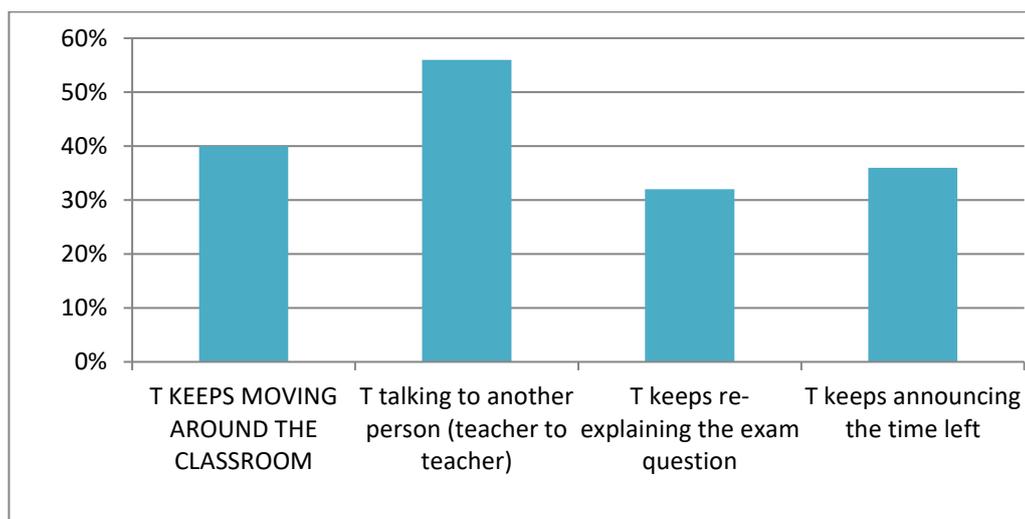
Responses	Appropriate	Inappropriate
Respondents	15	8
Percentage	60%	32%

**Table 3.5: Students' Opinions Towards their Exam Invigilators' Facial Expressions**

The table confirms that the majority of the students (60%) consider that their invigilators' facial expression as appropriate; while other students (32%) view their invigilators' facial expressions as inappropriate. Needless to say that 8% of the students left this question unanswered.

- **Examination and Distraction**

The first question in section three (see appendix 3) is targeted to investigate the invigilators' act/acts that cause(s) distraction to the students. The graph below shows their answers:



**Graph 3.5: The Student's Reactions towards the Invigilators' Disturbances**

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From the gathered data, we can conclude that there are several acts that distracted the students' during their exams. Those acts were suggested as a set of options for the respondents to choose from; and the result shows that (56%) of the students get distracted when their invigilator talks to another teacher. Moreover, (32%) of the students get annoyed when the teacher keeps explaining and re-explaining the exam question. On the other side, (40%) of the students stated that they get distracted when the invigilator keeps moving around the classroom. Only few students (36%) were annoyed when the invigilator kept announcing the remaining time of the exam.

Some students wrote down other distractions besides the few already mentioned in the suggestion list. Some of the answers are:

*“When teachers talks about unrelated topics such as homework or marks...”*

*“Teachers keep looking at my paper or reading it”.*

*“Teacher keeps standing beside me for a long period of time”.*

The next question is about whether or not the students get annoyed when the invigilator makes them hush. The students were given a yes/no question. The following graph illustrates their answers:

Answers	Yes	No	Unanswered
respondents	8	14	3
Percentage	32%	56%	12%

**Table 3.6: The Students' Attitudes towards the Invigilator Hushing them During the Exam**

The table shows that most of the students (56%) are not bothered if the exam invigilator asked them to be silent. However, a small amount of the students (32%) stated that they get annoyed whenever the invigilator asked them to hush. A few students (12%) did not answer the question claiming that they do not have any reaction towards the act/s of the invigilator.

Question five investigates whether or not the students would be bothered by their invigilator being occupied doing other activities while invigilating an exam. The students

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were given a yes/no question followed by a justification for their choice. The following table reveals their answers:

Answers	Yes	No	Unanswered
Respondents	8	15	2
Percentage	32%	60%	8%

**Table 3.7: The Students’ Attitudes Towards Invigilators Who Performs Other Tasks While Invigilation.**

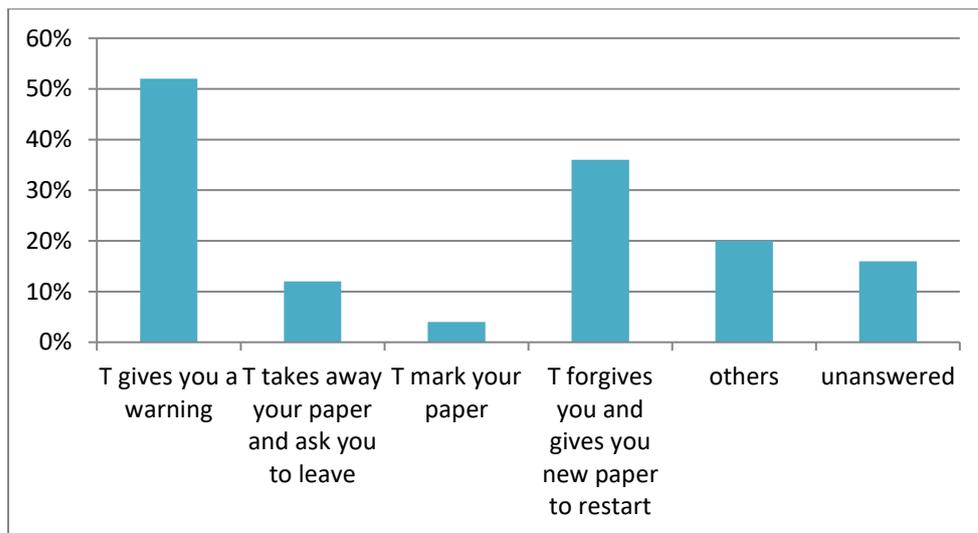
The results from the table shows that lost of the students (60%) are not disturbed by the invigilator doing other tasks as long as they are calm. The few remaining students (32%) confirmed that they get distracted whenever the invigilator is performing other activities while invigilation. These were some of their answers:

*“I can’t focus especially when the invigilator is talking on the phone”.*

*“It might be a chance for some students to cheat therefore I cannot concentrate on my exam”.*

- **Behavioral Problems and Cheating**

The third question in this section is to know the students’ preferences of the invigilators’ decisions after being caught cheating. The following graph will illustrate the results of their choices:



**Graph 3.6: The Invigilator’s Decision that Students Preferred After Being Caught in Cheating.**

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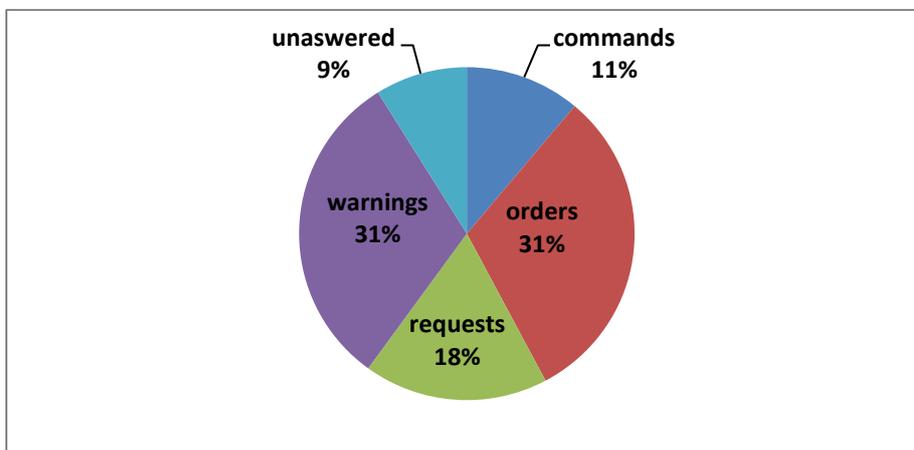
The graph shows that numerous numbers of students (52%) preferred to get a warning from their invigilators whenever they attempted to cheat. Other students (36%) liked to seek forgiveness from the invigilator and get a new paper to restart. Few other students (12%) liked the invigilator to take away their papers and get them to leave; only one student (4%) who preferred to get a marked paper by his/her invigilator. While four students (16%) chose not to give any answer to the question, few others (20%) stated other additional options such as:

*“Changing the seat of the student”.*

*“Invigilator giving minus one to those who cheat”.*

- **Verbal Interaction and Speech Acts**

In this section only the second and the third questions are going to be analyzed (see appendix 3). The aim of the second question is to recognize the most used language forms by invigilators during the exam. Furthermore, the third question is intended to identify the students' preferred form of language during exams. The following graph demonstrates their answers:



**Graph 3.7: Students' Responses about their Invigilators' Mostly Used Language Forms.**

As we can observe from the graph that both warnings and orders are an opposing ends in this pie chart. Warnings and orders (31%) are claimed to be equally used by exam invigilators according to the students. 18% of the students assumed that their invigilators use requests more than any language forms during examinations, and other students (11%) claimed that commands are the most used form of language. The remaining 9% of the

## Chapter Three: Data Analysis and Recommendations

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students provided no answer to the question. The reason behind asking the students this question is to make them recognize the different forms of language, so that they can choose their preferred one. From the answers of the students on the third question in this section; we can say that 80% of the students liked their invigilators to use **requests** more during examinations.

- **Positive and Negative Aspects about the Invigilation Classroom Discourse**

The last two questions to be analyzed in this section are the first and the second questions (see appendix 3). We planned to ask the students open-ended questions so that they can express their opinions freely and they can identify the negative and the positive aspects about the exam environment. Students' answers are categorized into two aspects:

**Positive Aspects about Invigilation Classroom Discourse:** most students agreed upon certain common features such as a calm classroom, invigilators with positive attitudes, and invigilators who minimize disturbances in the exam settings. These are some of their responses:

*"I like invigilators who are firm but not threatening to us".*

*"I appreciate the calm environment, it helps me work effectively".*

*"I liked teachers who remained us with the time left".*

**Negative Aspects about Invigilation classroom Discourse:** while students were addressing the negative aspects about invigilators and the exam environment; they pointed to some similar aspects like: noise, late invigilators, and inappropriate language. These are a sample from their answers:

*"I do not like when the invigilator start talking to other teachers".*

*"I cannot focus when the invigilator is shouting on us or when they check our exam paper".*

*"One negative point for me is when the invigilator arrives late and waste the exam time".*

### 3.4.1. Discussion of Results

The obtained outcomes reveal that the students have different stances about their exam invigilators. However, when it comes to pinpointing the appropriate invigilation classroom discourse; the students stressed on the importance of having a good exam environment. To

## Chapter Three: Data Analysis and Recommendations

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this end, it is necessary for exam invigilators to have certain qualities such as being a good communicator, knowing when and how to take correct decisions, and having a friendly yet a firm demeanor. On the other hand, students stated that having a suitable exam environment most of the time is an improbable case. They claimed that they occasionally face some difficulties such as feeling distressed and anxious when dealing with exam invigilators. We concluded that in regards of having a suitable exam environment, invigilators should illustrate an appropriate verbal and non-verbal discourse to ensure the students a good exam experience.

### 3.5. General Discussion of the Results

This study examines invigilation classroom discourse and how it affects the students' performance. In regards to the first research question, which investigates the main features of linguistic and extra linguistic invigilation classroom discourse, various features were identified such as language appropriateness, voice intonation, speech acts and lastly the use of body language. It was found from the results of the study that each exam invigilator uses linguistic and paralinguistic discourse differently; that is to say that the invigilators' classroom discourse depends on the nature of the environments and the attitudes of the students towards the examination guidelines. Moreover, invigilators were not using linguistic discourse as much as the extra linguistic one (i.e. less of spoken linguistic interaction such as speech acts and more of extra linguistic interaction as body gestures). This result goes hand in hand with the guidelines of Glasgow university (2018), which implies that invigilators should be less interactive and more careful when communicating with the students. In other words, the invigilators have to utilize their linguistic and paralinguistic discourse wisely for the effects it has on the students

Regarding the second research question, which examines the effects of invigilators' classroom discourse on the students' performance, the results have shown that students displayed different reactions ranging from negative to positive and that is dependent on the invigilators classroom discourse. The students mostly reacted negatively to the invigilators classroom discourse by showing stress, uneasiness and lack of confidence. In other words, the linguistic and the extra linguistic discourse of the exam invigilator is the stimuli that causes the students to react either negatively (such as showing stress) or positively (by being calm and feeling at ease). Additionally, this study found that invigilation classroom discourse plays a fundamental role in shaping the events of the exam environment; this can be used for

## **Chapter Three: Data Analysis and Recommendations**

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different purposes such as instructing the students to follow the exam guidelines or controlling the misconducts of the students.

In terms of the third research question that aims at knowing the main qualities that can lead to an appropriate exam invigilation. Students gave different responses about their ideal exam environments. However, from the results of the questionnaire it was shown that there are some common views among the students that were considered as good invigilation classroom discourse qualities. Those qualities are displayed in the invigilators' discourse mainly as the ability to keep a clam and a noise free exam environment, and the ability of communicating with the students in a friendly manner. Nonetheless, the suitable classroom discourse relies mostly on the actions and the intentions of the exam invigilators, and the way that invigilators should use their body language and speech acts, to effectively manage the classroom environment.

### **3.6.Recommendations**

After identifying the features of linguistic and extra linguistic classroom discourse and knowing how it can impact the students' performance either negatively or positively, those are some recommendations for the exam invigilators in order to have a suitable invigilation classroom discourse.

#### **Good Communication Skills**

Regarding the students' criticisms about the behaviors of the invigilators during the exams, we suggest that the invigilators should be good communicators with the students especially in a stressful environment such as exams. Most of the students complained about the lack of communication with their exam invigilator. In addition to that some invigilators tend to have a threatening demeanor when dealing with the students. Therefore it is advisable for the invigilators to be friendly, respectful and most importantly they have to adapt quickly to any situation in the exam settings.

#### **The Ability to Display a Proper Linguistic and Extra Linguistic Discourse**

Unfortunately, some invigilators take the act of invigilation for granted. Those invigilators stress the students with their speech and their body language. Many students explained that they feel uncomfortable when the invigilator is speaking loudly or standing very close to their seats. Furthermore, they stated that if the invigilator is moving quickly

## **Chapter Three: Data Analysis and Recommendations**

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between the rows they are more likely to lose their concentration on the exam questions. This is why we suggest the invigilators to use suitable, formal, spoken discourse in addition to the reinforcement of appropriate body gestures.

### **The Ability to Follow Rules and Regulations**

Students claimed that they face some problems with exam invigilators such as not respecting the schedule of the exam by coming late, shouting on the students repeatedly and starting conversations with other student(s) or invigilator(s). It is preferable for the invigilator to have an ability to follow rules and imply them in the class. To this end, invigilators have to be punctual, responsible and flexible (i.e. the ability to come on time, and the ability control your behaviors and to deal with any unexpected situation) for the purpose of offering the students a good exam experience.

### **The Ability to Think Clearly and Take Correct Decisions**

Any exam invigilator is expected from time to time to deal with misbehaving students. Therefore, the invigilator should react to the situation effectively and quickly. However, some students complained that when few invigilators take actions to control the misconduct of some students they either disturb the whole classroom or ignore the case completely. That is why it is necessary for the invigilators to be quick witted when dealing with misconducts. The effectiveness of their thinking and decision making is illustrated when the invigilator is treating the problem effectively meanwhile keeping a calm classroom atmosphere.

### **3.7. Conclusion**

In the last chapter of this research, we have attempted to answer the research questions through the analysis and the discussion of the findings. We came to know that there are many features of linguistic and extra linguistic classroom discourse. The gathered data from the various data collecting tools revealed that invigilators' classroom discourse affect the students' performance by causing stress and other emotional and mental reactions. In addition, we wanted to know the qualities that can lead to an appropriate classroom discourse. We have concluded that exam invigilators are the sole figures who are able to showcase the qualities of a suitable classroom discourse through spoken language and body gestures. Finally, we have presented a set of possible recommendations that would ensure for the students a proper exam experience.

## **Chapter Three: Data Analysis and Recommendations**

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# General Conclusion

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## General Conclusion

Discursive studies are a substantial part in the educational system. Therefore, several discourse studies were implemented in classrooms, such as classroom discourse which is a type of discourse that occurs between the teacher and the students. In addition, most discourse studies were restricted only to classroom lessons. Thus, this restriction has led to a lack of research on the language practices that occur in examination settings. As for teachers' point of view, examinations are simply regular tests to check the students' knowledge under the supervision of an exam invigilator. Therefore, such settings do not require a need for discourse studies. Nevertheless, many educational institutions recommend a necessity to undertake studies on invigilation classroom discourse. The invigilators' classroom discourse is the form of language that exam invigilators use to interact with the students; hence such invigilation language practices impacts the students' performance.

The current aim of this research is focused on three main objectives. The first aim was to identify the focal features of spoken and non-spoken invigilation classroom discourse. The second aim is see the effects of the invigilators' discourse on the students' performance. And lastly, this study attempted to identify the main qualities that can ensure an appropriate invigilation classroom discourse.

The present dissertation consists of three main chapters. The first chapter covered the theoretical part of the research, and it started with penetrating the concepts of discourse, critical discourse analysis, and speech acts theories. However, this chapter also focused on providing a deep understanding about discourse in general and the spoken discourse in particular. The second part in this chapter deals more with describing the role of exam invigilators. Finally, the last part illustrated how discourse is influential in invigilation classroom settings.

As for the methodology that was followed in this work, it is described in the second chapter. A triangulation of methods was implemented in this research regarding the topics' complexity. Mixed methods approach was used to collect data from the selected participants who consisted of first year master students of didactics and applied languages. After describing the context of the study, the data collection phase started with a classroom observation to identify the invigilators' linguistic and extralinguistic classroom discourse. Then, an interview was conducted with the students to gather information about the ways that

## General Conclusion

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invigilation classroom discourse affects their performance. Finally, a questionnaire was handed to the students for the purpose of selecting the main qualities of a suitable invigilation classroom discourse.

The last chapter of this work was devoted to the interpretation and the analysis of the results. Initially, we analyzed and discussed the obtained data from the classroom observation. Next, an analysis and a demonstration of figures were made, only for the most important questions from the students' questionnaire and interview. Finally, a general discussion was provided followed by a set of recommendations about the qualities of suitable exam invigilation discourse.

Throughout this study, we discovered that exam invigilators tend to use some discursive features such as the linguistic and the extralinguistic invigilation classroom discourse. Mainly the features of linguistic discourse are the use of any given language as far as the context is concerned we have: Arabic, French, English and sometimes a mixture of these languages. Moreover, exam invigilators do change the form of the spoken language starting from formal to informal language. With regard to the extra-linguistic features, teachers use their voice tone and body language to communicate different needs and purposes. Furthermore, it was found that the discourse of exam invigilators affects the students' performance either negatively or positively. For this reason, exam invigilators are required to have a set of skills that might help the students have a good exam experience.

The findings have confirmed the previously stated hypotheses. We expected that the main features of invigilation classroom discourse include intonation, body gestures, and speech acts. We also assumed that most of the students are affected by the invigilators' classroom discourse; where they experience stress and anxiety as a reaction to the invigilators' discourse. Finally, we expected also that an appropriate use of body gestures and a suitable language will eventually lead to a proper invigilation classroom discourse.

By ways of concluding, this study tried to penetrate the concept of exam invigilation. Therefore, more research on invigilation classroom discourse is needed to establish a greater degree of accuracy on this matter. Despite the limitations of the study, it is worthy to note that we have arrived to the current results. Moreover, this as a first study which contributes into the discourse that exists between exam invigilators and the students; Thus, it is considered as an introductory research that might pave the way for related future research. We hope that our

## **General Conclusion**

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humble work will bring the faculty's' attention towards the importance of the invigilators' verbal and non-verbal communication with the students.

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## Appendices

### Appendix (1) Classroom Observation

#### **An observational checklist**

<b>criteria</b>	<b>note</b>
<b>Appropriate language</b> (formal_ informal)	
<b>Intonation of the voice</b>	
<b>Body language</b>	
<b>Speech acts</b>	
<b>Distractive behaviors</b>	
<b>Other cases</b> (dealing with misconducts)	



Why?.....  
.....

7. Does your invigilator use suitable voice intonation?

Yes

No

**Section three: Examination and Distraction!**

1. What act/acts from the following disturb(s) you during an exam?

- Teacher keeps moving around the classroom
- Teacher talking to another person (teacher to teacher)
- Teacher keeps re-explaining the exam question
- Teacher keeps announcing the time left
- If others, write them down

.....  
.....

2. Do you get annoyed when the teacher makes the students hush (shhhh)?

Yes

No

Why?.....  
.....

3. Do you get distracted when the teacher asks you to change your seat?

Yes

No

4. Do you get distracted if the teacher asks another student to change his/her seat?

Yes

No

5. Does your teacher bother you if he/she is doing other activities besides invigilation (such as using cell phone or reading a book)?

Yes

No

Why?.....  
.....

6. Does your teacher make comments about your paper during exams?

Yes

No

Why?.....  
.....

**Section four: Behavioral Problems and Cheating!**

1. Do you respect the time allowed for the exam?

Yes

No

2. Do you talk with your classmates during the exam?

Yes

No

Yes.....  
.....

3. What if your teacher catches you cheating, do you like him/her to:

- Give you a warning
- Take away your paper and ask you to leave
- mark your paper
- Forgive you and give you a new paper to restart
- Others.....

.....  
.....  
.....

**Section five: Verbal Interaction and Speech acts**

1. What is/are the most frequent phrases used by your teacher during an exam?

.....  
.....  
.....

2. Which language forms that your teacher uses the most when invigilating an exam?

- Commands
- Orders
- Requests
- Warnings
- Others.....

.....

3. Which one do you prefer?

.....

4. Does your teacher respond to your questions in exam (in case a question is not clear)

Yes

No

Why?.....  
.....  
.....

**Section six: Positive and Negative Aspects about Invigilation Classroom Discourse**

1. Identify certain negative aspects in the exam environment?

.....  
.....

2. Identify certain positive aspects in the exam environment?

.....  
.....  
.....

3. What are the characteristics of good invigilation discourse that can help you have a positive exam environment?

.....  
.....  
.....

## **Appendix (3) Interview**

### **Interview 01**

#### ***Before exam questions***

- 1) Before going to the exam, how would you describe your state?
- 2) What do you think about the invigilation atmosphere? And what DO you like and dislike about it?
- 3) According to your previous experiences, how would you describe the language used by the invigilators during exams?
- 4) Do the verbal and the non-verbal language of invigilators affect you? How?

### **Interview 02**

#### ***AFTER EXAM QUESTIONS***

- 1) Now that you've finished the exam, how do you evaluate your performance?
- 2) How was the examination environment?
- 3) Do you think that the invigilator used an appropriate language? Why?
- 4) What is your impression about the invigilator's behaviors?
- 5) What was distracting for you during examinations?