



A COMPARATIVE DISCOURSE ANALYSIS OF CLASSROOM COMMUNICATION PATTERNS IN SELECTED SECONDARY SCHOOLS AND TECHNICAL / VOCATIONAL CENTRES IN LAGOS STATE, NIGERIA

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Abstract

Classroom communication patterns are crucial in all activities in the classrooms at all levels. Without appropriate classroom communication patterns, it would be impossible for the learners to comprehend the teachers' lessons. This study investigates a comparative discourse analysis of classroom communication patterns in selected secondary schools and technical and vocational centres in Lagos State, Nigeria. The research explores how classroom discourses differ across two educational settings, focusing on teacher-student interactions, turn-taking, questioning techniques, and the use of instructional language to classroom interactions. Using a qualitative research design, data were gathered through classroom participant observations and audio recordings from teachers and students in selected secondary schools and technical/vocational schools in Lagos State. Four (4) schools, two secondary schools (one private and one public: Childbest Schools and Ikorodu Senior Secondary school), one technical schools (Ikorodu Technical College and one vocational centre (Ikorodu Skill Acquisition Centre) were selected. A total of 6104 participants, 4 teachers and 6100 students constitutes our sample. The discourse analysis framework adopted in this study is John Austin's (1962) The Speech Art Theory. One of the major findings reveals that there are differences in communication styles, with secondary schools demonstrating overloaded patterns and teacher-centred discourse, while technical and vocational schools exhibit unstructured discourse patterns with student-centered communication patterns. The research highlights the implications of these patterns in pedagogical effectiveness, students' engagements, and curriculum delivery. The study therefore recommends a more student-centred communicative strategies to be utilized in secondary schools so that interactive goals of these educational institutions can be achieved.

Keywords: Communication patterns, pedagogical effectiveness, students' engagements, questioning technique

1. Introduction

Communication discourse patterns are very crucial in teaching and learning processes. According to Fadilah et al., (2023) communication patterns are "various types of models that describe the communication process". They include but not limited to student-centred patterns, teacher-centered, interactive/collaborative patterns, verbal and non-verbal communications patterns. These interactions and communications shape transmission, receptions, constructions and reconstructions of classroom discourse. According (Tai, 2024), the commonest type of teacher-student interaction in classroom discourse is the Initiation-Response-Feedback (IRF) sequence. Although this pattern is common, (Deji-Afuye & Zhou, 2025) submit that it "limits the opportunities for students to engage in



meaningful discourse and critical thinking.” Discourse strategies direct and redirect classroom discourses thereby influencing them positively or negatively depending on how they are applied. In other words, classroom discourse patterns influence educational effectiveness by assisting students to be engaged during teaching; critical thinking and in the overall learning processes. Also classroom ineffectiveness can also be exhibited where the teachers and learners misuse these strategies.

Understanding is quick where the right or appropriate communication patterns are used for appropriate learners. Discourse communication patterns therefore acts as a catalysts in teaching and learning processes. According to communication pattern is a “deep understanding of interaction patterns between teachers and students can help develop more effective and student-centred learning models” (Luthfiyati, 2024).

Nigeria has a structural educational system that is conventional and unconventional; the selected schools are conventional. Secondary schools offer general academic education which is specifically focus on distinct instructional goals and classroom dynamics while technical/vocational centres offer a practical courses that equip learners with technical/vocational skills for employable skills or education that is career focused (Nidhom, et al., 2025; Makwa et al., 2025)

The various communication patterns in these two educational systems present resources for teachers, students, all classroom participants and other educational stakeholders not only to see and learn the patterns where necessary but to carry out empirical researches on discourse structures where this study has not cover areas such as the multimodal discourse structures in the two educational contexts in Lagos and beyond.

This study explores the use of language in classroom through a comparative discourse analysis framework. It aims at investigating classroom communication discourse with a few to focusing on the discourse patterns prevalent in secondary schools, the discourse strategies in technical and vocational centres and a comparative analysis of these patterns. Student-teacher interactions, the opening and closing strategies, topic and topic managements, turn taking, questions, uses of instructional language and the like. This study seeks to unveil the discourse features that are prevalent in both educational settings and assess their implications for teachers and learners.

This investigation is very significant to educational transformations in the 21st century knowledge and skills acquisitions, competence-focused learning, inclusive education and the need to be able to perform better in the society. This study can inform teacher training, curriculum development and better classroom management, control and strategies in educational contexts.

In addition, every research in secondary and vocational and technical institutions is a research that the results do not only benefit the individuals involved, the schools in particular but the society at large. This is because secondary schools prepare students who are mature to project into their future and vocational and technical educations deal with works and the consumers of the outcomes of the events, activities, performances, lesson, etc.

This research is therefore very significant because it is designed to show the present and possibly the future state of classroom discourse in secondary schools and vocational and technical schools in Lagos with a view to identifying what is obtainable in the present in order to project into the future. It is also meant to make invaluable inputs into teaching and learning of classroom in secondary schools and vocational and technical schools. Students, teachers, instructors and researchers will benefit maximally from this work because of its rich original data and analyses. It will also set a pace for future rigorous investigation into language use in secondary and vocational and technical schools.



The application of appropriate communication strategies will be of tremendous benefits for effective teaching and learning in the secondary schools and in vocational /technical centres and by extension, to the world of works.

The specific objectives of this study are to:

- Identity the classroom communication strategies in secondary schools;
- Examine the classroom communication patterns in technical and vocational classroom; and
- Compare and contrast the similarities and differences between the classroom discourse in secondary schools and vocational and technical centres?

2. Literature Review

2.1 Secondary school Education

Secondary school education refers to conventional education obtained after primary education. The system of education in Nigeria today allows six (6) years secondary education, three (3) years in Junior Secondary School (JSS) and three (3) years in Senior Secondary School (SSS); at each stage Junior West African Examination Council (WACE) and Senior WAEC are conducted and used as criteria for next high level of academic endeavor.

2.2 Technical and Vocational Centre

Technical education is an educational process that involves the study of technological and related sciences. It focuses on the acquisition of practical skills and technical skills, theoretical training and preparation for industry or higher education. Learners' attitudes, understanding and knowledge relating to practical training are necessary in technical education. Vocational education centres also on practical skills such as cooking, plumbing, cosmetology, baking, cooking, etc. It also deals with hand-on training in specific trade and occupation. Both technical and vocation educations are actually practical and prepare learners to be self-employed, after training. There is little or no dividing lines.

Okwori and Mafwalai (2005) give a contrary opinion by observing that there is a dividing line between technical and vocational education and submit that while technical education allows participants to acquire knowledge, skills and attitudes necessary for work; vocational education provides skills, knowledge and attitude necessary for employment in specific occupation. Even, with this explanation, it is not convincing, does it therefore mean that knowledge, skills and attitude cannot be provided by technical education and the same acquire by vocational education?

Also, Enaharo (2008) attempts to differentiate technical education from vocational education by stating that technical education is the systematic application of scientific or other organized knowledge to practical task while vocational education is education designed to help the learners to acquire and develop skills, knowledge and attributes for effective employments or professions in specific occupations.

Again, Batagarawa (2005) observes that vocational education is a form of specialized education that is directed primarily towards developing competence for employment in a particular occupation. Batagarawa (2005) also states that vocational education equips people with basic skills and competencies to enable them enter and progress in the world of works.

Ikwuegbu (2006) notes that vocational education is one of the potent instruments in the development of individuals and nations. In the same vein, Osayomwanbor and Edokpayi (2008) note that vocational education is a very useful aspect of the educational system because of the occupational content it offers the trainees. They further maintain that it gives the trainees the



opportunity to acquire skills, attitudes, interests and knowledge to socially and economically perform works that are beneficial not only to them; but to the society in general.

2.3 Discourse Analysis

Discourse Analysis, a descriptive model for language analyses, is often defined in two ways; one, as a particular unit of language above the sentence and two, as a particular focus on language use. A definition of discourse from a formalist point of view, considers discourse as “sentence” and a definition from the functionalists’ point of view considers discourse as “language use”. It is worth mentioning that there is a third definition that attempts to bridge the gap between the formalist and the functionalist dichotomy. It tries to highlight the relationship between the formalist and the functionalist points of view. According to Jones (2024) discourse analysis is just the study of language.

Discourse provides a practical approach to the study of every piece of language in use, at all contexts. Its data can be spoken or written, monologic, dialogic or polylogic. Also, it handles the study of how texts are structured in an orderly manner to make meaning and accomplish communicative objectives. According to DE et al., (2024), texts are structured in different ways to achieve their purposes.

Also, discourse analysis involves the collection, transcription and analysis of naturally occurring communication interactions, conversations and talks (Johnstone & Andrus 2024; Olbertz-Siitonen, 2024). Usually, the interactions are presented as they occur in natural settings, either by audio, video, audio-video and taping. Naturally occurring data are thereafter transcribed to written or digital form by the researcher prior to the starting of data analysis.

2.3 Classroom discourse

The study of discourse as an approach to linguistic study began to be considered central in linguistics in the early 70s. Discourse analysis is a sub-discipline of linguistics that deals with language use, meaning and context. It offers both structural and functional analyses of any piece of discourse in any social contexts. According to Danielson, et al., (2023) discourse analysis has been “a major area of interest” to discourse participants, researchers and many in other fields of human endeavour.

Classroom Discourse (CD) is a face-to-face interaction between the teacher and his/her students. According to Blook & Pouriran (2009) CD is a special discourse that occurs in classrooms. Cazdens (2001) observes that CD is a central issue in school system because spoken language is the medium by which much teaching takes place. CD is synonymous with classroom teaching and learning. Anana (2015) observes that teaching and learning are the paramount activities carried out in the classroom

Many activities that go on in classrooms are categorized under classroom discourse. CD is synonymous with classroom interaction, and this means the release and acquisition of information and knowledge through teaching and learning processes. Zhang (2008) maintains that classroom interaction plays a crucial part in the process of learning development. Also, CD influences students’ behaviours and attitudes. Also, negative utilization of classroom discourse may necessitate students to develop negative attitude towards reception of lessons. Every teacher should ensure that he/she employs positive strategy in order to enable the class to be typical in nature.

According to Siddiqui (2005) a typical classroom is made up of students who have varying skills levels and different cultural and linguistic backgrounds; it is a classroom where the teachers realise these various aspects of the learners and do everything possible to enable them benefit



maximally from what they pass across to them. The teachers should understand that to effectively impact on the students, teaching and learning should not be separated.

The inseparability of teaching and learning is crucial in secondary schools as well as the technical and vocational centres. Teaching and learning as complementary skills are result-oriented when applied with appropriate communication strategies. It is this complementing nature of teaching and learning that will enhance the classroom participants, especially the students, who are always at the receiving end, to benefit from the lessons.

Teachers' appropriate application or inappropriate application of CD can make or mar student's performance permanently. Teachers are therefore expected to use CD effectively to enhance students' easy comprehension and performance in technical and vocational centres.

2.4 The Teacher as a Model of Classroom Discourse

The teacher is an effective manager of the classroom, and the success or otherwise of every classroom interactions and communication depends on him or her. According to Alasmari, & Althaqafi, (2004) the teacher needs to practice both "proactive and reactive classroom management strategies" for a successful classroom operations. In addition, Abidin (2025) observes that the effectiveness of classroom management increases students' participations and encourages students more activeness in learning.

Teachers are known to manage the 4m's; these are men, matter, materials and methods. In other words, teachers are all round managers of man important things in schools and outside. Their roles include professional role (official and obligatory), socio-cultural role (academic), aesthetic role (public relation), school planning role (management) and fund raising role. According to Nuha & Musyafa'ah (2023) teachers must be able to manage their classes well.

As a counsellor or a psychologist, a teacher is required to observe the behaviour of the students and once there are problems, he comes in immediately and resolves them. He should also be prepared to assist the parents and his colleagues once there is problem. He should have good interpersonal relations. Besides, he needs to understand himself thoroughly. According to Sundar, & Mesalia, (2023) any teacher can be a counsellor.

There are many teaching techniques as there are teachers. This submission was earlier expressed by Natano et al., (2024) when they observe that there are varied communication patterns that exist in classroom with respect to "public and private speaking". To obtain the desired objectives, the teacher has to select from the available teaching methods and be acquainted with the one that is suitable to the topic, the age of the learner, time and the atmosphere of teaching at a particular point in time. A teacher is expected to master as many strategies of teaching as possible so as to diversify these at different lessons to different learners.

2.5 The Students' Contributions in the Classroom Discourse

It is not only the teachers that solely contribute to the success of classroom discourse, the students also have parts to play in order to ensure that the classroom is conducive for academic activities. In short, without the students' cooperation, participations and engagements, there cannot be any effective classroom discourse. According to Kelly (2007) classroom discourse can involve the participation of students in whole class discussion, and this can enhance easy understanding of these students.

One of the major contributions of the students is to be active listeners. According to Tustonja et al., (2024) active listening benefits active listeners; once students listen actively, they listen



effectively and able to participate fully in the ongoing discourses. They can comment suggest, jot what is taught, and generally participate and engage in CDs.

Students are also expected to show respect to their teachers. Every student is expected to recognize the asymmetrical positions of the students and the teacher. According to Celkan, & Hussain, (2015), students are obliged to respect their teachers.

Also, students are expected to obey the right or appropriate instructions of their teachers. According to Adika & Dafit (2023) teachers provide “several roles that can support the formation of the character of discipline in students” (655). This includes the assignment and general obedience to good instructions from the teachers.

Every student is expected to be disciplined and dedicated to his/her duties. Students should write assignments, tests and examinations on time and submit them on time. According to Dar & Jan (2023) every student has responsibility for his or her loyal teacher. Other extra-moral duties are also to be done timely.

The attitudes of students to receiving lessons are sacrosanct to their effective participations and engagements in classroom discourses; therefore, cheerful, friendly and diligent dispositions are expected to be exhibited by students in classrooms. According to Akcil & Bastas (2020), attitude can significantly affect students’ engagements and learning outcomes.

Above all, punctuality and neatness can contribute positively to ongoing classroom discourse and atmosphere. Where students attain classes late, there are going to miss out. Also, where the environment or they are dirty, these can cause a major physical barrier in the process of teaching and learning.

2.5 Classroom communication strategies

Classroom communication strategies (in this study) are equivalent to various patterns adopted in classroom discourses. The questioning, code-switching, repetitions, rephrasing, use of expressives, informatives, causative, slot-fillers, explanatives, pseudo-elicitations, classroom communication strategies, the teacher-centred pattern, student-student pattern, collaborative and the IRF pattern and many other patterns exist in classrooms.

Considering the crucial role of IRF pattern, Tong, et al., (2024) observe that it enhances “the clarity and flow of communication without altering the meaning or adding supplementary content” (5). According to Gingtings et al., (2025) teachers use a wide range of verbal and non-verbal techniques such as “open-ended questioning, motivational feedback, gestures, and spatial movement more fluently and contextually”. They further explain that “these strategies foster higher student engagement and more dynamic classroom interaction” (821).

3. Methodology

3.1 Research Design

This is a qualitative research; it draws upon purposefully randomly selected classroom data gathered through observation to compare and contrast secondary school classroom communication strategies with the vocational and technical schools, specifically, the discourse used by the instructors and students in these institutions.

A total of 6104 participants, 4 teachers and 6100 students constitute our sample; two (2) from secondary schools and 100 students from Childbest, 2000 from Ikorodu Senior Secondary schools, 1500 from Ikorodu Technical College and 2500 from Ikorodu Skill Acquisition Centre).



3.2 Research Instrument

The research instrument adopted in this study is observation. According to Adedokun (2008) observation is used for collecting a direct and firsthand information about events, situations, people or their attributes by selecting and watching the events, situations or people while they manifest the desired behaviours in a particular setting. The main aim of observation is to watch and describe events, phenomena, situations or human behaviours the way they are unfolded or manifested in a natural setting.

Observation can be direct or indirect; direct, where the observer may be at the scene of the information and collect data directly as events, situations, etc. unfold. The observer may use mechanical, electrical or electronic devices to obtain data. He/she may be part of the setting or not. Indirect observation is a method of collecting and recording the needed information by making use of the mechanical aids, electrical or computerized devices. Here, the observer does not need to be present but positions mechanical or computerized devices such as cameras, hidden cameras, automatic counters, etc.

Direct participant observation is very necessary to obtain first-hand information. Here, the observer is said to be a member of the setting in which the observations take place. Data are gathered from both secondary schools and vocational/technical centres in Lagos State.

3.3 Data presentation and Analysis from secondary school

Data from four lessons, two from secondary schools and two from Technical and vocational centres are first presented before their analysis using content analysis as well as Austin (1962)'s *The Speech Act Theory*. Some Jefferson (2008)'s conventional notations are applied in data presentations and analysis. Each utterance is bracketed in either letters or numbers. "T" used in data presentation stands for "Teacher", "I" for Instructor and "S" for student or students.

Again, the abbreviated communication strategies at the end of each presentations from the Technical and Vocational Centres are explained in analysis. "Expl" stands for explanative (s), Elip/Rep (Elliptical representative(s). "Eli" for elicitation, "Sf" for slot-filler (s), Rep for Representative (s). "Dir" for Directive (s); "Infor," for informatives, "Expr. For expressive(s); "cau" for causative(s) and "uncl" for unclear.

3.3.1. Excerpts from Christian Religious Knowledge: The Mission and the Growth of the Christian Church

- | | | |
|----|---|--|
| T: | (A1) What is the full meaning of CMS? | (A10)They have [sic] a Christmas service together. |
| S: | (A2) () | (A11) And I told you that after sometimes Thomas Freeman left for Cape Coast |
| T: | (A3) No | (A12) and so he left William D' Clark |
| | (A4)Church Missionary [Society | (A13)=and [his wife] to continue the work= |
| S: | (A5) [Society | (A14) [his wife] |
| T: | (A6) and so together with Thomas Freeman | (A15) =And I told you that the the the first convert that William D'Clark and his wife had were how many men |
| | (A7)= They had Christmas service in December --- | S: (A16) Five men and one <u>women</u> (sic) |
| | December 1842 | T: (A17) woman |
| | (A8) =So they came into Nigeria, September 1842 | (A18) Fine |
| | (A9) So in December, Thomas Freeman and Eric Thompson with other people | |



(A19) Five men and one woman
(A20) And after they were converted,
they were

3.3.2: Data Analysis of “The Mission and the Growth of the Christian Church”

This excerpt comprises classroom communication patterns employed by classroom participants in making discourses successful. (A1) is an elicitation, intending not only to engage students in the ongoing discourses; but to find out the level of knowledge the students have on the subject in question. Again, the students’ attempted response in (A2) is not clear; giving possible inference of obvious lack of knowledge about the question, fear of giving wrong answer or lack of intention to reply to what is being asked. One of the inferences is evident in the teacher’s response in (A3), where the teacher issued a negation and then gives the answer in (A4).

The teacher response overlaps with the students’ interruption (A5). (A6) to (A12) act as representatives. (A13) and (A14) are elliptical representatives employed as delivery mechanisms for continuous delivery. (A15) is an indirect speech; it doubles as an elliptical representative, a false elicitation and a pseudo-representative. The students interpret this as an elicitation and they respond in (A16). The teacher gives a remark on their responses and continues explanatives in (A17) to (A20).

3.3.3. *Economics: Historical Development of Money*

T: (B1) Trade by batter is a direct exchange of goods for goods, goods	own problems (B15) There were problems encountered during that period
(B2) Direct exchange of goods for [goods	(B16) = and that was why the the it was changed
S: (B3) [goods	(B17) = people could not continue using that system
T: (B4) = Exchange of goods for foods, goods for service or services for services	(B18) Now, let’s look at the problems of trade by batter (pause)
(B5) It is the direct exchange of goods for goods, foods for services or services for services (pause)	(B19) One of the problems of trade by batter
(B6) Now, before money was introduced	(B20) = was the problem of double coincidence of Wants (pauses)
(B7) They system of exchange that was practised was what ?	(B21) Now, before exchange could take place
T: (B8) = was [trade by batter	(B22) = under trade by batter system
S: (B9) [trade by batter	(B23) Before exchange could take place
T: (B10) It is, was the system of exchange that was practised before the introduction of [money	(B24) Somebody has to,
S: (B11) = [money	(B25) Let’s take for instance, somebody wants to exchange
T: (B12) Is that clear?	(B26) He has cow
S: (B13) Yes ma	(B27) Remember, majority of production then was trade by batter.
T: (B14) Now this system, the batter system has its	

3.3.4 *Data Analysis on Historical Development of Money*

The excerpts from Historical development of Money opens with the teacher in (B1) and (B2) which are expatiatives. This (B2) overlaps with the student’s participation in (B3). (B4) and (B5) are emphasizing informatives and explanatives (indirect speech acts). (B5) is also a frame; it complements (B6) which is a clue. (B7) is an elliptical elicitation; and (B8) are replies to the clue in (B9). (B10) is an informative as well as a representative. (B11) is the students’ interruptive response. (B12) is a repeated representative and this overlaps with the students’ utterance (consessive) in (B11). (B12) and (B13) are interdependent act; interactive pairs.



The instructor applies another strategy in (B14), a re-emphasier, (an emphatic frame) aimed at evaluating the ongoing discourse for clarity and quick understanding by the students. (B15) is informative; (B16) is an additive; (B17) is a representative; (B18) is a directive and (B19) and elliptical representative. Again, he employs an explanative in (20), elliptical representatives, “explicitives” and implicit informatives in (B21) to (B24) and elliptical representatives from (B25) to (B27) in order to explicate the subject matter to the students.

3. 4 Data presentation and Analysis from Technical/ Vocational Centre

3.4.1 Data Presentation from Fashion and Textile: Excerpts from “Cut and Sew”

- | | |
|---|---|
| 1. (1) That machine is not good (Expl.) | (14) If it is too short, put it here. (Expl.) |
| (2) That Plane is tight (Expl.) | (15) come, come here. (Dir.) |
| (3) = before 11.00 o’clock (Elip. Rep.) | (16) = No , just like you do at the back |
| (4) People way de go that side (Elip. Rep.) | () (Elip. Rep.) |
| (5) He will still loose it. (Rep.) | (17) = but because there is no way, it |
| S: (6) Tis thing no too long self (Expl.) | can come here (cau.) |
| (7) Tis you know that there is still | (18) So, you, go through it here. (Dir.) |
| space here. (Expl.) | (19) = practical drifting or paper work |
| I: (8) Excuse me make I see (Expr.) | (Elip. Rep.) |
| S: (9) No Sandra, de do wedding oh! | (20) = textile and craft (Elip. Rep.) |
| (Expl.) | (21) = tie and die (Elip.Rep.) |
| (10) Uncle, don’t eat oh when you are | (22) = cut and sew (Elip. Rep.) |
| coming.(Expl.) | (23) = Do a temporary stitch (Dir.) |
| (11) I said that if you’re coming, you | (24) = just a little of it should be too |
| should not eat (Expl./ infor) | much here (Expl.) |
| (12) Food is going to be surplus | (25) = and not there (Dir.) |
| (). (Rep) | (26) = Don’t forget that there is just |
| (13) Don’t cut it so that () | temporary stitch (Expr./ infor) |
| (Elip. Rep.) | |

3.4.2 Data Analysis on “Cut and Sew”

This excerpt opens with an explanative in (1) and closes with an indirect act in (26); the class is highly practical as everyone is busy talking and sewing at the same time. It is not organized as everyone talks sometimes simultaneously.

The locutions in (1) and (2) act as explanatives. (3) and (4) are elliptical representative. (5) is a representative. (6) and (7) are explanatives. (8) is an expressive. (9) and (10) are explanatives. (11) acts both as an explanative as well as an informative. (12) is a representative. (13) is an elliptical representative; (14) is an explanative. (15) is a directive; (16) is an elliptical representative, (17) is the only causative used in this classroom. (18) is a directive; (19) to (22) are elliptical representatives. The instructor refocuses on another subtopic in (23) with a directive and explains what he briefly mentions in (24). (25) is a directive. (26) acts both as an expressive as well as an informative.

A total of 26 free discourse patterns were used and these are further analyzed as 2 informatives, 2 representatives, 4 directives, 8 explanatives, 7 elliptical representatives, 1 expressive, 1 causative Also, a total of 24 speech acts further categorised as 20 direct speech acts, 2 indirect speech acts.



- I : (1) Design receipt if your system does
not have a page maker (Dir.)
(2) = If yours has a page maker, design
the school logo (Dir.)
(3) Let me see what you have done
(Expr.)
(4) You are creating problems for () yourself (Expr.)
(5) I want to see the work of your handwork. (Dir.)
(6) = whether (uncl.) (Elip. Rep.)
(7) This is a page-maker now (Rep.)
(8) = page maker () (uncl.) (Elip. Rep.)
(9) Close all these ones (Dir.)
(10) Please a w() (uncl.) (Elip. Rep.)
(11) This is it now. (Rep.)
(12) Okay (Elip. Rep.)
S: (13) Sir () (Elip. Rep.)
I: (14) You say what? (Eli.)
(15) ehe (Sf)
(16) Arrange words (Dir.)
(17) Shape in words (Dir.)
(18) Yeh what is this (Eli.)
(19) Jef, Jef ... () (Elip. Rep.)
(20) We no sabi it (Rep.)
(21) Who doesn't know how to design () it? (Eli.)
(22)Who pass-worded it? (Eli.)
(23) I am not the one that pass-worded it (Rep.)
(24) There are steps involved in designing the logo
(Expl.)
(25) Where are the steps involved? (Eli.)
(26) What are the steps involved in designing the logo?
(Eli.)
(27) You design letter L (Expl.)
(28) = and then you, design the control under the letter L
(Expl.)
(29) You write the text for the logo (Expl.)
(30) You do what? (Eli.)
(31) You write the text for the logo (Expl.)
(32) You design the three semi circles in the logo (Expl.)
(33) You design, you design () (Elip. Rep.)
(34) = You add all the necessary features such
as colour etc. (Expl.)
(35) = that can be used to define the difference of a
characteristic base (Expl.)
(36) You add all the necessary features such as
colour etc. (Expl.)
(37) = and group it together (Expl.)
(38) You do what? (Eli.)
(39) Group it to design letter L (Rep.)
(40) How do you design letter L? (Eli.)
(41) You select your rectangle tool. (Expl.)

Data Analysis on “Logo Design”

The excerpt from “Logo Design” opens with a directive in (1), as the instructor’s illocutionary acts prompt the students to take actions as well as engage fully in the classroom discourse. In addition, two lexical items “system” and “page maker” act as indirect speech acts because of their multiple interpretations (“system may refer to computer set, handset, laptop, desktop or system of the world or other systems). Again, the word. “page-maker” has two possible interpretations, (as an individual who makes a page and as a computer package”. The strategy employs in (2) is a directive with embedded indirectness. This pattern is possible of confusing the interpretations especially when applied in isolation.

Again the instructor applies expressives in (3) and (4); (3) also acts as a request and a demand (an indirect speech act) which expresses implicitly the instructor’s intentions. The noun, “problems” used in the middle of (4) is the application of indirect locutions as they can represent any forms of unpleasant situations in the world. Other strategies such as a directive in (5) and unclear elliptical representative in (6), a representative in (7) and an unclear elliptical representative in (8) function. The directive in (9), unclear elliptical representative in (10), a representative in (11) all act as direct classroom communication acts.

The application of a possible terminator in (12) indicates the instructor’s satisfaction with the compliance and participations of the students in this class. The students concessive in (13) performs



an elliptical representative act thereby making the discourse partially felicitous. This is evident in the instructor's elicitation and slot-filler in (14) and (15)

Besides these, the instructor also uses directives in (16) and (17) to engage the students fully in classroom discourse. Having discovered the students are not fully engaged as he intended, he applies an elicitation in (18) to effect his initial intention (of engaging his students in classroom interactions). The instructor uses an elliptical representative in (19) to request the student to act; and having discovered that the students are not willing to respond, he issues a representative in (20). Still not giving up, the instructor utters elicitations in (21) and (22); yet the students do not respond to it. He later changes his strategies to a representative and an explanative in (23) and (24).

The instructor now opens another transaction by employing an elicitation as a means of introducing a subtopic in (25) and (26). He further explains the steps involved in designing a logo in (27) to the end of the discourse. He also applies explanatives in (27) to (29), elicitation in (30) and a response in (31) and (32) which also act as explanatives. Again, (31) acts as an interdependent speech act because its literal act which is a statement cannot be detached from its secondary act which is an embedded elicitation. In other words, if the emphasis is placed on the words, "You" and "Write" with a question mark at the end of it, the act therefore functions as an elicitation; but if just uttered as it were, then a representative would be used. Locutionary acts (33) to (36) are similar interdependent speech acts; the instructor further employs an elliptical representative in (33), explanative in (34) to (37), an elicitation in (38) and gives self-response in (39); another elicitation in 40 and its interdependent act in (41).

A total of 41 discourse patterns were employed in "*Logo Design*" by in the teacher-student interactions here; these is further divided into 5 representatives, 8 elicitations, 6 directives, 10 explanatives, 1 slot fillers, 2 expressives, 7 elliptical representatives and 2 unclear acts. Again, a total of 38 direct speech acts and 3 indirect speech acts were applied in "*Logo Design*."

3.5 Comparative Analysis of Data

There are similarities of communication discourse patterns used in both secondary and technical and vocational centres in Lagos State. The strategies of explanatives, elliptical representative, directives and the like are applied in these academic settings.

However, there are dissimilarities in the number of strategies applied in both educational setting. Elliptical representatives are predominantly used in technical/vocational centres while directives are employed most in secondary schools.

4. Findings

The analysis reveals that there is partial felicity occasioned by participants' partial understanding of the intentions of the speaker (the teacher). Also, various discourse strategies such as elliptical representatives, explanatives and representatives as predominant discourse patterns and continuous delivery mechanisms that make lessons result-oriented, cooperative, interactive and teacher-focused and they are used mostly in secondary schools. This finding aligns with Ashraf et al, (2024) who observe that classroom communication pattern have a significant effect on secondary schools students; social development in ESL students' interactions. Also, directives make lessons student-centred. The research also revealed the existence of the interdependency or inseparability of direct and indirect speech acts in the two educational settings used in this research.



Conclusion and Recommendations

Classroom discourse patterns are indispensable strategies in classroom discourses at all levels. This study was a comparative discourse study of the communication patterns in selected secondary schools and technical/vocational centres in Lagos State, Nigeria. Using Austin (1962)'s *The Speech Act Theory* as its analytical framework and content analysis, the study demonstrates how classroom discourses are shaped by discourse patterns. Utterances of all sorts are samples of various strategies employed by classroom participants.

The findings revealed that indirect speech acts dominant classroom communication patterns in secondary schools thereby making the teaching and learning teacher-centred while in technical/vocational classes, directives are the predominant communication strategies. The implication of this is that lessons become student-centred and ideal for 21st century education. Secondary school is academically structured while technical/vocational centres are practically structured for technical skills and skill acquisition for job and career purposes. The cooperative and participatory communication strategies employed mostly in vocational/ technical centres enhance students' full engagement, practical training and skill development.

In addition, the study demonstrates the importance of direct, indirect and interdependent speech acts in fostering positive and result-oriented educational processes in both academic settings. According to Anana (2018), a direct speech act is made up of only one act. The indirect speech act is an implied act that contains more than one act; the interdependency of both direct and indirect act is therefore their inseparability.

The study therefore recommends that directives, collaborative/interactive discourse strategies be employed by classroom discourse participants with a view to promoting practical pedagogy, inclusive participation and students' full engagements; and bridging the lacuna between theory driven education and practical-driven education. By so doing, there would be a balance in academic systems. Teachers, students, policy makers and other education stakeholders should integrate an engaging and inclusive student-centred strategies into classroom discourses in Lagos State and beyond.

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