

All the way with CDA: Using Critical Discourse Analysis to investigate the complexities of the classroom site ®

Leanne Dalley-Trim
James Cook University

Abstract

This paper explores critical discourse theories, in particular Fairclough's three-dimensional model of discourse analysis, and highlights their role as an invaluable analytic tool within the field of educational research. It also signals the comparable view of language, discourse and subjectivity – as shared by many critical discourse theories and poststructuralism(s) – and suggests that these theoretical frameworks and associated analytical tools are in this way complementary. More specifically, the paper identifies the ways in which critical discourse theories provide an avenue for examining and unravelling the complex and multifarious site that is the classroom. Following discussion of the theoretical and analytical underpinnings and merits of critical discourse theories, the paper focuses upon the effective use of critical discourse theories in one classroom-based research project.

In line with the premise upon which the classroom-based study is founded, the paper advocates that classrooms are discursively constituted sites and that discourses, often competing and at times contradictory discourses, operate as organisers of social interactions within these sites. It also contends that classrooms, given that they are discursively constituted, are inextricably sites in which relations of power are produced and circulated, and in which individuals are positioned and/or take up particular subject positions. Further, the paper proposes that *'the lesson'* – as constructed and as takes shape within the context of the classroom – is to be conceived of, and to thus be read, as a *'text.'*

Focusing upon the application of critical discourse analysis in the classroom-based study, this paper addresses a number of specific areas. It indicates how critical discourse analysis served as a tool that enabled the researcher to examine the discursive knowledges and practices employed by teachers and students within the classroom site. It also signals how critical discourse analysis enabled the researcher to read and account for the impact of the discourses operating within the classroom site upon what came to constitute *the lesson* and the classroom context. Further, it allowed for exploration of the power relations that were played out within the classroom and the subject positions made available to and taken up by those in the classroom.

Introduction

In light of the forum in which this paper is to be presented, and the limited space in which to engage in extensive discussion, it makes an assumption about the prior knowledge of the audience – more specifically, their knowledge of critical discourse theories and associated methods of analysis. The paper begins by providing a brief overview of Fairclough's three-dimensional model of discourse analysis as used in the classroom-based study discussed here. It then goes on to discuss the study in question and to examine the ways in which critical discourse theories were used to inform the study and the analysis undertaken. Finally, and with a more acute focus, the paper discusses the use of critical discourse theories as a tool for analysis in the context of one classroom – one teacher, one class and two lessons.

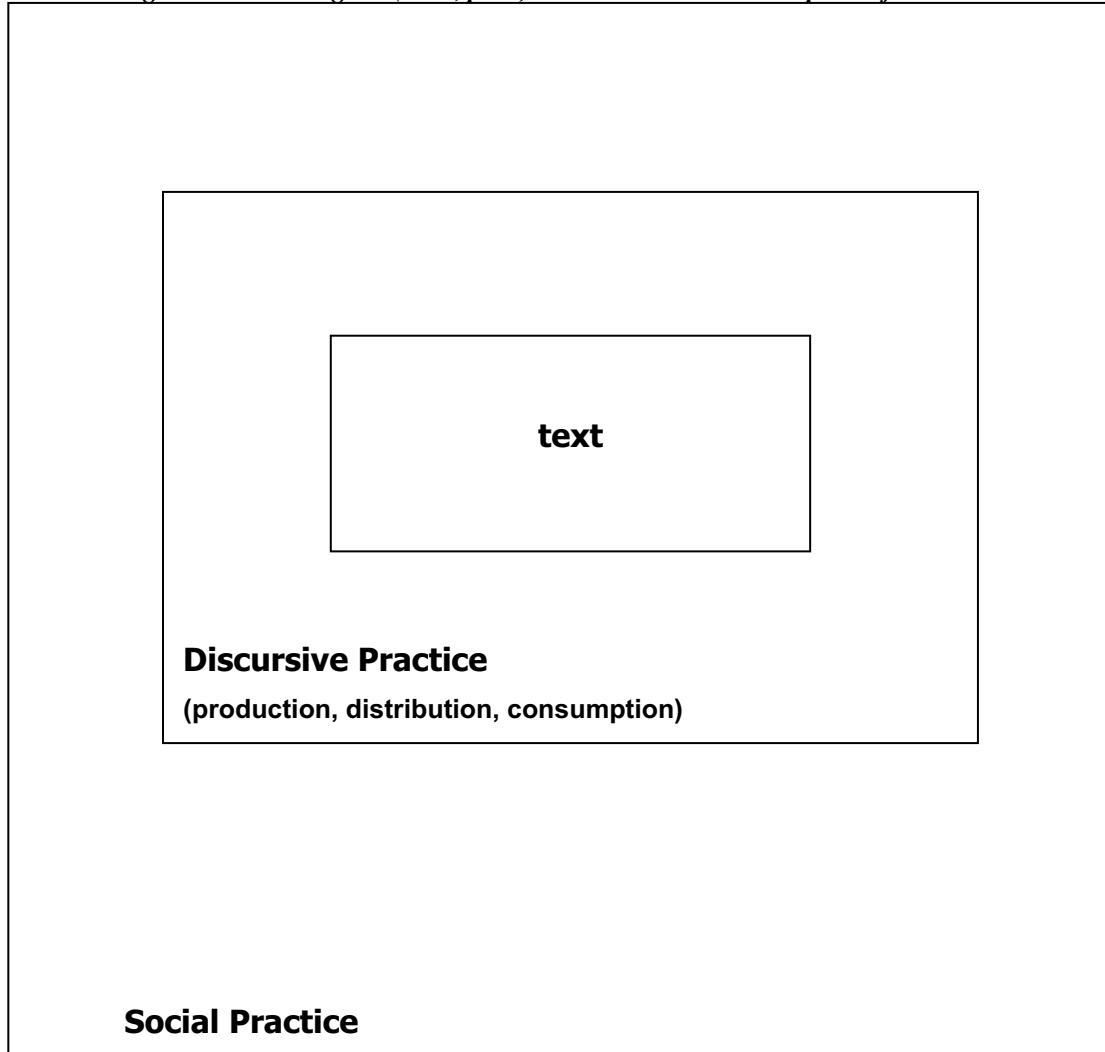
Fairclough's Three-Dimensional Model of Discourse Analysis

Fairclough advocates that discursive practice functions in a three-fold manner. Firstly, it "contributes to reproducing society (social identities, social relationships, systems of knowledge and belief)" (Fairclough, 1992, p. 65). Secondly, while reproducing society in this

way, discursive practice also “contributes to transforming society” (Fairclough, 1992, p. 65). Finally, it also varies in accordance to the social contexts within which it is mobilised.

Conceptualising discourse in this way, Fairclough propounds a three-dimensional model of discourse analysis (see Figure 1 overleaf). The model focuses upon the complex and interconnected relationship between three dimensions: texts, discursive practices and social practices.

Figure 1: Fairclough’s (1992, p. 73) three-dimensional conception of discourse



Of the first dimension, Fairclough (1992) suggests that in talking about texts, one invariably refers to the process of production and/or interpretation. Constituted by past discursive practices in the form of conventions, texts are endowed with a heterogeneous, multiple, diverse, and at times contradictory, meaning potential (Fairclough, 1992). As such, they are open to multiple interpretations.

The second dimension, discursive practice, involves the processes of text production, distribution and consumption (Fairclough, 1992). These processes and thus discursive practice vary according to social factors. As Fairclough (1992) suggests, texts are both “produced in specific ways in specific social contexts” (p. 78) and “consumed differently in different social contexts” (p. 79). Additionally, the processes of production and interpretation are socially constrained in two ways: “by the available members’ resources” and “by the specific nature of the social practice of which they are parts” (Fairclough, 1992, p. 80).

The third dimension, social practice, is concerned with the relationship of discourse to ideology and power. Here, discourse is placed “within a view of power as hegemony, and a view of the evolution of power relations as hegemonic struggle” (Fairclough, 1992, p. 86). Discursive practices are recognised as ideologically invested (although not all discourses are ideologically invested to the same degree), and as contributing to both the sustainment and restructuring of power relations. Acknowledged here, too, is the potential for change, hegemonic struggle, and the shifting and agentive constitution of subjectivities.

Fairclough’s three-dimensional conception of discourse and the resultant model serve as powerful analytic tools. They allow one, “to combine social relevance and textual specificity in doing discourse analysis, and to come to grips with change” (Fairclough, 1992, p. 100). Furthermore, as Janks (1997, p. 329) suggests, a major strength of this model lies in its provision of “multiple points of analytic entry.” Highlighting that analysis is not always tidily linear – as evidenced in my own work – Janks (1997, p. 330) suggests that Fairclough’s model, with its embedding of the three boxes (dimensions), “emphasises the interdependence of these dimensions and the intricate moving backwards and forwards between the different types of analysis.” Finally, in terms of the particular study discussed here, the model enabled me to move between the three dimensions, and to address and account for the complex and inextricably interconnected relationship that exists between texts – or the lessons produced – and the discursively constituted social contexts – classrooms – within which they are produced.

Using critical discourse theories as an analytic tool: one study

The study discussed here was conducted in a State secondary school (referred to here as Lane Park) in a provisional North Queensland city and the research conducted within four Year nine English classrooms. During the course of the study, constructed within a qualitative research paradigm, I engaged in observations of the research site; conducted interviews with teachers and students; administered questionnaires to teachers and students; and reviewed documents – specifically the State-endorsed English syllabus and the School Junior English Work Program. And while qualitative research, and the study undertaken, draws upon a rich variety of theoretical frameworks, traditions of inquiry, and methodological practices, it is upon the use of critical discourse theories as a tool to analyse the sets of discursive knowledges and practices apparent in the range of emergent data in this study that this paper focuses.

However, before proceeding to address the issue in focus, I would like to acknowledge that a comparable view of language, discourse and subjectivity is shared by many critical discourse theories and poststructuralism(s). As such, it is advocated here that these theoretical frameworks and associated analytical tools are, in this way, complementary, and provide a strong position from which to research when used in conjunction with each other – as was the case in the research project discussed here. Like critical discourse theories, poststructuralist theories challenge the view of discourse as “natural,” acknowledge the power relations inherent in discourses, and assist in the unravelling of discursive power networks; account for and address the subtleties and complexities of language, and challenge the view that language is natural and neutral; account for the impact of human agency, the dynamics of contradiction, the possibility of change; and address and challenge the nature of oppression.

The Study: Teachers

Critical discourse theories were used to analyse the types of discursive knowledges and practices employed by teachers in discussing, writing about and practising Subject English. Specifically, I tapped into their use of the discourses commonly associated with the subject and its practice – the “models” of English teaching. That is, I identified their reference to, and engagement with, a skills-centred approach to English, the cultural heritage approach to English, the personal growth model, the genre model and/or the cultural studies model. Additionally, I explored their reference to, and use of, particular pedagogical paradigms – for example, their taking up of student-centred and/or teacher-driven discourses. In relation to the previous point, I also examined the types of subject positions they made – and / or desired to make – available to students within the classroom; the power relations inherent in, and resulting from, such positioning; and what came to “be” the context of the classroom. What came to “count” as the lessons or *texts* of English, as constituted by and within discursive networks of knowledge about, and practices of, the subject – as employed by the teachers – were also examined.

The Study: Students

Critical discourse theories were again used to analyse the types of discursive knowledges and practices employed by students in discussing and writing about Subject English and the “doing” of English; about their teacher and her/his practices; and in identifying the ways in which they constructed themselves, and others, as students within the classroom. Specifically, I identified the ways in which they made reference to “models” of English and English teaching as practised by their teacher. I also examined the ways in which they used specific discursive knowledges and their associated practices to construct themselves as students – more specifically, as “good student” (Connell, Ashenden, Kessler & Dowsett, 1982, p. 82) subjects or as those who disrupted this particular subject position. Additionally, critical discourse theories were used to analyse the power relationships between students, and between students and their respective teacher. These theories were also used to identify the ways in which students – through their employment of particular discursive knowledges and practices – became either complicit in, or disruptive to, the teacher’s endeavour to construct the *texts* or lessons of English and “workable” or educationally “appropriate” classroom contexts.

The Study: Social Artefacts

As a precursor to undertaking fieldwork, critical discourse theories were utilised as a tool to examine the discursive constitution of the documents that inform Subject English. Specifically, they were used to examine the discourses pertaining to Subject English, and the teaching of it, as endorsed by the State and as evident in the syllabus produced by the Department of Education, Queensland. Further to this, they were used to examine the school English work program, and to identify the ways in which English – as a discursively constituted subject – had been constructed for practice within the context of Lane Park School.

One Teacher, One Class, Two Lessons: an Exemplar

This paper will now narrow its focus to the example of one teacher, one class and two lessons as a means of illustrating the application of critical discourse theories as employed in this study. The teacher of this class, 9-3, is referred to here as Mr Jack, and the lessons under discussion are provided in the Appendices – see Appendix I and II.

The Teacher: Mr Jack

Interview and questionnaire data revealed that Mr Jack’s desired practices were mostly aligned to those associated with student-focused discourses, with the dominant discourses of the individual and the personal as popularised through personal growth pedagogy. While drawing primarily upon personal growth discourses, he espoused a plan to draw eclectically upon a range of discursive knowledges and practices – or “models” of English education. He also outlined his desire to remove himself from the position of teacher as authority figure. In essence, he desired to embrace a personalised, egalitarian and student-centred approach.

While desiring to practice English in this way, Mr Jack was unable, for the most part, to do as he had planned and desired – as evident in the exemplar provided (see Appendix I). Rather, he constantly battled – given the students' performances and the context they served to construct – to maintain his desired position, and adopted teacher-focused and authoritative practices reluctantly. Essentially, it became difficult for him to engage in the personalist, student-centred practices he desired, or to maintain a non-authoritative position.

The Class; the Students

This class, and the interactions within it, came to be dominated by a group of three boys – Daniel, Matthew and Jerry – who took up the position of “bad lads.” This group of boys gained positions of dominance through their taking up and playing out of sexualised discourses, and their disruption of the “good student” (Connell et al, 1982, p. 82) subject position. Drawing primarily upon the discourses of sexuality and of gender, the three boys were able to disrupt, and to position themselves as other to, the “good student” subject.

The boys' performances illuminated the potency of these disruptive and sexualised discursive knowledges and practices. As evident in the exemplar provided (see Appendix II), their discursively constituted performances served to challenge the teacher's authority, disrupt his desired performance mode and practices, and thwarted the planned work of English. Their engagement with these sexualised and disruptive discourses served to undo the conventions of the lesson genre and affect what came to be English. Also evident in the exemplar is the ways in which the boys drew upon discourses of gender and sexuality – more specifically those of heterosexual/hegemonic masculinity – and constructed themselves as masculine subjects, and how their performances served to regulate, subjugate and marginalise the other students in the class.

The Lessons; the Classroom Context

A key and disturbing feature to emerge in the lessons provided here – as in most lessons throughout the semester – was the absence of the “work” of English. English, in this classroom, was constructed and dominated by the practices of classroom management. Work within this site became peripheral and obscured – often getting lost in the play of the classroom milieu. The performances of the students, and in particular the positions and discursive practices taken up and played out by the dominant boys, served to disrupt and at times thwart the conventions of the lesson genre. Mr Jack's performance was marked by his efforts to address student (mis)behaviour, to maintain control of the class, and to manage the site; rather than the instigation of work-focused English practices. (See Appendices I and II)

Within this context – one co-constructed by the students – Mr Jack was unable to perform as he desired, or to construct the texts or lessons of English as he had planned. While he persisted with his endeavours to engage in practices associated with student-focused discourses, his efforts were essentially subverted by the operant contextual dynamics. Within this classroom context, these practices proved unproductive and served to open up the space of the classroom to “play” – a space seized upon by the dominant boys, and used, by them, to play out disruptive and sexualised performances. These discursively constituted performances proved pervasive, and had a significant impact upon the classroom context and the social relations operating within it. Furthermore, Mr Jack was unable to contain the performances of these boys and, subsequently, the lesson, as an identifiable genre, was often disrupted and rendered unrecognisable.

Essentially, while the majority of students in 9-3 took up the “good student” (Connell et al, 1982, p. 82) subject position, and employed discursive knowledges and practices deemed appropriate to the classroom context, the dominant and disruptive boys failed to do so. As a result, the performances of these boys served to challenge, and often times thwart, the lesson genre and the planned work of English. The potent and subversive constitution of the gendered and sexualised discourses taken up and played out by these boys also served to challenge the teacher's desired performance mode and to subjugate, marginalise, and police the other students in the class. Finally, the inter-connected and discursively-constituted performances of the dominant boys and Mr Jack, failed to construct a context that was not recognisable as a productive or appropriate “classroom.”

Conclusion

With regard to the study examined here, critical discourse theories provided the tools I required in order to investigate the complex and ideological constitution of discourse. They enabled me to examine the discursive knowledges and practices evident in educational documents, employed by the teachers and the students within the classroom site, and those that emerged in the teacher and student interview transcripts and questionnaires. In doing so, these theories illuminated the ways in which discursive practice serves to inform subjectivity – making access to particular subject positions possible, while rendering others inaccessible. They also made it possible to account for the impact of human agency, the dynamics of contradiction, and the possibility of change. and the role played by discourse in sustaining unequal power relations. Additionally, they made it possible to conduct sophisticated readings of texts; to explore the multiplicity, heterogeneity and diversity within texts; and to examine how discourses serve to inform and/or constrain textual production and interpretation. Given this, I was able to discern the ways in which the texts or lessons – of English – were produced, and contextualise the texts produced in the classroom within the broader context of the school and wider society, and the documents or social artefacts that inform their production. Furthermore, positioned by and within this critical framework, I could observe how discourse affects the constitution of social contexts, in this instance, the classroom.

Finally, the study under discussion here identified, unravelled, and examined the inextricably interconnected relationship that exists between the texts or lessons of English and the classroom contexts in which they are produced. It illuminated the discursive complexity of this relationship, and demonstrated that the variables that constitute this relationship do not operate in isolation, but rather, as a dynamic network in which these variables intersect, interplay, and affect each other. While the study detailed here focused upon Subject English, the use of critical discourse theories as a research tool offers potentially powerful future possibilities – for example, the analysis of other school subjects and the dynamics operant within a range of educational settings.

References

- Connell, R. W., Ashenden, D.J., Kessler, S., & Dowsett, G. W. (1982). *Making the difference: Schools, families and social division*. Sydney: Allen and Unwin.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.
- Janks, H. (1997). Critical discourse analysis as a research tool. *Discourse: studies in the cultural politics of education*, 18 (3), 329-342.

Appendix I: A Typical Lesson – Exemplar A

The lesson detailed here was the thirty-seventh English lesson of the semester and was conducted during the course of a *Radio* unit.

The lesson illustrates the ways in which Mr Jack sought to take up a more authoritative position at this time in order to (re)establish control. It also highlights the ways in which the students read, and challenged, his efforts. It shows the continual play of gaining, losing, and regaining control throughout the lesson, and demonstrates Mr Jack's movement within and across teacher-focused and student-focused discursive networks. At times, he could operate within student-focused discourses, and perform as a flexible and egalitarian subject. As other times, however, he was forced to move more deliberately towards teacher-focused discourses and perform as an authoritative, rigid and controlling teacher subject. The exemplar also highlights Mr Jack's discomfort when forced to operate within the less desirable authoritative position. Finally, it highlights the lack of "work" occurring in this classroom context and the predominance of classroom management issues.

Mr Jack waited at the door of the classroom for late students to arrive, and discussed their reasons for being late.

He then announced: "Right ... right everyone paying attention please."

He then asserted his authority – moving Jana and Jane, instructing Daniel to remove his hat, and asking Leon to move outside. He joined Leon outside and discussed the reasons why Leon did not have the necessary books.

The class was to join another class. Mr Jack instructed the class that it would not be joining the other class "until [they] can behave."

He then outlined the task students were required to complete by next week.

.....

Mr Jack sent Kyle outside for not listening. As Kyle left the room, Matthew taunted him: "You're a faggot ... I'll hit you ... he's got no friends."

Mr Jack then moved outside to talk to Kyle about his behaviour on a one-to-one basis.

Upon returning to the classroom, Mr Jack again sought to take up a position of control: "Quieten up please, mouths shut."

Daniel, who continues to talk, is asked to leave the classroom.

Mr Jack then had Kyle re-enter the classroom and apologise to the class for his behaviour.

Matthew called out: "Kyle, you jock strap," to which Kyle responded: "Shut up."

Matthew continued: "You gonna make me ... you're an idiot."

During Kyle's apology, Matthew called out over the top of him: "You knob."

Olive and Alison challenged Mr Jack, and questioned him over his treatment of, and lack of disciplinary action in regard to, Matthew: "Why don't you send him out of the room?"

Confronted by this challenge, Mr Jack reasserted his position of power and ejected Matthew from the classroom. Mr Jack then responded to the girls' question: "I'm doing my best with Matthew at the moment."

Mr Jack moved outside to speak to Daniel and Matthew. When they re-entered the room, Daniel apologised to the class. As the students became noisy and unfocused, Mr Jack again reprimanded the whole class.

Daniel commented on the events of the lesson to the student at the table at which I was seated: "Everyone's in trouble. Miss'll be next." (referring to me)

William then commented to me: "This 'ill be funny, everyone'll have to go outside. This isn't punishment, this is funny."

Daniel continued ironically: "This is GOOD English!"

Matthew then re-entered the room and was told to apologise to the class, and to Kyle specifically. He commented to Kyle: "Sorry knob," and was again sent outside by Mr Jack.

.....

It is now twelve minutes into the lesson – a lesson that had so far been spent dealing with behavioural issues. No classwork had been undertaken. Mr Jack attempted to refocus the students, taking up the position of a teacher who wanted to "get on with" work. He commented: "Right, let's get on with the lesson now."

He then outlined the task, and provided the students with the equipment required to complete the task. He was then required to refocus the students again: "Let's look up here."

.....

As the lesson continued, Mr Jack was again required to take up a controlling discourse. He stated: "Mouths shut please, look this way. You've been asked to be quiet, do so now, or expect the consequences."

He then went on to reprimand the class as a whole: "That's enough."

Mr Jack then organised the students' movement into groups. During this phase of the lesson the students began to work in their groups. Mr Jack moved between the positions of facilitator and disciplinarian. He disciplined Jerry on several occasions, and in one instance yelled at him.

.....

The boys in the dominant group then engaged in a range of attention seeking (mis)behaviours in order to attain the assistance of Mr Jack and to test his patience.

Jerry called out to Mr Jack when he was helping Matthew and William: "It's not fair, you're helping them, not us."

When Mr Jack moved to assist a group of girls, Matthew – faking a fight with William – called out: "Sir, sir, William punched me." Mr Jack then moved to Jerry, to appease him and respond to his complaint. Jerry, who was sitting with his eyes down, his arms crossed, and with a stern, sullen expression on his face did not respond to Mr Jack.

Matthew then yelled out: "Sir," to which Mr Jack responded.

Matthew continued to call out: "We need your help."

Mr Jack responded to Matthew's calling out: "That's not appropriate."

Matthew continued: "Yeah well, I've been sitting here with my hand up for hours and you haven't come to help me."

Mr Jack responded: "I haven't seen it up, just be patient."

Matthew commented, as Mr Jack remained seated with Jerry and Daniel: "You're not even gonna come and help me."

Appendix II: A Typical Lesson – Exemplar B

The lesson detailed here was the thirty-third English lesson of the semester and was conducted during the course of a class *Novel* unit.

The lesson demonstrates the ways in which the dominant boys – Daniel, Matthew and Jerry – positioned themselves, and performed, in the classroom. It illuminates the discursive knowledges and practices drawn upon by these boys, and how these performed practices served to challenge and disrupt the conventions that constitute the lesson genre, the planned work of English, and thus what came to count as English. It also demonstrates the ways in which their performances – as constituted by their mobilisation of discourses – served to position Mr Jack and the other students of 9-3.

In this lesson, the planned passport activity was resisted and manipulated by the boys. It became the vehicle through and by which they took up and played out sexualised discourses, and engaged in sexualised and masculinist language practices. Furthermore, the exam conditions, desired and planned by Mr Jack, were thwarted by the performances of the boys – who positioned themselves as the “bad lads” and thus disrupted the position of the “good student” subject. They refused to comply with the exam conditions – talking constantly and calling out. Their successful disruption of these planned conditions was signalled by Matthew’s claim: “Oh, this isn’t even a test, we’re just cheatin’.”

The bad lads’ performances, as exemplified in this typical lesson, were essentially constituted by their disruption of the “good student” subject position, and their taking up and playing out of sexualised discursive knowledges and practices. The vocabulary of masculinity, in particular homophobic language practices; acts of bravado; and the taking up of hyper-heterosexual versions of masculinity marked their performances. Their performance techniques proved potent and pervasive, and afforded the boys positions of dominance within the classroom. They also served to challenge Mr Jack’s preferred non-authoritative mode of performance, and to disrupt his planned pedagogical practices. As a result, his position and subsequent performance as teacher were fraught with tension, and marked as onerous. The boys’ performance techniques also regulated and restricted the subject positions made available to the other students of 9-3. Essentially, the employment of these discursively constituted practices enabled the “bad lads” to disrupt the conventions of the lesson genre, to sabotage the planned lesson agenda, and to significantly affect what came to count as English within this classroom site.

Mr Jack waits outside the classroom for the students to arrive and line up. When the students have settled, he instructs them to enter the room.

Once seated, he informs the students that they will be having a test. He then asks Leon and Belinda to distribute the students’ work folders, and proceeds to outline the requirements of the test/task. The students are restless, leading him to comment: “OK, we can continue in your lunch hour, ‘cause I’m not prepared to talk while you’re talking.”

.....

The test/task requires students to produce a passport for the main character in the novel. Mr Jack begins to demonstrate how to produce a passport – folding a sheet of paper into a booklet. When doing so, he jokes to the students: “I feel like a magician up the front here.”

He then distributes sheets of paper to the students – stopping on his way around the room to have a joke with Daniel.

Mr Jack then repeats his instructions. Daniel raises his hand immediately, calling out: “Jackey, sir, sir.”

Mr Jack again repeats his instructions, providing information about the characters – whose surname is not stated in the novel. He then asks the students to volunteer a surname for the character.

Daniel volunteers an answer: “Call him Wayne, and his last name King.”

William then joins in, offering further variations on Daniel's reference to masturbation: "Make his last name Kerr, Wayne Kerr."

Daniel continues: "Their last name's gonna be flapper, it's gonna be flogger."

Mr Jack does not respond to their sexual references.

.....

As the lesson continues, Daniel, Tom, and to a lesser extent William and Matthew, continue to chat, despite the "supposed" exam conditions desired by the teacher.

They do not comply with, but rather disregard the exam conditions, and complain about not wanting to do the work on their own.

Jerry calls out: "Sir, sir, oh, this is stupid."

Matthew then comments: "Oh, this isn't even a test, we're just cheatin'."

Kyle, who was assisting Matthew with the answers, is told to stop doing so by Mr Jack.

Mr Jack refers to the passport task: "Where could he/she have possibly been born?"

Tom responds: "In a sperm bank."

The teacher then moves him into the foyer.

.....

Jerry is constantly calling out to the teacher, who then moves to assist him. Mr Jack then moves to assist Daniel. Matthew attempts unsuccessfully to interrupt and gain the teacher's attention. While assisting Daniel, Mr Jack is bent over in front of William. While the teacher is bent over in this way, Matthew holds out a pencil to William and comments: "Here, stick this up his arse."

He continues: "William, go on, stick this up his arse."

Matthew then comments to Jessica, who has now raised her hand: "I had my hand up before you."

Mr Jack moves to assist Linda, when Matthew interrupts: "Sir, I had my hand up before her, she just put it up."

Mr Jack responds: "Yes, that's right," and moves to assist Matthew.

Daniel then moves himself into the adjacent withdrawal room. Mr Jack questions him: "What's your problem? Have you had a bad day today?"

Daniel replies: "Nuh."

Mr Jack continues: "Well don't take it out on me."

Daniel replies in a gruff voice: "Yeah, well don't take it out on me either."

Matthew and Daniel start throwing a glue stick to each other, between the two rooms.

.....

Mr Jack responds to the amount of talking: "I don't want to hear any more talking from the front. Quieten down thanks, Belinda."

Jerry: "Yeah, shut up, Belinda."

Belinda: "You shut up, Jerry."

Jerry: "No, you just shut up, Belinda."

Daniel, who is still in the withdrawal room, is giving Matthew "the finger" through the window.

.....

Mr Jack moves around the room, assisting the students.

Matthew, who is sitting with his hand up, calls out: "Sir."

Mr Jack comments: "Tiffany was first." (She, too, is sitting with her hand up.)

Michael responds: "Bull."

Mr Jack assists Tiffany and then Matthew.

Mr Jack then moves to assist Jane, who is sitting with her hand up.

When Jerry complains, Mr Jack responds: "She was first."

Jerry in turn comments to Mr Jack: "I was first. You're the dumb one. I was first man. This is crap."

Mr Jack then speaks to Matthew, who is calling out for assistance.

Matthew responds: "Oh, well, I can't get your attention to come and talk to me."

Kyle passes a comment (inaudible) to Matthew.

Matthew responds to Kyle: "Shut up you faggot."

Mr Jack: "Matthew."

Matthew to Mr Jack: "When are you going to come and talk to me?"

Mr Jack moves to assist him immediately. Jerry and Gavin are still sitting with their hands up waiting for help.

Mr Jack moves into the withdrawal room to assist David.

Tom returns from the foyer, and is called a "Cockhead" by Matthew. Mr Jack returns to the classroom. Matthew who is sitting with his hand up, wanting assistance, calls out: "Sir."

Mr Jack moves to assist Tiffany, who was also sitting with her hand up. Matthew comments to Mr Jack: "Oh, do you want me to get mad?"

Matthew then turns to Jessica: "Sir wants me to get mad."

As Matthew continues to carry on in the same manner, Mr Jack comments: "You can be patient, 'cause Tiffany deserves just as much attention as you."

As Mr Jack walks away from Matthew to get a sheet off his desk, Matthew comments: "Oh sire, ignore me totally."

Daniel is calling out from the withdrawal room, asking Jerry and Belinda for answers.

.....

Matthew, realising that he has been given two sheets of paper by Mr Jack, holds the papers in the air, and calls out: "Sir, I've got two."

Mr Jack responds: "You've got to write one-hundred and fifty words."

Matthew replies: "Oh, bullshit."

He then drops his scissors on the floor, commenting: "Holy shit, oops, sorry about that."

When Mr Jack fails to give Matthew the attention he seeks, Matthew calls out: "Sir, Mr Jack. Oh look, this is something we do need help on."

Mr Jack moves to help him.

.....

As the lesson continues, Daniel pokes his head out from the withdrawal room to call out: "Matthew, ya faggot."

Matthew's response is inaudible.

The lesson draws to a close, and Mr Jack instructs the students to put their work into their folders. He then comments: "If you want, you can work into the lunch to finish this. It's not a detention."