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FACULTAD DE LENGUAS

**"Patterns of Communication inside the
Language Teaching Classroom"**

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Presented by:

Eva Fernández Meza

Miriam Lecona Olvera

Thesis Director:

M. A. Federico Romero Aguilar



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CHAPTER I: INTRODUCTION

1.0 Introduction

Inside the language teaching classroom, there are many factors that involve communication between teacher and students. Communication is very important in the classroom but sometimes it can be difficult to sustain. The factors that impede communication are associated with classroom management, the interaction between teacher and students, teacher talk, noises, content of the class, and the like. Some factors that influence the most are the conditions associated with teachers.

Classroom management is used by teachers but if they do not know how to use it, the management can be lost. The interaction is an important part inside the language teaching classroom. Teachers interact to communicate, to give classes, to explain some topic, to talk with their students. Sometimes teacher talk takes an important part during the class but this can be wasting time for some students who like participating a lot.

The purpose of this research could help to analyze and explore how communication takes place inside the language teaching classroom in 2nd, 4th and 6th grade in a public elementary school in Puebla City. Also, it is important to mention the significance of communication inside the language teaching classroom, the use of communication between teacher and students, the way teacher has to communicate to his or her students and the patterns of interactions that are used in an EFL classroom.

1.1. Problem

The principal problem here is how communication takes place in a language teaching classroom. In other words, how teacher and students use interaction to communicate their points of view and how classroom management is used by teacher. It was noticed that sometimes the teacher talks a lot during the class and students do not have any chance to participate. In addition, it happens because of different factors like the way that furniture is accommodate in the classroom, different noises inside or the content of the class maybe is boring. It is proposed that understanding patterns of interaction can help to understand other factors such as student learning motivation.

1.2. Justification of the Study

In this paper, a research will be carried out and explained in order to reach another point about classroom management; patterns of interaction and communication, how teacher talk takes place, and how teachers can use communication to express different thoughts. Thus, in order to help to understand these factors, this research included classroom observation to teachers. These observations can help to understand better how communication is used by teacher and how they can use it inside the language teaching classroom.

1.3. Methodology

The research methodology for this paper was mainly qualitative. Observations were used. Observation is a data collection method used to gather detailed information about a situation or event. Observation data is used to describe the setting, activities, participants, and the meaning of the observations from the observer's perspective. These

observations took place in some classes in 2nd, 4th and 6th grade in a public elementary school in Puebla City. The results from these observations were analyzed in order to understand the patterns of communication and patterns of interaction between teachers and students used inside the language teaching classroom. Finally, that data sources were analyzed to identify factors that were involved in communication inside the language teaching classroom.

1.4. Location of the Study

This research was carried out in a public elementary school in Puebla City. The data was collected from three different groups at the grades: 2nd, 4th and 6th of the EFL classes.

1.5. Aims

This research had two important aims.

- To analyze the patterns of communication in language teaching classroom in a public elementary school in Puebla City at 2nd, 4th and 6th grades.
- To explore how communication is used inside the language teaching classroom in a public elementary school in Puebla City at 2nd, 4th and 6th grades.

1.6. Research Questions

In light of the research aims, the study had two research questions.

RQ1: Which are the patterns of communication in language teaching classroom in a public elementary school in Puebla City at 2nd, 4th and 6th grades?

RQ2: How is communication used inside the language teaching classroom in a public elementary school in Puebla City at 2nd, 4th and 6th grades?

1.7. Research Content Organization

This research is organized into five chapters. In the first chapter, there is the introduction. This part explains all about the problem and it gives a short explanation of the whole research, the purpose of the research, the importance of it, and it also explains the research questions. In the second chapter, there is an explanation of the main concepts used during the research process. The third chapter explains the research methodology. The fourth chapter presents the results of that methodology. Finally chapter five describes the conclusions of the research and some suggestions for future research.

1.8. Definitions of Terms

Classroom management: the way in which students behavior, movement, interaction, etc. during a class is organized and controlled by the teacher to enable teaching to take place most effectively (Richards, Platt, & Platt, 1996 p. 52).

Foreign Language: A language which is taught as a school subject but which is not used as a medium of instruction in school nor as a language of communication within a country (Richards, Platt, & Platt, 1996 p. 142).

Language: The system of human communication which consist of the structured arrangement of sound into larger units (Richards, Platt, & Platt, 1996 p. 197).

Mother Tongue: A first language which is acquired at home (Richards, Platt, & Platt, 1996 p. 238).

Native Language: The language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country he or she is living (Richards, Platt, & Platt, 1996 p. 241).

Second Language: A language which is not a native language of a country but which is widely used a medium of communication and which is usually used alongside another language or languages (Richards, Platt, & Platt, 1996 p. 325).

Target Language: The language which a person is learning or the language into which a translation is made (Richards, Platt, & Platt, 1996 p. 373).

CHAPTER II: LITERATURE REVIEW

2. Literature Review

2.1 Language as Communication

In terms of communication, it has to keep in mind that language produces communication. Brown (1994) presents different definitions of language from different sources, but just three of them have an interesting definition: The first one says, Language is any system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings (Pei 1966:141). The second one says, Language is any set or system of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another (Random House Dictionary of the English Language 1966:806). The third one says, Language is a system of arbitrary vocal symbols used for human communication (Wardhaugh 1972:3).

As it can be seen, these definitions are related because they are talking about communication and people who use language to communicate to each other. The first definition mentions something about the “members of a given community”. In this part, the members of a community are the teacher and the students. The second definition uses the phrase “a number of people who are thus enabled to communicate intelligibly with one another” so the same happens inside the classroom the teacher and the students are those people who use the language to communicate different ideas. The third one is mentioned about how the language is used in “human communication” as it is known the teacher and the students are human beings. As a result, inside the language teaching classroom, communication is used to talk and to transmit different messages between

teachers and students. Furthermore, they have to communicate because there are many things to say, to teach and to learn.

2.2 Communicative Ability and Communication Strategies

Communication is the principal point in the classroom. First of all, the communicative ability is principally used by teacher and students. As Littlewood (1992) says communication is the ability to relate the linguistic forms to appropriate nonlinguistic knowledge in order to interpret the specific functional meaning intended by the speaker. In this case, the teacher has to communicate something to his/her students and they have to decode the message. Littlewood (1992) explains that when it is being communicated something it is constantly estimated the hearer's knowledge and assumptions in order to select language that will be interpreted according to the intended meaning. It is obviously as Malamah-Thomas (1987) says, communication involves more than one person because there is someone to transmit the message and there is someone to receive it.

In the language teaching classroom, the teacher is the person who communicates more things than students. However as Littlewood (1992) says the most efficient communicator in a foreign language is not always the person who is the best at manipulating its structures (teacher). It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking into account what knowledge is already shared between them (it can be the teacher or the students), and selecting items which will communicate his message effectively.

As it can be seen, the teacher is not always the person who understands and dominates better the different structures of a foreign language. Students can also do it. Cohen (1990) says successful speakers are ready to talk. They can produce mistakes and errors when they are communicating. If the teacher or a student wants to be

successful speakers, they can use communication strategies. For example, when a conversation between teacher and students take place, sometimes one of them cannot find the exact word they want to use during a conversation so they use another.

Moreover, Cohen (1990) says speakers can use different strategies to keep conversation going. Some of these strategies are dependent on native language knowledge and some draw on the target language. It means that communication strategies compensate deficits the speaker can have. Cohen (1990) presents two lists of communication strategies.

The first one is the strategies based on the native language:

Borrowing: It happens when a word is used from the native language. The word is pronounced as it can be done in the native language. Sometimes there is no alternative so the equivalent word is inserted from the native language.

Literal Translation: It is a translation word-by-word into the target language from the native language.

Foreignizing: When a word from the native language, with phonological and morphological is adapted to the target language.

Use of a general word: It happens when it is not used the specific name of something in the foreign language.

Approximation: It is when a native language word can be the same as a foreign. Also, these words have the same semantic features.

Description: It happens when the meaning of a word is unknown so a description of the word is used.

Word Coinage: It happens when the word is unknown in the target language and a new target language word is invented to communicate ideas.

Mime: The use of gestures and movements to illustrate the concept it is trying to say.

Appeal for Assistance: It happens when the speaker is talking and he/she does not know the exactly word he/she want to say so, he/she asks somebody for help.

Word Abandonment: It happens when a word is forgotten and the speaker look for another word to complete the sentence she/he wants to say.

There are many strategies that the teacher and students can use to communicate better in different situations inside the language teaching classroom. Cohen (1990) says more successful communication appears when speakers are willing to use different strategies to keep the conversation going.

As it has been seen through this explanation about communicative ability and communication strategies, there are many points of view of how communication is used between people mainly by the teacher and the students. Also, it is important to mention whereas communication takes places between the teacher and the students, another important point to mention here is how communicative language teaching takes an important part during the process of teaching a foreign language.

2.3 Communicative Language Teaching

Inside the classroom, communicative language teaching takes an important place between teacher and students. Richards and Rodgers (2001) say the origins of Communicative Language Teaching (CLT) are found in the changes in the British language teaching tradition dating from late 1960's. Important linguists saw the need to focus language teaching on communicative proficiency rather than on mere mastery of structures. It means that there are many important things to teach more than all about grammar rules.

Wilkins (1972) proposes “a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins’s contribution was an analysis of the communicative meanings that a language

learner needs to understand and express. Rather, than describe the core of language through traditional concepts of grammar and vocabulary” (cited in Richards & Rodgers, 2001, p. 154).

For that reason, Richards and Rodgers (2001) say that Wilkins attempted to demonstrate the systems of meanings that are in the communicative language. At this stage, Wilkins mentions two types of meanings:

Notional categories:

- Time
- Sequences
- Quantity
- Location
- Frequency

Categories of Communicative Function:

- Request
- Denials
- Offers
- Complaints

All these points are relevant for the teacher and for the students. They can learn a foreign language through practicing than repeating rules and vocabulary. Students have the opportunity to create their own point of view using communication. They can talk any time they want. Also, teachers can have the opportunity to help students to improve their communicative ability. Richards and Rodgers (2001) present four important points of CLT:

1. Students learn a foreign language through communication.
2. Authentic and meaningful communication can be the principal goal of classroom activities.
3. Fluency is an important part of communication.
4. Communication involves the integration of different language skills.

If the teacher wants to have a communicative classroom, maybe he can take into account all these points of CLT. Using communication aids students learning foreign language and the teacher can use a communicative methodology to have different activities to apply in the language teaching classroom.

Johnson and Johnson (1998) identify five core characteristics that underlie current applications of communicative methodology:

1. *Appropriateness*: Language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of the participants, and the purpose of the communication, for example. Thus learners may need to be able to use formal as well as casual styles of speaking.
2. *Message Focus*: Learners need to be able to create and understand messages, that is, real meanings. Hence the focus on information sharing and information transfer in Communicative Language Teaching activities.
3. *Psycholinguistic Processing*: Communicative Language Teaching activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.
4. *Risk taking*: Learners are encouraged to make guesses and to learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.
5. *Free Practice*: Communicative Language Teaching encourages the use of “holistic practice” involving the simultaneous use of a variety of subskills, rather than practicing individual skills one piece at a time”. (Cited in Richards & Rodgers, 2001, p.173).

It is important for the teacher to know what type of activities students like because they can use a variety of choices to practice a foreign language through communication. In addition, Bowers (1980) identifies from his classroom seven categories of communication (cited in Malamah-Thomas, 1987, p.25).

1. **Responding:** Any act directly sought by the utterance of another speaker, such as answering a question.
2. **Sociating:** Any act not contributing directly to the teaching/learning task, but rather to the establishment or maintenance of interpersonal relationships.
3. **Organizing:** Any act which serves to structure the learning task or environment without contributing to the teaching/learning task itself.
4. **Directing:** Any act encouraging non-verbal activity as an integral part of the teaching/learning task.
5. **Presenting:** Any act presenting information of direct relevance to the learning task.
6. **Evaluating:** Any act which rates another verbal act positively or negatively.
7. **Eliciting:** Any act designed to produce a verbal response from another person.

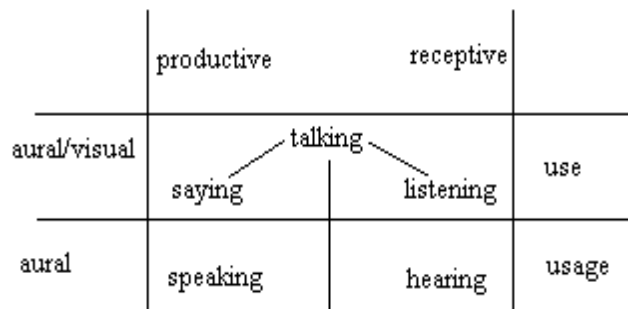
Anything that the teacher or the students want to say they have to communicate. If they do not talk, the communication breaks down. For these reasons, the communication inside the classroom takes an important part.

2.4 The importance of Communication inside the Language Teaching Classroom.

Nowadays, communication takes an important part inside the language teaching classroom. Malamah-Thomas (1987) says the communication is undertaken for different

purposes. There is always a reason to transmit a message to someone else. Teachers use it all the time. They cannot stay without saying a word. They have to communicate their knowledge to their students. That is why, conversation in the classroom is important and in this part, a distinction can be done between saying and speaking, and between listening and hearing.

Widdowson (1978) represents the different abilities people use when they are talking in the following way:



During a conversation there is lot information to decode. According to Widdowson (1978) this chart means that saying something necessarily involves speaking sentences and listening to what is saying necessarily involves hearing sentences. In addition, all the factors that are involved during a conversation between teacher and students are relevant to carry out different purposes.

Malamah-Thomas (1987) says that in language classroom, communication has to have a pedagogic purpose. This purpose will have a strictly pedagogic content as information about the grammar or the use of the language. Sometimes it is necessary but not relevant because the students can learn through communication. It means that the students can practice a foreign language talking more than repeating.

The teacher and the students are linking parts and they have to go together during a class. Something interesting that Nunan (1991) says is the teacher action and teacher-learner interaction are important aspects of classroom life, and there are many facets to structuring and managing learning. Cohen (1990) says there are different types of information that can be useful in order to realize communication effectively. Inside the language teaching classroom, the teacher has the responsibility of choosing an interesting topic to talk about in the class. Sometimes the teacher has to take into consideration many things about his/ her students because each student is different. They have different opinions and different points of view.

In addition, the process of communication can accelerate the development of communicative ability in the students. It is important to mention that the interaction between the teacher and the students can facilitate the communication between them. As Nunan (1991) says interaction takes places through group work. If there is no communication, there is no interaction and the purpose of the class can be lost.

2.5 Communication between the Teacher and Students

The teacher uses communication to talk, to clarify doubts, to interact with his students. Richards and Rodgers (2001) say in *Communicative Language Teaching*, the teacher assumes a responsibility for determining and responding to learner language needs. In the language teaching classroom, the teacher is not just a part of the classroom. There are two parts that are involved in communication: the speaker and the hearer. Students and teachers assume those roles but if one of them is missing, the communication could not appear in language teaching classroom.

Teacher and students have to accept their specific roles. Widdowson (1990) explains role as a part that people play in the performance of social life. That is why, teacher teaches, talks, listens, says, explains, clarifies, and the like.

Malamah-Thomas (1987) describe the teacher as the person who gives orders and instructions, or makes gestures like pointing to a student to do something for example a blackboard to be cleaned. The teacher has to organize all the concepts taken by students in different situations. When a teacher gives his/her class, he/she has to be prepared to the different needs and factors that students have. Stern (1983) explains that the language teacher almost inevitably gives his class with some notion of what teaching involves and how language teaching fits into the different educational enterprises.

In addition, the time that teacher uses inside the language teaching classroom has to be quite prepared. Sometimes teacher speaks more than students, in some cases; it can be great but in EFL classroom it has to be different. The teacher is not only the teacher he/she can have a lot of roles inside the classroom. The role that the teacher adopts is the way how the teacher behaves in different situation inside the language teaching classroom. Harmer (1991) presents eight roles the teacher can adopt during a class:

- 1. Teacher as Controller**
 - a.** Complete charge of the class.
 - b.** Absolute control.
 - c.** Teacher talking time appears in the whole class.
 - d.** There are not possibilities for students talking time.
- 2. Teacher as an Assessor**
 - a.** Assess Ss' work.
 - b.** Correction:
 - i. Correction will be gentle.
 - c.** Feedback:
 - i. Organizing Feedback: The teacher gives feedback in order.
 - ii. Content feedback: The teacher gives feedback in general.

iii. Form feedback: The teacher gives feedback point by point.

3. Teacher as Organizer
 - a. The success of the activities depends on good organization.
 - b. Clear instructions.
 - c. Keep the activities going.
 - d. Organized feedback when it is over.
4. Teacher as Prompter
 - a. Encourage students to participate.
 - b. The role of the prompter has to be performed with discretion.
 - c. Teacher should be helping Ss only when it is necessary.
5. Teacher as Participant
 - a. Equal participation.
 - b. Teacher will tend to dominate.
 - c. Teacher should not be afraid to participate.
 - d. Ss have the change to practice English with someone who speaks better than them.
6. Teacher as Resource
 - a. The teacher should always be ready to offer help if it is needed
 - b. Teacher makes himself/herself available so that student can consult him when they wish.

On the other hand, students learn, ask, talk, listen, and so forth. Students learn or get important information from the teacher. They need to retain the new information they learn. They need to practice the new information they have. If they have doubts, they can ask everything they want. They can reinforce knowledge inside the classroom by asking to the teacher or talking with their classmates. All these things can be done just for students but they have to keep in mind their previous knowledge, the class timing', the number of their classmates, the content of the course, and so on. Sometimes as Cook (1997) says some students do better than others because they are motivated. Malamah-Thomas (1987) also presents a list which describes the students talk from the list. This list has five important points:

Specific: Responding to the teacher within a specific and limited range of available or previously shaped answers.

Choral: Choral response by the total class or part of the class.

Reads orally: A student or students read aloud to the class.

Open- Ended or Student- Initiated: Responding to the teacher with students' own ideas, opinions, reactions, feelings: giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.

Off task: Acting fresh. Being off the subject and non-task-oriented. Being disorderly. This category refers to individual students.

Johnson (1995) says a good classroom communication is the relationship between teacher and students. If there is missing one of them, the communication cannot exist.

2.6 Factors that affect Communication in Language Teaching Classroom

There are many factors that can make classes interesting but sometimes these factors can affect the communication between teacher and students. If these factors are interrupted the objectives can be lost. When the teacher gives his/her classes he/she has to keep in mind these factors. Harmer (1991) says well-prepared teachers need to know a lot about the job they are to do before they can start to make a successful plan. It means that the teacher must know about teaching and how to teach using the different factors that will be discussed. The factors are classroom management, teacher talk, student talk, interaction, motivation, content of the course or class, activities, and the classroom itself.

Brumfit (1984) says that teaching is an activity which is performed, directly or indirectly, by human beings to human beings (by the teacher to the students). Furthermore, Richards (1990) presents some needs analysis that serves to the purposes to have a good language teaching classroom:

- Providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program through involving people as teachers, students in the planning process.
- Identifying general or specific language needs (principally based on the students) that can be addressed in developing goals, objectives, and content for a language classroom.
- Providing data that can serve as the basis for reviewing and evaluating a program.

All these factors can be taken by the teacher to improve a class. The teacher can use these with different purposes to keep going the practice of foreign language. These purposes or objectives will take into consideration the main factors that can benefit or affect the communication between the teacher and the students in the language teaching classroom.

2.6.1 Classroom Management

The principal point that the teacher has to have is knowledge about classroom management. Gebhard (1999) describes classroom management as the way teachers organize all their classes and what goes on in the classroom. Classroom management requires a lot of time to be well prepared. It is not just going inside the classroom and giving a class. The teacher has to think about all the things he needs to have a good class. Nunan (1991) says this area shows that teachers need to pay attention to the amount and type of talking they do, and to evaluate its effectiveness in the light of their pedagogical objectives. Also Gebhard (1999) says that the objective of classroom management is to create a classroom atmosphere for students to interact in English in meaningful ways. The

teacher has to find different ways to give his/her classes, so the teacher can have good results from his/her class.

Richards and Renandya (2002) show in their book a chart taken from (Lewis, 1998). This chart shows how the teacher can organize his/her class with different groups of students at different times during a lesson:

Organization	Activity	Purposes
Whole class	Theme-based building on individual interest	Social, language input, fluency
Class in two halves, one with self-access materials, the other with the teacher	1. independent task 2. direct teaching	Language practice Self-assessment Preparation for independent work
as above, reversed	1. communicative tasks 2. independent work	Focus on meaning Follow-up to direct teaching
Individual, pairs, or small groups	Choice of task	One-to-one interaction with the teacher and other students

Table 2.1 Classroom organization (Richards & Renandya, 2002, p. 12)

Richards & Renandya (2002) say, as in this chart, the teacher can do different things during an activity at different times. For example:

- ✓ Answering or asking questions
- ✓ Up-front roles or supporting individuals
- ✓ Language informant or eliciting language
- ✓ Congratulating or encouraging individuals
- ✓ Designer of tasks and materials

For applying an activity in classroom management, there are different possibilities to accommodate students to have a better class. Gebhard (1999, p. 76) presents eleven types of seating arrangements for students:

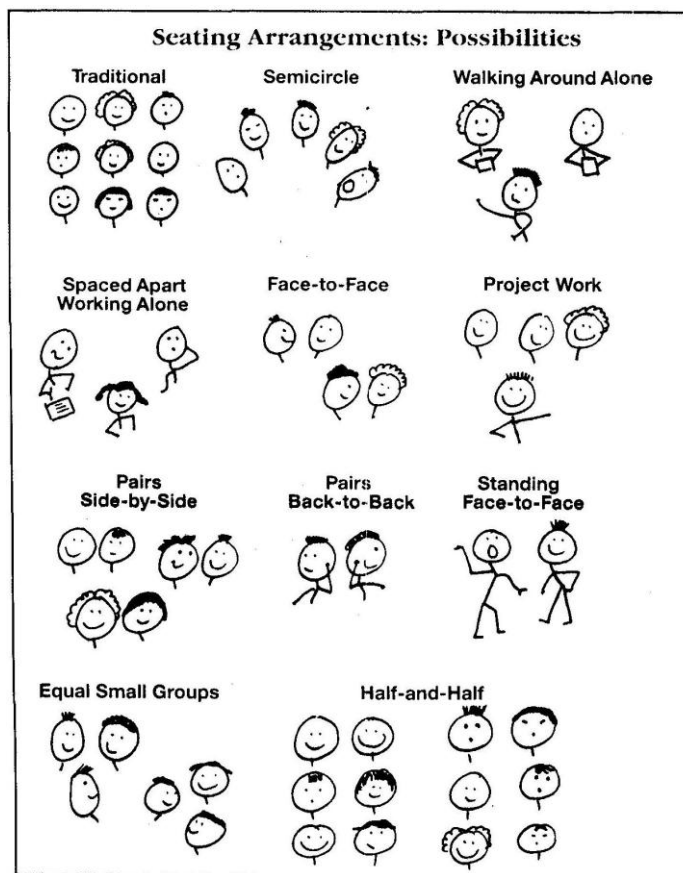


Figure 4.1: Classroom seating arrangements (Gebhard, 1999, p. 76)

2.6.2 Teacher talk

Teacher talk is important because students learn important things during this process. Nunan (1989) says one aspect of teacher talk is the speech modifications made by teachers. Native speakers (teachers and non-teachers alike) modify their speech to non-native speakers in a number of different ways. This process is important, in case students do not understand something the teacher has to be prepared to explain that information in different ways.

Malamah-Thomas (1987) presents a list which has two different variables of teacher talk. This list comes from the Foreign Language interaction (FLINT) by Moskowitz (1976). This takes Flanders' original categories, but with several adaptations and

additions to make them more relevant to practice in the language classroom. The first one is indirect influence. This part contains eight important points:

1. **Deals with feelings:** in a non-threatening way, accepting, reflecting, discussing, referring to, identifying with or communicating understanding of past, present, or future feelings of students.
2. **Praises or encourages:** Praising, complementing, and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming that answers are correct.
3. **Jokes:** Intentional joking, kidding, making puns: attempting to be humorous, providing the joking is not anyone's expense.
4. **Uses ideas of students:** Clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being students' contributions.
5. **Repeats student response verbatim:** Repeating the exact words of students after they participate. This often occurs in a pattern drill.
6. **Ask questions:** Asking questions to which an answer is expected. (Rhetorical questions are not included in this category)
 - a. In this category according to Gebhard (1999) there are five different purposes of teacher's questions:
 - i.**Display question:** A question in which the teacher already knows the answer and wants the student to display Knowledge. (What color is your shirt?)
 - ii.**Referential question:** A question in which the teacher does not know the answer. (What is your favorite color?)
 - iii.**Comprehension Check:** A question to find out if a student understands. (Do you understand?)
 - iv.**Confirmation question:** A question to verify what was said. (You said you got up at 6:00?)
 - v.**Clarification Check:** A question to further define or clarify. (Did you say you got up at 6:00?)

7. Ask cultural questions: Asking question related to the culture and civilization of the target people or country.

8. Personalizes: Asking questions which relate to the students' personal lives. Relating the content being learned to the student s themselves through personal qualities.

a. In this category according to Gebhard (1999) there are five different questions about the content of teacher's questions:

i.Procedure: Questions that ask students about procedural matters. (Did you do your homework?)

ii.Study of language: Questions that ask students about aspects of language. (What is the past tense of "eat"? What does the word *acculturation* mean?)

iii.Life-Personal: Questions about the lives of individuals. (Do you like to drink hot tea in the summer? How do you celebrate your birthday?)

iv.Study of the subjects: Questions about content other than the study of language. (How big is the Little Prince? How many countries are in the world?)

v.Life – General: Questions about the lives of groups of people. (Do Japanese women like hot the in the summer? How do Nigerians celebrate birthdays?)

The second list is direct influence. This list contains eleven points:

1. Gives information: Giving information, facts, own opinions or ideas, lecturing, or asking rhetorical questions.

2. Corrects without rejection: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.

3. Discusses culture and civilization: Talking about the culture and civilization of the target people or country. Presenting facts, anecdotes, and points of interest related to the cultural aspect.

4. **Models:** Modeling examples for students. Giving the lines of a dialogue, a sample for a pattern drill, illustrating the pronunciation of words of sounds.
5. **Orients:** Telling students the procedures they will be following. Giving an overview or preview of what is to come. Setting standards, regulations, or expectations.
6. **Personalizes about self:** Talking about himself (herself). Telling personal story or anecdote about his (her) life.
7. **Carries out routine tasks:** Attending to routine matters, i.e. taking attendance, passing out books, test papers, etc. Making routine announcements.
8. **Gives directions:** Giving directions, requests, or commands which students are expected to follow.
9. **Directs patterns drills:** Giving statements which students are expected to repeat exactly, to make substitutions in (i.e. substitution drills), or to change from one form to another (i.e. transformation drills).
10. **Criticizes student behavior:** Rejecting the behavior of students, trying to change the non-acceptable behavior. Communicates anger, displeasure, annoyance or dissatisfaction with what students are doing.
11. **Criticize student response:** Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.

Sometimes teachers have to take into consideration all these aspects also the time that they have to give a class. It is important for students because they can ask as many questions as they want. Allwright and Bayley (1991) say observations of many different classes, both in content area subjects and in language instruction, consistently show that teachers typically do between one half and three quarters of the talking done in classrooms. Richards and Rodgers (2001) present other roles for teachers as needs analyst, counselor, and group process manager. The teacher is the central component in

the classroom but sometimes he/she has to adopt more than one role. Richards (1990)

present another list for the teacher role:

- ✓ Monitor of the student learning
- ✓ Motivator
- ✓ Organizer and controller of the student behavior
- ✓ Provider and accurate language models
- ✓ Counselor and friend
- ✓ Need analyst
- ✓ Materials developer
- ✓ Evaluator

When the teacher knows this information, he can infer that student can have a good learning. As a result, the role of the students is also important in language teaching classroom.

2.6.3 Student Talk

The student talk is important in language teaching classroom because they are the people who the teacher will teach. Lier (1990) says students thus spend a lot of time trying to determine what can be an appropriate answer or a valid contribution to whatever situation that appears at any particular time. The student knows that they have to pay a lot of attention in what they are doing because it is the better way they can learn something. Brown (1994) present seven different point about the learning students can have:

1. Learning is acquisition or “getting”
2. Learning is retention of information or skill

3. Retention implies different things as systems, memory, cognitive organization
4. Learning involves active, and conscious focus on what students are learning
5. Learning is relatively permanent but sometimes if the students do not practice the language they can forget everything
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behavior

CHAPTER THREE: METHODOLOGY

3.1 Methodology

In this chapter, three important points to develop this research will be discussed and detailed. Regarding the first item, there are the subjects of this study. The number, age, level, gender and features of the subjects will be explained. In the second point, the instruments which were used in the study will be explained. In this case, an observation format will be explained. Finally, the procedures, which refer to the steps and actions that were used to collect the data; and how the researchers applied the instruments on the subjects will be presented and explained.

3.2 Subjects

Three different classes at different levels of an EFL program in a public elementary school in Puebla City at 2nd, 4th and 6th grades were observed. For this study there were observed a hundred and six people from the ages of 6 to 12 years old. Most of them were students and three were teachers. The students belonged to the classrooms which were observed.

3.3 Instruments

Data was collected by means of an observation sheet. These were related to some factors that are seen to affect communication in language teaching classroom. The observation sheet which was used can be seen in the Appendix A and the original observation format can be seen in the Appendix B.

These observation format contained gaps in which the observer filled in on how teachers and students interacted and communicated with each other at the classroom.

3.4 Procedures

First of all, three teachers were asked to be observed and their students. The observations were done to see different patterns of communication that teachers and students used inside the language teaching classroom. The observation formats were used in a total of nine classes (three classes per level) of 50 minutes each group. Then, the results from these observations were analyzed through one chart and some graphs.

CHAPTER IV: RESULTS

In this chapter, the results of class observations that were done in three different classes at 2nd, 4th and 6th grades of an EFL program in a public elementary school in Puebla City are presented and discussed. After that, specific conclusions of these results are also provided.

4.1 Research Questions

These are my research that helped to have a guide for my research project:

RQ1: Which are the patterns of communication in language teaching classroom in a public elementary school in Puebla City at 2nd, 4th and 6th grades?

RQ2: How is communication used inside the language teaching classroom in a public elementary school in Puebla City at 2nd, 4th and 6th grades?

4.2 Subjects' Communication Patterns inside the Language Teaching Classroom (RQ1)

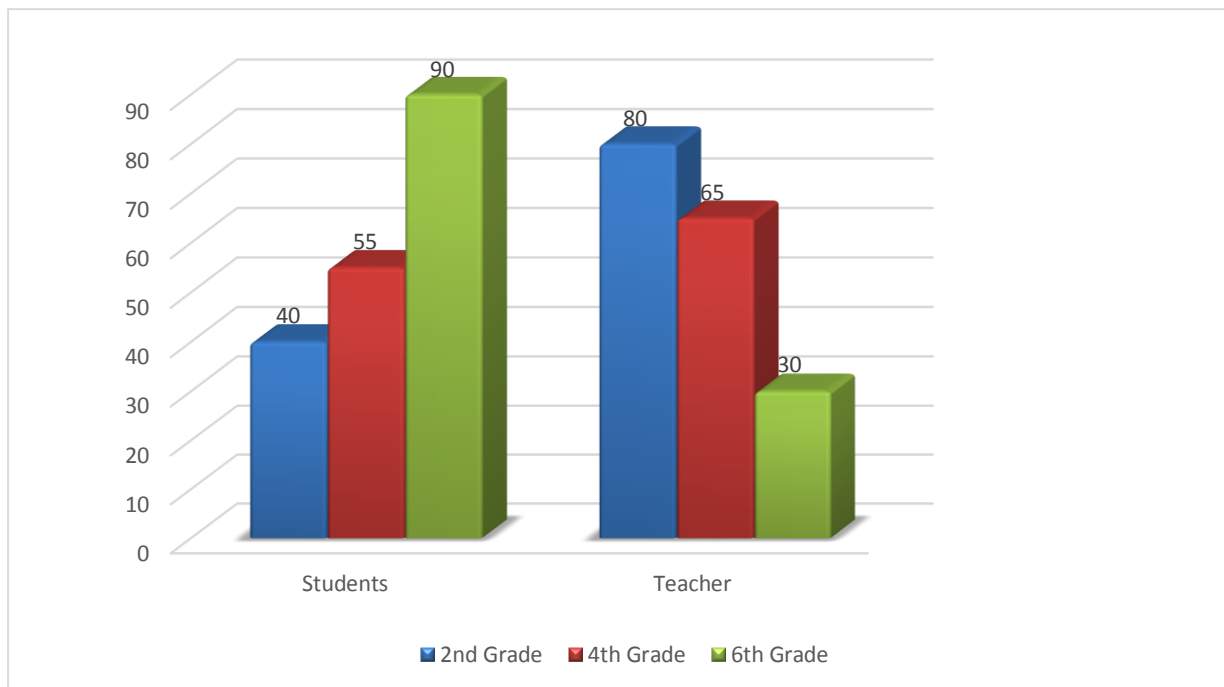
Firstly, subjects (teacher and students) were observed inside the EFL classroom by the researcher. The observations were done in three different groups and grades: The students belonged to the classrooms which were observed. The classes observed were from 2nd, 4th and 6th grades of a public elementary school in Puebla City. The results are illustrated in Table 4.1.

Table 4.1: Information of Students in each Classroom

	Second grade	Fourth grade	Sixth grade
# OF TEACHERS	1	1	1
# OF STUDENTS	38	34	33
AGE	7-8	9-10	11-12

As Table 4.1 shows, the number of the subjects changes little by little in the different levels of EFL classes. This is not to say that all the time there is the same number of students in. In the different levels communication patterns used inside the EFL classroom varied. At the lower levels the teacher generally dominated the communication while in the higher levels the students dominated the communication. This information can be observed in Figure 4.1.

Figure 4.1: How many times Teachers and Students Use Communication inside the EFL Classroom. Lower, Intermediate, Advanced Levels



As Figure 4.1 shows in the first case, subjects (students) were observed to almost never talk because in part of their beginner status. The most important situation is that they did not know how to communicate with the teacher. Also, in the classes that were

observed, the teacher did not give enough time to students to communicate their questions or doubts. In the fourth grade students knew more about the classroom culture, vocabulary and also had a better command of the second language and could talk almost the same amount of time as the teacher. They were generally more self-confident in using communication inside the language teaching classroom. Finally, in sixth grade students used more communication and vocabulary than teachers because of their training in EFL classroom and because of their language proficiency.

4.3 Communication Used in the Language Classroom (RQ2)

The meaning of event for this paper is that moment whenever a teacher or students interact during the whole class. At the same, some functions performed only by teachers were: classroom management, teacher timing, talking, and giving instructions. Also some of the actions performed by students were: student timing, talking, asking questions, and answering questions.

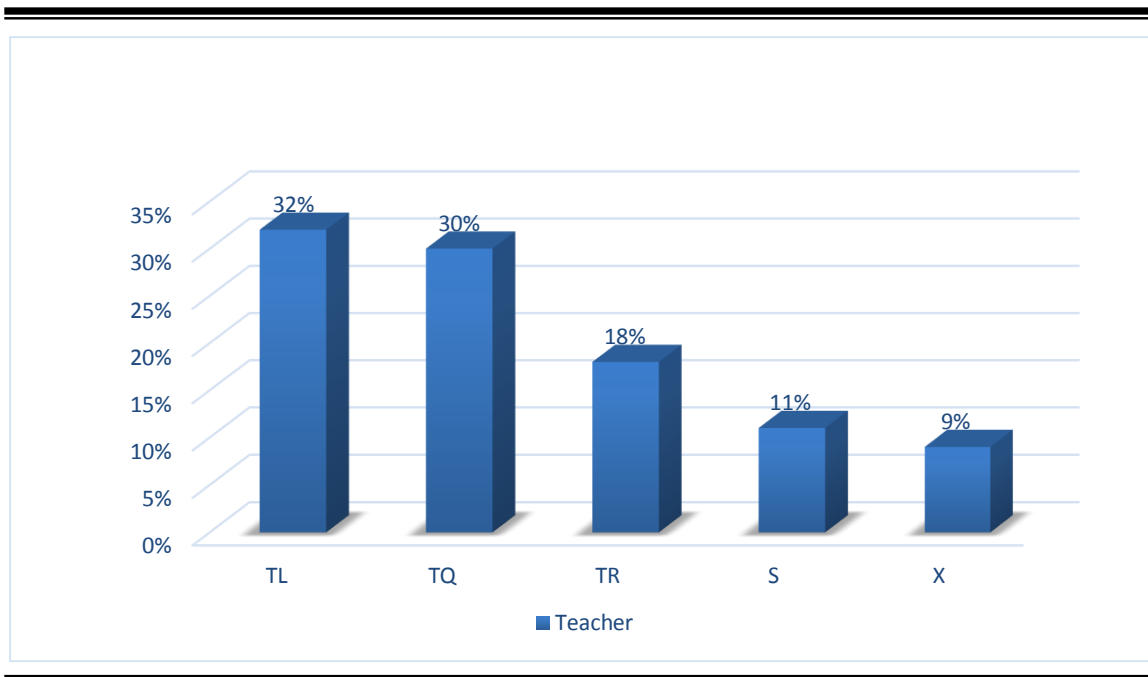
Nevertheless, before showing the results of each item, it is important to know the percentage of the use of communication in different situations between teachers and students.

For teachers, there were identified five types of communication acts:

- a. TL: Teacher describes, explains, narrates, directs.
- b. TQ: Teacher Questions
- c. TR: Teacher responds to students' questions
- d. S: Silence
- e. X: Unclassifiable

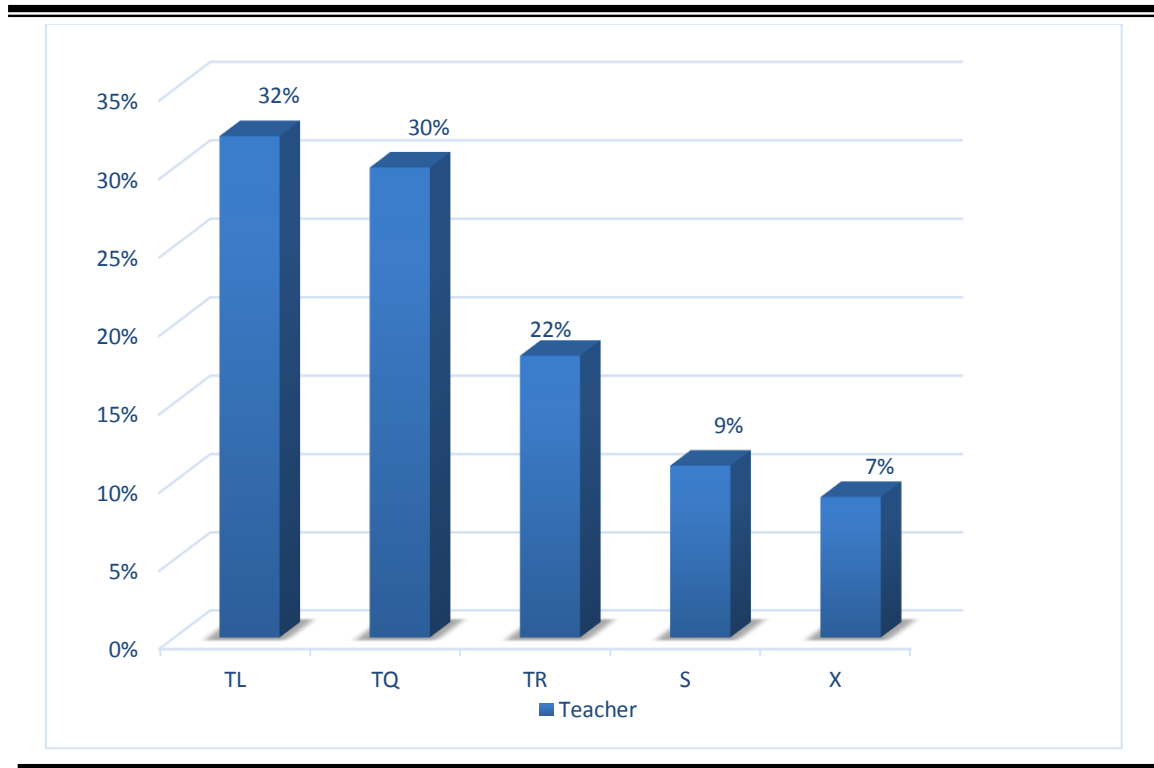
On the following figures, it can be seen how frequently teachers used these types of communication over their students to. The Figure 4.2 presents the results for the teacher in the EFL classroom at second grade.

Figure 4.2: Results of Classroom Observation: Different types of Communication Used by Teacher in Second Grade.



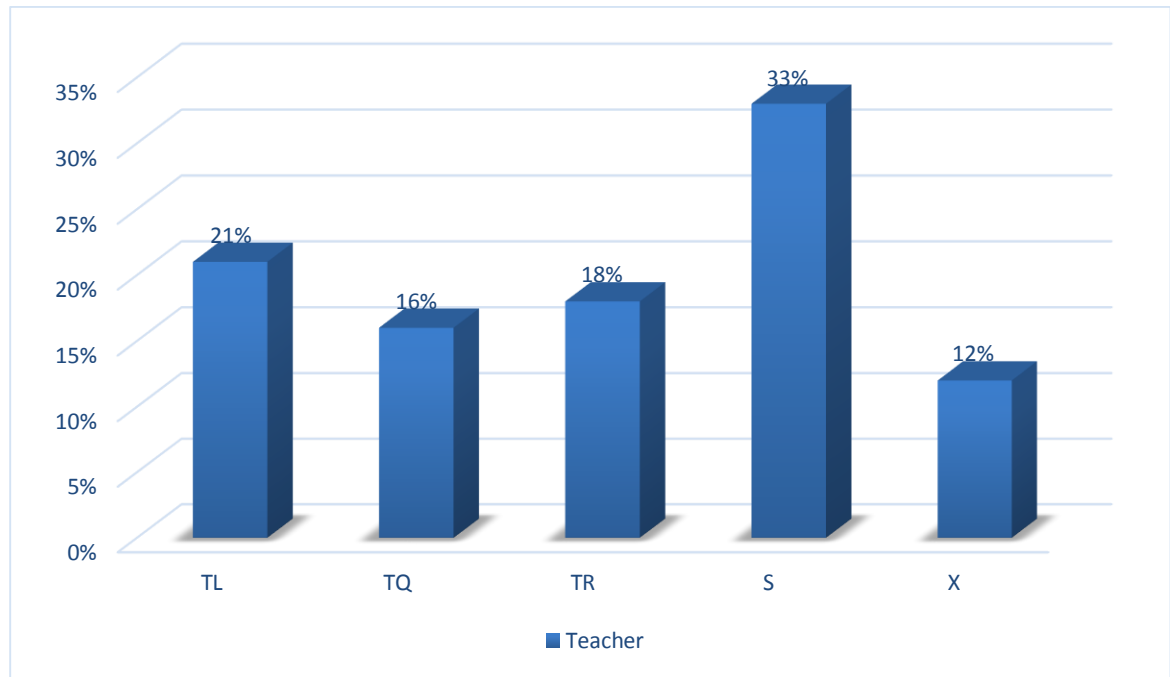
This figure shows how many times teacher used communication. There are five types of the use of communication teacher can use into the classroom. At second grade teacher described, explained, narrated, and directed more to students because they could not understand a lot what teacher was saying. Also the teacher used a lot of questions because she had to be sure if students understood what it was explained.

Figure 4.3: Results of Classroom Observation: Different Types of Communication Used by Teachers in Fourth Grade



This figure shows the result of the teacher from fourth grade, In this case, it is kind of the same at second grade. The only difference here is that teacher answered students' questions more than in second grade.

Figure 4.4: Results of Classroom Observation: Different Types of Communication Used by Teachers in Sixth Grade



This figure shows the result of sixth grade. In this case, the entire situation changed. The teacher did not speak a lot because students spoke more than him.

As it can be observed in the graphics above, teachers used communication in different ways and in different situations. This is understandable because the students were from three different levels, so teachers had to adapt the knowledge that they have to these different situations.

CHAPTER V: CONCLUSIONS

5.1 Conclusions

In this chapter, a summary of the results and a brief explanation about the purpose of this study are presented. Furthermore, the implications of this study, its limitations, and some suggestions for further research studies are also shown.

The purpose of this research was to analyze and explore the patterns of communication inside the language teaching classroom in three groups of different levels such as 2nd, 4th and 6th grade of an undergraduate program in a public elementary school in Puebla City. This study was done in order to carry on as a proposal for further research based on the different types of communication used by teachers and students in an EFL classroom.

The observations were done in three different levels: 2nd grade, 4th grade and 6th grade of a public elementary school in Puebla City. The time per each class was about 50 minutes. Finally the results of the observations were represented in the previous chapter in tables and graphics.

Once the data was collected and analyzed, it was found that teachers and students use communication in different ways. Furthermore, it was found that communication is mainly used by teachers at lower levels to explain new concepts, new vocabulary and for giving instructions and students use communication more than teachers at advanced levels to communicate what they are learning.

5.2 Implications

These results reflect different types of classroom communication depending on the students' levels. Teachers used a variety of communication types for different tasks:

classroom management, interaction teacher-student and motivation. In addition, teachers used communication to make activities, and give explanations. This may imply more use of communication by teachers just at lower levels. Maybe, it can be also used in intermediate levels just for clarifying or making some grammatical points clearer or to solve some difficulties in vocabulary. However, in advanced levels teachers seem to give the opportunity to their students to use communication. It is a helpful tool for getting their students more comfortable, less lost, and more motivated in classes.

5.3 Limitations of the Study

This study tried to analyze and explore some patterns of communication in the language teaching classroom. As this study was done by observations, these may have altered the results as the students and teachers may have behaved differently from usual. In some cases, students from lower levels (2nd grade) got distracted by the presence of the observant and sometimes, teachers changed the way of interaction between them and their students. Another limitation was the observation sheet which just showed specific point to be observed and it does not cover a variety of communication used in the classroom.

Moreover, the results that were showed do not involve all the levels and all the classrooms in which English is taught.

5.4 Suggestions for Further Research

This study was focused on the use of communication inside the EFL classroom. An interesting study would involve more observations, questionnaires including teachers and students. Similarly, an ethnographic study could focus on a single group and study in a deeper way the effects, uses, advantages and disadvantages of using communication not just inside the EFL classroom but also outside.

In addition, a similar study based on students could be done in order to compare results and find differences and coincidence that can help in development of communication inside the ELT classroom.

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APPENDIX A: Observation Sheet

TL= Teacher describes, explains, narrates, directs

TQ= Teacher questions

TR= Teacher responds to pupil's response

PR= Pupil's response to teacher's questions

PV= Pupil volunteers information, comments or questions

S= Silence

X= unclassifiable

TL																				
TQ																				
TR																				
PR																				
PV																				
S																				
X																				

