

A Case Study on Sociolinguistic Dimensions of Teacher Talk in ESL Classroom

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ABSTRACT

Teacher talk is a prominent aspect that fosters active learning and student engagement in the ESL classroom. (Starr, 2017). Therefore, this study intends to examine the sociolinguistic dimensions of the language; employed by English as a Second Language (ESL) teachers. The research also analyses teacher language (teacher talk) and behavior specifically in relation to bilingualism, code-switching and gender differences. Following a qualitative approach this study used classroom observation to gather data which were then analyzed using thematic analysis with an emic perspective. The findings of the study highlighted the usage of bilingualism and code-switching in between English (L2) and teacher's native language (L1) Sinhala. Further, gendered language behaviors and the presence of speech act theories in teacher talk inside the ESL classroom is also analysed. Furthermore, this research examines how linguistic choices influence the dynamics of teacher-student communication and cooperation in the classroom. By contributing to an in-depth understanding of the symbiotic relationship between language use and sociolinguistics theories prominent in ESL teaching context, this study recommends further research in the fields involving instructional language in ESL classrooms and ESL teacher training.

Keywords: ESL teacher talk, Sociolinguistics, Speech act theory, teaching-learning process, ESL classroom

INTRODUCTION

Background of the study

The predominant language that an English as a second language teacher uses in the classroom is significant, as it demonstrates various sociolinguistic perspectives within the community. An effective ESL teacher provides a cultural bridge for the student to learn in between the student's native culture and the new cultural experience within the domain of the target language. Thereby an ESL teacher is expected to expose his/her students to the new language, by all four streams of English language; listening, speaking, reading and writing. In acting the role of a teacher, it is essential to use many expressions and phrases in the classroom which are also used in everyday life. This teacher language can be broken up into lessons focusing on requests, imperatives, orders, feedback and complaints. In such cases, the teacher displays a variety of interactions and sociolinguistics norms which eases communication in the classroom and enables the learning of the target second language.

This study explores teacher talk employed in an ESL classroom through a sociolinguistic perspective. Sequentially, the intentions of the teacher talk are analyzed according to the speech act theory (Austen, 1962). In the study, the language locale of the student and the teacher is Sinhala as the particular classroom has taken place in a Sri Lankan context. Through the demographic survey it was identified that the teacher as well as the students predominantly utilize Sinhala (L1) to communicate at home while English (L2) is used for educational purposes. Various sociolinguistic theories evident on an observation of the teacher language used by the teacher towards his students. Hence, this report will be immensely supported by in-depth ideologies and findings of some of the major sociolinguists such as Wardaugh (2006), Ferguson (1959), Sunderland (1992), Fishman (1997), Garcia (2014), Wijesekara (2018), Austin (1962), Grice (1989).

Purpose of the study

According to the widely accepted hierarchy of evidence, the most reliable evidence comes from case studies and live observation studies (Morgan et al., 2016). The main purpose of this study is to reflect upon the findings with the existing sociolinguistic ideologies and subsequently speech act theory (Austin, 1962). Thereby, this study provides a final resolution with cause effect relationships of the ESL classroom teacher language and behavior.

Research Objectives.

1. To study the language strategies used by the teacher when communicating and cooperating with the students to enhance the effectiveness of the target second language through sociolinguistic perspectives
2. To identify the intentions of the teacher behind language preferences and attitudes found in teacher talk through sociolinguistic perspectives

Research questions

1. What sociolinguistic ideologies are reflected in teacher talk in the ESL classroom?

This research question aims to examine the role of bilingualism, code-switching and code-mixing in teacher talk during the teaching-learning process while observing the presence of diffusion of language, references to gender differences through sociolinguistic ideologies proposed by scholars such as, Wardaugh (2006), Ferguson (1959), Sunderland (1992), Fishman (1997), Garcia (2014), Grice (1989).

2. How have the intentions of the teacher-talk analyzed through Speech Act Theory (Austin 1962)?

This research question hopes to examine how teacher-talk is reflected under the forms of locutionary, illocutionary and perlocutionary forces. Further, the research question will investigate constatives and performatives used in teacher-talk that are intended to build cooperation in speech acts. The communication occurred in an ESL classroom based on Maxims of Speech will also be examined under this research question.

LITERATURE REVIEW

Teacher Talk

Teacher language otherwise known as teacher talk involves what he/she says and how it is said. It is one of the most important and powerful teaching tools in a classroom. Through careful use of language, the teacher is expected to support students as they develop self-control, build their sense of community and gain academic knowledge. In this context teachers use various strategies to convey meaning depending upon the situation.

Bilingualism: Translanguaging, Code-switching, Diglossia and Diffusion

Especially within an ESL classroom teachers show a tendency to make use of Translanguaging and code-switching in between native and the target L2 language, with the intention of helping the students acquire lesson concepts and skills easily. According to Wardaugh (2006), “the ability to speak more than one language is not all remarkable in the present world. In many parts of the world, it is just a normal requirement of daily living that people speak several languages, perhaps one or more at home, another in the village and another for purposes of trade. The shifts from one to another are made without hesitation” (p.90). Wardaugh (2006) also states that, “multilinguals develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used, context demonstrates language choice” (p.90).

As Gal (1988), says, “code switching is a conversational strategy used to establish, cross and destroy group boundaries, to create, evoke or change the personal relations with their rights and obligations” (p.36). Thus translanguaging, code switching and code mixing is clearly visible in the context of ESL classroom teaching.

Also, at times the concurrent usage of diglossia of language in both the native and the L2 language are perceptible

in the language of teachers within the classroom. According to Ferguson(1959), “Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language, there is a very divergent, highly codified (often grammatically complex variety) which is learned in formal education and is used for most written and formal spoken purposes, but is not used by any sector of the community for ordinary conversation” (325-40).

Apart from bilingualism and code switching, diffusion is also evident in the speech of teachers in the ESL classroom at certain times. Much has been written over the last two decades about sexism in the English language and about non-sexist language change. Also related to this ESL classroom teacher language there are times where there are differences found in the context of use of language. According to Sunderland (1992), “there are, of course, many other ways teachers can treat female and male students differently, including selection (who asks/answers a question? Who demonstrates/), varying the level of difficulty of questions by gender and employing double standards for example, error identification and treatment, presentation of written work, and acceptable classroom behavior. These may be neither international nor recognized by either teacher or students” (p.89).

Speech Act Theory (Austin, 1962)

Furthermore, in the analysis of teacher language in ESL classrooms, speech acts theory provides deep analysis towards the study. According to Vanderveken and Searle, (1969), “A speech unit is a minimal functional unit in human communication. Just as a word (refusal) is the smallest free form found in language and a morpheme is the smallest unit of language that carries information about meaning. (-al in refuse – al makes it a noun.)

The basic unit of communication is speech act (the speech act of refusal)” (p.48). Philosophers like Austin (1962), Grice (1957), and Searle (1969) offered the basic insight into this theory of linguistic communication based on the assumption that the minimal units of human communication are not linguistic expressions but rather the performance of certain kinds of acts.

Cooperation is also an overriding principle in conversation and it is applicable to teacher talk as well. According to Grice (1975), a speaker should act in conversation in accord with a general principle that he or she is mutually engaged with the listener or listeners in an activity that is of benefit to all, that benefit being mutually understanding.

Thereby, it is perceptible how different perspectives and theories of sociolinguistics are apparent in the context of teacher language in an ESL classroom, acting and speaking accordingly towards the students.

RESEARCH METHODOLOGY

Introduction

This section includes the methodology of the observation on Teacher language used in ESL classroom. The chapter focuses on research strategies, research samples, the methods of data collection, the type of data analysis, ethical considerations and the research limitations of the study.

Research Strategy

The research held with respect to the title given was an applied report as well as done with certain reference to various theories conducted by various sociolinguists. The basic task was to select an appropriate ESL classroom and seeking permission from the teacher to conduct my observation. Accordingly, which would cultivate deep sociolinguist analysis providing different aspects of the teacher language in an ESL classroom.

In order to satisfy the objectives of this research a qualitative research method was used mostly, allowing a wider scope for the nature of participants’ responses. Therefore, the researcher being a live observer had the advantage of being subjectively immersed in the subject matter and was able to analyze data and interpret them in a productive manner. Further, ample references were found from several books based on teacher communication and theories of speech acts.

Study Sample

The study samples were decided in order to gather data about the teacher-talk to observe them carefully, as they would be analyzed further through a sociolinguistic perspective. The teacher's ideologies, methods of communication, teaching strategies would generalize and represent the ESL teacher language as a whole. Following the qualitative research approach, a purposive sampling method was utilized to select the teacher in the ESL context. For the selection of the target sample, a sampling protocol influenced by Lu and Franklin (2018) was followed through; which contains several aspects such as,

1. Elaborating and ranking attributes such as Bilingualism (proficient in both Sinhala (L1) and English (L2), 25 years of teaching experience, in the target sample population (ESL Teacher in the Sri Lankan English context) critical to mimic in the proxy population
2. Determining whether the attributes or teacher-talk occur naturally without any interference
3. Assuring whether the selected proxy population (ESL Teacher community in Sri Lankan context) has the attributes similar to the sample population

Thereby, considering these aspects, for this case study a classroom consisting of one Sri Lankan ESL teacher and 30 students (out of which equal amount of male and female students were participating) was observed.

Methods of Data Collection

This study was conducted as observational research, gathering its primary data through an observation of an ESL classroom of 30 students, conducted by an ESL teacher with 25 years of teaching experience. With the consent of the teacher in charge the conversations that occurred throughout the session were audio recorded.

Data Analysis

The collected data was transcribed, then analyzed using thematic analysis and examined under sociolinguistic perspectives (Bilingualism: Translanguaging, Code-switching, Diglossia, Diffusion and gender study in ESL classroom) by several scholars such as Wardaugh (2006), Ferguson (1959), Sunderland (1992), Fishman (1997), Garcia (2014), Grice (1989). Sequentially, the intentions of the Teacher-talk were analyzed according to the aspects of Speech Act Theory (Austin, 1962), highlighting the pragmatic overview of the linguistic choices of Teacher-talk in the ESL classroom.

Ethical Considerations and Research Limitation

Informed consent was obtained from all the participants of the research including the Teacher-in -charge and the students. The participants were informed of all the relevant information and the purpose of this research before gathering data. Further, participants were allowed to withdraw from the study at any time without penalty. Participants' privacy and anonymity were ensured throughout the research study. Thus, the research provides an honest and original output of the researcher's work. Moreover, all the related secondary data incorporated in the study are acknowledged. Thereby, a sequential ethical approval process was carried out during the process of the research study.

Moreover, as it is for every study, limitations were encountered while conducting the research, for instance, the impact of the gender of the teacher on Teacher-Talk was not taken into account in this particular study.

FINDINGS AND DISCUSSION

Findings

Bilingualism perceptible in teacher language

1. It is based on the situation, intimacy, seriousness of ideas, and the choice of one language over the other.

2. Features of diffusion in the context of bilingualism.
3. Instances of code-switching, code-mixing and translanguaging for different acts and performatives.

Language and gender reference in teacher language and behaviour

1. Teacher spends more time on male students than female students.
2. Double standards between male and female students in terms of error correction.
3. Differences of speech and tone of the voice.
4. Using gender-neutral terms to address the students.

Speech acts theories (Austin, 1962) are related to the teacher–learner conversations

1. Constatives presented in teacher talk.
2. Performatives evident in teacher talk; Representatives, Directives, Commissive, Expressions and Declarations.
3. Linguistic acts in the form of Locutionary, Illocutionary and Perlocutionary forces.

Teacher talk is done with the intention of building up cooperation in speech acts

1. Mutually engaged with the listener when speaking.
2. The communication is based on the Maxims of speech; Quantity, Quality, Relation, and Manner.

DISCUSSION OF THE FINDINGS

Bilingualism perceptible in teacher language.

Bilingualism is the phenomenon of speaking and understanding two or more languages. In the context of teacher language in an ESL classroom, how aspects of bilingualism is utilized in order to make the learner outcomes more productive can be observed.

Here, language choice depends on various factors such as intimacy, seriousness of talk, type of activity used and language choice based on different situations within the classroom.

A) Teacher-Student Relationship and Intimacy

The teacher- student relationship is one of the crucial factors that should be considered by the teacher in order to create a safe and suitable learning environment. According to Dods, 2015; Furrer and Skinner, 2003; Mirra and Morrelle, 2011; Pianta et al., 2012, and Baker, 2018, teachers' relationship with their students can encourage cognitive, emotional skills, socio-political awareness, which highlights the importance of the role as an agent of socialization toward building intimacy among students. Thereby, Intimacy as a sociolinguistic concept is analyzed through the kind of linguistics phrases and expressions used by the ESL Teacher.

EX: පුනේ, you can use the desk. ගැණුලමයි මොනවහර් කිව්වොන් මම බලාගන්නම්.

(Son, you can use the desk. If the girls tell you anything, I'll look up to it.)

In this particular scenario a male student was speaking in front of the class and the teacher advised him to get use of the tables at the front to keep the paper that he was holding which was one of the girls' desk. The use of the native language Sinhala is perceptible here and it is used to show the intimacy towards the student by the teacher.

B) Seriousness of talk.

EX: If you are bringing the paper to the front, please bring only the points. Points to under which you are going to talk about, not the full speech, that is a waste of lot of time. I'm sorry to say I told you, I don't want a big speech, I don't want a lot of facts, you are not the teacher, just stand up and get the experience. Get the point?

Unlike the use of native language, here to emphasize and to sound more serious, it is evident how the teacher uses the L2, English to make the students pay attention and adhere to the particular rules and suggestions made by the teacher regarding speech done by students in the classroom.

C) Type of activity and language choice based on different situations.

EX: *Boys get up the line, turn the other way round and you three can come and join this group. Give some space for Kasuni will you? Ready?*

Ex: නෑ නෑ you cannot write I, you means we. අප යන්නම් ඇති නේ? why are you here? Why are you people here? Discussion discussion, සාකච්ඡා කරන්න.

(No no! you cannot write I, you means we. Ahh finally! Why are you here? Why are you people here? Discussion, discussion, discuss yourselves.)

In the teacher-talk involved, it is perceptible that bilingual shifts are perceptible depending upon the type of activity that the teacher instructs the students to engage in. In the first instance the teacher gives instructions to form groups in English, while in the second instance, teacher uses several Sinhala terms to bring out a friendly atmosphere to the classroom.

D) Features of diffusion in the context of bilingualism.

Diffusion of language occurs when certain features of spread from one language to the other, as a result of the contact situation. Particularly certain kind of syntactic and morphological features, thus the multilingual variety has resulted in a special local variety, which has developed in response to the local needs.

EX: *Can we get into groups like 03 lines each? Get some papers into your hand before you go. Because we have already done so many grammar lessons and homework is pending නේ?*

(Can we get into groups like 03 lines each? Get some papers into your hand before you go. Because we have already done so many grammar lessons and homework is pending, isn't it?)

In this example, it is perceptible of the syntax which is in English is changed by a single morphological element (නේ?) which denotes the local meaning of a tag question "isn't it". Thus this brings out a local flavor towards the language. The important factor here is that how the other party, the students agree on a common usage which contains two more or less discrete systems, and when we refer to the Sri Lankan society as a whole this type of language diffusion is more common and usual. However, apart from several utterances, most of the phrases spoken by the teacher are focused on the target language.

E) Instances of code-switching, code-mixing and translanguaging for different acts and performatives

According to Wardaugh (2006), "Multilinguals develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used. Context demonstrates language choice" (p.90).

People are usually required to select a particular code wherever they choose to speak and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances. Thereby they create a new code in a process known as "code switching" or "code mixing". They can occur in conversation between speaker turns or within a single speaker. It can occur either between sentences (intersentential) or within a single sentence (Intrasentential).

As Gal (1988) denotes, "code switching is a conversational strategy used to establish, cross or destroy group boundaries to create, evoke or change interpersonal relations with their rights and obligations" (p.247). Thus, in this particular teacher language arena, code switching is used for purposes of solidarity, accommodation to listeners, choice of topic and perceived social and cultural distance between the teacher and the students.

Ex: *Shall we go to the work? අපි වැඩට යමුද? Today we are going to develop an essay. ඔරි නේ?*

(Shall we go to the work? Shall we begin the work? Today we are going to develop an essay. Is that alright?)

Moreover, in the classroom the students were disallowed to code switch at times when responding to the teacher because the students need to practice communication in English.

EX: *T- Hands up those who have house cats, in your houses , how many of you have house cats ? louder! How many? Raise your hand will you? Kalani you don't have cats. There are only cats in the hospital, your cat or hospital cat? How many?*

- *S- තුන්දෙනයි. (three)*
- *T- Speak in English please.*
- *S- Three.*

Thus, this code mixing is not just a haphazard mixing of two languages brought about by laziness or ignorance, but the teacher is well aware and possess a sophisticated knowledge of both languages, who is acutely aware of the community, their preference towards the native language and their mindsets and to show familiarity, solidarity and other acts and performatives through language. As Wijesekara(2018) suggests, “ code switching allows a speaker to meet someone else halfway establish common grounds and show flexibility and openness”(p.109).

Language and Gender reference in teacher language and behavior.

A) More time spent on male students than female students

During the observation, it was noticeable that the teacher unintentionally focused and given more priority towards male students within the discussion of the lesson. Even though there were nearly equal amount of both boys and girls inside the class, the teacher was more open and focused more on male students, which was introduced by Sunderland (1992, p.88), in his study on gender in the EFL classroom.

B) Double standards between male and female students in terms of error correction

In the context of error correction, the teacher acquired a more strict and potent set of vocabulary than towards error correction of girls.

Feedback to a boy.

EX: *That day end of the day we aren't practicing bigger better speeches with lack of information, We are practicing how to stand how to walk to the front, not to shake and to talk. Isn't it? ඒකනේ අපි පුරුදු වෙන්නේ? How not to be nervous නේ? idea එක තේරුනාද? So get that point. Be louder, let the people hear you. Basic performance of languages is audibility , Other people must hear you. නැත්නම් speech එක වැඩක් නෑ නේද? තේරුනාද කියන දේ? දැන් නිර්මාණයේ speech එක ඇහුණා . Not good enough ,Got the point, be louder නැත්නම් අපිට internet ගිහිල්ලා , online ගිහිල්ලා ඔයාගෙ speech අහන්න වෙන්නේ .because, They are all listening to you speak loud OK?*

(That day end of the day we aren't practicing bigger better speeches with lack of information, We are practicing how to stand, how to walk to the front, not to shake and to talk. Isn't it? That's why we are practicing? How not to be nervous, isn't it? Got the idea? So get that point. Be louder, let the people hear you. Basic performance of languages is audibility, other people must hear you. Otherwise the speech is useless. Did you understand what I am telling? Now Nirmani's speech was audible, but not good enough. Got the point? Be louder, otherwise we have to go online and listen to your speech.)

Feedback to a girl.

Ex; *T- having a house cat is a very favorable thing. Everybody loves cats. When you talk about something you like, smile and talk. Got the point? Okay.*

C) Differences of speech and tone of the voice.

Differences in the manner and the tone of the voice are evident in teacher's language, which denotes unequal treatment to separate genders.

D) Using gender-neutral terms to address the students

EX: දැන් අපිට ඕනෙම පුලුවන් පුනේ, *the speaker can change ahh! Another one can speak. And if you don't know any word, මොකක් හරි වචනයක් දන්නේ නැත්නම් raise your hand okay?*

(now if we want to son, the speaker can change ahh! Another one can speak. And if you don't know any word, if you don't know any word raise your hand okay?)

Here, in this instance we can see how gender-neutral terms are being adapted to the communication language, the generic (පුනේ) meaning son, is being used to address the whole class including female students. Hence, it is evident how language choice changes according to the gender references in an ESL classroom.

Speech acts theories are related to the teacher-learner conversations.

A speech act in philosophy of language and linguistics is something expressed by an individual that not only presents information, but performs an action as well. The language used by the teacher in the ESL classroom can be analyzed through this theory of speech acts by Austin (1962). Searle (1969) suggested that the basic unit of linguistic communication is speech act. It can be a word, a phrase, a sentence or a sound, it should fulfill the task of expressing the intention of the user. Understanding the user's intention can lead to complete understanding of the speech act.

A) Constatives presented in teacher talk

Utterances that are spoken mostly make propositions, which denote situations and events which can be said either true or false are known as constative utterances. It includes various statements and assertions and such utterances are perceptible in this teacher's teacher language as well.

EX: *Basic performance of languages is audibility, other people must hear you.*

In the above utterance is a statement which can be either true or false depending upon the context. In one situation it could be true and in another it can be false.

B) Performatives evident in teacher talk; Representatives, Directives, Commissive, Expressions and Declarations.

According to Austin (1962), "the minimal unit of human communication are not linguistic expressions, but rather the performance of certain kinds of acts" (p.56). In his theory of speech acts he discusses performatives about which he calls them as statements, assertions, and utterances that do things rather than just functions as a statement. This is categorized into 05 sections.

1. Representatives

EX: *After the discussion you can come to a common conclusion, this is what we are going to say.*

This sentence used by the teacher tells how things are which performs the act of concluding an idea or an activity.

2. Directives

EX: *Shall we go to the work? අපි වැඩේට යමුද? Today we are going to develop an essay. හරි නේ?*

(Shall we go to the work? Shall we begin? Today we are going to develop an essay. Alright?)

In the above utterance it is a request made with the intention of Encouraging the action of starting the lesson by the teacher.

3. Commissives

EX : *The next day I'm sorry I will stop .*

This sentence spoken by the teacher was spoken with the intention of making the students make a speech without looking at the papers. Thus it sounds like a condition which helps the students commit to action.

4. Expressives

EX : *Thank You okay. Come! Smart man!*

Here in this context the speaker , the teacher is happy and he thanks the student for acting out smartly inside the class.Thus it expresses the psychological state of the teacher through this performative.

5. Declarations

EX: *From next week onwards I think we need to ban the papers. It was more of a reading than a speech.*

In this utterance the teacher speaks about banning the use of papers when speaking so as to call in action the change of the state of affairs that are already existing.

C) Linguistic acts in the form of Locutionary, Illocutionary and Perlocutionary forces.

Furthermore, this teacher language can be further analyzed according to Austin's categorization of linguistic acts as locutionary, illocutionary and perlocutionary forces.

EX: *We are practicing how to stand, how to walk to the front, not to shake and to talk.*

Taking the above utterance into consideration, it is denoted that the referential value or the meaning of the sentence is "*we are practicing how to stand, how to walk to the front, not to shake and to talk*". Here, the illocutionary force is the implication of the teacher to make them stand , walk into the front and talk without shaking. Lastly, the perlocutionary force is the perceived effect of the students to act as such. Thus, there are three components of the utterance that are inseparable, and it is noted to consider the total situation in which the utterance is issued- the total speech act – if it is to see the parallel between statements and performative utterance, and how each can go wrong. Thereby, there is no great distinction between statements and performative utterances.

Teacher talk is done with the intention of building up cooperation in speech acts.

A) Mutually engaged with the listener when speaking

The cooperative principle describes how people achieve effective conversational communication in common social situations; how listeners and speakers act cooperatively and mutually accept one another to be understood in a particular way.

In the context of the teacher talk and the student reactions it can be accepted that cooperation strategy is well applied into the teaching demonstration.

Ex: *Are you ready? Are you going to make a speech or read it?*

- S- *Speech.*
- T- *Thank you okay. Come! Smart man!*
- *Did you hear his answer? He's gonna make a speech, not a reading એ? Okay? હા!*

B) The communication is based on Maxims of speech; Quantity, Quality, Relation, and Manner.

The cooperative principle is divided into four maxims of conversation, called the Gricean maxims. These four maxims describe specific rational principles observed by people who follow the cooperative principle in pursuit of effective communication. In analyzing Grice's theory (1989) the way to explain the link between utterances and what is understood from them can be examined.

Ex: *Can we get into groups like 03 lines each? Get some papers into your hand before you go. Because we have already done so many grammar lessons and homework is pending නේ?*

In that the Maxim of Quantity requires to make one's contribution as informative as required and not more than is expected at a particular situation.

Ex: *Can we get into groups like 03 lines each? Get some papers into your hand before you go. Because we have already done so many grammar lessons and homework is pending නේ?*

Thus, here in this utterance required information is given on what is expected from the students by the teacher. It is not less nor more than expected, hence the students are able to understand what he meant.

The second Maxim Quality is to try to make your contribution one that is true and not to say something that you lack adequate evidence. Most appropriate model is evident in the particular teacher language that was observed,

EX: *Give him a clap! I don't know whether this is real or not!*

Here, the teacher is vigilant and careful enough not to confirm anything that he doesn't know for sure, such that the Teacher doesn't want to create ambiguity and teach false knowledge towards the students.

The next Maxim is Relation is to be relevant in communication. It is perceptible that the teacher communicates in such a way that is essential to the lesson taught in the classroom.

EX: *Now first of all, i'm going to write 05 questions on the board. Board එකේ ප්‍රශ්න ටිකක් ලියනවා හරි නේ? In the groups you have to discuss and write very simple and honest answers, honest හරිද? Don't start pretending to be the star class students. දැන් උදේ හයේ පන්තියේ ළමයෙක්ගෙන් ඇහුවහම නිවාඩු කාලේ මොනවාද කලේ කියලා, පොත් කියව්වලු. අනික් ලමයගෙන් ඇහුවහම home work කලාලු. They must be absolutely crazy!*

What i was trying to say was do not try to pretend, consider that i'm the doctor, you have come to get some medicine දැන් ඇවිල්ල කියන්න එපා, I have very good health. Got the pint? So simple questions I want simple answers. Ready? No01 right!

Further, even though the teacher changed the topic, the teacher was tactful enough to relate the story into the context of the target lesson activity and its instructions.

The last maxim that Grice discusses is the manner in which requires the speaker to avoid obscurity of expression and ambiguity and to be brief and orderly. Thus, in this teaching language we can see how the teacher constantly keeps checking the understanding of the students to avoid obscurity and repeat certain instructions to avoid ambiguity.

EX: *That day end of the day we aren't practicing bigger better speeches with lot of information, We are practicing how to stand how to walk to the front, not to shake and to talk. Isn't it? ඒකනේ අපි පුරුදු වෙන්නේ? How not to be nervous නේ? idea එක නේරුනාද? So get that point. Be louder, let the people hear you. Basic performance of languages is audibility, Other people must hear you. නැන්නම් speech එක වැඩක් නෑ නේද? නේරුනාද කියන දේ? දැන් නිර්මාතියේ speech එක ඇහුණා. Not good enough, Got the point, be louder නැන්නම් අපිට internet ගිහිල්ලා, online ගිහිල්ලා ඔයාගෙ speech අහන්න වෙන්නේ. because, They are all listening to you speak loud OK?*

Thus, this theory of cooperation is mainly built up to make sure that the listeners are mutually connected with the speaker and to assure that the speaker is comprehensible towards the listeners in a context, a fact that is very

important in effective ESL classroom teaching.

CONCLUSION

This study of classroom teacher language helps to analyze the structures within a deep sociolinguistic perspective based on variety of theories such as Bilingualism, Translanguaging, Code-switching and Code-mixing, Diffusion in language, gender reference in ESL classroom, speech act theories in related to constative and performative acts and as well as cooperation strategies used by the teacher towards effective teaching.

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