

Analyzing the Language Used for Classroom Interaction by an Intermediate Level English as a Second Language Teacher: A Sociolinguistic Study

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This Sociolinguistic Study titled, “Analyzing the Language Used for Classroom Interaction by an Intermediate Level English as a Second Language Teacher” revolves around the premise that both the teacher and the students utilize language within the ESL classroom, not only with the motive of merely teaching students the subject matter, but also to create interaction within a classroom. The scope of the research is formulated around the sociolinguistic perspectives of language learning, which goes on to define that language and interaction between both teachers and students are inextricable. Although the ESL classroom can be identified as a uniquely specified environment which has certain discourse practices, this report is compiled to study about the language used within the classroom for interaction by an ESL teacher in a sociolinguistic perspective. Within this research, the data analyzed in a qualitative perspective, was gathered through the observation of two sessions conducted by an ESL teacher. The findings are analyzed and discussed based on four research questions. Thereby, the findings of this research manifests that the language-based interaction within the grade 11 ESL classroom occurs through sociolinguistic aspects, such as the dominance of teacher-talk, Austin’s (1975) performative utterance theory and its relation with power, solidarity and cooperation as well as code mixing and code switching along with interruption and overlapping. Thus, this research implies that the ESL classroom which is a unique speech community, displays distinctions in conversation patterns, especially within the language used by the teacher. The research further suggests that, rather than teacher-talk being dominant within the classroom interaction, the teacher should be flexible to change roles, thus, paving way for a more autonomous, student-centered environment, enabling a wider scope for sociolinguistic studies.

Key words: ESL classroom, ESL teacher, Interaction, Language, Sociolinguistics

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