Teacher talk and student talk, who is in charge?
A study on classroom discourse and pedagogical interactions

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Abstract

Classroom interactions play a key role in the learning and teaching process of a foreign language. On the past years, these interactions have been widely studied, but only few investigations have been developed in the EFL context. This research project focuses on the discursive patterns found in the English lessons of the 5th grade of a private school in Temuco, (Chile) with the general objective of describing the interaction patterns between the teacher and the students. The specific objectives are: a) to quantify the interactions started by the teacher and the students during the English lesson b) to identify the use of the classroom discourse by the teacher of English during her lessons and c) to establish the coherence between the statements of the teacher about her classroom discourse and the actual performance of her lesson. This study was based on a mixed approach and the design was explanatory and non-experimental. The participants of the study are a teacher of English and her students of 5th grade. The data was collected through a survey adapted from Petkova (2009) which was applied to the teacher of English and field notes collected during the lessons. The analysis of the results was carried out through Krussel, Edwards and Springer's (2004) framework of teacher discourse moves as well as Richards and Lockhart's (2000) classification of questions. The results show that the interactions in the lessons are dominated by the teacher and also that the questions the teacher asks do not lead to real communication or higher order thinking, although there is coherence between the declarations about her teaching and her classroom practices.

Key words: Discourse analysis, classroom discourse, interaction patterns, question types, coherence

Resumen

Las interacciones en el aula juegan un papel clave en el proceso de aprendizaje y enseñanza de una lengua extranjera. En los últimos años, estas interacciones han sido ampliamente estudiadas, pero sólo unas pocas investigaciones se han desarrollado en el contexto de la enseñanza del inglés como lengua extranjera. Este proyecto de investigación se centra en los patrones discursivos que se encuentran en las clases de inglés del 5to grado de una escuela privada en Temuco, Chile, con el objetivo general de describir los patrones de interacción entre el profesor y los estudiantes. Los objetivos específicos son: a) cuantificar las interacciones iniciadas por la maestra y los alumnos durante la lección de inglés; b) identificar el uso del discurso de la clase por la profesora de inglés durante sus lecciones; y c) establecer la coherencia entre las declaraciones de la maestra sobre su discurso en el aula y sobre el desempeño real de su lección. Este estudio se basó en un

enfoque mixto y el diseño fue explicativo y no experimental, siendo los participantes del estudio una profesora de inglés y sus estudiantes de 5 ° grado. Los datos fueron recogidos a través de una encuesta adaptada de Petkova (2009) la cual fue aplicada a la docente y notas de campo recogidas durante las clases. El análisis de los resultados se llevó a cabo a través del marco de los movimientos del discurso del profesor según Krussel, Edwards y Springer (2004), así como la clasificación de preguntas según Richards y Lockhart (2000). Los resultados muestran que las interacciones en las lecciones están dominadas por el profesor y también que sus preguntas no conducen a una comunicación real o un pensamiento de orden superior, aunque se detecta que existe coherencia entre lo que declara y su práctica pedagógica.

Palabras claves: Análisis del Discurso, el discurso en la sala de clases, patrones de interacción, tipos de pregunta, coherencia

Introduction

When learning a second language, interaction plays a key role in the process because as stated by Brown (2007) "it is considered the heart of communication" (p.165). Therefore, in an effective L2 classroom, learners should actively participate on the activities using the target language as much as possible so as to enhance the learning process (Van Lier, 2001 as cited in Davis, 2011). Now, the interactions in the classroom setting are usually teacher-student or student-student, but, as stated by Rezaee and Farahian (2012), the usual interaction is initiated by the teacher and not by the student.

This research takes place because it is necessary to identify whose discourse is predominant and if the participation of the students in the classroom setting is enough to enhance their learning process. Hence, this article focuses on the interaction patterns present in the English lessons of the 5th grade of a private school in Temuco, Chile. The general objective is to describe the interaction patterns between the teacher and the students. The specific objectives are to quantify the interactions started by the teacher and the students during the English lesson, to identify the use of the questions in the classroom discourse by the teacher of English during her lessons and to establish the coherence between the statements of the teacher about her classroom discourse and the actual performance of her lesson.

Theoretical background

Historically, language teaching has undergone many changes of perspectives, from a teacher centered approach to a student centered vision (Zainuddin, Morales-Jones, Yahya & Whelan, 2011). Thus, this last vision goes hand in hand with the Communicative Language Teaching Approach (CLT). Richards and Rodgers (1986) as cited in Wang (2010) explain

that communication and interaction are the key aspects and main aim of language learning. In addition to that, Domalewska (2015) claims that "successful language learning depends on classroom communication" (p. 6) as learners can use and interact with the content by means of the target language in the classroom environment and in addition to that, they are able to use the language to communicate, so that they are actively engaged in the learning process (Domalewska, 2015).

On the other hand, Carter and Nunan (2001) as cited in Behman and Pouriran (2009) define discourse as "the organization of language beyond the level of sentence and the individual speaking turn, whereby meaning is negotiated in the process of interaction" (p. 221) and particularly, they explain that classroom discourse can be considered a distinctive type of discourse because it is presented inside the classroom.

In the classrooms, the teachers are in charge of engaging, directing, explaining and summarizing the language and content, among others (Blanchett, 2009). Therefore, their time speaking may be longer than that of the students. Allwright (1982) as cited in Davis (2011) explains that language teachers should be able to let their student "do the job", to participate more actively and to let go of the control they have on the lessons. In addition to that, he mentions that a teacher who dominates the speech in the classroom is not necessary an effective one. Moreover, Domalewska (2015) points out that the most controlled the lesson and the language are by the teacher, the less meaningful the learning process is for the students, because there are no instances for spontaneous or natural interactions.

Moreover, Wang (2010) claims that "interactive input is more important than non-interactive input" (p.176). Thus, allowing students to interact with the content by means of communication or letting them dominate the classroom discourse may enhance the learning of the second language. Because, on this way, the students actually use the language with a purpose; communication, instead of just learning content by heart or answering questions, which are just related to the topics studied.

Now, the OECD (2009) mentions that some teachers see themselves just as a communicator of content (direct transmission view), where the focus of the lesson is on them as the instructor and communicator of the information and therefore, they tend to dominate the classroom discourse. Meanwhile, others understand the importance of active learners in

the classroom (constructivist view), where the students play a key role on their own learning, and on these cases, the students' discourse may predominate (Harmer, 2001).

In the new vision of teaching, the students play a central role on the learning process. Hitotuzi (2005) states that in the learner centered approach, the students are expected to communicate more using the L2 and as a result of this, they are more in charge of their learning process. On the other hand, there are some teachers that as stated by Hitotuzi (2005) do not allow the students to express their ideas in the classroom, unless they are talked to directly. Furthermore, he mentions that these teachers believe they need to keep the students interactions "under control". In these cases, the teacher is the center of the learning and teaching process while the students are just recipients of the contents.

Nevertheless, it is also necessary to take into account the importance of teacher talk in the lessons. Rezaee and Farahian (2012) explain that teacher talk is considered a decisive factor of success or failure on teaching, thus it can outline if the teaching process has been successful or not. They point out that teacher talk is considered crucial because it gives opportunities for the students to be exposed to the language. Furthermore, it provides questions (usually done by the teacher) and answers from the students, which allows the students to learn more.

Besides the types of questions teachers ask, it is very important to understand if there is real communication in the classroom or not. Xiao-yan (2006) classifies questions into three big categories: procedural, convergent and divergent questions. Procedural questions are the ones the teacher does for classroom routines and classroom management. Rezaee and Farahian (2012) explain that convergent questions are used to generate the same answer in the students and to focus them in the same topic. These questions elicit short answers. Moreover, Behnam and Pouriran (2009) mention that convergent questions are usually used when teachers focus on a specific skill or particular information. On the other hand, Richards and Lockhart (2000) as cited in Xiao-yan (2006) explain that divergent questions involve longer and different answers by the students (see table 1). The authors also mention that in these kinds of questions, students are encouraged to provide their own particular opinions about a topic, rather than previous content studied. Moreover, Behnam and Pouriran (2009) mention that teachers use these questions when they want students' opinions about a topic.

Therefore, divergent questions require real use of the target language to communicate, while convergent questions aim to give determined and closed answers.

Table 1. Types of questions according to Richards and Lockhart (2000)

Type of questions	Definition
Procedural	They are used for classroom routines and classroom management.
Convergent	They are used to focus students on the same topic and to generate the same answer in the students. This questions elicit short answers.
Divergent	They are used to encourage different answers and student's opinions. These questions require a real use of the target language.

Source: Researchers' own design (2017).

Additionally, and due to the usual dominance of the teacher talk on the lessons, Krussel, Edwards and Springer (2004) as cited in Petkova (2009) present a framework denominated "teachers' discourse moves" in which the actions and actual speech of the teacher are categorized to comprehend whose speech dominates the classroom (see table 2). These discourse moves correspond to deliberated actions taken by the teacher during the lessons. According to the authors, these actions are classified into 4 categories: Purpose, setting, form and consequences. In the first one (purpose), the teacher directs the activities to: reflections, justifications, small group or big group discussions, as well as situations related to discipline problems. Next, in the setting, the roles of the discourse are present, as well as previous norms set in the classroom. Moreover, in form, it is possible to find verbal and non-verbal interactions. Finally, on the consequences, it is possible to find: the change of the task's level, change in the interaction and the expectations about students' knowledge or performance, which leads the lessons to focus on meaning rather than on form (Petkova, 2009).

Table 2. Categorization of Krussel, Edwards and Springer's (2004) framework

Categories	Definition
Purpose	Teacher directs the activities to: reflections, justifications, small group or big group discussions, as well as deals with discipline problems.
Setting	Roles of the discourse Norms set in the classroom
Form	Verbal and non-verbal interactions
Consequences	The change of the task's level Change of the interactions Expectations about students' knowledge or performance

Source: Researchers' own design (2017).

Finally, although there had been pieces of research on the area of classroom interaction and discourse (Smith, 2013; Incecay, 2010; Warren- Price, 2003), Rezaee and Farahian (2012) explain that they have been developed in ESL environments, but that "only very few ones have been done in EFL contexts" (p.1238). Therefore, the research project is relevant because it is developed in a real English classroom and it may present relevant data for future investigations in order to improve the use of the language in the lesson.

Methodology

Approach

This research is based on a mixed approach. Heyvaert, Maes and Onghena, (2011) define a mixed method as the combination of qualitative and quantitative research elements and the diverse data obtained from those two different elements are combined in a single study. In addition to that Creswell (2003) claims that "in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem" (p.12). Therefore, this type of research works as the best understanding and representation of elements, because it combines different kinds of data to be analyzed.

Design

The design of this research is an explanatory non-experimental study. Belli (2009) explains that these type of designs present variables, which are not manipulated by the researchers. Furthermore, she claims that the aim of an explanatory non-experimental design is "to explain how some phenomenon works or why it operates" (p. 65). Therefore, in this case, the researcher does not influence on the variables of the study, but instead she investigates them as they exist in the classroom. Therefore, in this research, the researcher just observed how the events occurred, so as to explain a phenomenon.

Participants

The participants of this research were the teacher of English and the students of the 5th B of a private school in Temuco, Chile. The criterion to select the participants for this research was of convenience because the researcher was connected professionally with the school. Some characteristics of the participants of the research were: the teacher of English works just in primary level in this school and it is her first year teaching 5th graders. She had two professions (English translator and Teacher of English). In addition to that, and about the students of the 5th b, their ages varied between 9 and 10 years old. There were 30 students in total and all of them participated in the research.

Data collection

Moreover, the data was collected through a survey which was be answered by the teacher of English (see appendix 1) and it was adapted from Petkova (2009), and field notes collected on the lessons. According to Pinsonneault and Kraemer (1993) surveys are used to gather information about characteristics, opinions among others. Moreover, McIntyre (1999) states that surveys can provide data about attitudes or behaviors.

The survey used was a cross-sectional one. The National Institute for Health Research (2007) explains that these surveys are applied just once and they provide a representation of what is happening in a particular time in a determine group. This survey is expected to reflect the use of the classroom discourse stated by the teacher to compare the information collected on the field notes.

On the other hand, Sanjek, (1999) mentions that field notes are pieces of text written by a researcher with the idea of recording and to have a list of important aspects observed during the educational process. For the development of this research, four field notes were

collected. Field notes are used because they reflect the real classroom discourse present in the lesson of English.

Data analysis

The analysis was carried out using Discourse Analysis techniques. Carr (2011) citing Trappes-Lomax (2004) explains that Discourse Analysis corresponds to studying language patterns used by people and the circumstances in which they use them. Likewise, the author mentions that Discourse Analysis helps identifying language patterns and it also supports the analysis of the information. Specifically, Krussel, Edwards and Springer's (2004) framework was used to analyze the data of the field notes. Krussel, Edwards and Springer (2004) as cited in Petkova (2009) present a framework denominated "teachers' discourse moves". The four categories of the framework were used and they correspond to: purpose, setting, form and consequences and the date will be categorized under them.

Furthermore, Richards and Lockhart's (2000) classification of questions was also used to analyze the field notes. In this classification, it is possible to find: Procedural, Convergent and Divergent questions. These types of questions were useful to clarify if the lessons are communicative or not and if the students are asked questions which lead to real communication.

Results and discussion

Field notes

First of all, according to Krussel, Edwards and Springer's (2004) framework of teachers' discourse moves, the category which presented the most tokens was "form" with 80 comments (see table 3). Krussel, et al. (2004) as cited in Petkova (2009) explains that this category consists on actual teacher-talk as well as non-verbal language. Hobjila (2011) clarifies that in this category, the teacher challenges, probes "do you think they are going out?"; requests for clarifications "¿qué pasa si quiero hacer una pregunta?"; for elaboration, for attention "write this!!"; participation, hints, directs "go for your English dictionaries"; as well as giving information during the lessons "the present continuous expresses something that is going on".

Table 3. Coding, organizing, and counting according to Krussel, Edwards and Springer (2004)

Categories	Number of comments	Quotes (samples)
Purpose	19	● "oye necesito silencio ahora" ● "Why are you speaking?" ● "para la próxima clase, quien no tenga lo materiales de Ingles, lo voy a notar" ● "hemos hablado desde marzo, desde que llegue aquí por el tema del ruido" "todo lo toman a la risa, de verdad paren!"
Setting	7	● "Stand up please" ● "you should ask me before coming to the class" ● "tiene que levantar la mano si quiere hablar" ● "el que quiere responder levante la mano, porque todos hablando al mismo tiempo no entendemos."
Form	80	● " so what we are going to do right now, is that we are going to review the vocabulary for this unit" ● "First we are going to review the vocabulary… I am going to write de vocabulary here" ● "go for your English dictionaries" ● "¿cómo digo caminar in English?" ● " El I ¿usa Am, Is o Are?"
Consequences	3	● "enzo, what is the story about?, ¿de qué se trata la historia?" ● "you can use Spanish here"

Source: Researchers' own design (2017).

Hence, most of the interactions of the teacher observed can be located on directions, explanations and requesting for attention. These 80 comments represent 73% of the total amount of interactions done by the teacher during the lessons observed. This high number of tokens on "form" may be because, as stated by Blanchett (2009), the teacher is the one that leads, explains and summarizes in the class. Nevertheless, even if the teacher is in charge, the participation of the students during the lessons was very limited. Hobjila (2011) explains that learning requires communication and interaction from both sides, the teacher and student; although during the time observed, the teacher was the one who dominated the discourse, while the students just answered questions related to the topics reviewed.

Next, the second category corresponds to "purpose" with 19 tokens, which represents 17% of the interactions. Krussel, et al. (2004) as cited in Petkova (2009) mentions that here

the teacher directs the interactions to the whole group or individuals, as well as dealing with discipline issues. In the lessons observed, the 19 comments came from discipline problems because the students were not paying attention "Sofía, yo no he dicho dónde hay que pegarlo todavía" or they were talking "Oye a ver, otra vez demasiado ruido". These problems were repeated over and over during the lessons. Regarding that, De Almedida (2007) clarifies that disciplines problems may be caused because teachers and students do not share the same perspective about what is an acceptable behavior. Moreover, De Almedida (2007) mentions that it is highly necessary to establish an explicit code of conduct or rules, so the students know what is allowed in the lessons and what is not. Therefore, after analyzing the field notes, it is possible to say that there may not be a code of conduct previously set with the students, or if there is, they do not follow it and this forces the teacher to constantly be dealing with discipline on her lessons.

Thirdly, it is possible to find "setting" with 7 tokens. Krussel, et al. (2004) as cited in Petkova (2009) claim that this category deals with classroom routines and previous rules set for the lessons. The main issue here is that the students do not take turns to speak. On the contrary, when the teacher asks something they shout the answer, which leads the teacher to the constant need of reminding the students to raise their hands or not to talk without permission: "tiene que levantar la mano si quiere hablar", "el que quiere responder levante la mano, porque todos hablando al mismo tiempo no entendemos". Moreover, "Setting" represents 6% of the interactions. This category is directly related to purpose because the problems are mainly caused by the same reason: the misbehavior of the students and their lack of classroom routines.

The last category found is "consequences", with 3 tokens and they represent just 4% of the interactions, where the teacher may lower the level of the task, the expectations of the students or changes the interaction (Krussel, et al. 2004 as cited in Petkova, 2009).   The summary of these results can be observed in figure 1.

Figure 1. Framework by Krussel et al. (2004)
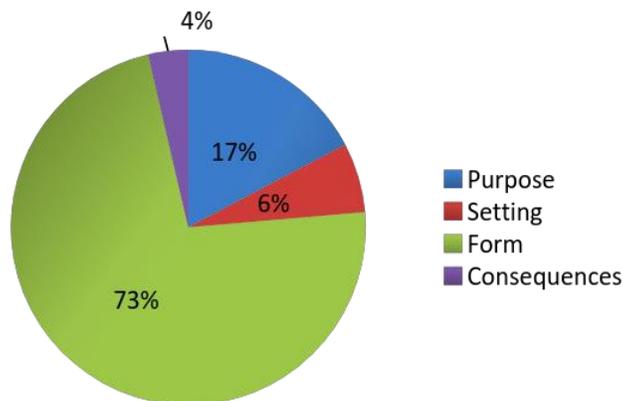
Source: Researchers' own design (2017).

In the case of the lessons observed, the teacher lowered her expectations on the students "Enzo, what is the story about? ¿de qué se trata la historia?" because she immediately switched to the mother tongue, not waiting for the student to process the information in English. In addition to that, it was also possible to observe the decrease of the level of the task when she said, "you can use Spanish here" again not waiting for the students to try and say it in English. On that matter, Tsiplakides and Keramida (2010) point out that the expectations teachers have on their students strongly influence students' success or failure on their learning process. Furthermore, they explain that some teachers label students as "less able" (p. 23) hence they use different learning strategies with them, such as direct translation to the mother tongue. Nevertheless, this category was just observed a few times, which may not influence students in a great level.

Communication is a key factor when learning a second language (Qureshi, 2013). Hence, when interacting with the language orally, the types of questions the teachers ask are very important during the lessons. Gambrell and Bales (1986) as cited in Qashoa (2013) claim that teachers ask a question every forty-three seconds during the lessons. In addition to that, Brualdi (1998) as cited in Qashoa (2013) explains that eighty percent of a teacher's school day consists of asking questions to his or her students. Therefore, it is necessary to analyze the questions so as to see if the lessons have a communicative purpose or not.

After analyzing the field notes, the three types of questions proposed by Richards and Lockhart (2000) were found on the lessons. Firstly, procedural questions with 3 comments, "¿por qué hay gente que está conversando?" ¿Por qué hay tanto ruido si están escribiendo?"

These kind of questions are used for classroom routines or classroom management and they represent 12% of the total amount of questions of the lessons   (see figure 2). Again, discipline problems are present, but this time they arose on the form of questions. Regarding that, Zouzou (2015) illustrates that to avoid discipline and classroom management issues, students need to be actively involved on the lessons' activities. Besides, Duck (1979) as cited in Zouzou (2015) mentions that if there are classroom management issues, as the ones mentioned above, the learning environment is directly affected and the learning and teaching process is, therefore, difficult.

Secondly, the numbers of convergent questions reach 18 comments "¿Cómo digo caminar in English?", "What does it mean …windy?". According to Richards and Lockhart (2000) as cited in Rezaee and Farahian (2012), convergent questions do not lead to real communication as they are used to generate the same answer on the students. During the lessons, these questions were the most common and the teacher used them to check on comprehension of the topics reviewed. These questions represent 72% of all the questions asked in the lessons observed. There were no moments for spontaneous interactions nor many questions that required a long and elaborated answer from the students, which reflects that the lesson did not have a communicative purpose.

Thirdly, the number of divergent questions found after the analysis of the field notes were only 4 "Do you think they are going out?", "Who can explain me the title with other words?". These questions represent only 16% of the total amount of questions. Richards and Lockhart (2000) as cited in Xiao-yan (2006) explain that divergent questions are used when the teacher wants different answers from the students. They also mention that in these questions students are asked to give their own opinions. Hence, when comparing convergent and divergent questions it is possible to mention that the purpose of the lessons was not to communicate; instead they were focused on accuracy and form instead of fluency. Moreover, Wang (2010) claims that interaction facilitates comprehension and emphasizes the importance of the negotiation of meaning on the lessons and the enhancement of communicative activities where the students can develop their own ideas. Furthermore, Choudhury (2005) claims that with classroom interactions, students can make use of all the language they have learnt, while making a real and meaningful use of the L2. However, it was not possible to observe relevant questions that lead to the real use of the language by the

students. The questions that the teacher asked did not have the purpose of students developing their ideas, since most of them aimed to check the themes reviewed.

Figure 2. Richards and Lockhart's model (2000)
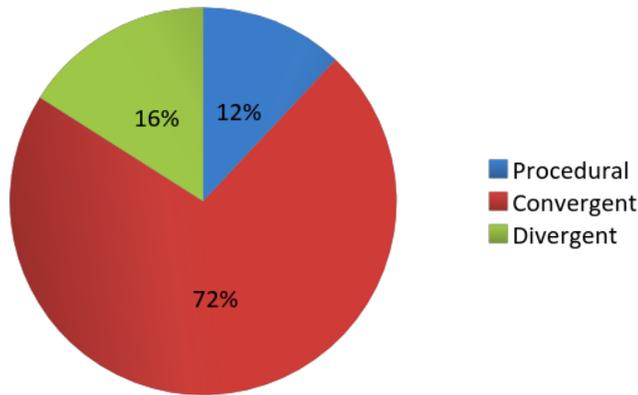
Source: Researchers' own design (2017).

Finally, and about the analysis of the moves, the students' interactions achieved 70 comments meanwhile the teacher's comments reached 118 (see table 4).

Table 4. Coding, organizing, and counting the number of interactions in the classroom, adapted from Rezaee and Farahian (2012)

Interactions	Number of comments	Quotes (samples)
Teacher's interactions	118	● "Please, remember that to write a sentence with ING con la ING, necesitamos el am, is y el are, y después una acción con ing." ● "before starting the class, I want to know if you have any question about the presentation you have to do" ● "I am cycling, she is cycling, we are cycling…¿que pasa si quiero decir que no?" ● " just write the part in English, and then we can talk about the Spanish" ● "tienes que buscarlo en el diccionario" ● "the present continuous express something that is going on" ● "tiene que levantar la mano si quiere hablar"

Students' interactions	70	● "¿para qué es?" ● "miss una pregunta, me sé la palabra pero no me acuerdo del español…" ● "I am, I am" ● "sería… they are cycling…" ● "Guia!!" "eeeh… is a…" ● "the family are in the clinic" ● "after that the family is cycling… eeeh por la calle"

Source: Researchers' own design (2017).

These figures reflect the superiority of the teacher discourse on the lessons. The 118 times the teacher intervened in the class, represent 63% of the total amount of classroom discourse and in comparison, the students-talk just represents 37% (see figure 3). On this topic, Vygotsky (1978) as cited in Lefstein and Snell (2011) explains that communication and social interaction are at the core of language development and that "discourse between people is internalized as individual cognition" (p.2). Therefore, having the opportunities for real oral communication enhances the internalization of knowledge.

Figure 3. Classroom's interactions chart
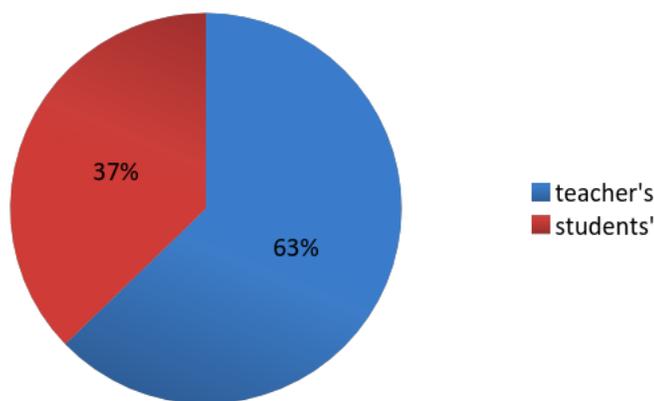
Source: Researchers' own design (2017).

Despite that, it was not possible to observe meaningful communication during the lessons; furthermore, the students only answered questions asked by the teacher. In addition to that, Lefstein and Snell (2011) claim that in fact teachers dominate classroom interactions and students talk for very short periods of times, which was clearly observed on the lessons. Moreover, Harmer (2001) claims that "getting students to speak, to use the language they are learning, is a vital part of the teacher's job" (p. 4) yet the field notes reflect that the students do not have real chances to use the language communicatively. Harmer (2001) also suggests

that the teacher needs to be aware of leaving enough time for students-talk and that teacher-talk should not be overly used. Furthermore, Van Lier (2001) as cited in Leal (2013) develops the idea that students should actively contribute to their own learning by maximizing their use of the L2. Unfortunately, the students do not have chances of using the language with a real communicative purpose due to the dominance of the teacher discourse.

Survey

The survey applied to the teacher of English was divided into 3 main categories, Vocal strategies, Questioning Strategies and Enhancement to teacher talk strategies and it was adapted from Petkova (2009). Firstly, on the vocal strategies section, the teacher answered "yes" to 8 statements which correspond to 72% in that category, 2 statements with "needs improvement", which represent 18% and finally just 1 statement with "no" which represent 10% (see table 5). Nevertheless, it is very important to pay attention to the statement the teacher answered "no". In this case, the teacher stated that she does not involve students in language discussions or problem solving and, therefore, the participation of the students in the lessons is not as central as it should be. On that matter, Ng Chin Leong (2009) clarifies that bringing problem solving activities to the classroom helps to develop communication, higher order thinking and independent learning, among others. In addition to that, Biggs (2003) claims that problem solving enhances deep learning as the students seek to understand and to solve a situation; meanwhile traditional teaching or teacher-centered approach just leads the students to little understanding. Thus, the teacher was not encouraging higher order thinking or real communication during the English lessons.

Table 5. Analysis vocal strategies on the survey applied to the teacher of English

Answers	Amount of answers	Percentage
Yes	8	72%
No	1	10%
Needs Improvement	2	18%

Source: Researchers' own design (2017).

Secondly, in the questioning strategies, the teacher answered "yes" to 2 statements which correspond to 29% in this category. Next, the teacher answered "no" to 1 statement which represents the 14% and finally 4 for "needs improvement" which represents 57% (see table 6). In this section, the teacher pointed out that she needs to improve many aspects of her performance during the lessons. She stated that she needs to improve the use of

questioning techniques. One interesting point she mentioned as "yes" is the use of yes/no questions which require one-word or two-word responses.

Table 6. Analysis Questioning Strategies on the survey applied to the teacher of English

Answers	Amount of answers	Percentage
Yes	2	29%
No	1	14%
Needs Improvement	4	57%

Source: Researchers' own design (2017).

These questions are present during most of the lessons, which was also observed on the analysis of the field notes. Nevertheless, she does not use questions that require lengthy responses as stated on the survey. Next, she perceived her need to improve questions, which require further development of language by the students. Again, as mentioned on the analysis of the field notes, the teacher does not use these types of questions during the classes. Divergent questions are just present in 4 occasions during all the lessons observed while convergent questions represent 72% of all questions asked during the lessons   (see table 6). In connection with that, Ölmezer (2012) explains that convergent questions are generally used more frequently during the lessons so as to make students participate on the activities. Notwithstanding, overusing these questions creates a negative situation where the students are not able to elaborate longer and more complex answers. Moreover, Dashwood (2005) claims that convergent questions reflect a teacher-centered approach, where the students have a passive role on the learning process. Therefore, this issue directly influences the development of the students' language as well as their role on their learning process.

Thirdly, on the enhancement of teacher talk strategies, the teacher answered "yes" to four statements, which corresponds to 50% in this category. Then "no" to three statements, which represent 37%, and "needs improvement" to one which represents 13%   (see table 7). Now, it is highly important to mention that the statements the teacher answered "no" correspond to providing opportunities for students to share experiences and expanding on personal or cultural-specific knowledge while solving problems in English. Just as stated above, the teacher accepts she does not give students chances to express their own experiences, opinions using the language on discussions or solving problems.

Table 7. Analysis of Enhancement to Teacher Talk Strategies on the survey applied to the teacher of English

Answers	Amount of answers	Percentage
Yes	4	50%
No	3	37%
Needs Improvement	1	13%

Source: Researchers' own design (2017).

Therefore, it is reflected here that the lessons' purposes are clearly not to communicate. Instead, the students are expected to just give the correct answer to classroom related questions not providing extra information about a topic so as to freely practice speaking. In connection with that, Ellis (1994) as cited in Raja (2012) claims that students are more motivated and interested on the lessons when they have the chance to speak more during the class. In addition to that, Barohny and Hye-Soon (2009) mention that people develop by means of interactions with others and consequently, not providing students with opportunities to share experiences to develop personal knowledge reflects the dominance of the teacher on the lessons, as well as the control over the classroom speech.

Furthermore, the teacher also stated that she did not provide students with content specific enriched information. Hence, she just taught contents directly related to the subject and the grammatical aspects or vocabulary of each unit. Finally, the teacher mentioned a need to improve classroom arrangement and to integrate more pair work or cooperative work. During all the lessons observed, the students always worked individually and therefore, there is a real need to cover. Regarding group work, Raja (2012) points out that it provides the opportunity for social interaction during the lessons. Moreover, he explains that this collaborative technique allows students to develop autonomy while learning as well as responsibility for their own learning process. Thereby, again it is possible to observe a teacher-centered classroom because, as stated by Raja (2012), students do not play an active role during the teaching-learning process.

Now, contrasting the data of the field notes and the information from the survey, it is possible to state there is coherence between what was observed on the lessons and the information stated by the teacher of English. She is conscious of her need to improve classroom interactions. Moreover, she admitted problems with the type of questions she asks in the lessons, which was clearly observed on the field notes, because convergent questions

dominate with 72% against 16% of divergent questions. Furthermore, the teacher also acknowledged she does not integrate language discussions on the lessons, there is a limited participation of students and they are not asked to elaborate long answers confirming what is present on the analysis of the field notes.

Conclusion

After the development of this research, the application of a survey, the collection of field notes and the analysis of the results obtained, it is necessary to mention that, first of all, the interactions in the lessons are dominated by the teacher, with 64% which corresponded to 118 comments against 36% of the students with just 70 comments.

Secondly, the use of the classroom discourse by the teacher is focused on "form" with 80 comments, which according to Krussel, et al. (2004) consists on actual teacher talk as well as non-verbal language. In addition to that, the types of questions asked during the lessons were analyzed as well. Based on this data, it is necessary to mention that convergent questions monopolized the lessons. These questions represented 72% of all questions asked in the classroom. Ellis (1993) states that there is very limited diversity on the answers to these questions and the overuse of these type of questions directly affects the development of the students' language. Thus, they do not lead to real communication or higher order thinking. As a result of this data, it is possible to mention that there is not a communicative aim on the lessons observed. This reasoning is supported by the evidence provided by the teacher on the survey, who pointed out in many occasions that she does not provide students with language discussions, there are no problem solving activities and there are no opportunities for sharing personal experiences either.

Thirdly and about the coherence of the information stated by the teacher and the actual performance on her lessons, there was consistency on the teacher's answers and on what it was observed. The teacher mentioned several times her weaknesses on the survey, which were directly related to teacher-talk and student-talk. She stated her need to improve aspects such as questioning, classroom management as well as classroom arrangements. Furthermore, she honestly accepted she does not provide students with chances to expand their answers or experiences during the lessons. Thus, the teacher is indeed conscious that there is not a communicative purpose on the lessons. Nevertheless, as she is conscious of this

situation, it may be easier for her to start to integrate more communicative activities during the English class.

To conclude, the contributions of this research are based on the realization of whose speech dominates the English language lessons, so as to improve the participation of the students, applying a more eclectic approach on the lessons, reflecting on the kind of questions they are asking and if they lead to actual communication and language development to enhance communication in the classes. Finally, the limitations of this research are firstly related to the limited time to carry out the research and also with the idea that surveys are not normally applied to one participant. Nonetheless, in this research one of the objectives was not to generalize results, but actually to compare the coherence between what the teachers says and does in the classroom, which contributes to the selection of this data collection method, while opening the possibility for future researchers to incorporate more participants and diverse schools to enhance the findings of the research.

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Appendix 1: Classroom Discourse Survey

Adapted from Petkova (2009)[i] [ii]

No°	Strategies:	Evaluate the extent to which you use the following strategies when EFL students are in your classroom: **(use a checkmark)**			How Often This Strategy is Used? Rate Using a Frequency Scale from 1 to 5, with 5 as most frequent 1-Never 2-Rarely (1 or 2 times a month) 3-Sometimes (1 or 2 times a week) 4-Usually (3 or 4 times a week) 5-Always
		Yes	**No**	**Needs Improvement**	
I.	**"Vocal" Strategies:**				
1.-	Use of a slower and simpler speech			X	
2.-	Use of fewer idioms and slang words	X			
3.-	Use of synonyms	X			
4.-	Use of repetitions or paraphrasing	X			
5.-	Use of changes in tone, pitch, and modality.	X			
6.-	Use of clarification of directions	X			
7.-	Comprehension checks	X			
8.-	Identify subject-specific vocabulary and provide context-embedded examples, pictures, or models	X			
9.-	Start a lesson with a review of related concepts	X			
10.-	Conclude a lesson with a summary of the key concepts			X	
11.-	Involve the students in language discussions and problem solving		X		

II.-	**Questioning Strategies:**				
12.-	Use different questioning techniques that are sensitive to the level of EFL of the students, or their stages of Second Language Acquisition			X	
	a) *pre-production*-point to…; find the…; is this a/an…; etc.	X			
	b) *early production*-yes/no questions; either/or questions; one-word or two-word responses; general questions that require a lengthy response	X			
	c) *speech emergence*-Why? How? Tell me about…? Describe…			X	
	d) *intermediate speech*— What do you recommend? What is your opinion…? What would happen if…? Compare/contrast…; Create…			X	
13.-	Use wait-time techniques after posing a question		X		
14.-	Provide feedback			X	
III.-	**Enhancement to *teacher talk* strategies:**				
15.-	Use of gestures, facial expressions, eye contact, or demonstrations	X			

16.-	Use of charts, graphic Organizers-Venn diagrams, tree diagrams, time lines, semantic maps, outlines, etc.	X			
17.-	Use of a variety of visual or auditory stimuli: transparencies, pictures, flashcards, models, etc.	X			
18.-	Use of technology	X			
19.-	Expose students to different classroom work arrangements, such as using cooperative groups or partner discussions			X	
20.-	Provide students with alternative forms of assessment		X		
21.-	Provide opportunities for students to share experiences and expand on personal or cultural-specific knowledge while solving problems in English		X		
22.-	Provide students with content specific, enriched information		X		

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[i] The only adjustment from the original version was changing the name of the subject to "English" instead of "Maths".

[ii] The purpose of this survey is not to generalize results, but to elicit answers from the teacher in order to analyze her classroom discourse to compare the similarities and differences between her perceptions and the real class.