



A DISCOURSE STUDY OF
COMMUNICATION PROBLEMS IN AN
ENGLISH CLASSROOM

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ASSUMPTION UNIVERSITY, BANGKOK
THAILAND

MARCH 2009

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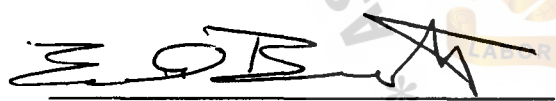
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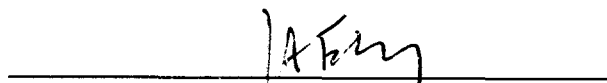
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Plagiarism statement

This thesis is written by Man Jiao Y. and is not copied or plagiarized from any other sources.

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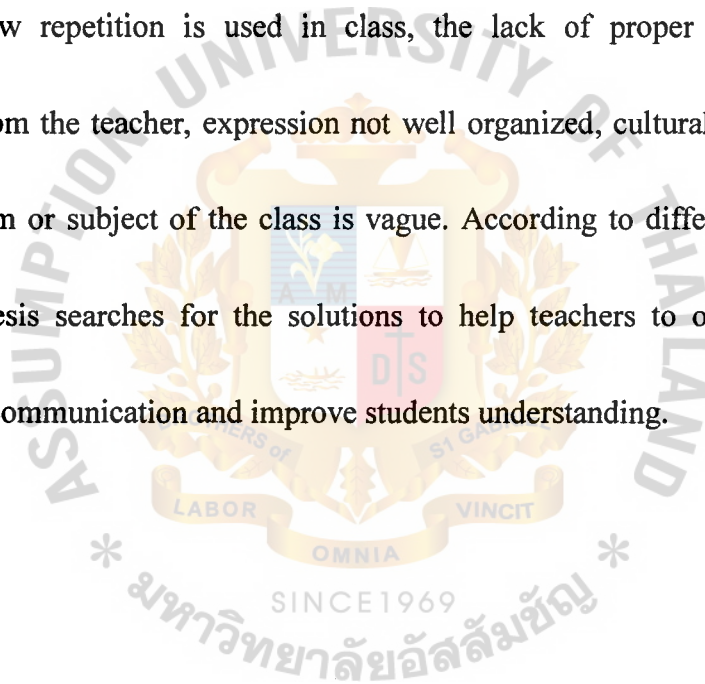
Abstract

This thesis is “A Discourse Study of Communication Problems in an English Classroom” and the research questions are (1) what kinds of miscommunication occur between teachers and students in the classroom discourse, (2) how does the teacher overcome the problems of misunderstanding and (3) how can discourse studies help improve students understanding. Students are the first year Basic English learners at Assumption University, Bangkok, Thailand. The majority of students are Thais and there are averagely 25 students in class and each class lasts 90 minutes. Teachers are graduate students at Assumption University in the English Language Teaching Master Degree program. They are from different countries such as Cambodia, China, India, Taiwan, and Vietnam. English is a second language and the target language of learning and teaching for both teachers and students.

The data of this research includes audio recording, videotapes and teacher's journal. The chunks from audio recording provide the interaction between teachers and students and the videotapes offer the verbal and non-verbal communication. The teacher's journal reflects the teaching attitude toward the class. According to the data, this research tries to find the kinds of miscommunication occurring between students and teachers and how the misunderstanding can be overcome by teachers to improve

the teaching and learning process more effectively. The analysis of this thesis tries to seek for a better solution to minimize the chance of miscommunication and searches for the better ways of communication to avoid possible miscommunication and misunderstanding in English Language Teaching classroom.

The types of miscommunication problems found in this research such as the lack of speakers' or teachers' background knowledge, the lack of students' feedback, pronunciation, how repetition is used in class, the lack of proper feedback or encouragement from the teacher, expression not well organized, cultural background factors and the aim or subject of the class is vague. According to different types of problems, this thesis searches for the solutions to help teachers to overcome the difficulties in miscommunication and improve students understanding.



A Discourse Study of Communication Problems in an English Classroom

Chapter 1

Introduction

The main reason to use language is to make communication among human beings. Through language, people can understand or misunderstand each other. The function of language is to achieve different purposes of effective communication. So the question that needs to be asked is how can the successful communication be achieved by using language?

Language is a tool of communication both in spoken and written form but some miscommunication might occur when we use language to express our ideas, thoughts, and feelings. As an English teacher, it is important to convey knowledge to students in class in English effectively. In the classroom of English Language Teaching, the interaction between teachers and students is an essential part of the teaching and learning process. Teachers pass information to students in English and there may be a problem about what percentage of the correct information will be understood by students. The communication problems occur when students can not get the correct meanings from the teachers. The research area of this thesis is to examine what kinds of miscommunications occur between teachers and students in the classroom and how

the teachers can overcome the problems of misunderstanding. Finally, it is the goal of this research to improve students understanding in the ELT classroom through better discourse strategies.

If a misunderstanding occurs in the English classroom, the teacher might feel frustrated with the expectations of students and the students might lose interest in the class because of getting off track. The miscommunication between students and teachers in the classroom will affect the result of the learning process and decrease the interests of students' attitude towards learning the target language.

Objectives

The research tries to examine the kinds of language miscommunication between teachers and students in the English classroom discourse. It focuses on the spoken English used in the class. All kinds of communication happen in the classroom, but this research puts the emphasis on the teachers and students interaction of the classroom. The aim of the research tries to analyze the problems of miscommunication which happen in the class on a discourse level and find the solutions especially to help the teachers achieve more effective communication in the English teaching class.

Research questions

1. What kinds of miscommunication occur between teachers and students in the classroom discourse?
2. How does the teacher overcome the problems of misunderstanding?
3. How can discourse studies help improve students understanding?

Terms

Discourse, classroom interaction, interpersonal communication, miscommunication,

Dominant Exchange Structure, creative language, background knowledge



Chapter 2

Literature Review

The language used in the class is English. The language comprehension will include listening and reading. In the ELT classroom, students can get information from the speech of the teacher and the written information on the board. It is hard to know how students absorb it or how much they understand of the messages given by teachers. There are many things which can affect the students' understanding such as their background knowledge and cross-cultural differences in textbook. This review of literature will survey the following topics: spoken and written language, natural conversation, the role of Dominant Exchange Structure Strategy, context of situations and shared background knowledge, classroom interaction, non-verbal communication in classroom, turn-allocation and turn-taking, understanding vs. misunderstanding, topic-related chunks chosen for analysis and the role of vocabulary and repetition.

Spoken and written language

Spoken and written languages are productions with different demands on language. Brown and Yule (1983: 4) point out that the speaker has the "voice quality" effects which will influence the understanding of the utterance. For example, the teacher asks

the student about the absence in the last class in the tone of “warm, breathy” voice quality by asking “Why were you absent last class?” The student will interpret the meaning in a more considerate way instead of feeling it a criticism. The tone of the voice will affect the understanding of the utterance very differently. Brown and Yule (1983: 5) also point out that the writer may check what he has already written to make sure his or her real intention can be understood by the readers. The speaker is under the pressure of thinking while he is speaking at the same time. The writer can look up words in the dictionary when he needs to and revise his writing before presenting it to the readers. Berendt (2006) also points out that spoken communication is different from the written language. When we communicate with people through the spoken language, we try to find the words to focus on the meaning we try to express or emphasize. In that kind of situation some speaking process such as repetitions, false starts and incomplete sentences may occur in our utterances but rarely happened in the written language.

Berendt draws attention to some features of unplanned spoken language. He points out that in speaking we make utterances defined by tone and/or pause groups as we think. Such speech often results in incomplete sentences but the written language expects organized and complete sentences. Berendt (1991:6) wrote the process of spoken language uttered as follows:

The production of unplanned speech involves the simultaneous coincidence of thinking, processing, and adapting the speech to the contingencies of the communicative situation: the who, when, where, what and why of speaking. Each utterance has some intentionality or purpose for being uttered. False starts, inverted sentence elements, incomplete sentences are the result of such simultaneous processing of thought in the act of speaking. The initial and final use of “uh” and “hum” are signals of such processing of thought. They also function to keep the right of speaking.

According to Halliday (1985: 76), spoken language is less highly organized than writing. He wrote the statement as follows:

Spontaneous speech is unlike written text. It contains many mistakes, sentences are usually brief and indeed the whole fabric of verbal expression is riddled with hesitations and silences.

Speech and written language are linguistic functions of expression but there are some differences between both of them. Speech is a spontaneous process so it is impossible to destroy the earlier drafts. The thinking process happens at the same time when speakers create a flow of conversation. Spoken language is not like the written language in the way of presenting linguistic meanings. It is possible and reasonable to rewrite the written language according to its particular purpose but it is impossible to change the hesitations and silences during the conversation. Halliday (1985: 81) also points out some different ways in which representing human experiences by speech and writing.

The basis of the distinction is this. Written language represents phenomena as products. Spoken language represents phenomena as processes. And this corresponds to the difference between written and spoken discourse. Each code represents reality as being like itself. A piece of writing is an object; so what is represented by written language is also given the form of an

object. ...But when you talk, you are doing; so when you represent by talking you say that something happened or something was done.

If the written language is as a kind of product, it is more organized than spoken language. Since spoken language is a kind of as processes, it has more flexibility in the ways of expression according to different speakers with different intentions of speaking. For example, a discussion about TV program among friends and family is informal conversation. They have a processing conversation in which sharing a great deal of common ground.

Natural Conversation

People communicate with people to express their feelings, ideas, thoughts, maintaining relationship and sharing their background knowledge to each other by face-to-face communication. There are some elements to keep the communication process flowing effectively. In conversation we think and speak at the same time to achieve our purposes to communicate. The process of spoken communication needs cooperative participants who respond to develop the conversation. There is usually no specific ending in the face-to-face communication. Berendt (2006) points out that people speak in utterances to express what we feel important and repeat our purposes to listeners. It is a part of conversation reasons to make speakers' intention clearly to listeners. "Conversations are laced with feeling expressions, and devices to get the

other's attention, assure the other's continuing cooperation as well as expressions to help the listener to focus on what the speaker wants to emphasize or focus on." In the interpersonal communication, people want to achieve the purpose of communication effectively. How will it be achieved? Berendt points out that there is a dominant strategy in the exchange structure to develop the coherence of conversation. They are a preparatory phase, relationship bonding, primary statement/intent, and clarification. The preparatory phase includes the expressions which are used to frame or prepare the listeners for what is coming up or following in the conversation. The preparatory expressions sometimes may be sentences, short phrases or single words and they will offer clues for the intentions or purposes of the statements following them. If the preparatory phase is not clear enough, it will make it more difficult for the conversation to be understood between the two sides of speakers and listeners. The clarification phrase will give additional information to the main ideas of communication in the process of developing conversations to make clear in the turn the basic purpose for communicating. It will offer more details such as the reasons to form the conversation and enhance the understanding of the conversation. The clarification utterance will make the coherence of the main purpose of that specific communication achievable. It conveys more related information and helps the communication to be effective.

The Role of Dominant Exchange Structure Strategy

The research of Dominant Exchange Structure is applied to the classroom discourse trying to find out the effective communication or miscommunication occurring in the ELT classroom. There are four processes according to Berendt (1990): Preparatory Expressions, Primary Purpose, Relationship Bonding terms and Clarification in the Dominant Exchange Structure. This dominant strategy was based on the examination of large sets of spoken dyadic data of the Talk Day Data Base which includes four languages English, Japanese, Spanish and Chinese. The data were tested for statistical reliability (Spearman Rank Correlation Coefficient Split-half) and found to have a degree of reliability ($r=0.86-0.93$) (Berendt & Takahashi 1988)

Preparatory expressions act as framing devices which have the interactive purpose of lead-in framing expressions. Primary Focused Intent of turns is expressed such as informative interaction such as Q & A, emotive expressions, and affective purposes such as request and criticisms. Clarification is the follow-up processing by adding explanations, reasons why, and giving additional information in the conversation to establish clear coherence. Relationship bonding focus on the interpersonal relationship in the interaction.

The Preparatory process frames the expressions in which speakers start the conversation by getting attention or opening initiators, as well as lead-in and framing expression. Preparatory process gathers the focus of listeners and prepares the listeners for what is going to follow in the conversation. It is like the starter of a conversation between speakers.

The function of Primary purposes is to express the main intention of the conversation. The expression of primary purposes is followed by expression of Clarification. From the flow of a natural conversation, the Clarification focuses on providing explanations, justifications, supportive clarification information. The strategy of Dominant Exchange Structure enhances the purpose of a natural conversation. It helps to achieve the intention of communication effectively. If the Preparatory expressions provide enough clues, acknowledgement and topic focus, it helps the conversation flow more precisely. Otherwise, Clarification expression may have to be added more in the following conversation to make the purposes of a conversation clear. The main function of the Dominant Exchange Structure by seeking to make a satisfactory meaning can avoid miscommunication and misunderstanding.

Relationship bonding identifies specific relationship between the conversation contributors. For example, names, nicknames, terms of affection (darling, honey) or social role terms (dad, pal, and junior) indicates the relationship between interlocutors

and build up a link between speakers and listeners.

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Context of Situations and Shared Background Knowledge

Language is used for communication and in most situations only using the correct grammar and perfect pronunciation may not help much for effective understanding. If both speakers do not have much shared background knowledge, misunderstanding may occur. Grammar focuses on the properties of the usage of lexical and sentence structure. The linguistic knowledge is not enough to see the clear picture of conversation so the features of extended text and context are the other factors to effective communication. The comprehension of English depends not only on knowledge of the language but also on extra-linguistic knowledge. It means the other elements such as speakers' age, sex, background knowledge, environment and surrounding situation will affect the effectiveness of communication.

Hymes (1971) suggests that the communicative competence involves the speaker's ability to produce appropriate utterances which may not follow grammatical sentences. He said that "an adequate approach must distinguish and investigate four aspects of competence: systematic potential; appropriateness; occurrence; feasibility". He suggests that systematic potential and appropriateness will affect the understanding effectively rather than linguistic knowledge only. The systematic

ability in a speaker includes “whether and to what extent something is not yet realized”. The appropriateness includes “whether and to what extent something is in some context suitable, effective or the like”. He also suggests a speaker’s competence concludes knowledge about occurrence in which he wrote “whether and to what extent something is done”. The final aspect of competence feasibility is concerned with “whether and to what extent something is possible”. The four aspects of competence from Hymes indicate the idea that only grammatical sentences without concerning speakers’ four aspects of competence are not enough to get a clear picture of the conversation.

This research tries to find the kinds of miscommunication occurring in the classroom. The interaction between teachers and students includes not only the linguistic knowledge but also involves other potential elements such as non-verbal and proper feedback those potential factors can help the communication more effectively and precisely in the classroom.

Canale (1983) provides four areas of knowledge and skill: grammatical, sociolinguistic, discourse and strategic competence. Grammatical competence is “the knowledge and skill required to understand and express the literal meaning of utterances” Grammatical competence is a part of ability to understand and express the meaning on the linguistic level. But in order to have an effective communication, we

need other knowledge and skills to achieve the successful communication. Sociolinguistic competence is “both appropriateness of meaning and appropriateness of form”. Sociolinguistic focuses on the appropriateness in which selection of proper topic, rules of address and politeness those are important factors during interaction of speakers. Discourse competence is the cohesion and coherence in the structure of a flow of conversation. The knowledge and skill of discourse competence is about the organization of different speech events and the interpretive rules. Discourse competence can interpret and relate form to function. Finally, Strategic competence is “composed of verbal and non-verbal communication strategies”. Speakers can handle their grammatical inadequacies and enhance their effectiveness of expressions by verbal and non-verbal communication strategies.

In English classroom interaction, teachers and students communicate with each other in English as a second language. From the viewpoint of sociolinguistics, teacher is at the position much higher than students in the teacher-student relationship and linguistic knowledge and skill. In order to achieve effective communication in classroom, the other related factors which may affect the understanding process such as discourse and strategic competence should be considered carefully.

The students may create their own sentence with their individual competence or knowledge about grammar to express themselves. Teachers should be aware of this kind of utterances from students. Students apply the linguistic knowledge to combine and create their individual's utterance to express their ideas, thoughts, feelings and opinions. Rivers (1983:8) wrote that students would use the phrase they had learned, and variations of these phrases, to express new meaning. Students learn the grammatical system and use it effectively to generate new utterances. It is quite true that the kind of observation came out from the teaching experience and personal experience of using English.

Since early 1970s, linguists started to be aware of the influence of context when they analyzed the sentences. According to Sadock (1978:281) he said the following:

There is, then, a serious methodological problem that confronts the advocate of linguistic pragmatics. Given some aspects of what a sentence conveys in a particular context, is that aspect part of what the sentence conveys in virtue of its meaning ...or should it be 'worked out' on the basis of Gricean principles from the rest of the meaning of the sentence and relevant facts of the context of utterance?

Sadock points out the context of situation should be considered in the interpretation of sentences. It means all the obvious elements which offer some information about the context situation should be involved. The elements include who the speaker and hearer are, the time and the place. All these contextual elements affect the discourse of the conversation, that is, the understanding of the language.

Grice (1975: 41-58) points out that there are maxims in conversation to avoid potential misunderstanding. It means there are four principles applied to let speakers and hearers understand both sides effectively. The principles include relation, quality, quantity, and manner. The relation means the context of a conversation is relevant or clear enough to be understood by hearers. It is a basic principle when the communication occurred. If the main purpose of communicating is not relevant, it will cause miscommunication. Only linguistic corrections can not make hearers fully understand what the real intention is from the conversation. The second principle is quality. According to the relevant utterance, speakers do not say what they believe to be false. It refers to personal belief and varies from person to person. The quality principle also indicates that speakers do not say that for which they lack adequate evidence. It is hard to say how much evidence will be adequate. It depends on different occasions, situations and cases. The most important thing is to be as honest as possible. The third principle is quantity. It points out that speakers contribute only the information which is required and do not make the contribution more informative than is required. The proper information helps the main idea of conversation to be understood and more than enough information can not help much the understanding. It depends on different kinds of cultural background, too. Proper and simple quantity of information will make the conversation easier to be understood. Speakers

do not produce the unnecessary information which is not relevant to the purpose of the topic. And the fourth principle is manner. Conversation contributors avoid obscurity of express and ambiguity and try to be brief and orderly.

The principles from Grice may be a little different from culture to culture or person to person. The relevant utterance is the common and true belief for a successful communication. The words which are not necessary and relevant to the main purpose of communication will not help the effective conversation. Simple and proper quality and quantity of utterances can make successful conversation easily. There are no standard rules or principles for conversations. Some principles and rules can make conversation more effective. In order to make a successful conversation, speakers contribute only the information needed for the particular subject of a conversation.

The spoken language happens in an immediate context and is affected by the speakers' shared knowledge. According to Scott and Slade (2006:110), if there is high degree of shared knowledge among the conversations, the situation would allow a high degree of implicitness. It will show the relationship between two sides of communication. It also indicates some degree of the possibilities of miscommunication. It means that the spoken language may be less explicit. When the speaker takes the position of the listeners into account, they may have a high degree of shared knowledge. As Hasan (1996: 204) points out that "argues for the existence

of interaction in the past, and for a consequent rapport between the speaker and the addressee.” However, there is the possibility of miscommunication because there is no guarantee that the memory shared with the speaker and the addressee will be actually the same.

Communication occurs in different situations and basically with many different persons with different background knowledge and cultures. It is difficult to judge and believe that the communication will be effective and successful according to the generalized impressions of people, according to Mortensen (1997:181). Hymes (1972a) also points out that speakers who use the same language may have different “norms as to greetings, acceptable topics, what is said next in a conversation”. For example, it is a very sensitive topic to talk about the royal family in Thailand. Most of the time, Thais don’t talk about or discuss the monarchy of Thailand in public. It is important for the foreigners to know this kind of culture background when they have the chance to stay in Thailand. The inappropriate conversation about this kind of topic may cause some miscommunication or misunderstanding. Rivers (1983: 15) points out that students may try to express themselves with the correct grammatical form or they may use the inappropriate grammatical form to communicate with others. Teachers should be aware and pay attention to those ideas in incorrect forms. Language has many aspects of communicative elements such as linguistic elements,

interacting with others in acceptable way, appropriate language for different situations and relationship, gestures and body language, pitch, loudness, intonation and cultural elements. The correct use of grammar is only one part of communicative competences. Positive language learners may try to use the limited linguistic skills to express their ideas, thoughts, feelings and opinions. Teachers should have more tolerance about this kind of situation when it happens in class and encourage students to use as much as they know about the target language to express themselves.

In the ELT classroom, the communication between teachers and students is most of the time concerned with and it is believed that teachers' power is over students'. It causes a kind of barrier situation that students might not be brave enough to express their own ideas about language learning and give the proper feedback to teachers in class. It might affect the possibility of successful communication between speakers and hearers.

Classroom interaction

In the English teaching classroom, all teachers, students and textbooks will be the combination of the classroom interaction. Teachers and students both communicate with each other for the purpose of learning in the classroom environment. The communication will happen in class for the purpose of transmitting and receiving a

message. It needs cooperation from both sides, from the students and the teachers to achieve an effective communication. The class situation is that the teacher holds the knowledge of language and students need to receive the knowledge from teachers.

According to Krashen (1977), teacher talk is the very important factor to affect student response and learning because only the input is comprehensible then the learning is likely to take place. Teacher can be aware of his or her utterances which may lead students understand or misunderstand. Tsui (1995:87) points out that the anxiety of classroom is a phenomenon that is found in all classrooms. Learning a language is a very unsettling process since students have to master the target language and perform in that language at the same time. Teachers express their linguistic knowledge to students in a more relax classroom learning environment. L2 students have their anxiety when they are in the learning environment. A more relax learning classroom environment can help students achieve their learning goals more easily.

Non-verbal communication in classroom

The situation of the classroom is for the purpose of learning. All the communication is undertaken for the goal of learning in the classroom. Teachers will speak the target language to explain grammatical problems, linguistic skills, organizational and administrative purposes to get students involved in the activities in the classroom.

There are many resources of communication in the classroom. Thomas (1987:17) points out that the facial expression and the tone of voice used when speaking can make a different feeling on students. They are even more powerful than the words which are actually uttered. It will also affect the atmosphere of the classroom.

Berendt (2008) also points out that there are many reasons to keep students from giving feedback to teachers in class. There are possible reasons as follows: they are too shy, they are afraid others may laugh, they are prevented by culture/tradition, they do not want to interrupt, they ask after the lesson, they are afraid of making mistakes, they do not know enough to ask, they are too lazy/bored, nobody else in class asks, teachers don't encourage questions, students find answers themselves and they have no questions. As a professional language teacher, it is better to know and understand why students act non-verbally in class to avoid the possibility of miscommunication.

Tsui (1995: 89) points out that some students with low English proficiency are worried that their self-esteem is being undermined when they are requested to perform the target language in class so they try to avoid the risk of making a mistake, being laughed at by peers and being evaluated in the negative way by the teacher. Teacher can understand and realize why some students prefer stay silence in class. In Tsui's study it was found that successful strategies used by teachers can minimize language learning anxiety. The strategies are such as establishing a good relationship with

students, allowing students offer answers after discussion with their peers and using group activity.

The miscommunication can be caused by misunderstanding which occurs between teachers and students. Students keep silence for many reasons and it can be a reason of communication gap in the classroom. If there is no feedback to teachers in class, teachers can be aware of reasons why and try to encourage students to speak more in class.

Turn-allocation and turn-taking

Most of the time, teachers do lots of talking in the language classroom. The communication in class can not just be done by teachers. The talk happening in the class is mostly for the purpose of learning. Teachers will ask questions to make sure whether students can follow them or not. Sometimes the class will keep silent, the teacher must find someone in class to check if she or he transmits the message to class.

Allwright and Bailey (1991:124) refer to the kinds of turn-allocation as a “personal solicit” or “general solicit”. When the teacher asks a question, she or he waits for the response from the “general solicit” that is from the whole class. Sometimes the students will keep silent, so teacher may nominate a student to answer the question this is “personal solicit”. Teacher may use these two methods to sustain the interaction

in the class or to get attention from the class.

The personal solicit or general solicit is the strategy which teachers can use to ask response from students and check if students understand the teaching material or not. The other function of this strategy is to make the conversation continuously in class because teachers can interact with students and have some feedback from students. Students can express themselves although in the passive way and teachers can have some interaction with students, which can reduce the chance of miscommunication in class.

According to Halliday's functional description (1994:69), the basic initiating speech functions are command, statement, offer and question. They are basic semantic units in interactive talk. It indicates a possible turn-transfer and makes the flow of conversation to continue. Sometimes the responses are frequently non-verbal. For example, teachers use the offer speech function in class and students respond with non-verbal response which indicates acceptance. The other speech function is command. In class, teachers command students to do something and the responses from students are frequently non-verbal which means students do what teachers ask them to do. For example, teachers command students to line up please. Students do the command from the teacher in class with non-verbal responses. Teachers should be aware of these two kinds of speech functions in class to avoid miscommunication.

Understanding vs. Misunderstanding

Communications occurring in the classroom between teachers and students are the main interactions to achieve language learning purpose effectively or cause failure on the relationship between teachers and students. Therefore, the successful communication in the classroom is very important. It helps to maintain the teacher-student relationship and brings the greater possibility of successful language learning. If the understanding is so important in the classroom environment, it is a necessary to study and analyze the elements which cause both understanding and misunderstanding situations in class.

As a human, it is good to know that human understanding is an incomplete and unfinished project. According to Mortensen (1997: 181) the process of interpretation is not always fixed or final and it will be revised to the more understanding sides of communication by each possible related concepts or matters. Communication is a risky task which can lead to understanding or misunderstanding. It is the effort of communication to minimize the risk and possibility of misunderstanding.

Mortensen (1997: 183) points out that the quality of human understanding is a reflection of conversation. If the conversation is well organized, the chance of misunderstanding is less than the poorly organized conversation. In classroom,

teachers are powerful, dominant and self-assured to express things clearly with confidence. In contrast, students are anxious, powerless and isolated in the classroom interaction. Teachers have more elements at hand as mentioned above to develop and organize the conversation in class to make it well organized and easy to understand.

Fritz Heider (1958) proposes Attribution Theory which concerns how persons organize the information that they received from their environment. The perspective was from the viewpoint of psychology. Persons organize the information into meaningful events and actions and show how they make sense of the world around them. Peter Ehrenhaus (1983: 77-78) emphasizes the nature of the interactive process by four implications of “attribution”:

- (1) Interpersonal coherence is a goal to be strived for continually.
- (2) Interpersonal coherence results when both attributors structure the continuous stream of communication similarly and cue structures of expectation congruently.
- (3) Interpersonal coherence may be achieved and lost repeatedly throughout an interaction.
- (4) Effectiveness in communicative interaction is defined by the relative proportion of interpersonal coherence that is achieved. The higher the ratio of congruence, the greater the effectiveness of the interaction.

How can the adequacy in the interactive communication be achieved? Berendt in “Interplay of Preparatory and Clarification Processes in Dyadic Exchanges and Implications for Communicative Adequacy.” points out that the function of Dominant Exchange Structure Strategy can help the adequacy in the on-going interaction conversation. He says as follows:

While there are factors such as culturally preferred expectations as noted above as well as the impact of “high context” and “low context” cultures which should influence behavior in what is considered to be sufficient in establishing coherence in the on-going interaction, the frequency of occurrence is an indication of the degree of adequate coherence being achieved. The judgment of adequacy is dependent on the interactants’ perceptions of their understanding and belief in their mutual degree of shared knowledge but the frequency in which they employ the preparatory and clarification phases reveals the dynamics of the process.

The balance between preparatory and clarification phases contribute to the well organized on-going interaction between speakers. The strategy helps the coherence of a natural conversation. The clear framing of preparatory provides clues for listeners to focus on the speaker’s main purpose in talking in a turn.

There are other reasons and facts which may cause misunderstanding. According to Mortensen (1997:190-193) the personal logic can be related to various states of understanding and misunderstanding. “What you see, hear, say, touch, and move leads--through personal logic-- to a singular theme, assertion, or claim.” It means something is reasonable to A does not mean the same thing to B. If A and B both feel sense about a kind of behavior, A and B have their personal logic remain somehow accessible, compatible, or translatable. Personal logic shows many useful functions. The first one is to do with varied reasons for actions, thoughts, and feelings. Understanding why another has his position and attitude toward things can avoid misunderstanding and conflict. For example, different cultural background, educational background, gender, age, and personality can be identified from multiple

vantage points. The second one has to do with the interest to know why the way that someone else makes sense of things. The third one is compensatory. Human beings sometimes are not sure that why or how we express ourselves in certain ways. It is interesting and irony. Other people may help us realize why or how we express the things we do. We have to consider an open-minded attitude toward ourselves and others and keep confidence at the same time. Fourth, the personal logic is a useful steering mechanism. It helps second or third parties find out the other possible meanings from the situation in which seems difficult or implausible to discuss in the immediate condition.

The functions of personal logic make the communication more affectively and successfully. It helps avoid misunderstanding and conflict by misunderstanding. Personal logic needs more tolerance on participants in the situation and finds out the almost near real meanings of communication. Sometimes the real intention of what one expresses himself or herself is observed and found out by outside interventions. In order to achieve more effective communication, it is necessary to take personal logic into account.

Different cultural backgrounds might cause miscommunication. The data collected for this research includes different cultural backgrounds of teachers and students. For example, teachers are from many different countries such as Cambodia, China, India,

Thailand, Taiwan and Vietnam and students are Thais. Halliday (1985: 92) points out

the potential misunderstanding among human communication as follows:

It is rather like the principle that what is said in any one human language can also be said in any other. . As a general principle, this is true; and it is a fundamental and significant truth: all languages have the same potential for expressing human meanings. But in practice each language has evolved in its own culture; and while every language is equally well adapted to serve the needs of (i.e. express the meanings of) the culture within which it itself developed, it is not so well equipped for expressing the meanings of another culture. Aboriginal languages are not, in fact, equipped to express the semiotics of Western societies-nor are European languages suited to the meaning styles of Aborigines. Each would have to adapt itself in order to meet such different demands.

Teachers can understand the different cultural background students from this point of view and avoid any possible or potential miscommunication caused by different cultural background.

Topic-related chunks chosen for analysis and the role of vocabulary

Conversations are made for different purposes. According to Gillian Brown and George Yule (1983), there are two basic types transactional and interactional. The transactional type focuses on the exchange of information and the interactional focuses on maintaining and affecting the relationship. These are important elements in the classroom interaction. Teachers pass information to students and at the same time teachers can be aware of the utterances to maintain or build up more positive relationship with students.

In the classroom, although teachers do the talking all the time, students take turns at the proper time to speak or give feedback to teachers in the class. The flow of conversation is contributed to by all speakers involved. Every speaker has different ideas and thoughts about the on-going conversation. Speakers express themselves with different utterances. It means that all the speakers convey the concepts of the conversation and express themselves with the words they choose to speak. The analyst can not judge the whole picture with just a single utterance. The analyst may approach the way of “speaking topically” and “the speaker’s topic” within a “topic framework”. (Brown and George Yule, 1983: 68) The speakers involved in a conversation normally more than at least two persons. Among speakers involved in a conversation when the speaker-change it is aware of analysts to decide whether the chunk of data is ended by the speaker-change. Analysts decide to choose chunks from a conversation according to the topic, for example, the conversationalists stop talking about love and move to the topic of war then a chunk of conversational discourse can be grouped as a unit because they are on a particular topic. It means that speaker-change does not indicate the end of a particular conversation but according to a conversation on the particular topic or not. Analysts can choose the chunk on varied topics. The purpose of communication will be more focused on and more effectively strictly on a particular topic shared by speakers.

Every speaker has different background in education, linguistic capability, opinions during the conversation. When speakers express on a same particular topic, they are very possible to have different ways of communication styles. They will use different chosen words to express their ideas, thoughts, feelings and opinions. The question is that how does analyst determine which is the correct expression of the topic? According to Tyler (1978:452), the “topic” can only be “one possible paraphrase” of a sequence of utterances. Brown and Yule (1983: 75) suggest the kind of possible expressions and what is being talked which is potentially related to the topic can be developed in terms of a topic framework.

How many words do we need to use in English as a second language? Are they enough to express our ideas, intentions and information? A teacher in the ELT classroom, he or she needs to know how to use words which students already know to expand their vocabulary knowledge as a matter of teaching methodology. Nation (1990:93) points out that “to speak English it is not necessary to have a large vocabulary. In developing learners’ spoken English Vocabulary it is best to give learners practice in being able to say a lot using a small number of words.” It is a challenge to build up the confidence of students who learn English as a second language to use the language with all the limited words to express themselves and probably teachers can do some help as they need more vocabulary to emphasize their

own ideas. If students know they need more vocabulary to their word knowledge, they probably learn more different vocabulary to enhance their ideas and learn more extra vocabulary to their knowledge.

In the environment of the classroom, teachers convey their purpose of communication in class with English. All the spoken language is English; students can learn to get the main expression from the language used in class. Every student has different ability knowledge of vocabulary, teachers can use as many different words as possible to express the main idea to class and keep all the class involved in the whole class.

Repetition

The interaction between teachers and students on different topics or issues sometimes requires the expanded explanations to make effective communication and understanding from each other. When teachers speak in class in English, students will try to catch the meaning from the spoken language. Do the students need to understand every word from the teacher to understand the speaking? The keywords play an important role. The keyword has the norm which is commonly known as a reliable indicator of that text's topic according to Scott (2006:50). Teachers can make the communication more effectively with the experience and skill of repetition in

class. Scotts (2006:51) points out that if the teacher knows which words are keys in a text, she or he can give more special attention and give more related vocabulary to explain the keywords to ensure the understanding of a text. It is not difficult for an experienced teacher. An experienced teacher knows students well from the linguistic level and have tolerance with it. It is a teaching skill to enhance the understanding of the teaching in class and offer more chances for students to learn more related linguistic knowledge from teachers.

Tsui (1985) found out that up to 86.5 per cent of an ESL teacher's questions were repetitions of the previous question. The intention of modification is in terms of students getting comprehensible input. Teachers tend to slow down their speech rate, more standard pronunciation and shorter sentences with more basic vocabulary.

The literature reviews suggest some rules and strategies to achieve effective communication and avoid misunderstanding. Spoken and written are the different linguistic ways to communicate with listeners and readers. Spoken language is a process of cognitive activity which speaking and thinking occur at the same time. And it is reasonable and acceptable that mistakes can occur during the process of speaking. In the ELT classroom, the misunderstanding can occur due to the lack of teachers' preparatory expression and clarification explanation. The function of preparatory expression and clarification is to enhance the purpose of communication. If teachers

can not enhance the purpose of communication and make the effective interaction, the miscommunication can happen in class.

There are many elements concerning effective and successful communication. The focus is not only on the knowledge of linguistic but also other communicative competence including systematic potential, appropriateness, occurrence and feasibility which are provided by Hymes. The ignorance of these elements can lead to miscommunication in the classroom. When teachers interact with students, it is good for teachers to take these communicative competences into account and avoid the potential misunderstanding. The skill of effective communication is not only the linguistic knowledge. The grammatical rule is only a part among the other communicative skills such as sociolinguistic, discourse and strategic competence which are discussed by Canale. Teachers are en-powered in the classroom situation in which teachers can control and lead the conversation. Under this consideration, this research tries to find out the kinds of miscommunication occurring in the classroom

The communication in the ELT classroom is interaction between teachers-students and students-students. The potential miscommunication can be the inappropriate linguistic rules which applied by students or teachers. The creative language is the possible reason to cause misunderstanding. The clarification expression is an important role to make clear and meaningful understanding.

The personal logic contributes to a part of understanding or misunderstanding and the cultural background is a part of personal logic which can help to avoid misunderstanding. The potential miscommunication problems in an English classroom can be the different interpretation from varied personal logic applied. This research tries to analyze the possible misunderstanding from the vantage point of view.



Chapter 3

Methodology

The research will focus on the English learners from the beginner level at the Assumption University in Bangkok, Thailand. The students are freshmen of the university and they meet 3 times a week for the Basic English class and each class is 80 minutes. The majority of the students are Thais and some of them have the experience of learning English as a second language for more than 10 years before entering the university. Therefore, their English ability of speaking and listening is fairly strong, but their reading and writing abilities are much weaker. From the teacher's journal, it shows the background knowledge of students' educational situation before they study at Assumption University.

Restatement of the research questions

The research tries to find out what kinds of miscommunication occur between students and teachers in class and how the miscommunication can be overcome by teachers to improve the teaching process more effectively. The research will analyze the discourse from the classroom communication and find a better solution to minimize the chance of miscommunication. This research tries to find out the

possibility of misunderstanding and miscommunication between teachers and students in ELT classroom. The aim of this research tries to find out the better ways of communication for teachers and students and avoids miscommunication and misunderstanding. Effective ways of communication and interaction can achieve and enhance the learning and teaching goals in the classroom environment.

Method of data collection

The data includes the recording of the classroom observation, teacher's journal and videotapes. Teachers are graduate students at Assumption University in the English Language Teaching Master Degree program. There are many different nationalities among teachers. They are from Cambodia, China, India, Taiwan and Vietnam. Students are the first year university Thai students at Assumption University. The recording is the verbal interaction in class and the videotapes include the non-verbal interaction in class and the total length is about sixteen hours twenty-three minutes and twenty-six seconds. The classroom interaction is both verbal and non-verbal and both of them are important to establish the kinds of miscommunication between students and teachers. This research observes the kinds of miscommunication which happened in the class from the point of view of discourse analysis and tries to find the solutions for teachers to overcome the problem through discourse analysis.

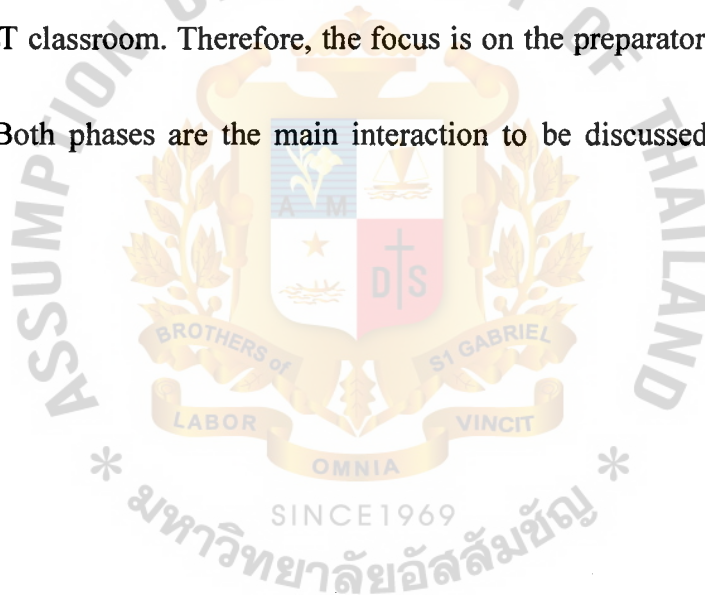
Method of analysis

The data includes audio recording, videotape and teacher's journal. First, the transcription from the audio recording provides a record of the interaction between teacher and students in the class. Secondly, the videotapes offer the verbal and non-verbal interaction between teacher and students. Both the factors of verbal and non-verbal might reveal the problems of communication in class. The further information can be found in the teacher's journal. It reflects the teacher's teaching attitude toward the class. The analysis is based on the utterances occurring in the real class. The focus of this research is on the discourses of interaction between teachers and students in class. It is a discourse in the particular situation which is in the ELT classroom. The discourse concerns the function of language in the context of its use and the relationship between the context and language users.

According to the data collected for this research, it is impossible to analyze the whole interaction of the conversation in class. What Brown and Yule (1983:69) suggest is that the discourse analysis is a fragment discourse and the discourse analyst has to choose the fragment from the data. It means that the analyst divided up a lengthy recording conversational data into chunks which can be researched in detail, and the analyst has to depend on intuitive notions about which part of the

conversational data is the research target.

The method of analysis includes the discourse exchange. The data can be analyzed by the Dominant Exchange Structure Strategy which has four basic processes: Preparatory Expression, Relationship Bonding Terms, Primary Purpose and Clarification. Preparatory expression and Clarification contribute to the well organized conversation and make the communication effective. The purpose of the classroom is to help students learn L2 effectively. The relationship is between teachers and students in ELT classroom. Therefore, the focus is on the preparatory expression and clarification. Both phases are the main interaction to be discussed in the ELT classroom.



This research tries to find what is the possible miscommunication occurring between teachers and students in an English classroom. According to the data collected for this research, there are some types of miscommunication problems which occur in the English classroom. From the analysis of the data, the list of possible miscommunication in English classroom is as follows: the lack of speaker's or teacher's background knowledge, the lack of students' feedback, pronunciation, how repetition is used in class, the lack of proper feedback or encouragement from the teacher, expression not well organized, cultural background factor and the aim or subject of the class is vague.

The lack of speaker's or teacher's background knowledge

In the classroom environment, teachers normally control the main topics of the day in class. It means that teachers should prepare themselves well enough to handle the possible questions which relate to the material used in class by students. It does not mean that teachers have to know every thing except the basic background knowledge.

The following transcription indicates that the lack of teachers' background knowledge

will be an obstacle of communication in class.

S. Thai food is all about....

T. Ya, chilly and hot.

S. You can see a lot of people like to eat Thai food...

T. No, everyone in the team speak. (It is a command.)

S. They eat chilly sauce.

T. OK, chilly sauce.

S. I think Thai food almost is chilly and hot.

T. OK, chilly and hot is Thai food.

The topic is about Thai food and all the students are Thais. All the conversation is not developed much. The only words to describe Thai food here is chilly and hot. The emphasis of the words chilly and hot are repeated by the teacher all the time. The teacher can not offer more related background knowledge to develop the conversation more deeply.

In class, one student asked the teacher about one word that is unfamiliar to her. The students suddenly asked about vocabulary which is not really related to the teaching material at that moment and asked the meaning of that particular word without any preparatory expressions and clarification. There is a sudden question and no clues for the teacher to trace back and find out.

S. What is biography?

T. Biography, (silence for a short while). In fact, that is, a subject of a science.

S. Is it a story of individual?

T. Sorry. No. Biography (another silent moment) Yes, it is a story about one person.

It is not a difficult word for English language teaching teachers. The problem is that before the question the teacher is talking or discussing about other issues in class. There is no strong relationship between the word 'biography' and the current topic situations. It is not because the lack of linguistic knowledge about the vocabulary. It is because the statement is not very clear and without the context in which the word is in use. Teacher can use this opportunity to develop conversation with students. It will offer students more knowledge about the vocabulary and creates more interaction with students. The situation offers teachers a good chance to have further English conversation with students on the topic which students are interested in. From the observation of classroom interaction, it shows that students are willing to talk more in the target language on their interesting things, topics or experiences.

The lack of students' feedback

The on-going conversation depends on the feedback of listens to continue the flow of communication. It is a very common situation that the class keeps quite and silent

sometimes during the class and teachers do not have the clues to judge whether students follow the teachers' instruction or not. It causes the problem of communication. For example:

T: You ask your friend that they can check each other's job. For example, at ABAC which work do we have here? And when you check your friend which work you put in the groups. And other people will check each others' job.

Is that clear?

S: (Silence)

T: For example, at ABAC we have this group you perform Basic English assignment or something and then you will check how many points do your friends get.

All right?

The short conversation indicates there is no response from students and the teacher asks "Is that clear?" and "All right?" and tries to get some feedback from the students but the class still keeps silent. The breakdown of conversation can cause misunderstanding because the teacher and students don't have interaction. The teacher can not have clues to know the responses from the students.

The feedback contributes to effective communication between teachers and students. Teachers can point to a small group or a positive student to give some feedback and the conversation can be continued. Teachers have to know the class well

and find out the active students in class to help the communication between teachers and students in the classroom.

Pronunciation

English is commonly used in the world now. It is natural that there will be mixing of the users' mother tongue accent with English. For example, Thai people who speak English may have, but not all of them, a Thai accent. More or less it is easy to distinguish their English accent is not the same as CNN or BBC English. English is a lingua franca so it is natural to have different users with different accents. The most important thing is to make users' intention of using English to be understood by others. It is not important whether it is the perfect America or British pronunciation or not. The following is an interesting case which happened in class:

T: Today, I will introduce a new word and let you make sentences for me.

S: (silence)

T: Do you know the word 'conflict'?

S: I know. I eat it every morning for breakfast.

T: What? You eat 'conflict' as breakfast every morning?

S: Yes, I eat 'cornflake' every morning.

It is a true and interesting conversation which happened in class. Teacher introduces the word 'conflict' to students and asks them to produce sentences. The pronunciation of 'conflict' is similar to the sound of 'cornflake' for a Thai student. It is easily to be understood if someone stays in Thailand for a long time and tries to communicate with Thais in English.

There is another interesting example which occurred between Chinese teacher and Thai students in class. Students are in several small groups and have discussion activities. Teacher goes around the classroom and has some interaction with students. The topic of the discussion is about things in their dream house. A chunk of conversation is as follows:

S: My house has maid.

T: Husband?

S: Maid.

It is a kind of natural situation may happen between two different nationalities and their communication tool is English. Sometimes it will be an interesting and funny thing if both sides of communicators understand the different accent may have this kind of problem during the flow of conversation.

How the repetition is used in class

The function of repetition can help communication or teaching in class. Speakers repeat utterances which are produced in order to make the statement more classified and specific. These utterances function to make the main idea expressed more precisely. One function of repetition in class is to repair the words which were not expressed enough for hearers to get the main idea of the communication.

The repetition can also help teaching in class. Teachers can use the same pattern of utterance to put emphasis on the expression in some particular way. The repeated words make students familiar with the function of those repeated words and accept the expression in the particular situation. For example, teachers use some repetition to interact with students. It helps all students with different levels of linguistic knowledge to understand clearly. The data indicates that a particular sentence will be applied when teaching. The teacher uses “Let’s think what will be put in----”and repeats all the time during class. After several times with different words used in different context and situation, students can accept the pattern more naturally.

The instruction of class from the teacher directly affects the learning process. Simple and clear instruction help students understand how and what process follows each other. It reduces the chance of wasting time and misunderstanding. There is an

example shown as follows:

T: So the rules are I am going to tell one sentence for him and I gonna tell one sentence for her ok. You are going to whisper that sentence to him and (body language). The last ones is going to write the sentence what I have given to him. What you can hear the sentence to you and you wrote the sentence. You speak the sentence do not speak as loud as I speak now. You whisper the sentence. No Thai, only that sentence, I can tell that sentences in English. When you get the sentence, you come to the board to write the sentence. Everyone understands the games of the rules.

S: Yes.

Teacher gives a long instruction to the class about what she is going to do for class activity. Teacher repeats the words such as whisper all the time in the explanation. These are details of class activity expressed by teacher. The purpose of giving clear instruction can keep the class activity go as smooth as possible. Repetition can enhance the aim of activity rules and help students understand successfully. From the videotape we can see that, teacher uses some body language which helps students understand the rules. The proper use of body language can help make a clear expression and avoid misunderstanding. It also indicates that the correct grammatical

rules are not the main factors to help understanding. The grammatical error of teacher's instruction "the games of the rules" is not the element to cause misunderstanding. Because the situation and activity background knowledge shared between teacher and students allow the error to occur without causing misunderstanding.

The lack of proper feedback or encouragement from the teacher

Since some possible miscommunication might occur in the English classroom, teachers should be aware of those possibilities which can cause ineffective communication in class. The best teaching is to help realize students' individual learning purpose. Teachers may be aware of all the possible elements which affect the communication effectively in class to avoid misunderstanding.

Teachers can learn more about the background knowledge including linguistics and the topic of each class. Only the well-prepared teacher can be excellent in the class. Teachers with full knowledge of the topic about each class can do better interaction with students and encourage students to speak up more on topic-related information with their own linguistic capability.

English has as lingua franca therefore different types of pronunciation which might occur according to the different background of teachers and students from different

countries. It is only natural. The only important thing is that the main purpose of the language users is to achieve communication effectively even without British or American types of accent. This rule might be kept in mind for both teachers and students.

The teacher asks where and what kinds of information students get and the transcription is as follows.

T. What do you get at home?

S. I get from the internet.

T. Internet. O.K. Good.

S. About culture.

T. Culture, wow.

S. I mean that like what is different....

T. I like that.

From the conversation above in class, the teacher always uses the positive feedback to the student's answer. The positive feedback arises from the related answers from the student. It is a good example of using the proper feedback to encourage students to speak out more in class.

Different cultural factor

There are different learning styles according to each student's cultural background. The difference of cultural background can lead to the different learning styles. For example, in Thailand students treat their teachers as their second parents. It means that Thai students respect their teachers and teachers' position is very high among Thai students. The attitude toward teachers is from their Thai culture background.

Berendt ("Cultures of Learning": 2008) points out that every teacher and student in a foreign country should be aware of the different cultures of learning. The data collected for this research is nearly one hundred percent of Thai students but teachers are from different countries such as Burma, China, India, Taiwan and Vietnam. There are different cultures of learning among students and teachers. Although all the teachers' cultural backgrounds are different, they are all from Asia and they are well-trained in the profession of teaching foreign language. Eventhough teachers should also pay attention to the difference of learning from Thai students.

Speakers and listeners who have the similar background knowledge will encourage both sides to improve, enhance or exchange information in their context of conversation or dialogue. For examples, the conversation which occurs in class is about discussion of Thai culture and history. The teacher is not Thai. He is from

Vietnam. The student who introduces the history of Thailand is Thais.

S: The relationship of King and people is close...

T: You mean at that time the King and the people are close...

T: I believe that your culture part came from China part came from Cambodia

S: No. We have several beliefs. The most three beliefs are come from South China,

And came to the south is Malaysia.

T: That sounds interesting to me.

For example, the policy of English class is 'English only'. The policy is to encourage students to speak only English in class. It is a good policy which encourages students to use their target learning language in classroom environment. There is a big miscommunication in the interaction between teachers and students in class. The teacher is from China but all the class is Thai. It is quite common for all the Thai students to communicate in Thai language. It is a natural thing occurring in class. One Thai student complained about the Chinese teacher for forbidding him to speak Thai in class. It is very unusual for a Thai student to be angry at his teacher. It is a very interesting case to discuss. The student who complained in class is an active and positive student in class. He can not accept the way in which the Chinese teacher asks him to speak English only. He knows that the policy in the class is English language only and he knows the reasons why. He just can not accept the tone and intonation of

the expression from the Chinese teacher. For example, Thai language is a kind of soft tone but the tone and intonation of Chinese is very different from Thai language. The Thai students feel the impact of expression which makes him not comfortable and leads to misunderstand the real intention from the teacher's expression.

The utterances are as follows:

T: Speak English otherwise I will kick your ass.

T: Remember speak English.

S: (Silence)

T: In English please otherwise 500 baht per time

Expression not well organized

Before a class activity, if the teacher does not express herself in an organized manner well enough to let students understand what the activity is all about, then during the activity, students will have problems and get confused about the group activity. The example is as follows:

T: You are interested in your house, right?

How many rooms in your house?

S: Living room.

T: How many kinds of rooms?

S: Bathroom.

T: What else?

S: Kitchen.

T: What else?

S: Drawing room.

T: Drawing room.

S: Drawing room.

After the short conversation, class activity starts. Students are not sure what they should do for the purpose of the activity. Teacher does not explain clearly the aim of the activity so during the activity students have problems to ask what things exactly should be done for the class activity. The following is the question from a student during the class.

S: What room?

T: You can pick up a room. Please write what will be in the room.

S: Just write the words on the paper?

T: Yes.

From the viewpoint of Dominant Exchange Structure Strategy, the preparatory expression is clear in the utterance by the sentence. "You are interested in your house, right? How many rooms in your house?" There is no main point expression in the

teacher's instruction. It causes some misunderstanding with the students. Teachers need to be aware of using more precise language control to focus on the aim of activity expression. The clarification process can provide more information and rules about the classroom activity. The function of the clarification phase can enhance the purpose of communication between teachers and students.

The aim or subject of the class is vague

Before the activity, teacher tells students the rules by well organized expression. It is very clear that the teacher asks students to have a practice of natural conversations. Teacher asks students not to read from what they write on the paper and just speak out their own ideas, opinions and feelings. The interesting thing is that students stand alone in front of the classroom and report their own points of view. The rest of students and teacher just listen to the student who reports alone. Is it a natural conversation? It is not a natural conversation at all because there is no proper feedback or response from the rest of the class. The subject of the class is very vague and it is a kind of misleading or misunderstanding. The example is as follows:

S: Mc. Donald's is my favorite restaurant when I was in a hurry.

T: Louder. (It is a command.)

S: Mc. Donald's is my favorite restaurant when I was in a hurry.

T: Ya.

S: This restaurant came from America. It has a lot of menu. I really like French fries, fried chicken and ice cream. The restaurant is lovely and funny, I like the happy meal.

T: Sorry?

S: The happy meal.

T: O.K.

S: When I was young, I used to collect toys from happy meal. When I go to another country, I feel safe because I know there is my favorite restaurant over there. But the bad thing is Mc. Donald's is junk food there is a lot of fat.

T: Ya, it's right.

The activity is not matching the purpose of practicing a natural conversation. It is more like a short report of student's own expression. It is a miscommunication caused by the teacher's misleading statement. The purpose of a conversation practice is not clear because only one student speaks out there in front of the class and the one who responds to the student with a very short answer is the teacher. The response from the teacher shows the messages which encourage the student to keep on talking alone by him or herself. Students have chances to speak in the target language but it is not a natural conversation at all. The activity misleads the meaning of natural conversations

and can not achieve the purpose of conversational practice.

There are some particular misunderstanding and miscommunication found in this analysis. The classroom is a special place where teacher-student relationships are not equal and especially in the Thai culture which admires teachers as students' second parents. The role of teachers is very honorable and important in Thai culture. Further research should put more emphasis on the non-verbal communication in class. From the non-verbal body language, it reveals more response and feedback from Thai students.

The potential communicative problems such as the lack of feedback from teachers or students can cause miscommunication in class. Firstly, effective communication needs proper feedback to let the flow of conversation to be continued. Secondly, the lack of feedback such as teachers' encouragement or students' acknowledgement can be the possible obstacle during classroom interaction. Finally, the appropriate feedback is a part of natural conversation, it helps maintain or enhance the relationship between teachers and students. The well organized expression is a very important communicative skill for teachers. The Dominant Exchange Structure Strategy tries to provide some effective communicative rules to avoid misunderstanding. The clear and focus expression according to the learning purpose can achieve teachers' teaching goal and also helps students' understanding. There are

different types of miscommunication occurring in class according to the data analysis.

The solutions to the problems found in this thesis are strategies which teachers can use to enhance the effective communication with students. Teachers are important roles in the classroom interaction. Teachers also can be friends with students. The good relationship between teachers and students contributes more understanding for both. Students like to talk more to teachers who are also their friends. It helps teachers and students understand each other more if they are willing to talk and understand each other on the base of friendly relationship. There are many different kinds of questions from students. It is important for teachers to keep learning all the time and enhance their background knowledge such as teaching methodology, linguistic skills and communicative skills. Since it is the classroom learning situation, teachers have the fully control of the class. It means teachers can make every effort to make the classroom which learning can happen. In this research, teachers speak English all the time in class which presents a good model for students. The data indicates that students like peer activities because they love to listen to their friends speak English. It is a good idea for teachers to apply when teaching. Classroom activities offer chances and opportunities for students to practice the ways of expression in English. According to the communicative problems in this thesis, teachers can approve themselves in teaching skills and methodology to have a more successful and

effective interaction with students. The limitation of this thesis is that the observation targets are all Thai students and teachers are graduate students who have not enough teaching experiences. There are many efforts for teachers to improve to be a professional English teacher.



The analysis has found that the miscommunication between teachers and students can occur due to the lack of speaker's or teacher's background knowledge, the lack of students' feedback as well as the lack of proper feedback or encouragement from the teacher. The lack of clarity of purpose and explanation was due to poor preparatory or framing of intentions and the lack of follow-up clarification were also significant. Unclear pronunciation could be overcome through the more skillful use of the exchange structure processes of preparatory expressions and clarification with more repetition of essential information. The context of situation and shared background knowledge can contribute to understanding conversation. Both of speakers who have the shared background knowledge can produce more interaction to achieve effective communication and avoid misunderstanding. The shared background knowledge will encourage students to use the target language to interact with teachers to keep or maintain the good relationship. The lack of students' feedback may cause miscommunication but good teacher-student relationship helps to reduce the chance of misunderstanding. It is a common situation that the class keeps silent and gives no feedback to the teaching or communication so teachers need some help from students

to utter their responses and let the class continue. The lack of feedback from teachers or students can lead to misunderstanding. Although there are many reasons why students keep silent, teachers can encourage students to give feedback and create the effective interaction. Teachers may improve their teaching methodology and skills to encourage students to give more feedback to the class. For example, teachers can separate students into small groups and let students give feedback to the class not only by a person but also by a group. Teachers had better not only put emphasis on the students' performance in language skills but also pay attention to give appropriate feedback to students. This research has also found that teachers only care about the flow of the teaching process but ignore the other chances of interaction with students. Teachers can interact with students with teachers' points of views on students' favorite talking topics and issues. The use of preparatory expressions and clarification can help teachers to put focus on the main purpose of the conversation and make communication clearer. By doing so, it can avoid miscommunication and achieve more effective learning and teaching purposes for both teachers and students.

The pronunciation is the factor which might cause miscommunication in class. It requires more patience and flexibility when teachers and students communicate in English in order for the learning purpose to be clear to develop understanding. Different accents and pronunciation will not necessarily make the communication

more difficult. It is good for learners to become familiar with different English accents. In the real world, English speakers come from all around the world today. Every speaker has with their own particular accent. Accent itself is not the obstacle of successful communication, as other factors are also very important, such as flow of information, connection to the context, shared knowledge and adequate back grounding. English language teachers can use the assistant teaching material such as the English spoken media to let students get more chances to expose themselves to English environments.

The repetition is an important and useful skill to use to enhance the purpose of communication. Teachers can use more preparatory expressions and clarification to explain and repeat the main purpose of communication. This research found out that repetition helps teachers to make clarification about unclear expressions. Repetition also has the function to get the attention from students. The use of repetition can get the students' focus back to the class. Repetition can minimize the misunderstanding and help effective learning purposes for students.

The clear and well-organized expression of teachers can avoid the miscommunication, by using preparatory expressions (framing) and follow-up clarification effectively. Helping the students to understand is very important in classroom learning environment. The clear explanations of linguistic knowledge,

activities and classroom management are a benefit for students, so students can follow the instruction without misunderstanding and confusion. Clear and focused expressions and explanations contribute to positive learning classroom environment. The function of Dominant Exchange Structure Strategy is to enhance and achieve the effective communication. Teachers can apply the strategy to make the teaching purpose more precise and let students understand the expression without misunderstanding. The effective communication depends on not only linguistic knowledge but also depends on different purposes of communication, varied situations, shared background knowledge, cultural background and relationship between speakers. The miscommunication which happens in class can be the use of the misleading preparatory and clarification process by teachers. The well-organized conversation contributes to successful interaction. The main purposes of communication are focused and satisfactory understanding, which the phases of the dominant exchange structure represent. This strategy helps teachers to speak in the more organized and logical ways of speaking. The well-organized instruction and teaching can reduce the chance of miscommunication in class.

The difference of cultural background is a factor to cause misunderstanding. It is good to be aware of the differences of cultural background because the awareness can help understanding. Thai students respect their teachers much so they tend to listen to

what teachers tell them to do in class. Teachers can encourage students to use the opportunities provided in class to create or produce their utterance flexibly to express themselves. When students are willing to speak out their thoughts, ideas, feelings and opinions, teachers can have more interaction with them on their interested topics, subject or issues. The grammatical rules are alive only if the students can apply them to their own use. The purpose of languages is to make connections with others. Teachers should have more patience and encourage students to express themselves in target language. This research has found that students are more interested in talking about their personal life such as family, best friends, girl friend, boy friend and study life. Teachers should let students talk more on their favorite topics or subjects.

Being an ELT teacher is a non-stop learning professional job. Teachers had better to learn and know all the aspects of the latest trends of English learning and new teaching methodology to enhance the background knowledge and the professional role in the field of English language teaching. The lack of teachers' background knowledge can be a potential problem in the classroom interaction. The teachers' background knowledge includes professional linguistic knowledge, the capability of well-organized expression, and well- prepared about the material uses before the class. When teachers teach the target English language, it is better to be aware the potential miscommunication and misunderstanding occurring in class. Teachers try their best to

achieve effective communication. Good and effective interaction between teachers and students can support the effort to the teachers’ teaching purpose and students’ learning purpose in an English classroom.



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Observation 1

Teacher selects one song to teach in class and the song is a popular pop song. Students are familiar with the melody. Teacher tries to let the students hear the English song over and over again and ask students write down whatever words they hear from the song played in class. At the first time, students pay attention to the words with interests and request teacher to replay the song again to catch the words missing from their notes. It is an individual activity so students ask each other in English to catch and search the words they need. The advantage of this activity is that the song is English so students have to ask and speak only in English to catch the sounds, words or spelling.

When it comes to the final 2 times of the song played, students check and rewrite their words of the song. After that, teacher picks one student to copy the right words of the song on board. I think this part is a bit of wasting time. Teacher can use another method to give students the right words for example a full copy of the song. It will save time to do more further activity.

After students check their own piece of work, teacher asks the whole class sing together. It takes about an hour to complete the activity. I think it is a little bit long for students to follow the single one song. It is also a good idea to use the popular song to get the listening comprehension practice. Most of the students in class are engaged by

this activity. Students get more interaction with material used in class more than the teacher. The interaction between teacher and students is that teacher asks students to follow her instruction most of the class. It is really a good idea to bring the music into the class as a part of teaching material. My suggestion is that the time for one song in class is too long. It takes about half an hour can be enough otherwise students may lose their interests as the time goes too long just repeating the same thing for an hour long. It is a real piece of English song and students can follow the melody and sing it. It is a good activity for students have confidence in real English used in the real world. The song is played at the normal speed so students can practice to catch the songs at the regular and real speed of English. At beginning, it is not easy to catch the whole song but it will bring joy and confidence to students. Some of students who love English songs can do more practice privately. It offers an English learning style to the students. I myself love English songs much when I was junior high student. I song with the melody to practice my English and it helped me a lot. I enjoyed the melody and enjoyed learning English with all the beautiful songs.

Observation 2

The class talks about the history of Thailand. All the students are Thais and teacher is not. The purpose of this class is to tell and introduce the history of Thailand to foreigners. Teacher conducts the class first by pointing to a student to get the answer from teacher's question. If the answer from the student is too soft to hear, teacher repeats student's answer to let the class hear clearly. When teacher repeats the student's answer, teacher can use this chance to correct student's spoken error without much attention on the specific student. The students will get the correct expression naturally without much tension and self-monitored by student himself.

The next step is to arrange the group by the different research topics for example places, people and culture of the students. It is important to manage the class when the class is divided into several different small groups. Teacher yells out 'Hello' to get the class attention to let the class flow continuously. Each group presents the class according to their different topic. Only 1 or 2 students from each group will do the talking. It is not a good chance for each one in class has chance to speak out in class.

Students choose the topic from introducing history of China or England for the next Wed class. After that, teacher asks students to read the book from page 31 to 32 and teacher asks questions from the book.

Teacher teaches students how to make a call as practical and useful English applied in daily life. During the class, teacher requests students to make out sentences with the unfamiliar words such as furious. I do not think it is a proper method to teach students how to use the unfamiliar words in a single sentence. There are many different meanings of a word according to different contexts and situations. It is too hard to let students understand how to use a word with just a single sentence without context. For me, it is a little bit dangerous to teach a single word in class without the context or related sentences together with it.

The atmosphere of the class is a little bit serious and most of the time teacher did the talking in class. It is a teacher-centered teaching method. It is good to have many activities in one class but each of them is not related to each other. It can also properly be good to meet the different needs of each individual student. The class is good because most of the time students speak English only in class. English-only policy is both good for teacher and students. It is also a challenge of teaching in ELT classroom. English is not native language for teacher and students. It is good let students see teacher as good model of speaking English. Students will enhance their belief or have the confidence in the future to be a good L2 speaker and learner.

Observation 3

The topic of the class is Millionaire. Students think they are Millionaire with much money. Teacher asks students to design a travel by themselves. Teacher explains how to design a travel and ask 'understand' or 'yes' to make sure that students get the right information from her. During the explanation, there are some interaction between teacher and students. Students ask 'Can you explain?' or 'Again, please' to ask more detailed information about the activity. The interactions between teacher and students are very important in ELT class. It is about communication. If the miscommunication occurred in class, teacher might feel frustrated and students might lose the interests in learning the target language. The effective communication in class is important and necessary.

Students talk a lot in class but in Thai. It is a group activity. The whole class is divided into 5 groups. They have 30 minutes to discuss and design their own travel route. When the time is up, each group takes turns to present in front of the class. Teacher takes photos when students talk about their dream travel route. I feel that teacher of this class must love her students much just like I love my class. At the same time, many students still talk a lot in Thai. Teacher keeps to tell them speak English only in class. If students talk in English, they will have many chances to ask teacher how to express their ideas in English. Teacher needs to encourage students more in

speaking out English.

Students present the traveling experience in groups in front of the class and they draw pictures of the traveling spot for example Fuji Mountain on board. The picture drawn on board can help students present and express their ideas more clearly. It is very good that students use their imagination and creative ability when they learn the target language. It is a kind of teaching method called Multiple Intelligence Theory. ELT teacher can apply MIT in class to develop students' other intelligence for example drawing as the same time when students learn the target language. Students learn to express their ideas in second language to develop their linguistic intelligence. At the same time, students also develop their other intelligence while they learn the target language. It is a very good theory to be applied in ELT class. The theory makes the learning environment more colorful and interesting for both teacher and students. Some students might not good language learners but they can draw well. Teacher can use the chance to encourage students have more interests in learning the target language.

Observation 4

The class talks about the personality of being a good leader. The topic of the class is 'Leader'. The book used in class reveals story about many qualities of being a good and bad leader in group. Teacher asks students apply their own personal background knowledge, experiences and the examples from the book to discuss about what is good and what is bad for being a leader. It is a good activity that students use their own experience and think about the examples from the book to find out the ideas of being a good leader.

There are several groups in class. After teacher explains the activity, students talk in groups to discuss the topic and find out the results for their own presentation. I found that the class management needs to be improved. Teacher allows students to use mobile phone in class. I think it is an attitude of learning behavior. It shows respect for the class and teacher. I do not think it is a good idea to talk mobile in class unless it is really an emergency call. One more thing is that students do whatever they like in class without paying attention to the goal of the class. I saw students pass flying paper to each other but teacher did not say anything. It is not a good learning environment and atmosphere in class. It can affect the students who really want to learn the target language in class without annoying by others who do not care the class at all. It is not fair so teacher should do the good classroom management.

After the group discussion, each group sends a person to report each group's points of view. It is not a good idea just let one student to talk in class. Teacher can encourage more students to talk and present their final results. It is easy for those students who always talk in class but some won't talk in class probably keep their mouth shut all the class. Teacher should be aware of this kind of situation happened.

Students reflect their own experience with the book. It is a good interaction between students and the material used in class. The material is alive and useful for students. It is a part of students' life. They will have more interests in learning the target language with the material involved in their daily life. Language is practical and useful for a part of the reason why we learn the language. If students can use their language knowledge to think about the real life situation, they really can use the language even out of the classroom.

Observation 5

The topic of the class is to talk about love. Love is a big topic concerns many kinds of relationship. Students are interested in this topic. They form groups to talk about the relationship they like to discuss and present in class.

Teacher goes to each group to be a part of students. If students have any problems, they can ask teacher. Students have chances to talk to teacher to practice the language skills. Most of the students talk in English for the class. It is very good. It also depends on the attitude of the teacher. The attitude of the teacher insists students have to speak the target language only in class. Students can benefit themselves a lot if they follow the rules of the English-only policy. They have many chances to express themselves in English.

After the discussion, each group goes to the front of the class to present their thoughts and ideas about love. Students are really interested in the relationship between parents, friends and lovers. It is a good activity to let students talk the topic they are really highly interested. The whole class just discusses one topic. It is a bit longer to use 90 minutes to talk just one topic and one activity. If teacher can control the class discussion time shorter and add more related activities in class. The class will be more exciting and interesting.

Observation 6

All the class I have observed is one hundred percent Thai students but this time there are three Japanese students. It is an ideal classroom learning situation to have the different culture experiences for both Thai and Japanese students. Teacher uses the opportunity to bring the Thai and Japanese pop music culture into the class. It is a good idea to know the latest trendy musical era among teenagers in Thailand and Japan.

Teacher divided the class into several groups and each of the Japanese students belongs to different group. It forces students have to talk only in English to communicate with students from different nationality. They learn from each other when they discuss with the small group. If they don't understand each other, they will keep trying to express themselves to be understood. It is a good language practice in class.

After group discussion, each group presents their loved songs in front of the class. Most of the students in every class love to see their classmates show in front of the whole class. One Thai girl looked quite but sings wildly in class. Everyone loves her and request her to do it again. Japanese student introduces the popular Japanese pop song to class. It is also funny. It is good to see students talk and discuss different topics in English.

The class is a big class. There are thirty students in the class. S45 is too small for thirty students to do activity. When they do the small group activity, the classroom is too crowded for teacher to approach them and give them advises. The classroom environment is important, too. My own classroom is S45 and I have 27 students. They complain many times about the room too small. S45 classroom is suitable for students not more than 20 there.

Every teacher has different teaching style. It is a good chance to observe and learn from other teachers. The observation offers me many thoughts and ideas about teaching. Teaching needs cooperation among all teachers. Teachers can exchange and share ideas about teaching to make the teaching more successful and more interesting. I really appreciate all the classes I observed. I have learnt a lot from all the teachers and students.

Journal 1

The first class for the Basic English teaching is very excited for me. This is the first in my life to teach university students and students are all Thai. It is an amazing experience for me. I taught English for the kids in my country before but teaching English for these Thai elder students is a very different experience.

I felt very nervous before entering the first class but I also knew that I had to be looked calm and quite professional even I am a trainee teacher. I surprised to find that I can use some experiences from my working field to communicate with students in the class. I can easily to sense the different individual students with their own personal characteristic. It is a kind of experience between human relationships. In the English teaching classroom, the relationship between teacher and students is very important. The most import thing is to let the learning happened in the classroom setting but I found that the relationship between teacher and students is also a factor that can not be ignored. The good relationship between teacher and students can encourage both teacher and students on teaching and learning the target language.

Monday is the question day. Every student has to find the questions from the book. The first student is the one I pick up the name from the class name list randomly. I open the chances to the whole class to let the students who want to answer the questions can raise their hands and try to answer the questions. I can know more about

the students who is more active and who is more passive. June is the girl I found that her accent is very good and always with a smiling face. I had a good impression on her on her performance for the first day lesson.

Wednesday is the class I arrange on my own. I use the book I brought from Austria. The book is about the introduction of Koalas. The reason I chose this book is that I think it is useful for students to know some useful information in the real life.

Friday is conversation day. I let them chose the topic they want to talk in the class. Students want to know each other more so they like to introduce them more by telling the whole class about themselves.

I am curious about their background of learning English. I have noticed that their speaking ability is quite good. Some of them are not afraid of speaking in English at all. It is a good sign. Most of them have learned English over 10 years. It is quite a long time for learning English. It is good that they can express themselves in English. Some students are very shy. I guess that probably it is the first class and I will encourage them to speak more in the following class.

Journal 2

It is very difficult to remember students' Thai name so I ask their nick names which are easier to remember. Most of them have Thai nick names and only 2 or 3 of them have English names. I remember the students with English names first and the easier Thai nick names such as Maw. I think if students know that teacher remember their names can build up good relationship between both teacher and students. I try hard to remember every student's nick name to show that each of them is important to me and to the class.

I like this class very much. They are willing to learn English thought every time they will attend the class ten minutes late. From my understanding and experiences, I know that Thai people are rarely on time. I don't know why even I mention to them that they have to be on time but they still have excuses such as the classroom is on the forth floor so it takes time to be in class. I guess it is a kind of culture side of understanding. Anyway I still have to insist that they have to be in class on time otherwise it will affect their over whole performance for the class.

There is another problem about their weekly journal. They have a lot of grammatical problems. I can guess what they try to express in their journal but the grammatical problems almost shows in every single sentence. It suffers me a lot to read their weekly journal. The other problem is that some of them do not have any

ideas about how to write the journal according to my request. I have to explain to the whole class why I request them to write the journal I need. I still wait and see if they can do it better next time.

I make the question day to a game. I group the class into five teams. They issue their questions and work as a team to answer the question to get the points. They engaged in the competition a lot and enjoy asking the hard question. It is a good chance for them to work as a team and only English allowed in communication between them.

I select the short article from the book Koalas for Wednesday class. I cut the sentence into separate words or groups of words. I ask them to work as a team to arrange the words sheet correctly according to the meaning and the grammatical rules. It is a challenge for most of them. As I mentioned above, their grammar ability is not good so I use this activity to exercise their grammatical ability.

Friday is conversation day. I ask them to have role play from the book Mumimu. The rule of the class is English only although sometimes they will speak Thai in class. I insist that they have to speak English in class only. It is interesting and funny for them to see their classmates speak English in front of them and do the role-play.

Journal 3

I found that they have big problems of grammar from their journal. Some of the students really want to learn more grammar from my class. The focus of this class is to let them read a book and the grammar is not the main goal of this class. I will just mention some basic and important grammatical rules according to the book they read for the class. I have also noticed that they will use their speaking grammar to their writing grammar. They are totally different rules while speaking and writing. I know that their speaking ability is far more advanced than their writing ability.

Some students speak a lot in class and they have more chances than others to practice English in class especially like June, Momo, and Maw. They are brave and lovely to share their ideas in class. Their speaking ability is good. I also have to encourage some students like Bas, Beer and Irene to speak more in class.

Monday is question day. It is a request that every student has to ask 2 questions from the book. Sometimes they will find the same questions so they have to prepare more than 2 questions in case others have the same questions. It is a challenge for the students. It is also a challenge for me. I myself have to understand the chapter well including every word and meaning in it. Some students even do not know how to ask a question well. It is a good chance for them to practice how to ask a question and express themselves in class.

Wednesday is still a class involved with the knowledge of Koalas. Some of students love it but some of them won't like it much. I think Koalas class is a challenge for students with more confidence in grammar. I use this material to enhance their grammatical ability and this material is very useful. Some students will feel a little bit bored because this class will require a lot of grammatical knowledge applied for this class. It is also a good chance for students to review and practice more grammatical rules.

Friday is conversation day and most of the students like it. They can use their own words and understandings to express the idea of the book to class. Most of time will be so interesting and funny on conversational day. I have to especially mention one student Beer who is not so good at English but all the class loves him. He can be a small part of the group presenting in class with only a sentence spoken from his mouse. He will be more involved in class. I love this class because they will encourage each other to speak English in class.

Journal 4

It is good for me to read the book with some questions. I am the same as the students as L2 learners so I will understand the process of learning L2. That is good for students that teacher also knows the difficulties while acquiring English as L2. I know every student in class quite well now. I know the different approach to each student that how to encourage them to use and speak English in class or out of the class. Every student has his own reasons to learn English. Most of them have one thing in common that is to have a good job with good English ability. Having a good job in the future is a motivation for them to be in class.

Monday is a hard day for students and teacher. I try not let them open the book to ask and answer questions. I can check if they really prepare before the class. Most of them really prepare well before class. I am with them together as a part of the Q and A activity. We all close our books ask and answer questions. It is interesting for the class. They will help their classmates but in English. That is the thing happened in class that most of the time they will speak only English in class.

Wednesday is still the Koalas day. It is good for them to have knowledge of Koalas in English. Some students told me that the book we use in class is too easy for them so Koalas book is a good resource for those students learn more different field of English. I still focus on the main meaning expression from the short passage. They

will learn how to understand the meaning from the context and related sentence even there are some new words they do not know in the sentences. Students can learn the reading skill to guess the possible meaning of the unknown words. It is useful and practical for them to understand that they do not have to know every word in the passage or article to read them. It is also good for them to know that dictionary is not the only way to solve the unknown words at first hand.

Friday is quite free compared to Monday and Wednesday. Friday is usually the time for students to have role play according to the book we use in class. There are usually have 5 groups and each group has 5 or 6 students. They have to present the chapters using their creativities and spoken English ability. Most of the time students enjoy Friday class a lot. My attitude towards my students is to offer them many chances as possible to let them speak English and their own ideas in class. As long as grammar I won't pay much attention on it because I want to encourage them to speak in class. It is a good way to let them speak free in class to express themselves.

Journal 5

Time flies so fast. I am with my students for the fifth week now. I really love my class much. They are very sweet and high motivated to learn English with me. I really try to create a classroom learning environment without much pressure. My belief is that only in the more relaxed learning situation then the real learning may be happened. I am so happy that it seems happened in my class.

I have to tell them that there is a mid-term exam. Most of the students care much about the test so my class is the same. When they come up with questions on Monday, I remind them to think more what kind of questions might be asked from the book. They pay more serious attention on the question day. It is good that the test is kind of open questions. It offers more chances for students to express their own ideas which may be very different from others opinions. It is also a good chance to let them know there is no afraid to be different.

Koalas day is the hardest part in my class. I separate the short passage into small pieces of paper with just a few words on them. They students have to find the clues to have the clear sentence which related to each other according to the meaning of the context and the logical and grammatical rules are also required. My class is at 12:30 it is not a good time for students to do the activity like this. But it engaged them a lot. This activity can enhance their ability on grammatical rules.

Friday is conversation day. I found that more and more students can speak freely in class. I still pay extra attention on Irene and Bas. They are a little bit slower but I still encourage them speak more in class. Irene tries her best to speak in class but that is not enough. She makes process slowly but at least she tries I know.



Journal 6

It is the final week for us to be together in class. I really love this class. We learn with each other. I learn how to be a better teacher and they learn English freely and openly with me. I have to say thanks to this class because they give me confidence and courage to be a teacher in the future.

This week I have to focus on the mid-term exam because I know that they worry about the coming test. The other reason I worry about them is that the writing skill is not the goal of this class but they have to write an essay for the mid-term exam. They hand me weekly journal but I do not correct their grammatical mistakes. Is it fair to check their grammatical problems on their mid-term paper? I just wonder. I think I will pay more attention on the meaning they try to write for the test.

The last class I ask them to write down 3 things they like most and 3 things they dislike in my class. I am so surprised that they love me just like I love them. I am so touched. I know that they like the style of my teaching. It really gives me a lot confidence and courage to be a teacher. I remembered the first class I was a little bit nervous before the class. The final class we have the win-win situation. They like me and English and I learn from them a lot to be a teacher. It is a good ending. I really hope every of my students do their best to develop their L2 skills in the future and do not give up so fast. I won't give up to be a better teacher myself too.

