



Investigating Interactions in the Thai EFL Classroom: A Case Study of Experienced
vs Novice Teachers

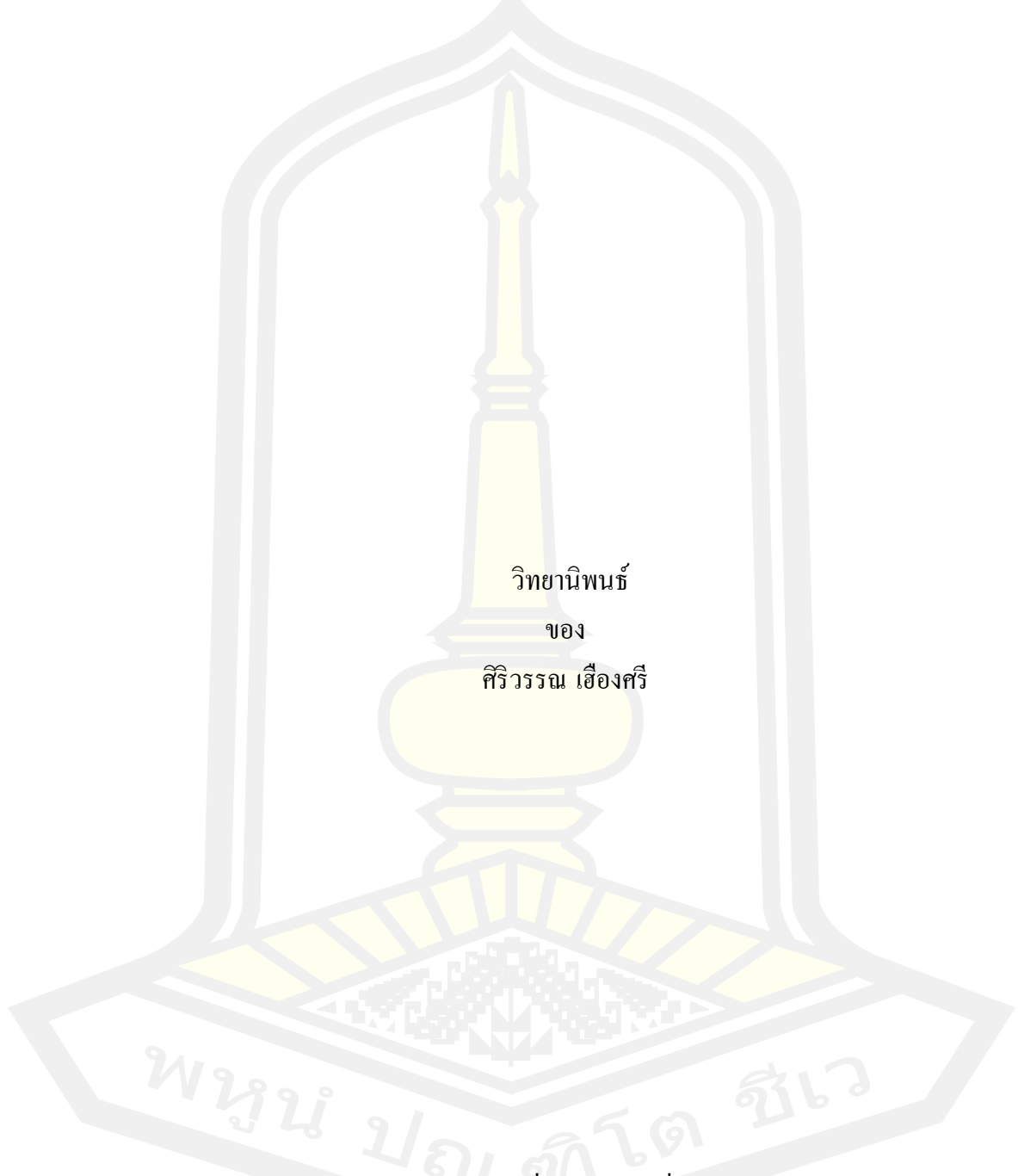
Siriwan Hueangsri

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching

February 2023

Copyright of Mahasarakham University

การสำรวจปฏิสัมพันธ์ในห้องเรียนที่จัดการเรียนการสอนภาษาอังกฤษเป็นภาษาต่างประเทศของ
ไทย: กรณีศึกษาระหว่างห้องเรียนครูที่มีประสบการณ์และครูบรรจุใหม่

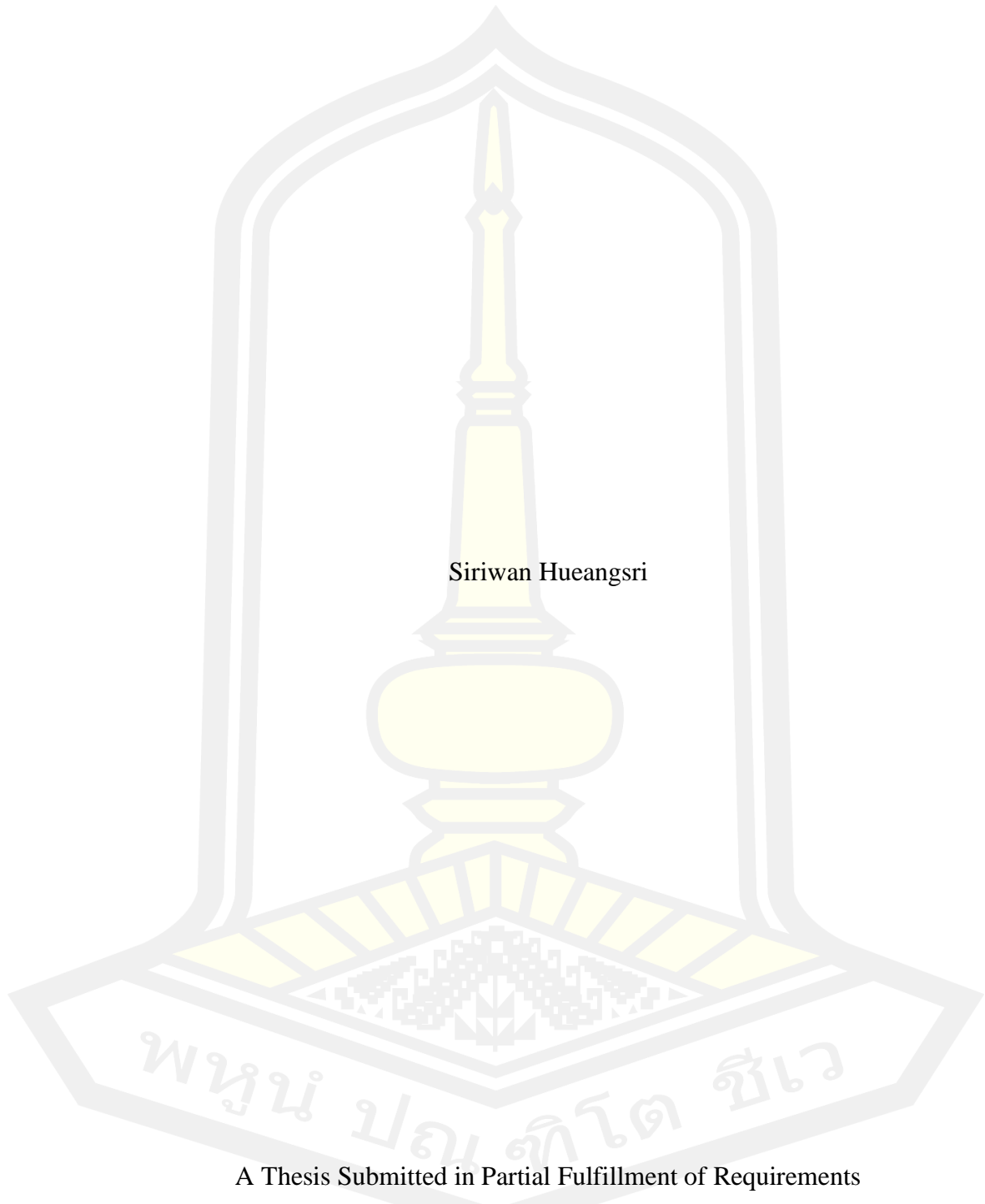


เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ปริญญาการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ
กุมภาพันธ์ 2566

ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

Investigating Interactions in the Thai EFL Classroom: A Case Study of Experienced
vs Novice Teachers

Siriwan Hueangsri



A Thesis Submitted in Partial Fulfillment of Requirements
for Master of Education (English Language Teaching)

February 2023

Copyright of Mahasarakham University



The examining committee has unanimously approved this Thesis, submitted by Miss Siriwan Hueangsri , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Maharakham University

Examining Committee

..... Chairman
(Asst. Prof. Apisak Sukying , Ph.D.)

..... Advisor
(Asst. Prof. Intisarn Chaiyasuk ,
Ph.D.)

..... Co-advisor
(Assoc. Prof. Napak-on Sritrakarn ,
Ph.D.)

..... Committee
(Pilanut Phusawisot , Ph.D.)

..... External Committee
(Asst. Prof. Saksit Saengboon ,
Ph.D.)

Maharakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education English Language Teaching

.....
(Assoc. Prof. Nittaya Wannakit , Ph.D.)
Dean of The Faculty of Humanities and
Social Sciences

.....
(Assoc. Prof. Krit Chaimoon , Ph.D.)
Dean of Graduate School

TITLE	Investigating Interactions in the Thai EFL Classroom: A Case Study of Experienced vs Novice Teachers		
AUTHOR	Siriwan Hueangsri		
ADVISORS	Assistant Professor Intisarn Chaiyasuk , Ph.D. Associate Professor Napak-on Srirakarn , Ph.D.		
DEGREE	Master of Education	MAJOR	English Language Teaching
UNIVERSITY	Maharakham University	YEAR	2023

ABSTRACT

The case study research aimed to investigate the interactions in the classrooms of experienced and novice teachers teaching fundamental English subject. The research questions were a) What are patterns of classroom interactions as evidenced by novice and experienced teachers? b) How are speech functions used in the negotiation process as observed in the classrooms? The participants were 73 grade 12 students and 2 teachers from a school located in the Northeastern part of Thailand. There were 2 research instruments employed to gather the data which were classroom video recordings of the lessons and semi-structure interviews. The data were analyzed following Sinclair and Coulthard's discourse model (1975, 1992) to compare the frequencies of utterances, exchange structures, and speech functions used in both classrooms. The findings reported the different amount of frequency of utterance between the two classes. The analysis of classroom exchange structures also showed various structures produced in both classes, reflecting the employment of different teaching approaches by the two teachers. Moreover, the different teaching methods employed and learning atmospheres created in the two classrooms were also evidenced from the use of speech functions to communicate in the classrooms. The results also reflect the teacher different beliefs in language teaching which have the impacts on their classroom management.

Keyword : Classroom Discourse, Novice teacher, Experienced teacher, Classroom Interactions, Exchange structure, Speech functions

ACKNOWLEDGEMENTS

This research study has been successfully completed with a remarkable contribution from many helpful individuals. So, I would like to express my appreciation to all those people with whom I have worked to complete this study.

I feel very appreciative and grateful to my supervisors: Asst. Prof. Inthisarn Chaiyasuk and Assoc. Prof. Napak-on Sritrakarn who have devoted their valuable time to help me with the supportive feedback, suggestions, and warm encouragement.

I am very appreciative and grateful to Asst. Prof Apisak Sukying, Dr. Pilanut Phusawisot, Dr. Eric A. Ambele, and Dr. Apichat Khamboonruang for their thorough suggestions and recommendations after reading my research and the supportive encouragement.

I am very grateful to my external research committee Asst. Prof. Saksit Saengboon for his valuable time in providing me the constructive and supportive feedback and suggestions on my research.

Special thanks are given to the research participants for their assistance and permission to allow me for the research data collection.

My special appreciation is also extended to my fellow M.Ed. participants for supporting me during the study. Also, my best friends who always beside me when I required warm encouragement and a comfortable zone.

The very important people that I would like to express my appreciation are my dad and my mom who always support me on this journey, I love you two.

Last, but not least, my deepest appreciation goes to myself who devoted herself to complete this research study.

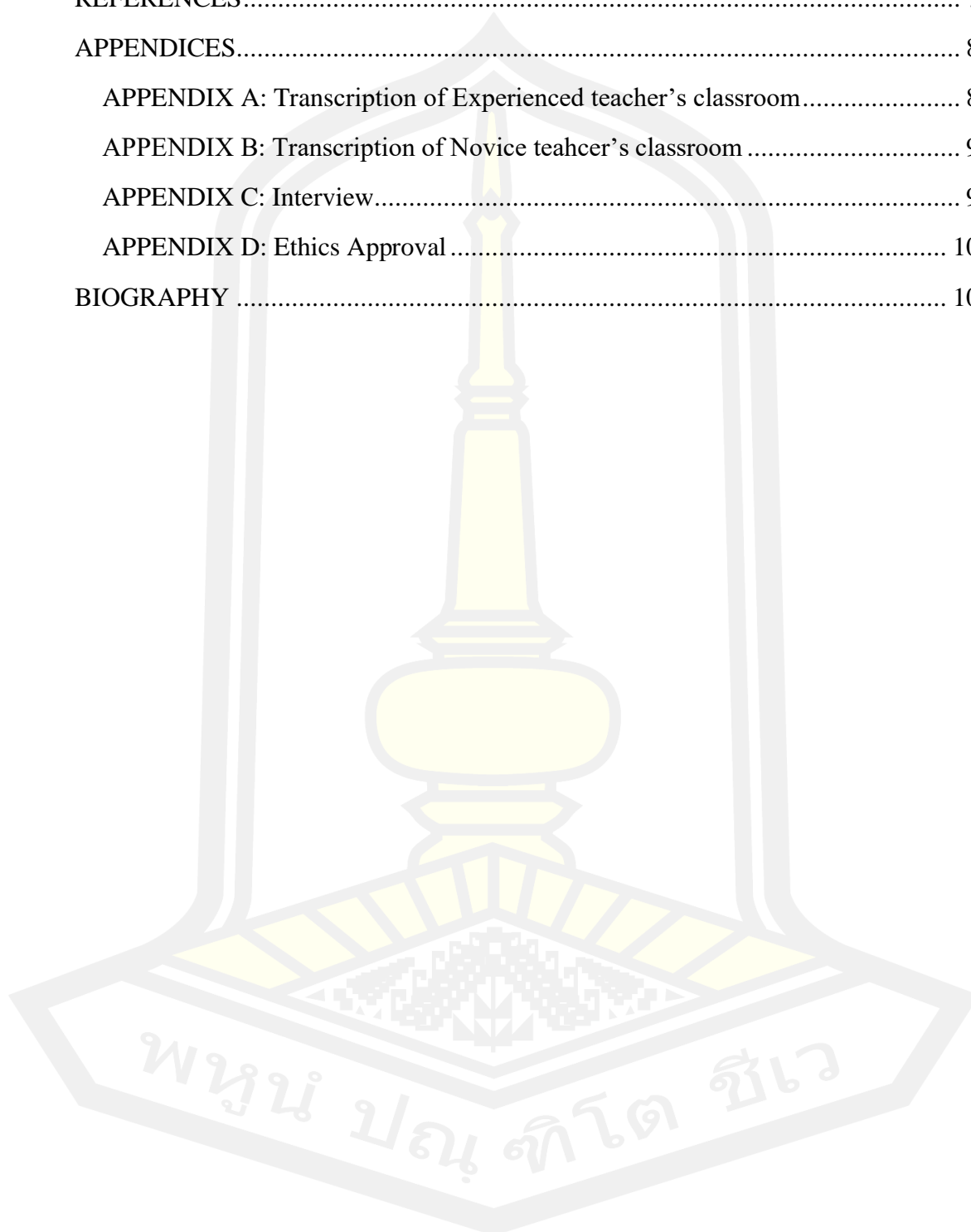
Siriwan Hueangsri

TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS	E
TABLE OF CONTENTS.....	F
List of Tables.....	I
List of Figures	J
CHAPTER I INTRODUCTION	1
1.1 Background of the study	1
1.2 Previous studies on classroom interaction	4
1.3 Purposes of the study	6
1.4 Scope of the study.....	6
1.5 Theoretical Framework.....	6
1.6 Significance of the study.....	7
1.7 Definition of Key Terms	7
CHAPTER II LITERATURE REVIEW.....	9
2.1 Classroom discourse	9
2.1.1 <i>Classroom interaction</i>	10
2.2 Sinclair and Coulthard’s discourse model.....	11
2.2.1 <i>The classroom structure</i>	12
2.2.2 <i>Adjustments of the I-R-F model</i>	24
2.3 Previous studies on classroom discourse	26
2.4 Novice teacher and experienced teacher.....	28
2.4.1 <i>Novice teachers</i>	28
2.4.2 <i>Experienced teachers</i>	29
2.5 Summary of the conceptual framework of the present study.....	31
CHAPTER III RESEARCH METHODS	32

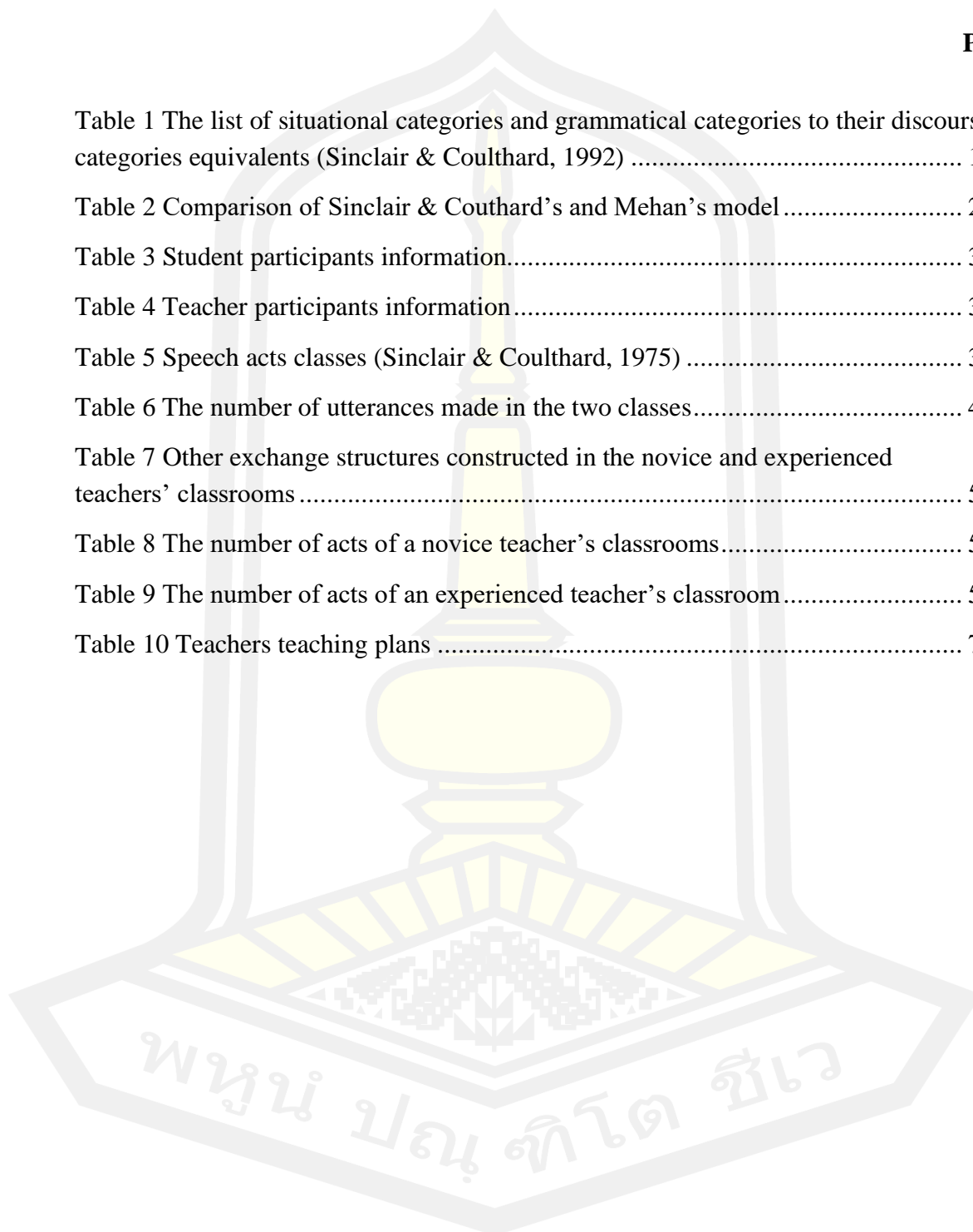
3.1 The settings	32
3.2 The participants	32
3.2.1 <i>Student participants</i>	32
3.2.2 <i>Teacher participants</i>	33
3.3 Research instruments	34
3.2.1 <i>Video transcriptions of both class lessons</i>	34
3.2.2 <i>Semi-structure interviews</i>	34
3.3 Data collection procedures	35
3.4 Data analysis.....	36
3.4.1 Frequency of utterance and turns.....	37
3.4.2 The nature of Exchange structure and moves	37
3.4.3 Class of acts.....	38
CHAPTER IV RESULTS.....	42
4.1 <i>What similarities and differences can be found or identified in the pattern of interaction in classes taught by experienced vs novice teachers?</i>	42
4.1.1 Frequencies of utterances	42
4.1.2 Exchange structures	45
4.2 <i>What speech functions are realized during the negotiation process taking place in the two classes?</i>	52
4.2.1 Acts	52
4.3 Summary	63
CHAPTER V DISCUSSION AND LIMITATIONS	64
5.1 The different approaches employed by the two teachers.....	64
5.3 Classroom learning atmosphere	71
5.4 Teacher beliefs.....	74
5.5 Limitations and directions for future studies on discourse analysis	76
5.5.1 Small sample group	76
5.5.2 Data collection obstacles.....	76
5.5.3 Problems in coordinating the collection of data due to the online learning system	76

5.6 Summary	77
REFERENCES.....	78
APPENDICES.....	85
APPENDIX A: Transcription of Experienced teacher’s classroom.....	86
APPENDIX B: Transcription of Novice teacher’s classroom	92
APPENDIX C: Interview.....	99
APPENDIX D: Ethics Approval	101
BIOGRAPHY	102



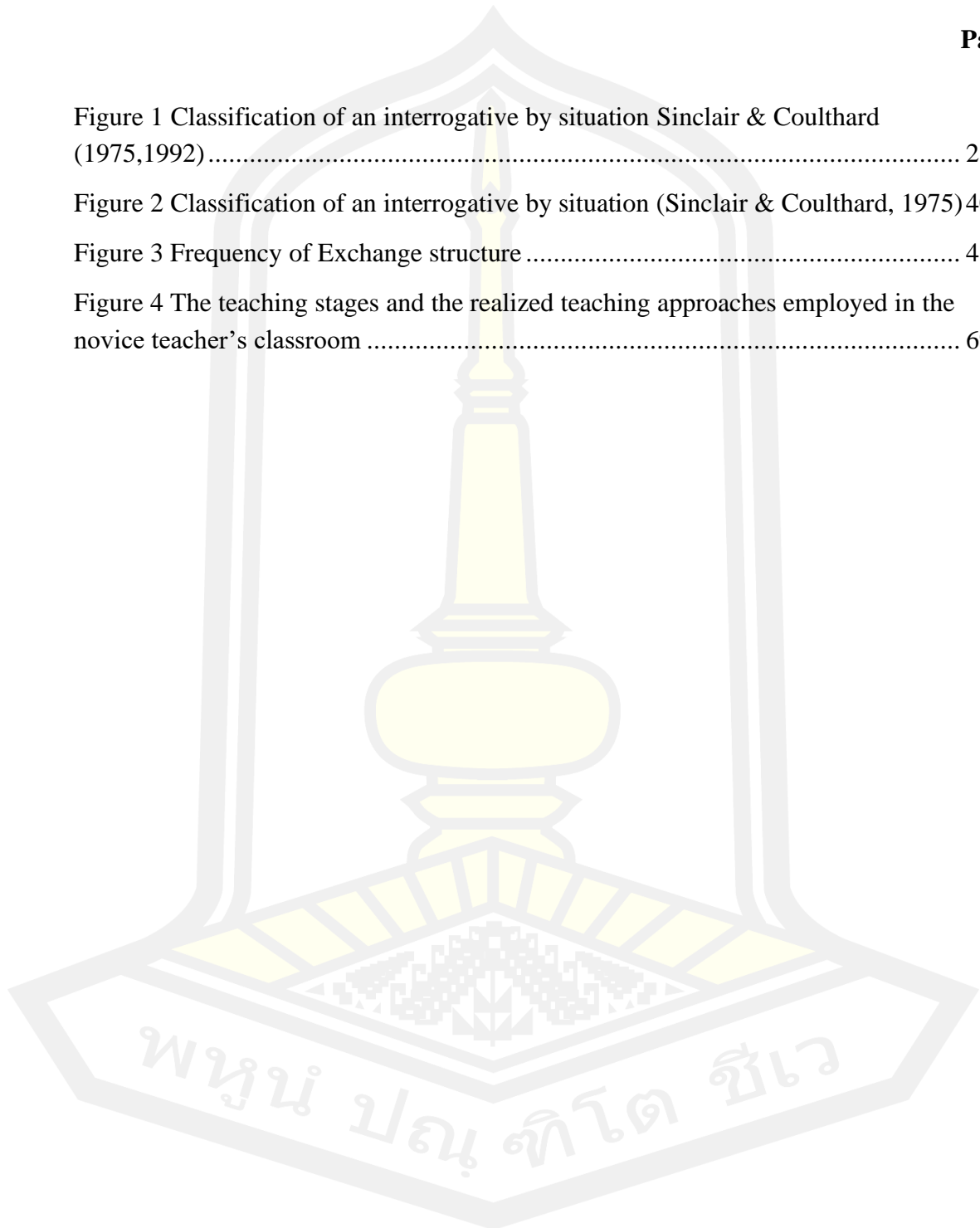
List of Tables

	Page
Table 1 The list of situational categories and grammatical categories to their discourse categories equivalents (Sinclair & Coulthard, 1992)	19
Table 2 Comparison of Sinclair & Coulthard's and Mehan's model	26
Table 3 Student participants information.....	33
Table 4 Teacher participants information.....	34
Table 5 Speech acts classes (Sinclair & Coulthard, 1975)	39
Table 6 The number of utterances made in the two classes.....	43
Table 7 Other exchange structures constructed in the novice and experienced teachers' classrooms	50
Table 8 The number of acts of a novice teacher's classrooms.....	53
Table 9 The number of acts of an experienced teacher's classroom.....	53
Table 10 Teachers teaching plans	74



List of Figures

	Page
Figure 1 Classification of an interrogative by situation Sinclair & Coulthard (1975,1992).....	21
Figure 2 Classification of an interrogative by situation (Sinclair & Coulthard, 1975)40	40
Figure 3 Frequency of Exchange structure	46
Figure 4 The teaching stages and the realized teaching approaches employed in the novice teacher's classroom	69



CHAPTER I

INTRODUCTION

1.1 Background of the study

Social interaction is the process of social communication with others that can be conducted by two interlocutors or a party. According to Bailenson, Beall, Loomis, Blascovich and Turk (2004), social interaction includes both verbal and non-verbal communication. Verbal communications are, for example, the conversations of buying and selling things or telephone conversations. Non-verbal communications include body movements, eye contacts and voice tones. Gamboa (2015) classifies social interactions into five aspects, namely: exchanging, competition, conflict, cooperation, and accommodation. Exchanging interaction can be defined as the interaction of individuals, group or society effort to obtain the reward or a return for their actions. Such rewards or returns could be friendship, dating, and family-life. Competition interaction refers to the interaction between two or more persons being opposed to receive a goal or reward that only one side can obtain. This kind of interaction can be found in economic and democratic forms of the government. Conflict interaction means the intentional force, harm, oppose or resist to the determination of another person, group or society. This includes wars and conflicts in groups. Cooperative interaction refers to the interaction that two or more persons work together in groups to archive the goals that benefit numerous people. This kind of interaction can be promoted by engaging students to do group activities. Lastly, accommodation interaction includes the interaction that keeps balance between conflict and cooperation interaction in order to stop or minimize the conflict. These five interactions have the potential to occur in the classroom in different stages of the instructions, and thereby, promote classroom interactions. This current study focuses on the analysis of classroom discourse occurring in the two classrooms taught by experienced and novice teachers. The analysis of the classroom discourse will take into account the five types of social discourse discussed above.

As far as classroom discourse is considered, Widdowson (1984) and Willis (1981) stated that the interaction in the classroom that the conversation occurs to negotiate the meaning to achieve the studying goal, which means the participants in the

classroom interaction namely teacher and student play the important role to create the social interaction in the classroom setting in order to accomplish the studying achievement.

Moreover, scholars also argue that classroom interaction is a key factor that supports students to contribute to class activities and actively learn the new language (e.g., Gass & Gass, 1997; Long, 1993). It is located under the umbrella of the social interactions conducted in classroom settings (Okita, 2012), and can be defined as a social development of meaning creation and interpretation that promotes the educational value (Scarino & Liddicoat, 2009). Classroom interactions can be divided into three types as proposed by some scholars namely student-content interaction, student-student interaction, and student-teacher interaction (Moore, 1989) (Anderson, 2003).

Even though classroom interaction is considered as a kind of social interaction, the utilization of language in the classroom is not similar to the ordinary conversation in the real-life setting (Willis, 1981). Classroom interaction has its unique ways of communication in which the participants exchange the turns and negotiate for meanings. These unique ways of negotiation can enable the students to attain the opportunity to interact with other peers or the teacher to achieve the mutual understanding (Lightbown & Spada, 2013). They thereby promote the student identity (Clark & Clark, 2008).

When students communicate in the classroom, the conversations constitute classroom exchange structures, defined by Sinclair and Couthard (1975,1992) as the combination of two or more utterances of classroom conversation. The basic exchange structure consists of three main moves: initiation by the teachers (I), response by the student (R), and teacher's follow up to the student response (F). According to Sinclair and Coulthard (1975,1992), the dominant classroom exchange structure is that conducted in the I-R-F pattern. Extract 1 below illustrates a classroom conversation that represents the I-R-F exchange structure

Extract 1.1 The I-R-F exchange structure (adapted from Walsh, 2015)

Turns	Utterances
1	T: In Unit 10, where was she? (I)
2	L1: Er, go out ... (R)
3	T: She went out, yes. (F)

In Extract 1.1 above, the teacher made an initiation (I) before receiving a response from the student (R). The teacher then confirmed the response, and this move is called 'follow up' (F).

Classroom interactions, however, can happen in different patterns. Extract 1.2 below demonstrates the exchange structure of the same topic with a more complex structure of I-R-F pattern.

Extract 1.2 The more complex exchange structure (Walsh, 2015)

Turns	Utterances
1	T: So, can you read question two, Junya? (I)
2	L1: (Reading from book) Where was Sabina when this happened? (R)
3	T: Right, yes, (F)
4	T: where was Sabina? (I)
5	T: In Unit 10, where was she? (I)
6	L1: Er, go out ... (R)
7	T: She went out, yes. (F)

Extract 2 above illustrates the exchange structure made by the teacher and students, representing the pattern of I-R-F-I-I-R-F. This structure is identified as one exchange because the conversation is negotiated on one topic i.e. 'Where is Sabina?' This complex structure is close to a conversation in real communication, which has the potential to promote more interactions between the interlocutors, and lead to the understanding of the subject contents and effective learning.

To promote more complex structures of classroom interaction and increase student participation, the teacher, therefore, ought to produce more diverse classroom discourse patterns despite the traditional I-R-F model. In so doing, the adequacy of teacher talks (TT) and student talks (ST) needs to be adjusted. Harmer (2015) suggested that the question produced by the teacher is one of the dominant factors that help to keep students participating in the classroom. The balancing of teacher talks and student talks therefore has the potential to promote students' productive learning. As far as the language teaching in Thai secondary classrooms is considered, the students age range are between 17 to 18 years old and they are regularly talkative and enjoy both knowledgeable and manipulative activities (National Middle School Association, 2003). So, it is likely that the exchange structures constructed could be more complex than the I-R-F pattern. Nevertheless, the interactions of classrooms organized by different teachers will vary depending on different factors, for example, the strategies used by the teachers, student learning styles, or the contents of the subject. This study outcomes will be beneficial for the teaching and studying communities as the guidance to help the teachers to produce the effective classroom interactions and conversations in their contexts.

1.2 Previous studies on classroom interaction

Previous studies on classroom interaction will be discussed in this section, based on two folds: the context of study and the comparison of novice and experienced teachers' classrooms.

As far as the context of investigation is concerned, previous studies have examined classroom interactions in different settings. While most of the studies focused on the university level, the findings were consistent with students remaining passive in the classroom and teachers taking dominant control of classroom interactions.

In China, Liu and Le (2012) found that students were placed in a passive position because the teacher produced more speeches in class than the students. Liu and Le proposed that referential questions should be produced more often by the teacher to create more opportunities for students to speak. Other studies which were conducted in Iran (i.e., Behnam & Pouriran, 2009; Harasht & Aisnlou, 2016) also showed the dominating role of teachers in the classroom. Behnam and Pouriran (2009) found that,

of all the total questions made by the teacher, more than half (51.61%) were displayed questions (the questions of which the answers are already known by the asker) which were much higher than the referential questions (the questions which require the unknown answers). The study also reported that not all of the referential questions could create the classroom interaction. At secondary school level, Sudar (2017) investigated the classroom interactions of Indonesian students. The findings from this study supported those which were reported in other previous studies that students were passive in classroom interaction. Sudar also added that the Initiation moves were produced more often by the teachers.

The second focused area of other previous studies was on the comparison of interactions occurring in the classrooms taught by experienced and novice teachers. The comparative study by Hamzah (2018), for example, was conducted in secondary school classrooms to examine how experienced and novice English teachers modified the structure of classroom discourse. The findings informed that the experienced teacher produced more I-R-F structure than the novice teacher. While the novice teachers used more directing moves, the experienced teacher consistently used both of questioning and directing moves. Hamzah (2018) investigated further into the turns made by teacher and students, the findings showed that most of the turns made by the teacher were 'Initiation' moves in the form of questions. Consistently with the findings from Behnam and Pouriran (2009), Hamzah also found that these questions were dominantly display questions, and that students gained less opportunity to speak in class.

The discussion shows that the status and professionalism of the teacher had the effects on the relationship in the classroom (e.g., Ariff, Mansor & Yusof, 2016; Charlotte, Halszkka, Niek & Henny, 2016; Hamzah, 2018), and that free classroom communication should be promoted in both novice and experienced teachers' classrooms. The discussion also shows that most of the previous studies investigated classroom interactions at a tertiary level while only few studies were conducted in secondary school contexts. Moreover, most of the previous studies were conducted in the contexts outside Thailand (e.g., Behnam & Pouriran, 2009; Harasht & Aisnlou, 2016; Liu & Le, 2012). The recent study aims to investigate the classroom interactions by examining how the I-R-F exchange structure is constructed in two

English classrooms taught by one Thai novice and one experienced teacher. The results will display the similarities and differences of the nature of communication in the two classrooms and provide more insightful information and suggestions for other teachers to promote effective classroom interactions in their contexts.

1.3 Purposes of the study

This study compared the classroom interactions organized by Thai novice and experienced teachers, teaching the Fundamental English subject. It sought to explain how the I-R-F moves were used to construct classroom exchange structures as well as the quality of utterances. The study aimed to answer the research questions below.

1. What similarities and differences can be found or identified in the pattern of interaction in classes taught by experienced vs novice teachers?
2. What speech functions are realized during the negotiation process taking place in the two classes?

1.4 Scope of the study

The present study investigated the classroom interactions of Grade 12 students at a secondary school in the Northeast of Thailand. Two classes taught by one Thai novice teacher and one experienced teacher were the focus groups. There were approximately 37 students in each class. This study was conducted during the second semester of academic year 2021.

1.5 Theoretical Framework

This research was conducted under the framework of Sinclair & Coulthard's (1975,1992). The areas that were employed are the number of exchange structure produced by the teacher and students in the class lessons, the frequency of I-R-F moves occurring in each classroom interaction, and the speech acts used to negotiate meanings between the two teachers and students.

1.6 Significance of the study

The study aimed to compare the classroom interactions organized by the novice Thai teacher and the experienced teacher by examining how the I-R-F moves were used to construct the exchange structures, and how different speech functions were used to negotiate the meanings. The findings from this present study could be beneficial to the following authorities.

Teachers. This study would provide teachers of language/ English with insightful information on the classroom interactions organized in the classrooms of Thai novice and experienced teachers. The findings would also help teachers reflect on their own classroom interaction, consider their strengths and weaknesses, and find ways to promote meaningful interactions within their classrooms.

Students. When the teachers are aware of the nature of the interactions in their own classroom, they would be enabled to find ways to promote more meaningful interactions in their classroom instructions. This will eventually benefit the students and enable them to participate more actively and successfully in the classroom.

Future researchers. By reporting the information in terms of limitations and benefits of the study, it is hoped that other teachers or researchers may use the findings and suggestions as a guideline to conduct further investigations to find ways to help students actively and successfully learn in the classroom.

1.7 Definition of Key Terms

Classroom Interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom (Anderson, 2003); (Sims, 1999).

Novice Teachers refer to a new teacher who works in between one to three years (Melnick & Meister, 2018).

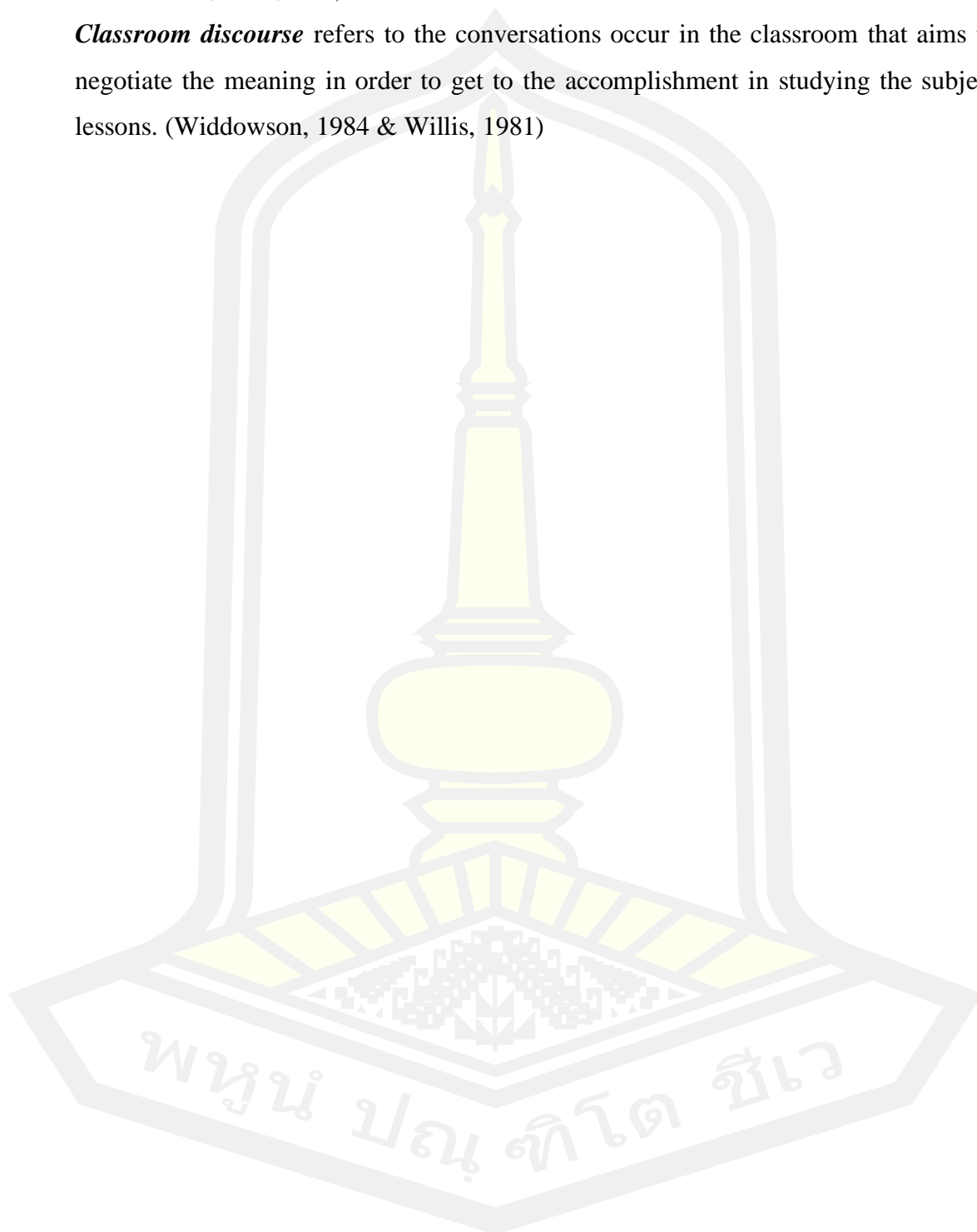
Experienced Teachers refer to the teacher who was taught for over three years (c.f. Rodriguez & McKay, 2010).

Speech act refers to an utterance of the speaker that has the intention of something to the listener (Crystal, 2008).

Exchange Structure refers to the utterances produced by the teacher and student in the

classroom conversation which classically occurs in the classroom interaction (Sinclair & Coulthard, 1975,1992)

Classroom discourse refers to the conversations occur in the classroom that aims to negotiate the meaning in order to get to the accomplishment in studying the subject lessons. (Widdowson, 1984 & Willis, 1981)



CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical framework for classroom discourse analysis, based on Sinclair and Coulthard's discourse model. The characteristics of experienced and novice teachers will also be elaborated in this chapter as well as an overview of relevant studies. At the end, a summary of the conceptual framework of the current study will be presented.

2.1 Classroom discourse

Flowerdew (2013) defines the term "discourse" as the language used in its context, and discourse analysis considers the language use of the level above or beyond the sentences. Moreover, discourse can lead to the particular set of ideas, beliefs, and reflect the language used by a specific group of people or community. Consistent with Flowerdew, Paltridge (2012) elaborates that discourse can be utilized to examine the pattern of language use by looking into the texts, and its context, to perceive the understanding of the relationship between society and culture.

Generally, discourse can be divided into three types including spoken discourse, written discourse, and multimodal discourse. Spoken discourse includes casual conversations, business meetings, service encounters and classroom lessons; written discourse are for example news reports, textbooks, company reports, personal letters, email, and faxes; and multimodal discourses include the use of language (written or spoken) with other semiotic resources (e.g., images, sounds, colour tones, etc.) to communicate meanings. These can be found in texts taken from, for example, television programs, movies, websites, museum exhibits and advertisements.

The present study focuses on the analysis of spoken discourse, in particular, the discourse of classroom interaction. The utilization of language in this mode of communication is not similar to the ordinary conversation in a real-life setting (Willis, 1981) in that it requires the participants to create cohesion in the process of meaning negotiation from the studied topics. The conversation constructed to negotiate

meaning as part of the learning lessons is named *classroom discourse* (Widdowson, 1984).

Classroom discourse has been defined by several scholars. Behnam and Pouriran (2009), for instance, defined classroom discourse as the happening in classroom that contains the verbal routines. Gonzales (2008) notes that classroom discourse is an important element of learning that includes both teacher-student interaction and student-student interaction. For Clark and Clark (2008), classroom discourse is the complex sociocultural process that promotes student identity. To achieve the set learning goals, classroom discourse includes the use of different forms and functions of language produced by teacher and students (Omar & Radzuwan, 2017). In this way, classroom discourse is related to classroom interactions. The following section discusses further the types of classroom interaction.

2.1.1 Classroom interaction

Interaction is one of the learning processes (Anderson, 2003) and it serves the various functions of educational proceeding (Sims, 1999). Interactivity is an essential component of social activities within the community (Lipman, 1991) and it is a medium for the exchange of the interlocutors' perceptions (Jonassen, 1991). Similarly with the language in classroom context, classroom interaction plays an important role as the social practices used by the teacher and students to merge their teaching and learning of the new language (Sert, 2015). There are three types of classroom interaction defined by several scholars: student–content interaction, teacher–student interaction, and student–student interaction.

- **Student–Content Interaction**

This kind of interaction is called a one-way interaction, which means the students talk to themselves about the information they encounter by text or the studying resources. This kind of interaction can affect students' understanding, cognitive structure of their mind, and perspective (Moore, 1989). The activities that can promote this kind of interaction in the classroom are such as an independent study or research.

- **Teacher–Student Interaction**

Teacher and student interaction is the interaction that occurs during the conversation between the instructor and learners in the classroom. In the learning process, interactions can start from either the teacher (e.g., when passing on the knowledge of

the content) or the students (when students need to clarify or confirm the knowledge of the content, so they have to interact with the more knowledgeable person to acquire support and obtain more knowledge in the subject matter- Moore, 1989).

- *Student–Student Interaction*

This kind of interaction refers to the communication happening during the conversation between the learners. When students are assigned to work collaboratively (through, for example, group projects, peer instruction, or role playing), the activity has the high potential to promote this kind of interaction in the classroom. Especially, when students interact in order to get the task done, their critical thinking skills as well as an in dept-understanding of the subject's matter can be enhanced (Anderson, 2003).

As far as successful learning is concerned, the classroom interaction which requires student involvement as well as an active learning process is obviously the third kind (student-student interaction). The quality of the interaction, however, would depend on the level of the student proficiency. Anderson (2003) also adds that teacher authority in the classroom is another factor. If the teacher dominantly takes control of most of the talks in the classroom, the amount of teacher-student interaction will be mainly promoted while the student-student pattern of interaction will be reduced, which will thereby impede the students' opportunity to learn actively. This implies that teacher roles and talks have influence on students' opportunities to interact, negotiate, and learn in the classroom. It is therefore interesting to investigate how different teachers manage their class interactions during their instruction.

With the aims to investigate how the two teachers of two generations organize their instructions in order to promote learning, the present study compares the classroom discourses constructed in the two classrooms of the Thai novice and experienced teachers. The study employed the exchange structure model of Sinclair and Coulthard (1975,1992). As such, the following section will present the ideas and the conceptual framework of Sinclair and Coulthard's model.

2.2 Sinclair and Coulthard's discourse model

In order to explain classroom discourse, Sinclair and Couthard followed the hierarchical level of language set in the systemic functional linguistic theory (SFL)

which is the theory that considers the relationship between social context and linguistic aspects (Halliday, 1994). This discourse model explains the units in the classrooms as ranks, meaning that the higher level of rank is made up from the combination of more than one rank at lower level. In the meantime, one particular rank will also work with other ranks at the same level to make up the higher rank. This hierarchical relationship will be discussed further as follows.

2.2.1 The classroom structure

Scholars (e.g., Flowerdew, 2013; Sinclair & Coulthard, 1992), explain that classroom discourse structure combines many levels of utterances in order to produce a classroom lesson.

As mentioned earlier, Sinclair and Coulthard developed their spoken discourse descriptive model as a hierarchical system, and the model was modified from Halliday's grammatical rank scales. The developed model is called the '*five rank scales*' including lessons, transactions, exchanges, moves, and acts (Sinclair & Coulthard, 1975). The highest level or lesson is the level that is combined from the units at the lower levels, namely: transactions, exchanges, moves, and acts. In other words, in order to complete the instructions of one lesson, the teacher has to conduct more than one transaction; each transaction will require more than one exchange of meaning; each exchange of meaning is made up from more than one move, and different moves function to communicate different meanings. To clarify this, the following section will add more details of each rank and the examples.

- **Lessons**

Lesson is the highest rank that combines the series of transactions. The lesson may be close to the plan of topic that the teacher chose to present in the classroom. Extract 1 below presents an oversimplified structure of a lesson on the topic 'fruits' taught to kindergarten students. It illustrates the hierarchical relationship between 'the lesson' as the highest rank with 'other lower ranks' and how each rank is constituted from the combination of the lower units.

Extract 2.1 Sample of a classroom discourse made in the teaching of one lesson

Lesson 1: Fruit

*Transaction 1 (Topic 1: Introduction)**Teacher*

- *Frame: All right, good morning everyone!*
- *Focus: Today, we're going to learn about fruits*

Exchange 1

Teacher: Can you give me some examples of the fruits that you know?

Student: Apple.

Teacher: Good.

Student: Pineapple.

Teacher: Yes.

*Transaction 2 (Topic 2: Categorizing fruits)**Teacher**Frame: Now...**Focus: Let's categorize fruits.***Exchange 1**

Teacher: How many kinds of fruits are there in the world? Do you know?

Student: No.

Teacher: Based on the number of seeds, fruits can be categorized into three groups: fruits that have one seed, fruits that contain about ten seeds, and fruits that have a lot of seeds.

Exchange 2

Teacher: Can you help me give examples of fruits that have only one seed?

Student: Apple.

Teacher: Does an apple have one seed?

Student: No.

Teacher: No.

Teacher: Can anyone give me a good example of fruits that have only one

seed?
 Student: Mango.
 Teacher: Good!

Exchange 3

Teacher: How about fruits that have about ten seeds, can anyone give examples?
 Student: Oranges.
 Teacher: Yes.

Exchange 4

Teacher: Now, who know the names of fruits that have a lot of seeds?
 Student: Apples?
 Teacher: Hmm..I think apple has got about ten seeds, so no!
 Student: How about cucumber?
 Teacher: Yes, a cucumber has got a lot of seeds.

Transaction 3 (Topic 3: Exercises on fruits)

- *Frame: All right, everyone. We have categorized different kinds of fruits.*
- *Focus: Now, we will do exercises to check your understanding.*

Exchange 1

Teacher: In exercise 1, I would like you to match pictures of fruits with their categories. Does anyone want to ask any questions before we begin?
 Student: No.
 Teacher: OK. Good. After 10 minutes, we will have a look at the answers together.

- **Transactions**

Transaction is the conversation on one topic, which is constructed from a combination of exchanges. There are three types of transaction: informing transaction, directing transaction, and elicitation transaction. Extract 2.2 below is an illustration of an elicitation transaction, starting from the teacher asking questions to initiate the verbal responses from the students.

Extract 2.2 Example of elicitation transaction (Coulthard & Sinclair, 1992)

Turns	Utterances
1	P-Elicit: Sir, how did this man manage to work out the names of the people?
2	T-Reply: Because he was clever, that's how.
3	P-Elicit: What were Popes?
4	T-Reply: Still have Popes. The Pope's the head of the Catholic Church.
5	P-Feedback: mm oh.
6	T-Elicit: Where does he live?
7	P-Reply: Rome.
8	T-Feedback: Rome yes.
9	T-Elicit: Do you know which part of Rome ...

Extract 2.2 above shows that teacher questions play a great role in promoting student responses, and that teachers need to ask questions appropriately in order to include students in the active process of meaning negotiation. Concerning question types, teacher questions can be classified as display question and inferential question (Long & Sato, 1983). Display question refers to the question that requires the responder to provide the knowledge or information that is determined and already known by the asker. Referential question is, however, concerned with the question asked about the unknown information or knowledge of the questioner. To answer this question type, the responder needs to provide the experience and view, and negotiate for meaning. The extract below shows the example of the referential questions and display questions (see Long & Sato, *ibid.*).

Extract 2.3 Sample of display question (Behnam & Pouriran, 2009)

Turns	Utterances
1	T: What does «perpetual» mean?
2	L: Forever?

Extract 2.4 Sample of referential question (Behnam & Pouriran, 2009)

Turns	Utterances
1	T: What is the best way to lesson poverty?
2	L: To provide more jobs and after that give money for that kind of person to open jobs. For example, they know how to make food but they don't have any ability to open their own business.

The examples above show that referential questions have the potential to promote more exchanges and critical thinking among the students, which will lead to an active learning atmosphere. This type of question should therefore be used more frequently in the classroom.

For an informing transaction, the exchange would begin with the teachers making statements in a declarative form. This transaction happens when the focus is to explain the lesson or contents. This transaction therefore requires limited verbal responses from students while non-verbal languages (for example, nodded head or eye contact) could be used to acknowledge the information or show their attentions.

Directing transaction includes the teacher making an imperative statement which requires the audience to perform an action (for example, 'open the door'). Similarly, with informing transaction, the response made by students are mainly not verbally, but non-verbally.

- Exchanges

Exchanges refer to a combination of moves that are produced by at least 2 interlocutors. There are two types of exchange, namely: 'boundary exchange' and 'teaching exchange'.

Boundary exchange

Boundary exchange is used to inform or signal the students of the next happening in the classroom. It is also used by the teacher as the signal of opening and ending of the lesson. Moreover, it helps to frame the transaction of the teaching exchange. Extract 2.5 below consists of the two moves which are frame and focus moves of the boundary exchange in the classroom interaction.

Extract 2.5 Sample of boundary exchange (Jones, 2009)

Teacher: Okay (Frame move)
 So, you have to decide which question you want to ask. (Focus move)

Teaching exchange

Teaching exchange is the exchange that teachers use to distribute the lesson or the pedagogical contents to the students. A typical teaching exchange in the classroom involves an ‘initiation’ by the teacher or instructor (I) then followed by a ‘response’ from the student (R) and provision of a ‘follow up’ (F) to the student’s response. As the restricted role of the teachers and students in the classroom, the I-R-F structure might be able to occur sequentially as the dominant characteristic classroom discourse pattern. The examples below demonstrate the two classroom communications, representing the elaborated I-R-F pattern in the teaching exchange.

Extract 2.6 Sample of I-R-F exchange structure (Maftoon & Rezaie, 2013)

T: Adjectives describe what? (Opening move: Initiation)
 S: Nouns. (Answering move: Response)
 T: Nouns, yes. Good. (Follow-up move: Feedback)

Extract 2.7 Sample of I-R-F exchange structure (Harasht & Aisinlou, 2016)

T: Ask Amin how old he is? (Initiation)
 S: How old are you? (Response)
 T: Good. (Follow up)

- Moves

Moves refer to the head of acts. Generally, there are five moves. Two are the 'frame' and 'focus' moves of the boundary exchange; three include 'opening', 'answering' and 'follow-up' moves in the teaching exchange. Sample of the 'frame and 'focus' moves can be found in Extracts 2.1 and 2.5 above. Extract 2.8 below illustrates how the three moves work in the teaching exchange.

Extract 2.8 Sample of moves in the teaching exchange (Jones, 2009)

- (Opening Move) T: [Abridged] Oh, that's the same as my style. Flip a coin, catch it, and over. Now, what do we call this? (Initiation)
- (Answering Move) P: Heads. (Response)
- (Follow-up Move) T: Heads. Heads. Okay. (Feedback)

- Acts

Act is the unit located at the lowest rank of classroom discourse which cannot be categorized further into any lower rank. Acts are commonly communicated by words or clauses. There are three major types of the acts that frequently occur in spoken discourse, including elicitation, directive and informative. These acts are considered as the initiation moves of the classroom interaction (Sinclair & Coulthard (1992). In order to get the better understanding of each speech act, the brief elaborations are as follows.

- *Elicitation act* refers to the initiation that requires the linguistic response from the listeners. However, the non-verbal response also can be accepted e.g., a nod or raised hand.
- *Directive act* refers to the act that requires the hearer to attain the non-linguistics response. In a classroom, for example, the teacher may ask students to open the book or look at the board.
- *Informative act* refers to the act of which the function tends to pass the information, ideas, opinions and facts.

Extract 2.9 exemplifies further how the moves in Extract 2.8 above communicate different acts.

Extract 2.9 Example of act in teaching exchange (Jones, 2009)

- (Opening Move) T: [Abridged] Alright, so I ask ohh... AhnHan
(I: Nominate), what time do you watch TV on
the
weekend? (I: Elicit)
- (Answering Move) S1: I usually watch TV one hour. For one hour. (R:
Reply)
- (Follow-up Move) T: Ahh. (F: Accept)

Even though different acts are used to communicate different functions, in many situations, there could be a lack of consistency between function and form. Based on this awareness, Sinclair and Coulthard suggested that the participants take into account the ‘situation’ and ‘tactics’ used by other interlocutors during the conversation. To do so, Sinclair and Coulthard compared the grammatical categories including interrogatives, imperatives, and declaratives with the situational categories in order to simply analyze on the discourse speech acts categories. The following table illustrates the list of situational categories and grammatical categories to their discourse categories equivalents.

Grammatical categories	Situational categories	Discourse categories
Declarative	Statement	Informative
Interrogative	Question	Elicitation
Imperative	Command	Directive

Table 1 The list of situational categories and grammatical categories to their discourse categories equivalents (Sinclair & Coulthard, 1992)

The idealistic structure of classroom interaction basically occurs as the declarative sentence presented as the informative act as it functions to provide the information or the set of ideas. Also, the interrogative sentence is used to illustrate the elicitation act that refers to the initiation that the linguistic-response is desired. In the same way, the teacher also applies the imperative sentence to produce the directive act to the student in order to demand the student to perform as the addressed subject.

However, in an authentic situation, sometimes the interlocutor produces an utterance that does not communicate the meaning according to its form. For example, the teacher uses the declarative sentence “The door is still open” when the function of this sentence is to command the student as an imperative act to shut the door. Meanwhile, the interrogative sentence: “What are you laughing at?” can be interpreted as a command in the situation where the speaker wants to tell the listener to stop laughing. Hence, there are other factors which have the influence on the interpretation of meanings, for example, the context or situation where the meaning is communicated and tactics. According to Sinclair and Coulthard (1975,1992), the term situation includes all relevant factors in the environment, social conventions, and the shared experience of the interlocutors. Tactics handle the syntactic patterns of discourse; the way in which items lead, follow, and are related to each other. In other words, they include the communication styles of the speaker.

To avoid the miscommunication or confusion between the participants, considering the situation and tactic along the interpretation is obligatory. Sinclair and Coulthard also proposed the classification of an interrogative by situation and three rules in order to predict the interrogative sentence as much as the most correct interpretation. Figure 1 below presents the classification of the interrogative sentence in each situation as the guidance to attain the real meaning interpretation.

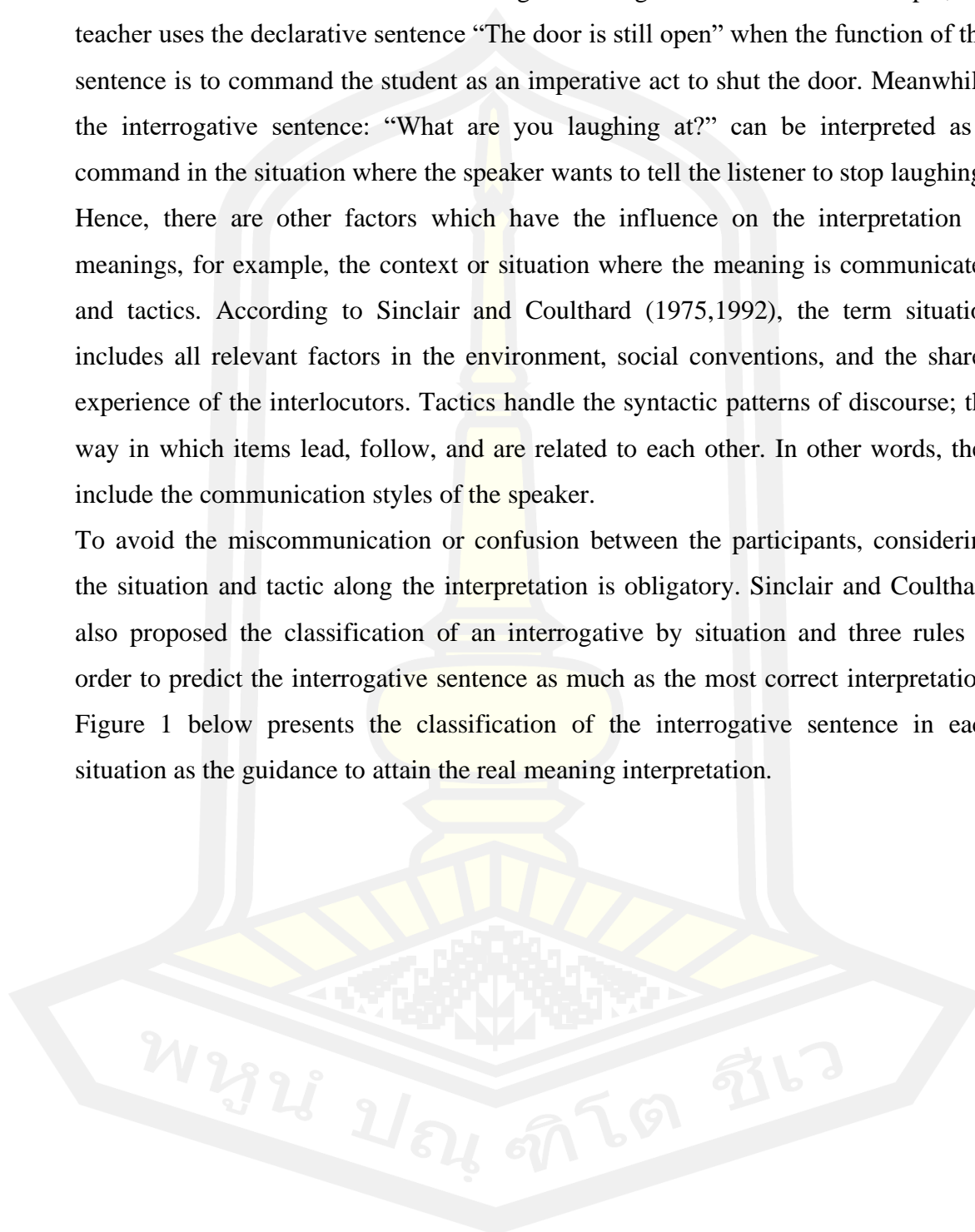
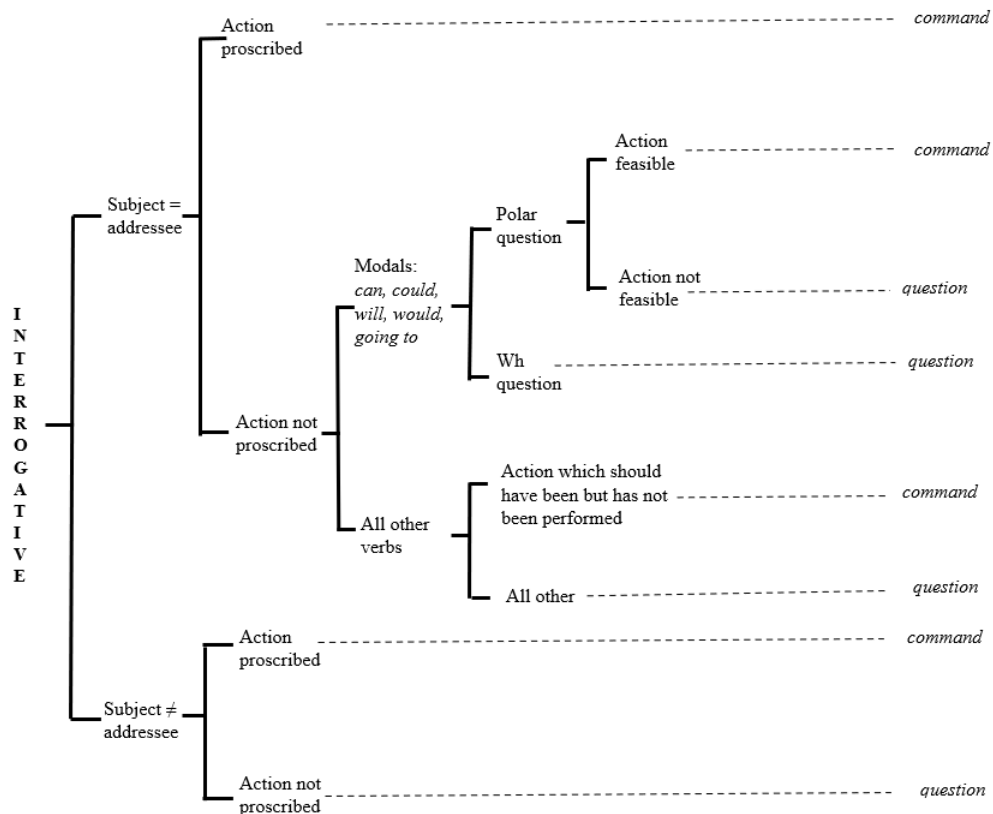


Figure 1 Classification of an interrogative by situation Sinclair & Coulthard (1975,1992)



There are three rules of the interpretation of the interrogative sentences proposed by Sinclair and Coulthard. These rules will be presented and illustrated as follows.

Rule 1

To interpret the interrogative clause as a command, it must abide by the following conditions.

- (i) Contain the modals of can, could, would, will and sometimes going to.
- (ii) subjects of the clause are also addressed
- (iii) The clause explains the action that physically appears at that time of utterance
- (iv)

Examples:

1 can you play the piano, John (*Command*)

2 can John play the piano (*Question*)

3 can you swim a length, John (*Question*)

Sinclair & Coulthard (1975,1992)

From the above examples, the first sentence is a command as it follows all of the three conditions and it could be predicted that there is a piano in the room. The second sentence is a question because it is affirmed that the speaker is talking with someone but not John. The third example is a question as the setting is in the classroom and there is no swimming pool taking place at the moment of the utterance. However, if the setting of the utterance takes place at the swimming pool, the third example can be assumed as the command instead.

Rule 2

The declarative and interrogative sentence can be interpreted as the command to stop doing that thing if it refers to the action or the activity that occurs at that time but it is the prohibition.

Examples:

1 I can hear someone laughing (*Command*)

2 is someone laughing (*Command*)

3 what are you laughing at (*Command*)

4 what are you laughing at (*Question*)

Sinclair & Coulthard (1992)

The first sentence is a command to stop laughing, as it is obvious that the speaker draws the attention to someone and tells them to stop laughing. Both examples 2 and 3 communicate the same function, using the same form. Meanwhile, the last example can be interpreted as the question if the person who is laughing is allowed to continue to laugh.

Rule 3

Both of the declarative and interrogative sentences can be predicted as the command if the action at that time of the utterance is possible. See the example below.

Examples:

1 the door is still open (*Command*)

2 did you shut the door (*Command*)

3 did you shut the door (*Question*)

Sinclair & Coulthard (1975,1992)

From the examples of rule 3, the first sentence presents the fact that the door is still open and both of the teacher and students know how to perform with the door as the speaker needs someone to close it. In example 2, the speaker asked the question that everyone in the room knows how to answer and requires someone to complete it. Example 3 is the question only if the speaker does not know if the action is already performed or not.

Sinclair & Coulthard (1975,1992) claimed that the I-R-F structure is the basic model of classroom interaction. However, in the real classroom settings where natural interactions are promoted, there are possible exchanges of humors, jokes, or playful utterances created by the participants. Especially, in the contexts of secondary school classrooms, there is a high potential of such exchanges to occur. The investigation of natural exchanges occurring in the classrooms therefore needs to take consider the adjustment of the I-R-F model.

Even though the I-R-F pattern is the dominant exchange pattern occur in the classroom, some scholars argued of its limitation and ambiguity (e.g., Cullen, 2002; Mehan, 1979; Seedhouse 1996).

Long (1983, 1996) proposed that to complete the learning goals, the students require the opportunities to interact in class in order to get the mutual understanding through the negotiation of meaning. To attain the same comprehension in lesson achievement, Long presented the modified interaction in the process of meaning negotiation as demonstrated below.

- *Comprehension checks*: refer to the way to ensure that the students have understood in the interlocutor conversation for example., You can not use -ed with all verb2. Do you understand?
- *Clarification requests*: refer to the process that the interlocutor use to ask for the clarification in what they have not been understood for example., Could you say it again?
- *Self-repetition or paraphrases*: refer to the process that the proficient interlocutor make themselves the sentence either partially or its entirety for

example., She got lost from her way home from school. She was walking home from school. She got lost.

Since the participants in the classroom have to keep the conversation ongoing through the conversational modification, the I-R-F pattern may not take place in all the conversations occurring in the classroom. Accordingly, the next session discusses further the adjustment of I-R-F model.

2.2.2 Adjustments of the I-R-F model

The discussion in 2.2.1 shows that the I-R-F structure is a common structure that is frequently produced in classroom interactions. Studies also found that this pattern of exchange frequently occurs (more than 70%) as the classroom discourse pattern (e.g., Hamzah, 2018; Liu & Le, 2012; Maftoon & Rezaie, 2013).

Even though Sinclair and Coulthard's I-R-F pattern has been used as the framework to analyze the classroom discourse in a number of studies, there have been researchers who argued and proposed some modifications apart from the original I-R-F version. The main observation on the I-R-F structure includes the limited opportunities that students are influenced from the pattern. Due to its non-communicative nature, it does not seem to offer students the opportunity to ask a question in the classroom, and students may not be able to engage in the genuine process of meaning negotiation as well as active learning (Nunan, 1987; Kim, Crosson & Resnick, 2005).

Further argument was also made by Seedhouse (1996) that the typical I-R-F exchange structure does not exist or is not noticeable in the real adult-adult conversations. The only possibility of the I-R-F exchange pattern occurrence in the context outside the classroom environment would be between parents and their children at home as in the example below.

Extract 2.10 Sample of the I-R-F structure occurring in the context outside the classroom (Harris & Coltheart, 1986)

(Mother and Kevin look at pictures)

M: And what are those?

K: Shells.

M: Shells, yes. You've got some shells, haven't you? What's that?

K: Milk.

Furthermore, Cullen (2002) suggested that the final move, which is 'F', can be divided into two categories as I-R-Fd and I-R-Fe. Cullen elaborated that 'd' refers to the statement which seeks to encourage the student to produce more utterances to make the classroom discourse flow. And 'e' as in I-R-Fe refers to the provision of the feedback role of classroom discourse in order to evaluate the response, whether it is correct or not. Below are the examples of I-R-Fd and I-R-Fe patterns.

Extract 2.11 IRFd interaction pattern (Abdullahi & Tambuwal, 2020)

- T: What can you say about input devices?
 S: They are computer hardware.
 T: Yes, what are they used for?
 S: To enter data in computer system.
 T: What kind of data?
 S: Numbers and characters.
 T: Yes, they are used to enter numeric or alpha-numeric data.

Extract 2.12 IRFe interaction pattern (Abdullahi & Tambuwal, 2020)

- T: How many outermost shell electrons do group two elements have?
 S: 3
 T: No
 S: 2
 T: Correct.

Despite the I-R-Fd and I-R-Ee, in some contexts, the third move made by the teacher may serve different functions, not only just providing feedback (Wells , 1999). To extend the model of Sinclair and Coulthard, Mehan (1979) developed another nontraditional model of the I-R-F pattern which was I-R-E. This renewed pattern occurs in the high school classroom and it refers to initiation – response – evaluation. Table 2 below compares the examples of IRF and IRE.

IRF of (Sinclair & Coulthard , 1975)		IRE of (Mehan, 1979)	
T: Can you tell me why do you eat all that food? Yes.	Initiation	T: And who's this?	Initiation
S: To keep you strong.	Response	Many: Veronica.	Response
T: To keep you strong. Yes. To keep you strong. Why do you want to be strong?	Feedback	Teacher: Oh, a lot of people knew that one.	Evaluation

Table 2 Comparison of Sinclair & Couthard's and Mehan's model

Table 2 shows that in real communication the follow up move can be more than feedback. As illustrated by Mehan (1979) above, the follow up move made as an evaluation is one possible way. There are actually many other functions which could be communicated in the follow up move, for example, a confirmation, a verbal acknowledgement, or even non-verbal acknowledgement. In addition to this, there are a number of exchange patterns occurring in real conversations, and to promote the active learning environment, these diverse patterns should also happen in the classroom instructions. To address all these issues, the current study will examine the different possibilities of the exchange structures and well as speech functions used in the communication of the two investigated classrooms.

2.3 Previous studies on classroom discourse

Previous studies investigating classroom interactions were mainly based in the university classrooms. In China, Liu and Le (2012) found that students were placed in a passive position, whereas the teacher produced more talk in the class. Moreover, I-R-F structure was used as the main discourse structure in the classroom. Based on the findings, Liu and Le claimed that referential questions should be produced more often to lead the students more opportunity to speak. The other two studies examined the classroom discourse in the Iranian context (Behnam and Pouriran, 2009; Harasht & Aislou, 2016). It was found that, consistently with the findings in China, the teachers

took a dominant role in the classroom discourse. Furthermore, display question type was used more frequently by the teachers than the referential question type. Interestingly, the referential questions used by the teacher still did not successfully promote classroom interaction (Harasht & Aisnlou, 2016).

From the literature search, there has been only one study investigating classroom interaction at the high school level (i.e. Sudar, 2017). Sudar investigated the utilization of I-R-F discourse pattern in an Indonesian classroom. The results indicated that the students were more passive in the classroom interaction because the Initiation moves were produced more by the teachers.

By focusing on the comparison between novice and experienced teachers in particular, Hamzah (2018), examined how experienced and novice English teachers modified the structure of classroom discourse. The findings revealed that the experienced teacher produced more I-R-F exchange structures than the novice teacher. Contrastingly, the novice teacher used more directing moves while the experienced teacher used both of questioning and directing moves. The findings show that free communication should be increased in both of the novice and experienced teachers' classrooms.

The discussion above implies that there have been limited studies investigating classroom discourse and the contexts were mainly based in university classrooms. At secondary school level, there has been one study which compared the patterns of exchanges occurring in the two classes of novice and experienced teachers. Even though these studies have shown consistent findings in that the teachers played a dominant role in the classroom by occupying most of the discourse and asking display questions, further studies investigating other classrooms in diverse contexts are still needed to compare and confirm those findings. Moreover, given that the status and professionalism of the teacher affects to the relationship in the classroom (Ariff, Mansor, & Yusof, 2016; Charlotte, Halszka, Nlek, & Henny, 2016), it is interesting to find out whether or not the differences in terms of professionalism or teaching experiences would have the effects on the classroom interactions in a Thai educational context. Yet, there has not been any previous study conducted in Thailand to investigate this issue. To add in the findings from previous studies, the recent study will focus on the classroom interactions conducted by Thai novice and experienced

teachers. The areas of research interest will focus in particular on the three lower level of classroom discourse, namely: exchange structure, moves of exchange, and speech acts.

To create the explicit concepts of the two teachers who will be the participants of this study, the following section discusses the characteristics and as well the definitions of novice and experienced teachers.

2.4 Novice teacher and experienced teacher

This session will provide the characteristics of novice and experienced teachers and the nature of their classroom managements.

2.4.1 Novice teachers

To identify the novice teachers, Farrell (2012) stated that the term “novice” could be frequently defined as the beginning teachers even though there is no straightforward definition of a novice teacher. Other scholars considered the amount of teaching years to define the word ‘novice’. Kim and Roth (2011) defined novice teachers as those with fewer than five years of teaching experiences while others referred a novice teacher as a teacher with two years of teaching experience or less (Haynes, 2011).

For characteristics, novice teachers are described by scholars as holding the following details summarized from different studies (see Borko & Livingstone,1989; Calderhead ,1984; Carter & Doyle, 1987; Housner & Griffey ,1985; Kagan & Tippins,1992; Westerman ,1991).

- They focus on superficial features and start to solve problems immediately without the plan. Sometimes the novice teacher solves a problem in a simplistic manner and sometimes they do not have the skillset to resolve it.
- Novice teachers use backward thinking of their goal.
- Novice teachers are less flexible and tend to follow as much as possible of the official curricula without any consideration of the special needs of the students
- Novice teachers usually make a short plan for teaching but the plan is detailed.
- Novice teachers are less flexible on their lesson plans.
- Novice teachers recall the physical appearances of students rather than their work-related actions.

2.4.2 Experienced teachers

Experienced teachers are defined based on the years of their experiences in teaching. Rodríguez and McKay (2010) provided the definition of experienced teachers as the teachers who have taught for many years. They are likely to need proficient development that supports the knowledge, experience, and their spontaneous judgment. Based on this, experienced teachers are seen as qualified for their careers (Tsui, 2003). The following characteristics of experienced teachers are summarized from different studies (e.g., Calderhead, 1984; Housner & Griffey, 1985); Carter & Doyle, 1987).

- Experienced teachers are able to attain meaningful patterns of information.
- Experienced teachers also have a high level of content knowledge in a specific area and are able to organize their knowledge around main principles and concepts. Moreover, they are able to retrieve professionally suitable knowledge for the recent situation.
- Experienced teachers are able to categorize problems according to the structures and they spend more time on understanding and analyzing the causes of problems, but they solve it more quickly.
- Experienced teachers mostly forward think in their goals.
- Compared to novice teachers, Experienced teachers are more flexible whilst approaching a problem.
- Experienced teachers have a wide variety of well-established procedures of situations that they can use during the planning process.
- Experienced teachers have more complex, connected and easy accessed plans about classroom events, students' behavior, curriculum etc.
- Experienced teachers have more and greater recall of classroom events after the lesson than novices.
- Experienced teachers recall students' behavior and understand it.
- Experienced teachers are able to choose between different types of information and select the most important type to use.

- Experienced teachers perceive the classroom as a moving organization of work-related actions of students.

For previous studies on novice and experienced teachers, studies investigated students' attitude toward teaching profession. Okas, Krull and Schaaf (2014) conducted the qualitative study on novice and experienced teachers' view on professionalism. The result indicated that both of the teachers consider the ability of using an IT device in their classroom as it could support them to teach the subject lesson. Additionally, experienced teachers focus on discipline and their role as teachers, whilst novice teachers advise that they struggle with this aspect. However, both of teachers mentioned that to be a professional teacher the subject knowledge is the most important factor and they reflected that this is their strength.

Contrastingly, the quantitative study of Gajdos (2015) examined novice and experienced teachers' opinion about initial teacher training concerning problematic classroom situation and their attitude towards pedagogical problems. The findings, divided into three aspects, showed that 1) the experienced teacher has more consideration on the cause of the problem and trying to solve it from that problem-root, while the novice teacher solely considers the superficiality of the problem; 2) novice teachers proposed that preservice training provides them poor support in future teaching; 3) both of teachers required support once they faced pedagogical issues.

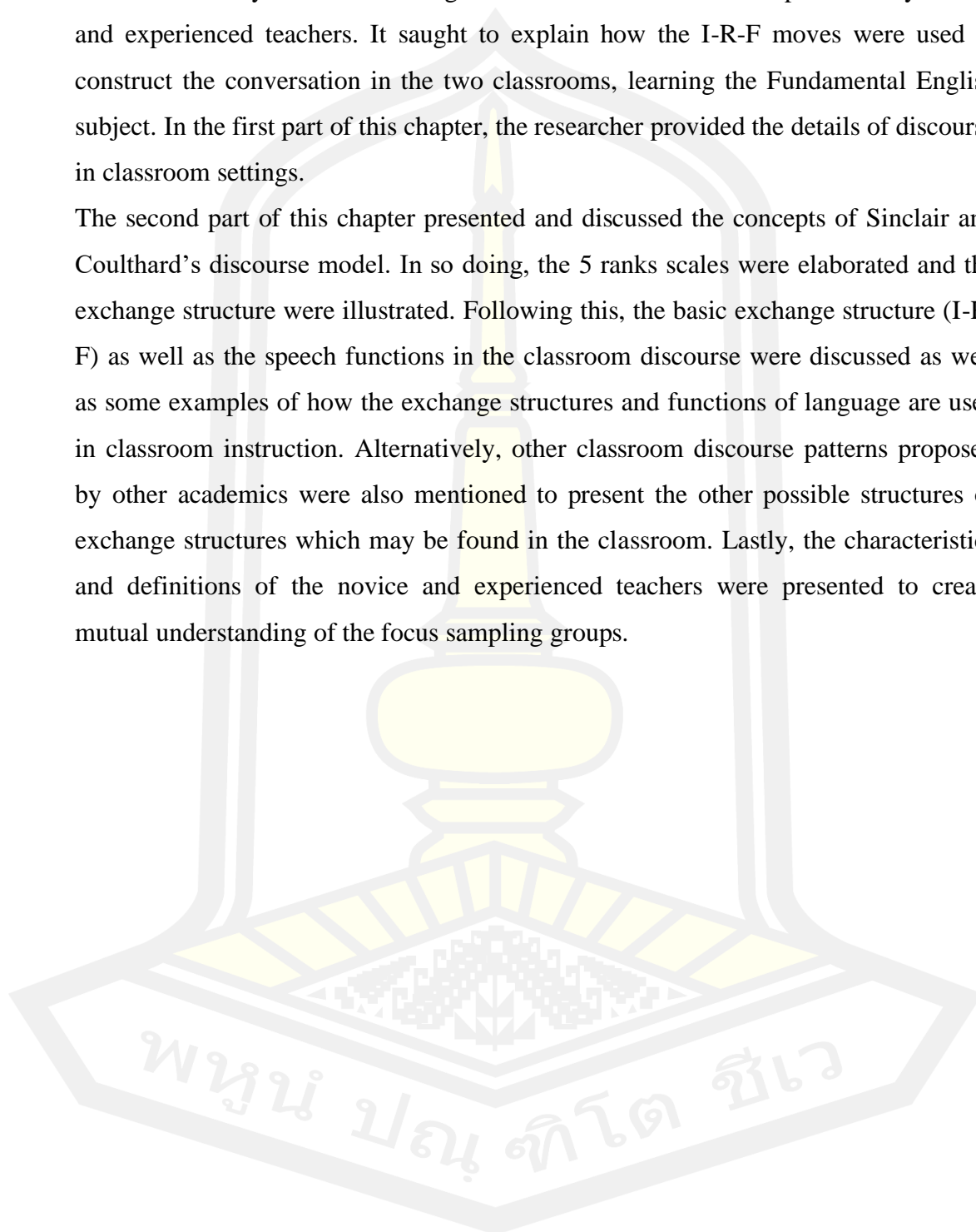
The above reported findings show some inequivalent teaching experiences between novice and senior teachers. There is however not always the case. In some classes, novice teachers can create more active atmosphere because there is not much difference in terms of age gap between the novice teachers and students; and sometimes, they can share the similar set of ideas to the students. The recent study might present the results that could partially align with or support the discussion above.

According to the above discussion of the characteristics and previous studies, the researcher is interested in conducting the recent study in order to compare the classroom discourse produced by novice and experienced teachers.

2.5 Summary of the conceptual framework of the present study

The current study aimed to investigate the classroom interactions produced by novice and experienced teachers. It sought to explain how the I-R-F moves were used to construct the conversation in the two classrooms, learning the Fundamental English subject. In the first part of this chapter, the researcher provided the details of discourse in classroom settings.

The second part of this chapter presented and discussed the concepts of Sinclair and Coulthard's discourse model. In so doing, the 5 ranks scales were elaborated and the exchange structure were illustrated. Following this, the basic exchange structure (I-R-F) as well as the speech functions in the classroom discourse were discussed as well as some examples of how the exchange structures and functions of language are used in classroom instruction. Alternatively, other classroom discourse patterns proposed by other academics were also mentioned to present the other possible structures of exchange structures which may be found in the classroom. Lastly, the characteristics and definitions of the novice and experienced teachers were presented to create mutual understanding of the focus sampling groups.



CHAPTER III

RESEARCH METHODS

The recent study aimed to compare the classroom interactions organized by Thai novice and experienced teachers. It sought to explain how the exchange structure and speech acts were constructed in the two classrooms of the Fundamental English subject, and it sought to compare if there were any differences or similarities in both classroom discourses conducted by one novice teacher and one experienced teacher.

This chapter provides the information on the research methodology including participants and setting, research instruments, data collection procedure, data analysis, and summary session.

3.1 The settings

The participants of this study were 73 students in grade 12 and 2 teachers from the high school in the northeastern part of Thailand. There were 6 grades in this selected school, operated from grade 7 to grade 12. The student cohort was two thousand, including both junior and senior high school levels. The selected school is an extra-large school operated under the Secondary Educational Service Area Office, Thailand. There were five study programs offered at the focused Grade, including, normal class, smart class program, Enrichment Program of Science Mathematics Technology and Environment or SMTE program, Computer Science or CS program, and Language, Mathematics and Science program (LMS). There were 3,454 students totally and 513 students were studying in grade 12.

3.2 The participants

In this session, the participants will be elaborated for the information as the students' part and the teachers' parts below.

3.2.1 Student participants

Two groups of students were chosen for the participants and these particular groups were from two classes of grade 12 learning fundamental English subject. All of the student participants were 17 to 18 years old at the time of the data collection. There were 37 students enrolled in each class. One class was taught by a novice teacher with

2 years of teaching experience (Group A), and another class was taught by an experienced teacher who had been teaching for 31 years (Group B). Both classes used the same textbook for the lesson which was 'New World 6', the focused lesson was unit 10. Additionally, the language learning ability of the students were measured by the internal test adapted from TOEIC test. The lesson lasted 45 minutes and the data collection was the whole duration of the study. The table below illustrates the summary of the student participants information.

	Group A	Group B
Sex	Female 27 / Male 10	Female 26 / Male 10
Age	17-18 years old	17-18 years old
Study program	LMS program	LMS program
Year of learning English	12 years	12 years
English language ability	CEFR A2	CEFR B1
L1 usage in classroom	50%	50%
L2 usage in classroom	50%	50%
English studying duration / per week	6 Hours	6 Hours

Table 3 Student participants information

Even though the two classes of students were the intact groups provided by the schools, they shared similarities in terms of the study program, the average level of English language proficiency, and the learnt unit. This study focused in particular on the analysis of classrooms interactions promoted by the two teachers who held different years in language teaching. The patterns of classroom interactions could therefore be different.

3.2.2 Teacher participants

The teacher participants were selected conveniently, two teachers were contacted and recruited as the research participants. The novice teacher (Teacher O) had experiences in teaching for two years. He was 27 years old and had graduated in English from a university in Thailand. He was pursuing a graduate diploma in the teaching profession. The experienced teacher (Teacher K) had been teaching for thirty-one

years. He was 54 years old and graduated with his master's degree in English. The table below illustrates the summary of the teacher participants information.

	Novice Teacher	Experienced Teacher
Year of teaching	2	31
Age	27	54
Education	B.A (English) Graduate diploma in the teaching profession	B.A. (English) MA in English
English language ability	CEFR B2	CEFR C1

Table 4 Teacher participants information

3.3 Research instruments

Two research instruments were used to collect the data in this recent study were video transcriptions of both class lessons duration and semi-structured interviews.

3.2.1 Video transcriptions of both class lessons

Three video recordings of the whole class lessons in each class were collected. The participants were informed of the exact date of the data collection date. In addition, two pilot recordings were conducted before the actual recording in order to attain the most natural atmosphere and setting in the classroom. The recording remained 45 minutes for each video, which means the video transcription of this current study covered 270 minutes in total. The video recordings were organized by virtual mode due to the situation of COVID-19 in Thailand.

3.2.2 Semi-structure interviews

Semi-structured interview was employed in this current study in order to gain in-depth information from both teachers. The questions used in the interview were prepared questions which were related the research questions. Prior to the interview, the questions were evaluated by three experts in the field and the responses were calculated for the Index of Item-Objective Congruence (IOC) value to make sure that the questions were valid. The score of each item was obtained from three experts in order to check the comprehensible and clarity of the questions utilized in the interview. The experts were asked to review each item of the questionnaire, following

the 3-point scale, including, +1 if the item was congruent, 0 for not sure item, -1 if the item was incongruent. The total number of scores for three experts were divided by three. If a result was equal to 0.50-1.00, it meant the questionnaire was validated. On the other hand, if the result was lower than 0.50, it meant the questionnaire was not validated. In this study, the IOC value of the interview question was 1.00, meaning that all the prepared questions were congruent. Below are the prepared questions used to lead the interview and elicit the participants' responses. These questions, however, were subject to the participants' responses, and additional questions were used to clarify the responses.

1. What are the objectives or learning goals of the data collection date lesson?
2. Why did you organized and used the teaching method as evidenced in the recording?
3. As the recording date, how many times is this time of the lesson were taught?
4. If the answer to question 3 is the 1st time, please explain for the organization and teaching method used in the rest of this lesson.
5. If the answer to question 3 is the 2nd or 3rd time, please explain for the organization and teaching method used in the previous class of this lesson.

3.3 Data collection procedures

This current study involved five stages of procedures including contacting the selected school and ethics application, data collection, data analysis, interview and the final one was presenting the research result and findings.

Stage 1: The selected school was contacted, and the research proposal was submitted to the school for consideration. Details in terms of data collection period were clearly specified in order to seek permission. Prior to the data collection, ethic approvals were processed. After receiving the ethics approval and the school permission, appointments were made with the participants for the recording date, and training was organized to ensure the participants understood the research goals and agreed to participate in the project. Prior to the real recordings, there were the two-trial recordings to create the familiar atmosphere between the participants and data collectors, and to attain the natural settings and performances in the classroom.

Eventually, the real six recordings of the novice and experienced teacher instructions were made.

Stage 2: The recordings were transcribed, following the guidelines of symbols and codes for transcriptions as suggested in Sinclair and Coulthard (1975, 1992).

Stage 3: The transcriptions of the two classroom discourses were analyzed manually and the frequencies of exchange structures as well as speech acts were calculated in percentages. The descriptive data were also be noted to clarify the finding discussions in chapter 4.

Stage 4: After the data analysis, both teachers were contacted for forming the semi-structured interviews to clarify some obscure issues or interesting information derived from the findings.

Stage 5: Afterward, the answers to the research questions set were presented and interpreted to compare the nature of interactions occurring in the two classrooms. The collected data including the video recording and transcription were kept in the researcher's personal computer that required the password to log-in. The destruction of the collected data will be conducted 1 years after the research completion.

3.4 Data analysis

The recent study investigated and compared the classroom interactions of two classes; one with a novice teacher and another with an experienced teacher. The study sought to answer the following research questions.

1. What similarities and differences can be found or identified in the pattern of interaction in classes taught by experienced vs novice teachers?
2. What speech functions are realized during the negotiation process taking place in the two classes?

The following sessions will explain how to answer each research question by presenting the utilization of the instrument and indicate the data analysis.

To answer research questions 1, the data were collected from the video recordings and transcribed by manual coding. The data were analyzed following the framework of Sinclair and Coulthard's (1975) discourse model which is the exchange structure. In

order to obtain the answer for the research questions, the video transcriptions were analyzed and counted for the exchange structure frequencies and the speech quality produced by the teachers and students in the classroom interactions.

3.4.1 Frequency of utterance and turns

The number or frequency of utterance can present how much the subject lesson and conversation occurred in the classroom. In this study, a turn was defined as the turn made by one speaker and one turn is considered as one utterance. The number of utterances was counted and calculated in percentage, and the reported findings will be separated between the frequencies of utterances made by the teachers and students.

3.4.2 The nature of Exchange structure and moves

According to chapter 2, Sinclair and Coulthard (1975,1992) proposed the typical teaching exchange structure that dominantly occur in the classroom as I-R-F structure, consisting of three moves I (Initiation move), R (Response or answering move) and F (follow up move). The guideline for moves analysis followed to discourse model theory of Sinclaire and Coluthard (1975, 1992) present as below.

- Initiation: Realized by the statement and question that the interlocutor starts to the new topic of conversation
- Response: Realized by the statement and sometimes question that the speaker uses to reply to the previous initiation
- Follow up: Realized by the statement and sometimes this move occur by the close class of exchange. The speaker uses the follow up move to reconfirm, provide feedback, clarify and explain to the previous statement.

Besides, there is another type of exchange structure named boundary exchange that consists of frame and focus moves. Frame move refers to the marker that the teacher uses to start or close the teaching exchange by saying, for example, 'well', 'ok' , 'next' and 'all right'. Focus move refers to the utterances that the teacher uses to inform the students of what is going to happen next in the lesson and sometimes it refers to the instruction statement. The below extract presents the sample of the analysis of exchange structures and moves.

Extract 3.1 Sample of the conversation analyzed by following the lens of the teaching exchange structure and moves

22. S: Are you a politician? (Initiation)
23. T: No (Response)
24. T: I'm not a politician (Follow up)

(Appendix B)

From the above sample, there are three moves provided and counted as one teaching exchange, meaning that the next exchange structure will focus on the new topic of conversation.

Extract 3.2 Sample of the conversation analyzed by following the lens of Boundary Exchange structure and moves

Teacher

- Frame: All right, good morning everyone!
- Focus: Today, we're going to learn about fruits

To answer the research questions 2, the video transcriptions were analyzed taking the lens of Sinclair and Coulthard's speech acts theory. The turns in the classroom interaction were analyzed according to the category of acts following the theory of discourse model. The table below presents the discourse model of Sinclair and Coulthard in speech acts classes.

3.4.3 Class of acts

Class of acts	Guideline for function of acts
Informative	Realized by a statement that speaker use to pass an information or ideas and facts
Directive	Realized by a command and sometimes this class can be realized by a form of question for example, can you close the door please?

Acceptance	Realized by a closed class of item; Ok, Okay, Aha, I will. Sometimes it can realize as nonverbal language such as nodding a head. This function is to show that the speaker understands the previous produced utterance
Refusal	Realized by the negative statement that response to the previous utterance. Its function is to decline for example; I don't think so, I think it is not correct, No it is not.
Elicitation	Realized by a question that require linguistic response
Comment/ Feedback	Realized by the statement that the speaker uses to evaluate the previous utterance for example, good, well done
Confirmation	Realized by a statement that the speaker uses to confirm the preceding response.
Acknowledgement	Realized by the closed class of item to acknowledge to the previous utterance but not to reflect as the acceptance acts. for example, Okay
Conclusion/ Clarification/ Explanation	Realized by a statement. Its function is to summarize, explain and provide the clarification to the previous utterance and aims to make more crystal-clear ideas or information

Table 5 Speech acts classes (Sinclair & Coulthard, 1975)

The analysis of utterances made by the participants in both classrooms were made based on the guidelines provided in Table 5 above. Below is the example of the conversation analyzed in this study under the speech acts theory.

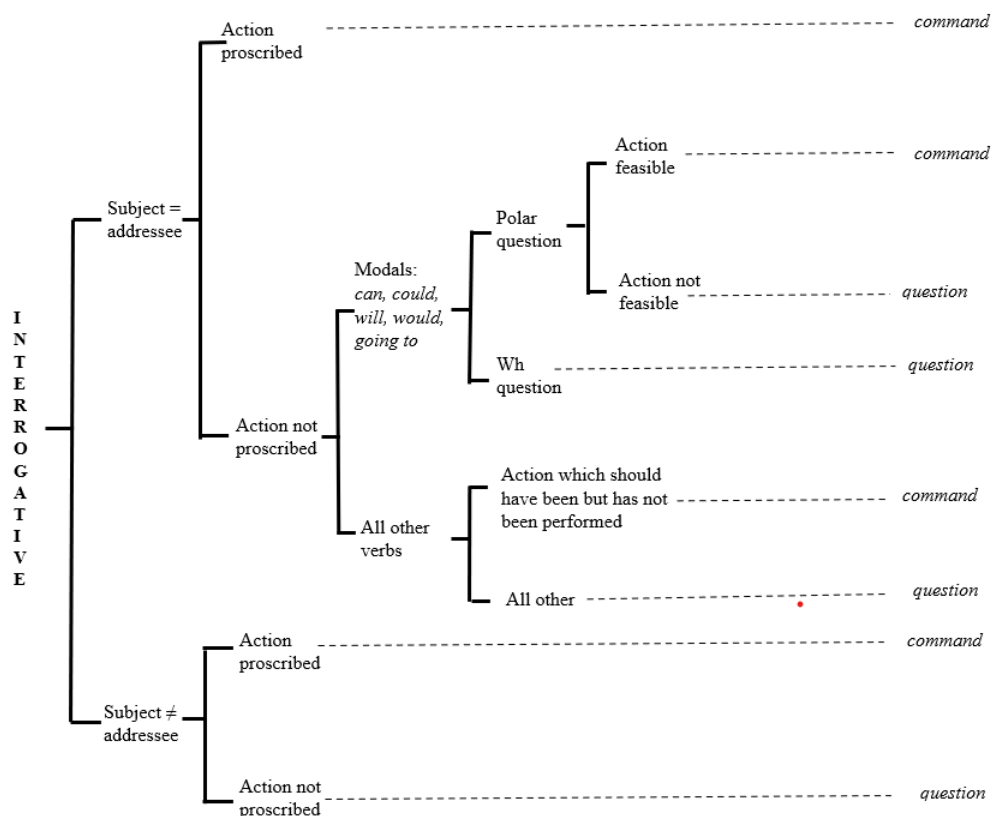
Extract 3.3 Sample of the conversation analyzed following the lens of speech acts (Campuzano, 2018)

1. Teacher: What do you think it is the most important natural resource?
(Initiation: Elicitation)
2. Student: In my opinion, water. (Response: Informative)
3. Teacher: I agree. (Follow-up: Confirmation)

3. Teacher: Why? (Initiation: Elicitation)
4. Student: Well, without water, you can't cook, take a shower, wash your clothes. We drink water every day. (Response: Informative)
5. Teacher: Those are some valid reasons. (Follow-up: Comment)

In order to get the accurate analysis of directive function, Sinclair and Coulthard themselves proposed that the interrogative sentences were interoperable into all situational categories, the below figure illustrates the classification of an interrogative by situation as a guideline of the data analysis in this study.

Figure 2 Classification of an interrogative by situation (Sinclair & Coulthard, 1975)

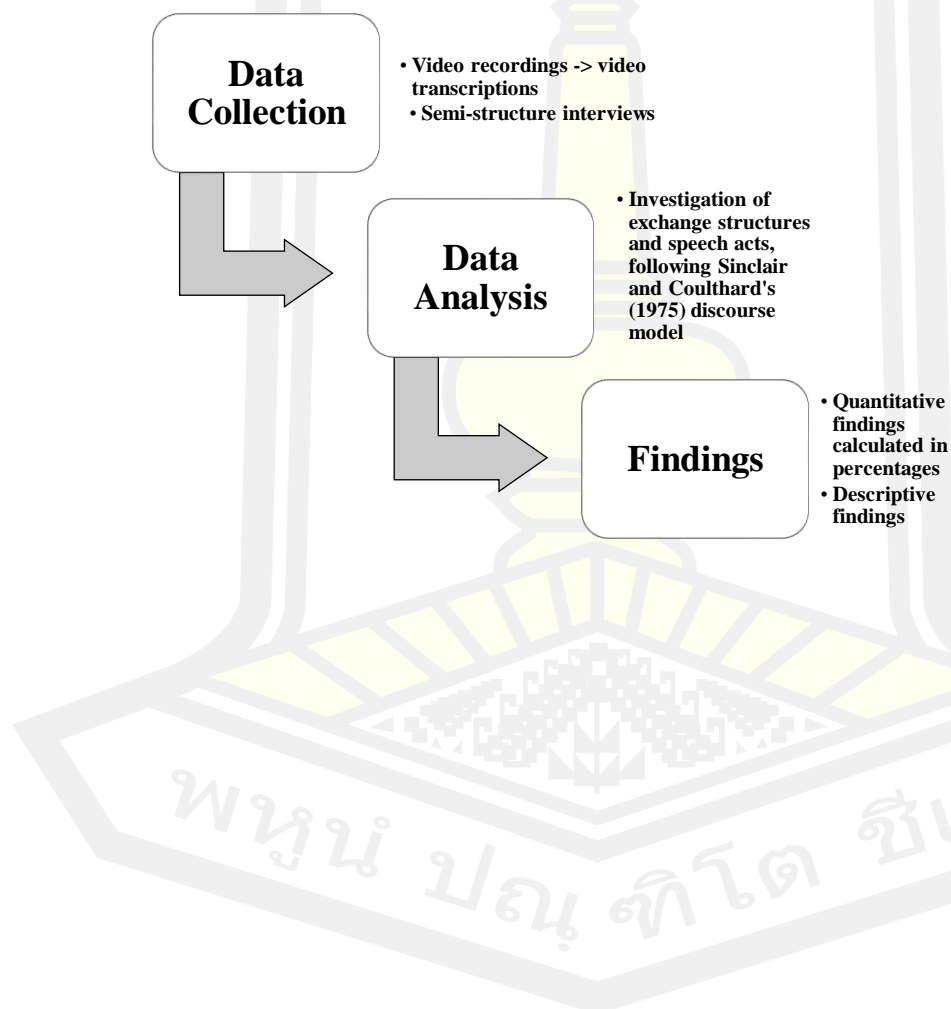


The analysis of most interrogative statements followed the structural guidelines in Figure 2 above, however the functions of the communicated statements were also taken into account and the analysis of some interrogative statements could be adjustable. For example, when the students used an integrative statement to answer

the teacher question; the sentence was analyzed as a response instead of an initiation. This was because the primary goal for using such interrogative sentence was to make a reply.

3.5 Summary

This chapter provides information about the recent study's methodology including participants and setting, research instruments, data collection procedure, and data analysis. The mind mapping below illustrates the summary of the recent research design. The next chapter will present the results of the recent study.



CHAPTER IV

RESULTS

This chapter presents the results from the analysis of classroom lesson transcriptions. The data from the video transcripts were analyzed in order to answer the research questions below.

4.1 What similarities and differences can be found or identified in the pattern of interaction in classes taught by experienced vs novice teachers?

4.2 What speech functions are realized during the negotiation process taking place in the two classes?

To answer research question 1, the data were analyzed in two groups, i.e., the frequency of utterances (4.1.1) and exchange structures (4.1.2). To answer research question 2, the functions of speech were examined so as to compare the utterance qualities communicated by the participants in the two classrooms (4.2.1). A summary of the chapter will also be made in 4.3 to capture the main research findings.

4.1 What similarities and differences can be found or identified in the pattern of interaction in classes taught by experienced vs novice teachers?

In order to answer this research question, the patterns of interaction constructed in the two classrooms will be discussed in two aspects, namely: the frequencies of utterances and the exchange structures.

4.1.1 Frequencies of utterances

The frequencies of utterances made by the participants in the two classes were counted in order to compare the quantity of speeches. The results are presented in Table 4.1 below.

Table 6 The number of utterances made in the two classes

Classes	Participants	Utterances	
		Frequencies	Percentages
Novice teacher	Teacher	199	70.08%
	Students	75	29.02%
	Total	274	100%
Experienced teacher	Teacher	144	63.15%
	Students	84	36.85%
	Total	228	100 %

Table 6 shows the numbers of utterances made by the participants from both classes. The classroom lesson was on Unit 6: *Achievements and regrets*, and the two classes were for a duration of 50 minutes each. The findings showed that the number of utterances made by the two teachers were quite similar, however it was noted that the novice teacher produced a few more utterances (70.08%) than the experienced teacher in the classroom (63.15%). Meanwhile, students in the class of the experienced teacher have made more utterances (36.85%) than those in the novice teacher's classroom (29.02%). The below samples of utterances were organized by both teachers at the beginning of the classroom instruction.

Extract 4.1 Sample of an experienced teacher's utterance

18. T: So, we are going to repeat the pronunciation of these words and see their meaning and try to remember all these words but it's quite a lot, about 50 words.

From the above extract, the experienced teacher began the lesson by informing the class about the focus of the class activity which was about the practice of pronunciation of the vocabulary items related to the unit contents of '*achievements and regret*'.

Extract 4.2 Sample of a novice teacher's utterance

4. T: Before we start the lesson, let's play a small game named 'who am I?' you have to ask me the question whatever questions that can provide you the answer.

Extract 4.2 demonstrates that the novice teacher began by informing the class that he would play games to foreground the necessary knowledge and lead to the class lesson. Even though both classes focused on the same topic, which was '*Achievement & Regret*', the teaching activities were produced in the class differently and influenced the pattern of the interactions that also occurred differently.

The below extracts report the utterances made by novice teacher's class, the focus was on teaching grammar rules, in particular, 'used to' + infinitive verb.

Extract 4.3 Samples utterances communicated in the novice teacher's classroom

246. T: As we know that "used to" have to follow by verb infinitive. This is used to explain the status or the situation that already done in the past.
247. T: For example, we used to be friends but not anymore. * Translate in Thai*
248. T: When we were children, we used to camp in the forest with our parents. * Translate in Thai*.
249. T: If you used to be in that situation or used to do something in the past.

Meanwhile, the focus of the experienced teacher's instruction was on vocabulary and pronunciation. The extract below presents the sample of the vocabulary lesson taught in the classroom by the experienced teacher.

Extract 4.4 Sample of utterances made in the experienced teacher's classroom

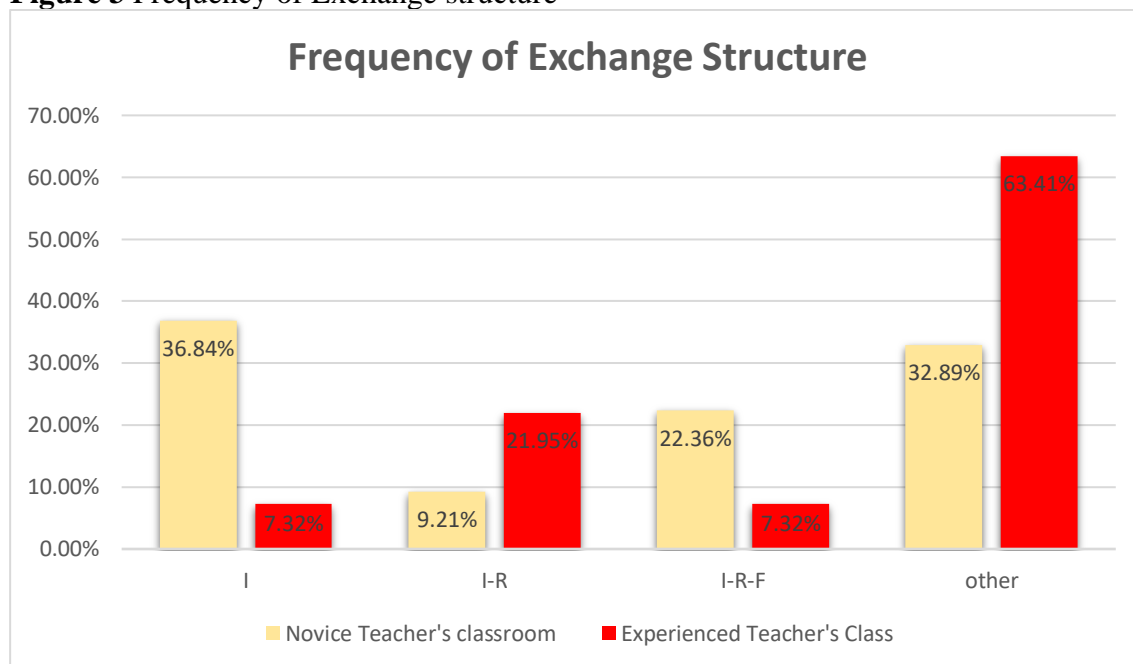
209. T: * play audio word 'accomplishment'*
210. S: accomplishment
211. T: Louder please

212. S: Accomplishment
213. T: What does it mean?
214. S: Karn bunlu pao mai (Thai meaning)

In summary, there was not much difference in the frequency of utterances made by the participants in the two classes. However, the two classes were different in terms of class activities. The findings in this area, however, are still insufficient to compare the differences of interactions and explain what is going on in the two classrooms. Further investigation will therefore be made in the following section to identify the exchange structures made by the participants to see how meanings are negotiated during their processes of classroom instructions.

4.1.2 Exchange structures

This section reports the findings from the analysis of the interactions organized in the two classes following Sinclair and Coulthard's (1975, 1992) discourse model of exchange structure. As mentioned in chapter 2, the dominant exchange structure found in previous studies is the I-R-F structure, i.e., 'I' as Initiation, 'R' as response and 'F' as follow up. In real communication, however, to negotiate the meaning, sometimes the interlocutors have to recheck the understanding in order to get the mutual comprehension (Long, 1993). This study investigated the exchange structures in the classrooms where the negotiations of meanings are made between teachers and students. During class activities, opportunities arise where class interactions are constructed in the structures which may not align with the traditional classroom exchange structure. In addition to the I-R-F structure, those different structures were also investigated to explain more clearly how the two teachers allowed students to negotiate meanings and interact in their class instructions. The findings are presented in Figure 4.1 below

Figure 3 Frequency of Exchange structure

- **Initiating moves (I)**

Figure 3 shows that almost half of the classroom interactions in the novice teacher's class was controlled by the teacher as evidenced by the high frequency of teacher's initiating move (I) without any student response (36.84%). Meanwhile, there was a much lower frequency of initiating moves made by the experienced teacher that did not receive any response from students (7.32%).

When the class activities were examined further, the novice teacher spent time explaining the grammar issues to the class and most initiating moves did not require any responses from students. Extract 5 illustrates the initiations made by the novice teacher.

Extract 4.5 Initiating move made by the novice teacher

257. T: Anyway, you might be struggle about would, used to with the past simple tense. (Initiation)
258. T: When should I use the past simple tense then? Past simple use to tell the status or situation in the past same as would and used to but it might be real or unreal in the recent. (Initiation)
259. T: For example, we celebrated Christmas at home every winter. *Translate in Thai* it means, they might celebrate or might not in the recent. (Initiation)
260. T: Let's compare with would and used to. If we say we used to celebrate Christmas ever winter. (Initiation)

In the experienced teacher's classroom, most of the initiating moves used were to explain the pronunciation of the vocabulary items and these moves did not require any response from the students. Evidence of this can be seen in Extract 4.6 below.

Extract 4.6 Initiating move made by the experienced teacher

48. T: Do you see? (Initiation)
49. T: when we pronounce it is not the same as it writes (Initiation)
50. T: this word was blended once it pronounces, and you can hear take advantage of instead. (Initiation).

- **Two-way interactions (I-R, I-R-F, and other structures)**

As far as the two-way interactions were considered, the results revealed that the classroom taught by the experienced teacher produced more interactions between teacher and students (92.68%) and fewer were produced in the novice teacher's classroom (63.16%). The discussions below present the result of each two-way interaction pattern. To clarify this, a detailed discussion will be made as follows.

I-R pattern

The IR pattern was dominantly produced in the classroom of the experienced teacher (21.95%). Meanwhile, there were only few exchanges of the I-R pattern produced in the novice teacher's classroom (9.21%). When delving further into the contents of interactions, it was found that most of the I-R exchanges in the experienced teacher were to model and practice the pronunciation. The following extracts present the I-R exchange structure used in both classrooms.

Extract 4.7 Sample of I-R exchange structure organized in the experienced teacher's classroom

19. T: *play audio word 'achievement' * (Initiation)
20. S: Achievement (Response)
21. T: what does it means? (Initiation)
22. S: Khawm sam ret (meaning in Thai) (Response)
23. T * play audio word 'regret' * (Initiation)
24. S: regret, regret (Response)
25. T: what does it mean? (Initiation)
26. S: Khawm ru suek seai jai (meaning in Thai) (Response)

The above conversation represents the interaction of I-R structure, beginning with the teacher playing the recording as a model of pronunciation, followed by student repetition of the pronunciation. The teacher then asked a question after each pronunciation to check students' knowledge of the vocabulary meanings. These questions were answered by the students by saying the meanings of those vocabulary items in Thai.

To compare the nature of interaction in the novice teacher's classroom, Extract 4.8 below demonstrates how the I-R exchange structure was organized by the teacher and his students.

Extract 4.8 Sample of I-R exchange structure organized in the novice teacher's classroom

195. T: Ah okay Sirapop what are you going to share. (Initiation)
 196. S: it is my regret. (Response)

Extract 4.8 shows that the teacher began the interaction by nominating one student (Sirapop) to answer the question. Then, the student responded to the question, and the conversation represents the exchange structure of I-R.

I-R-F pattern

From the findings, more I-R-F patterns were produced in the novice teacher's classrooms (22.36%) while only few were produced in the experienced teacher's classroom (7.50%). Broadly, the I-R-F patterns were organized in both classes from the teacher's initiation, followed by the student response, and the teacher's follow up. Samples of this traditional classroom interaction are demonstrated in Extracts 4.9 and 4.10 below.

Extract 4.9 Sample of I-R-F exchange structure organized in the novice teacher's classroom

156. T: Okay next, I know that many of you know this character, right? *mentioned to the ppt* (Initiation)
 157. S: Ah the soulmate next-door series? (Response)
 158. T: yes, it is (Follow up)

The above extract from the novice teacher's classroom was made when the teacher required the student to reply to his question and then the student answered by saying the name of what was shown in the presentation. The teacher finally confirmed that the student's answer was correct.

Extract 4.10 Samples of I-R-F exchange structure organized in the experienced teacher's classroom

- 103. T: okay next one * play audio word 'superior '* (Initiation)
- 104. S: superior (Response)
- 105. T: this one means a higher rank (Follow up)

The above extract presents the I-R-F pattern in the classroom of an experienced teacher occurring during the practice of vocabulary pronunciation. The students replied to the recording, then the teacher gave them the follow up move to clarify or further explain about its meaning.

Other patterns

The classroom interactions in the two investigated classrooms were also analyzed to identify the other patterns of exchange structure to compare the complexity of communication processes. It was anticipated that the classroom where the meanings were negotiated in more complex exchange structures should promote more opportunities for students to learn, and thereby represent the nature of interaction which is close to real-life communication.

When the percentages of other exchange structures were considered, the results showed that the experienced teacher's classroom produced more different patterns (63.41%) to the novice teacher's classroom (32.89%). When the frequencies of occurrence were considered, however, it was found that the two classrooms produced similar amounts of other structures, i.e., 25 patterns in the novice teacher's class and 26 patterns in the experienced teacher's class. The table 4.2 below presents the patterns of the other classroom exchange structures which occurred in the two classes.

Table 7 Other exchange structures constructed in the novice and experienced teachers' classrooms

Other exchange structures		
No.	Novice teacher's classroom	Experienced teacher's classroom
1	I-R-F-F-F-F	I-R-I-R-F-F-F
2	I-I-R-F-F	I-R-I-R
3	I-I-I-I-I-R-R-F	I-R-I-R
4	I-I-I-R-F-F	I-R-I-R-F
5	I-R-F-I-R-F-I-R-F	I-R-F-I-I-R-I-R-F-F
6	I-R-R-F-F-I-R-F-F	I-R-I-I-R-I-R-F-I-I-R
7	I-I-R-F-F-F	I-R-I-R-F-F-I-R-F-F-F
8	I-I-R-I-R-F	I-I-R-R-F-R-F-F
9	I-I-R-R-F-F	I-R-I-I-I-R-I-R-F
10	I-R-F-R-F-F-F	I-R-F-F
11	I-R-I-F-I-I-I-I-R-F	I-R-I-I-I-R
12	I-I-R-I-F-I-R	I-R-I-I-R-I-R-I-R-I-R-F
13	I-I-R-F	I-R-F-I-I-I
14	I-R-F-F-F	I-R-F-R-I-R
15	I-R-F-F-R-F	I-R-I-R-F-I-F
16	I-I-R-F	I-R-I-R
17	I-R-I-R-R-F	I-R-I-R-F-I-R-I-R-F-F-F-F-F
18	I-R-R-F-I-R-F-F	I-R-I-R-F
19	I-R-R-I-R-R-F-F-F	I-R-I-R-I-R-F
20	I-I-R	I-R-I-R-F-I-R-F
21	I-R-F-F-F	I-R-I-I-R-F-F-F
22	I-R-I-I-R-F-F	I-R-I-R-F
23	I-I-R-R-R-F-F	I-I-R-F
24	I-R-R	I-R-F-I-R-F
25	I-R-F-F-F	I-R-I-R-F-F
26	-	I-R-I-R-I-R

As shown in Table 7, both classrooms have constructed interactions in complex structures. When considered more closely, each complex structure in the experienced teacher's classroom contained longer stretches of initiating and responding moves, showing the ongoing practice of pronunciation and word meanings. Moreover, these extended I-R exchanges mostly included: the pronunciation modelled by the teacher (Initiation), the practice of pronunciation following the model (Response), the question asked by the teacher to check students' knowledge of the word (Initiation), the response made by students to answer the question (Response), and a feedback or comment made by the teacher to follow up the response (Follow up). Extract 4.11 below presents the interaction conducted in the experienced teacher's classroom in the other pattern of exchange structure.

Extract 4.11 Sample of other exchange structure organized in the experienced teacher's classroom, representing the I-R-I-R-F-F-I-R-F-F-F pattern

65. T: *play audio word 'salary' (Initiation)
66. S: Salary (Response)
67. T: can you guys guess the meaning of salary? (Initiation)
68. S: pak keun chai (celery Thai meaning) * laugh* (Response)
69. S: I don't think it's correct * laugh*. (Follow up)
70. T: * laugh* No that's another (Follow up)
71. T: guess guess (Initiation)
72. S: ngeru deuan (Thai meaning) (Response)
73. T: yes, correct (Follow up)
74. T: good job (Follow up)
75. T: it's ngeru deuan (Thai meaning of salary) (Follow up)

As can be seen in Extract 4.11, the teacher was the one who led the class conversation by playing the record of vocabulary pronunciation, checking student knowledge of the word meaning, and providing feedback or confirming the correct answer.

In the novice teacher's classroom, less control was made by the teacher; and the conversation included more involvements from students.

Extract 4.12 Sample of other exchange structure organized in the novice teacher's classroom, representing the I-R-R-F-F-I-R-F-F pattern

111. T: you go Sirapop (Initiation)
112. S: Okay teacher my turn (Response)
113. S: * read the sentence * (Response)
114. T: Okay (Follow up)
115. T: let's see. Sirapop said that 'I used to study really hard I managed to get into the college and graduate with the good grade, (Follow up)
116. T: actually, do you see something wrong in this sentence? Humm (Initiation)
117. S: Graduate should be graduated (Response)
118. T: Oh good Sirapop (Follow up)
119. T: it should be graduated as it is the past. * Translate the sentence in Thai* (Follow up)

In Extract 4.12, the teacher began by nominating one student (Sirapop) to participate in the activity. After Sirapop's response, the teacher asked if he could identify the mistake, the student explained the mistake and made the correction. The student's

active involvement can be seen from his volunteering to read the sentence and the response to the teacher's displayed question as an informative statement instead of a 'yes' or 'no' reply. This conversation was closed with the teacher's follow up moves to compliment and confirm the student's answer.

In sum, different patterns of exchange structure were used in the two teacher's classroom. The novice teacher produced more initiating moves than the experienced teacher when explaining the grammar rules to the classroom. Besides, the two-way interaction was produced more in the classroom of the experienced teacher, especially the adjacent pattern of I-R and other structures. Moreover, the I-R exchange structure is frequently used in the experienced teacher's classroom to mainly model and repeat the vocabulary pronunciation.

4.2 What speech functions are realized during the negotiation process taking place in the two classes?

The discussion above showed that there were more two-way interactions conducted in the experienced teacher's classroom than those undertaken in the novice teacher's classroom. When considered the nature of interaction, however, more active involvements from students were found in the novice teacher's class with less control from the teacher. To identify explicitly the nature of interaction occurred in both classrooms, the quantitative aspects of those interaction patterns are insufficient. This section therefore examines further to compare the qualities of utterances made by the participants in the two classrooms by taking the lens of speech acts.

4.2.1 Acts

According to Sinclair and Coulthard (1975, 1992), every exchange structure is composed from moves, and different moves are used to communicate different speech functions or 'acts'. Act is therefore the lowest rank of the discourse model which has the potential to support the interlocutors to communicate with both of tactic and pragmatic comprehension. The analysis of speech acts thereby would reflect the quality of utterances made by the interlocutors, and will be made in order to obtain the answer of research.

Table 8 The number of acts of a novice teacher's classrooms

Novice teacher's classroom												
I				R				F				
	Informative	Elicitation	Directive	Informative	Accept	Refusal	Comment	Confirmation	Acknowledgement	Conclusion /Clarification /Explanation		
Teacher	54.54%	34.54%	10.90%	21.05%	26.31%	52.63%	35.71%	34.28%	12.85%	17.14%		
	60	38	12	4	5	10	25	24	9	12		
Total	100% 110			100% 19			100% 70					
Student	18.18%	81.82%	-	59.61%	38.46%	1.92%	-	-	100%	-		
	4	18	-	31	20	1	-	-	1	-		
Total	100% 22			100% 52			100% 1					

Table 9 The number of acts of an experienced teacher's classroom

Experienced teacher's classroom												
I				R				F				
	Informative	Elicitation	Directive	Informative	Accept	Refusal	Comment	Confirmation	Acknowledgement	Conclusion /Clarification /Explanation		
Teacher	63.00%	31.00%	6.00%	42.85%	42.85%	14.30%	32.44%	43.24%	13.52%	10.81%		
	63	31	6	3	3	1	12	16	5	4		
Total	100% 100			100% 7			100% 37					
Student	12.50%	87.50%	-	95.58%	-	4.42%	37.50%	-	50.00%	12.50%		
	1	7	-	65	-	3	3	-	4	1		
Total	100% 8			100% 68			100% 8					

Initiating move

As shown in Tables 8 and 9 above, the initiating moves were found in both classes in similar frequencies, i.e., 110 moves in the novice teacher's classroom and 100 moves in the experienced teacher's classroom. From the data analysis, the informative function was mostly found in the initiating moves of both classes. The below extracts present the samples of initiating moves communicated in informative function.

Extract 4.13 Sample of informative initiations made by the experienced teacher and received no response

123. I will tell you. (Initiation: Informative)
124. T: I In Thailand It starts from Tha ki leak, trad and strips across Thailand area from East to West and end at Mukdahan. (Initiation: Informative)
125. T: This corridor was invested by China and their condition is Thailand have to included Chinese language into the curriculum. (Initiation: Informative)
126. T: And there are other countries that were included in this project which are Myanmar, Thailand, Laos, Cambodia and Vietnam. (Initiation: Informative)

The above extract occurred during the vocabulary lesson of the experienced teacher's classroom. The teacher provided additional information regarding the practiced vocabulary item to the students. These initiating moves aimed to pass on the information about the word and did not require any response from the students.

Extract 4.14 Sample of informative initiations made by the novice teacher and received no response

246. T: As there were used to and would in those sentences that we just practiced. (Initiation: Informative)
247. T: As we know that used to have to follow by verb infinitive. This is used to explain the status or the situation that already done in the past. (Initiation: Informative)
248. T: For example, we used to be friends but not anymore. * Translate in Thai* (Initiation: Informative)
249. T: When we were children, we used to camp in the forest with our parents. * Translate in Thai*. (Initiation: Informative)
250. T: If you used to be in that situation or used to do something in the past. (Initiation: Informative)

Extract 4.14 shows that the novice teacher was using initiating moves to explain about the grammar rules of ‘*used to*’ and verbs in the infinitive form. These initiating moves also received no response from the students because none was required by the students

As far as students’ initiating moves were concerned, the findings showed that most initiating moves made by the students in the two classes were in elicitation function. More elicitations were used by the students in the novice teacher’s classroom (22 moves). The example of how students communicated in this function is demonstrated in Extract 4.15 below.

Extract 4.15 Sample of an initiation move made by the students of novice teacher’s classroom.

- 22. S: Are you a politician? (Initiation: Elicitation)
- 23. T: No (response: Refusal)
- 24. T: I’m not a politician (Follow up: Confirmation)

The elicitation above was made by the student to participate in the game, ‘*who are you?*’. The students asked their teacher the question as the initiation and then the teacher replied to refute the details of the guessed word.

Fewer elicitations were used by the students in the experienced teacher’s classroom, and the example of the student’s use of this act is shown in turn 40 in Extract 4.16 below.

Extract 4.16 Sample of an initiating move made by the students of experienced teacher’s classroom

- 34. T: *play audio word ‘opportunity’* (Initiation: Informative)
- 35. S: Opportunity, which means O-Kard (Thai meaning)
(Response: Informative)
- 36. T: Aha good (Follow up: Comment)
- 37. T: there is a synonym of opportunity. (Initiation: Informative)
- 38. T: Do you know what it is? (Initiation: Elicitation)

- 39. S: Ah Chance (Response: Informative)
- 40. S: is that chance teacher? (Initiation: Elicitation)
- 41. T: yes (Response: Accept)
- 42. T: good, good (Follow up: Comment)
- 43. T: the synonym of opportunity is chance C H A N C E (Follow up: Confirmation)

In Extract 4.16, the student initiated the turn by using an elicitation to enquire from the teacher whether his/her answer was correct or not. This elicitation function required the linguistic response from the teacher to confirm the student's understanding of the content during the process of meaning negotiating in the classroom.

Responding move

As shown in Table 4.3 above, more than half of the novice teacher's responding moves were used to refute student responses (52.63%), and some were used for informative (21.05%) and acceptance functions (26.31%).

Extract 4.17 Sample of a responding move in a refusal function made by the novice teacher

- 50. S: Teacher are you a designer? (Initiation: Elicitation)
- 51. T: no (Response: Refusal)
- 52. T: I'm not a designer (Follow up: Confirmation)

In Turn 51 above, the responding move made by the teacher was to refute the guess made by the student while playing the game '*who are you?*' at the beginning of the lesson.

Extract 4.18 Samples of a responding move in informative function made by the novice teacher.

- 30. S: Male or female? (Initiation: Elicitation)
- 31. T: I am female all the way (Response: Informative)

As can be seen in Extract 4.18, the informative function was also made sometimes by the novice teacher to respond to the student's initiation, and this exchange was made while playing the game '*who are you?*' at the beginning of the class lesson.

Extract 4.16 Samples of responding move in accept function made by the novice teacher.

- 126. T: So, what about the owner of the company (Initiation: Elicitation)
- 127. T: what does it call? (Initiation: Elicitation)
- 128. S: Employer, (Response: Informative)
- 129. S: right teacher? (Initiation: Elicitation)
- 130. T: Yes (Response: Accept)
- 131. T: good. (Follow up: Comment)

Some of the novice teacher's responses were produced to accept the elicitation made by the students as shown in Extract 4.19 above. The student made a guess on the target word in Turn 129, and the novice teacher replied and accepted the response. Meanwhile, the responding moves were made by the experienced teacher for two main functions, namely: informative and acceptance (42.85% each).

Extract 4.20 Sample of an informative response made by the experienced teacher

- 133. T: Okay next one please *play audio word 'sneak'* (Initiation: Informative)
- 134. S: Sneak, Eab, rob, dod (Thai meaning) (Response: Informative)
- 135. S: Teacher, what does 'dod' mean? *laugh*(Initiation: Elicitation)
- 136. T: it is ... it is doing something that people cannot notice (Response: Informative)
- 137. S: Ah (Follow up: Acknowledge)
- 138. S: are you dod now? * Ask friends and laugh* (Initiation: Elicitation)
- 139. T: * laugh*(Follow up: Acknowledge)

The extract above shows that the informative response was made by the experienced teacher in Turn 136 to pass on linguistic information to the student question about the practiced vocabulary.

The significant number of responses made by the experienced teacher was also to accept the student initiations as illustrated in Extract 4.21 below.

Extract 4.21 Sample of a responding move made by the experienced teacher to accept the response

192. T: what is the synonym of this word? (Initiation: Elicitation)
 193. S: Is that Invite? (Initiation: Elicitation)
 194. T: yes (Response: Accept)
 195. T: but this word, persuade it is requesting the outcome as successful more than invite. (Follow up: Conclusion/ Explanation/ Clarification)

In Extract 4.21, the experienced teacher replied as 'yes' to accept the student question on the practiced word.

More than half of the students' responding moves in the novice teacher's classroom were to provide information (59.61%) and some were to accept the initiation (39.46%).

Extract 4.22 Sample of an informative response made by the student in the novice teacher's classroom

70. T: And what about regret? (Initiation: Elicitation)
 71. S: Sia Jai (Thai meaning) (Response: Informative)
 72. T: Yes, that's right (Follow up: Confirmation)
 73. T: Sia Jia (repeat the student's answer). (Follow up: Confirmation)
 74. T: Correct. (Follow up: Comment)

Extract 4.22 shows the conversation in the novice teacher's classroom. When the teacher asked a question (Elicitation), the student replied by giving the meaning of the word in Turn 71. This response functioned as an informative response.

Meanwhile, almost all the student responses in the experienced teacher's classroom were used as informative moves. The example of the conversation that contains the student's informative act is demonstrated in Extract 4.23 below.

Extract 4.23 Sample of a responding move in an informative function made by the student from experienced teacher's classroom.

23. T * play audio word 'regret '* (Initiation: Informative)
24. S: regret, regret (Response: Informative)
25. T: what does it mean? (Initiation: Elicitation)
26. S: Khawm ru suek sei jai (meaning in Thai) (Response: Informative)

The extract above presents the responding move made by the student from an experienced teacher's classroom. When the teacher played the recording of a model pronunciation, students replied by repeating the word and the turn was analyzed as an informative move.

Follow up move

From the results, the follow up moves were used by the two teachers for various purposes and at similar frequencies. The two common functions were to comment and confirm student responses. The extracts below illustrate the comment and confirmation used by the two teachers.

Extract 4.24 Samples of a comment function made by the novice teacher

65. T: Ok, what is achievement? (Initiation: Elicitation)
66. T: What does achievements mean? (Initiation: Elicitation)
67. S: Khawm Sam ret (Thai Meaning) (Response: Informative)
68. T: Ah (Follow up: Acknowledge)
69. T: good (Follow up: Comment)

From extract 24, the novice teacher accepted the student response by saying 'good'. This follow-up move functions as a compliment to the student's correct answer. Follow-up moves were also used sometimes by the novice teacher as a confirmation to the student response as can be seen in Extract 25 below.

Extract 4.25 Samples of a confirmation made by the novice teacher

88. T: this passage should be achievement or regret? (Initiation: Elicitation)
89. S: Regret (Response: Informative)
90. T: Why? (Initiation: Elicitation)
91. T: why do you think that this passage is the regret? (Initiation: Elicitation)
92. S: Because she said I should ... not sure laugh (Response: Informative)
93. T: Yeah that's right, (Follow up: Confirmation)
94. T: because she used I should, so, she feels regret that she did join Chef pom cooking class. (Follow up: Conclusion/ Explanation/ Clarification)

The above extract shows that when the student supplied a correct answer to the question, a follow-up move was also used by the teacher as confirmation of the correct answer (Turn 93).

The comment and confirmation were also the common functions used in the experienced teacher's follow up moves. Extract 4.26 below demonstrates the conversation in the experienced teacher's classroom which contains the two speech functions.

Extract 4.26 Sample of comment and confirmation functions made by the novice teacher

65. T: *play audio word 'salary' * (Initiation: Informative)
66. S: Salary (Response: Informative)
67. T: can you guys guess the meaning of salary? (Initiation: Elicitation)
68. S: pak keun chai (he means celery) * laugh* (Response: Informative)
69. S: I don't think it's correct * laugh*. (Follow up: Comment)
70. T: * laugh* No that's another (Follow up: Confirmation)
71. T: , guess guess (Initiation: Elicitation)
72. S: ngeru deuan (Thai meaning) (Response: Informative)
73. T: yes, correct (Follow up: Comment)
74. T: good job (Follow up: Comment)
75. T: it's ngeru deuan (Follow up: Confirmation)

From the extract above, the experienced teacher commented on the student's responses when they gave the correct answers (Turns 73 and 74), and he also confirmed the student response by saying 'no, that is another' in Turn 70 before initiating the turn to encourage the students to try again.

On the other hand, a follow up move was used only once by the student in the novice teacher's classroom, and the function was to acknowledge the teacher's comment (see Turn 209 below).

Extract 4.27 Sample of an acknowledgement made by the student in the classroom of a novice teacher

205. T: kanokparn go (Initiation: Directive)
 206. S: I study hard, so I can join the famous University. (Response: Informative)
 207. T: Oh wow it's your achievement right? (Follow up: Confirmation)
 208. T: anyway, congratulations to you na Kanokparn. (Follow up: Comment)
 209. S: Thank you kha (Follow up: Acknowledge)
 210. T: Okay (Follow up: Acknowledge)

More follow up moves were produced by the students in the experienced teacher's classroom and they were mainly used to acknowledge and comment on previous turns of other participants.

Extract 4.28 Sample of an acknowledgement made by the student in the classroom of an experienced teacher

133. T: *play audio word 'dummy' (Initiation: Informative)
 134. S: Dummy (Response: Informative)
 135. T: Dummy in your own understanding what does it mean? (Initiation: Elicitation)
 136. S: *laugh* cards game (Response: Informative)
 137. T: * laugh* actually it is not (Follow up: Comment)
 138. T: what does it mean then? (Initiation: Elicitation)
 139. S: Hun jumlong (Response: Informative)
 140. S: how? (Initiation: Elicitation)
 141. T: Do you remember when there was a protest and there was a violence but the cctv around that area could not work. It's

- called a dummy cctv (Response: Informative)
142. S: Ah I see (Follow up: Acknowledge)
143. S: like it is not work but just place there. (Follow up: Conclusion/ Explanation/ Clarification)
144. T : yes (Follow up: Confirmation)
145. T: and pretend it works * laugh* (Follow up: Confirmation)
146. S: *laugh* (Follow up: Acknowledge)

From extract 4.28, the student acknowledged the information provided by the teacher twice as shown in Turns 142 and 146.

The students' follow-up moves were also used to comment on other interlocutor's turn in the classroom conversation of the experienced teacher.

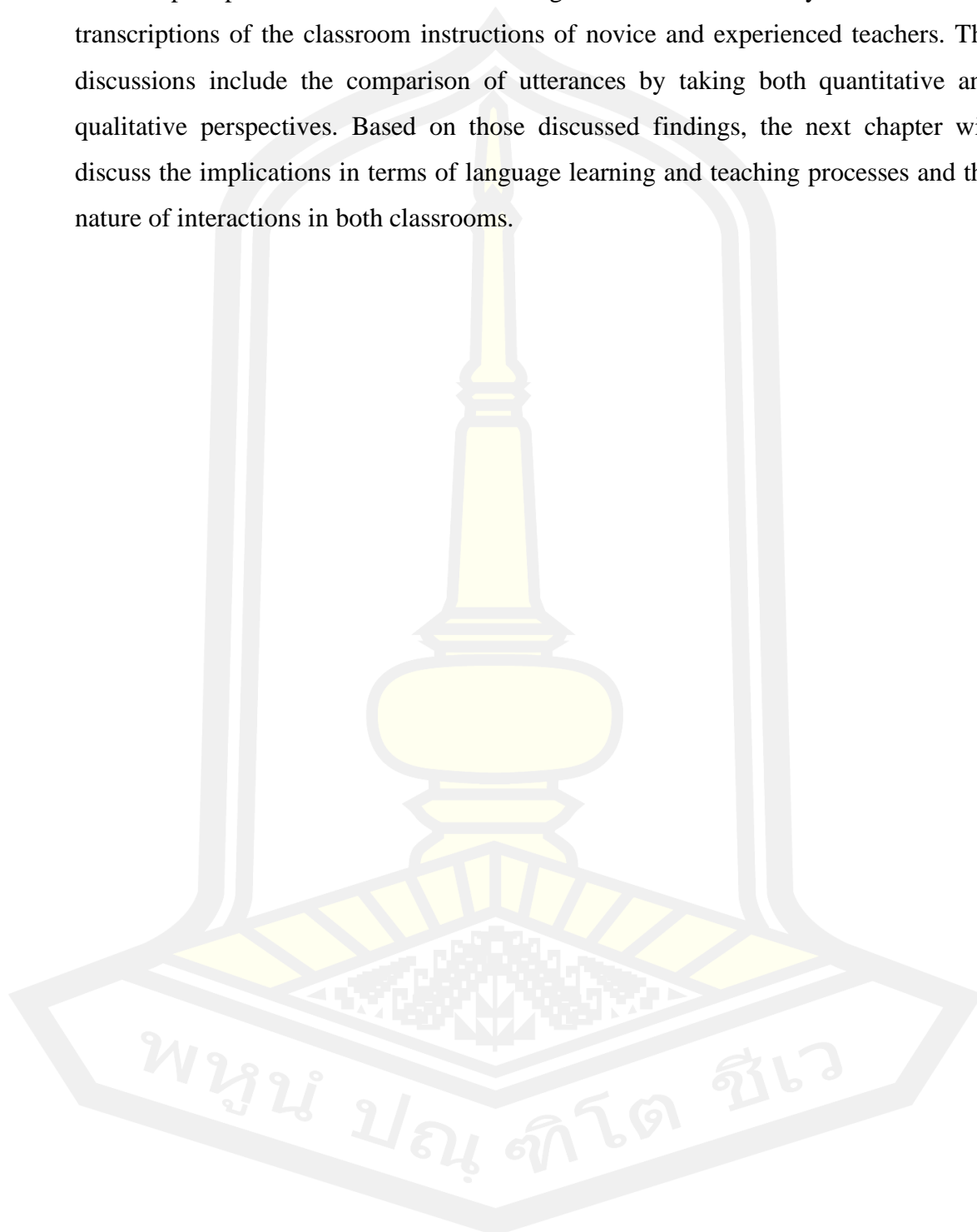
Extract 4.29 Sample of a follow up move made by the student in the experienced teacher's classroom functioning as a comment

65. T: *play audio word 'salary' * (Initiation: Informative)
66. S: Salary (Response: Informative)
67. T: can you guys guess the meaning of salary? (Initiation: Elicitation)
68. S: pak keun chai (he means celery) * laugh* (Response: Informative)
69. S: I don't think it's correct * laugh*. (Follow up: Comment)
70. T: * laugh* No that's another (Follow up: Confirmation)
71. T: , guess guess (Initiation: Elicitation)
72. S: ngern deuan (Thai meaning) (Response: Informative)
73. T: yes, correct (Follow up: Comment)
74. T: good job (Follow up: Comment)
75. T: it's ngern deaun (Follow up: Confirmation)

In Extract 4.29, one student made a comment (Turn 69) on the previous turn made by another student to show her disagreement by saying '*I don't think it's correct*', followed by laughter.

4.3 Summary

This chapter presents the research results gathered from the analysis of the video transcriptions of the classroom instructions of novice and experienced teachers. The discussions include the comparison of utterances by taking both quantitative and qualitative perspectives. Based on those discussed findings, the next chapter will discuss the implications in terms of language learning and teaching processes and the nature of interactions in both classrooms.



CHAPTER V

DISCUSSION AND LIMITATIONS

Introduction

This chapter discusses the implications of the research findings on language learning as well as research limitations. Five implications including: the different approaches employed by the two teachers (5.1), students' personal traits (5.2), classroom learning atmosphere (5.3), and teacher beliefs (5.4) are discussed in the first part of the chapter. The second part further discusses the limitations of the study and offers suggestions for future studies on English language learning and teaching (5.5).

5.1 The different approaches employed by the two teachers

The results from the investigation of classroom interactions constructed in the classrooms taught by the senior and novice teachers showed that both teachers had employed different strategies in order to teach the same topic. These different strategies reflected the characteristics of different teaching approaches used by the teachers.

In the experienced teacher's classroom, the classroom interactions relied heavily on the practice of pronunciation, beginning with the teacher modelling the correct pronunciation, followed by the students repeating the words. If the students could enunciate the targeted item clearly, positive feedback was made by the teacher, if the pronunciation was still unclear or incorrect; the teacher asked the class to try again. This reflects that the teaching goal of this classroom was focused on correction and precision of pronunciation and understanding of meaning, showing the characteristics of an audiolingual teaching method.

According to Richards & Rodgers (2001), the audiolingual method underlies the behaviorist theory. The classroom language learning is made through the interactions that include some rewards to student responses while the incorrect responses will be replied to with the correct model given rather than considering the incorrect answer as a mistake. Drilling is the main feature of this teaching method as the students have to repeat the structural pattern of the lesson through oral practices (Brown, 1998). Moreover, the main characteristics of the audiolingual method include: instruction

given in the target language, use of students' mother tongue to help them acquire the target language, modelling and repeating the dialogue or target language as drilling, the teacher role as a controller, and the students' passive roles to mainly follow the class instructions and imitate the teacher model (Bushar, 2001; Freeman & Larsen, 2000).

In the experienced teacher's classroom, even though the teacher did not model the pronunciations of different words himself, the recording of words was played to ensure standard pronunciations, and the instructional process followed the characteristics of a drilling lesson as discussed above. Evidence of this can be exemplified in Extract 30 below.

Extract 5.1 Sample of a repetitive drill used in the classroom of an experienced teacher

220. T: Okay next * play audio word 'ceremony'*
 221. S: Ceremony, Phi Thee (Thai meaning)
 222. T: *play audio word 'privilege' *
 223. S: Privilege, Sithipised (Thai meaning)

Moreover, the teacher's initiation was made as a command when the students could not pronounce the word correctly as can be seen in Turn 187 of Extract 5.1 below.

Extract 5.2 Sample of a directive initiation used in the classroom of an experienced teacher

185. T: play audio word 'mischievous' (Initiation: Informative)
 186. S: Mischievous (Response: Informative)
 187. T: Try to pronounce it correctly, again (Initiation: directive)
 188. S: Mischievous (Response: Informative)
 189. T: Okay (Follow-up: Acknowledgement)

The conversations above show that students were allowed to use Thai sometimes in the classroom instruction (see Turns 221 and 223), and that the directive function was used by the experienced teacher to require the students to repeat the pronunciation again (Turn 187: '*Try to pronounce it correctly, again*'). After the students pronounced the word correctly, the teacher acknowledged their response before

moving to the next practice. The conversation above reflects the focus on correctness and understanding of the word meanings, sharing the characteristics of the audiolingual approach employed in the experienced teacher's classroom.

Meanwhile, the analysis of the novice teacher's classroom instruction showed different teaching methods being employed. Taking a broad perspective, the class instruction was divided into three main stages: warm up (through 'Who am I?' activity), practice of sentence reading in the reading text as well as teaching of vocabulary, and establishing the sentences to practice the learnt knowledge. These three instructional stages were framed clearly by the teacher in the classroom as evidenced below.

Extract 5.3 The frames made by the novice teacher to organize different stages of the classroom instruction

4. T: Before we start the lesson, let's play a small games name 'who am I?' You have to ask me the question whatever questions that can provide you the answer. (Warm up)
.....
61. T: Okay it's time for a lesson. (Lesson instruction)
.....
187. T: Okay guys after this, I would like to hear from you about your own experience about achievement and regret. (Practice of sentence construction)

The use of the game in the beginning stage and the practice of sentence construction in the last stage of the instruction involved the turn taking between the teacher and students in a less controlled manner. The teacher initiations were open to any students to take part, most of the student responses were not evaluated by the teacher, and the follow up moves were to acknowledge or to compliment the replies (see Extracts 33 and 34).

Extract 5.4 Sample of a conversation in the warm up stage of the novice teacher's instruction

55. T: Your friend asked me already about Miss Universe but I'm not that thing just only attend but not win.
56. S: I Think I know ... Ann Annchilee Scott Kemis.
57. T: Thailand!!!

58. T: yes
 59. T: I am miss Universe Thailand as I told you that I'm not miss universe but I attended.
 60. T: Good job, guys.

Extract 5.5 Sample of a conversation in the ending stage of the novice teacher's instruction

205. T: Kanokparn go.
 206. S: I study hard, so I can join the famous University.
 207. T: Oh wow it's you achievement right?
 208. T: anyway, congratulations to you na Kanokparn.
 209. S: Thank you kha.
 210. T: Okay.

These features of classroom interactions in the beginning and ending stages above reflect the characteristics of the communicative language teaching approach employed in the novice teacher's classroom.

The communicative language teaching approach or communicative approach (CLT) is a teaching approach that highlights the importance of real communication and maximizes the communicative competence in learning language (Richard, 2006). According to Richards and Rodgers (1986) the principal characteristics of CLT include: the use of authentic materials in class activity and lesson, the use of the target language by the teacher whilst teaching, more focus on meaning than form, more opportunity for students to speak in class, acceptance of errors as a part of learning enhancement, explicit taught of vocabulary, and emphasis of listening and speaking. Even though authentic materials were not used in the observed lesson, the interactions in the beginning and ending stages of the novice teacher's classroom (e.g., more volunteering involvements of students, the focus on meaning rather than form, etc.) share the similar characteristics of a class organized by the CLT approach.

In the lesson instruction stage, however, the reading text was introduced and students were asked to read each sentence along the text to practice their pronunciation. Word definitions were also taught and explained along with the reading practice to ensure that the students understood the meaning, and corrections were also made if the

students did not verbalize correct pronunciations. Samples of these can be seen in Extracts 35 and 36 below.

Extract 5.6 Sample of teacher correction made in the practice of sentence reading

163. T: Let's try.
 164. S: * read the sentence * I would do all types of jobs like a butler, a maid, a security guard, a singer, a gardener or a nurse to make money. I was able to save enough money to have a sex reassignment... sure ah.
 165. T: Surgery * correct the pronunciation*
 166. S: yeah surgery.
 167. T: Okay good job Grape.
 168. T: I'm sorry that I disturb your reading by correct your pronunciation, but it will help you to do it correctly next time. Okay?
 169. T: * repeat the sentence *

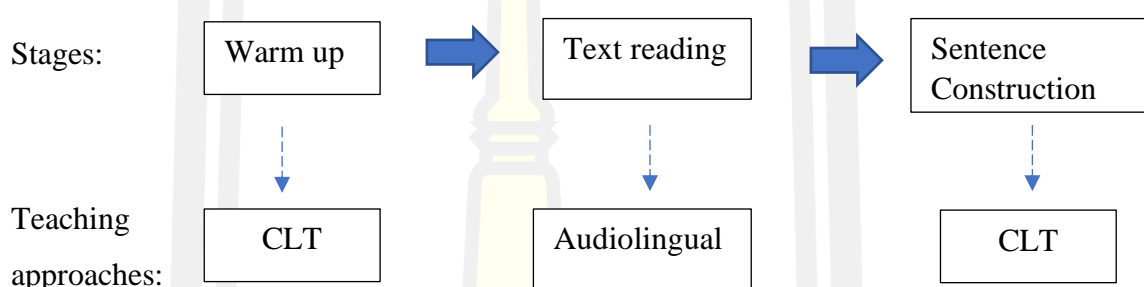
Extract 5.7 Sample of word teaching in the novice teacher's instruction

180. T: * repeat the rest sentence* save enough money to have a sex reassignment.
 181. T: What is the sex reassignment in your opinion?
 182. S: Umm change the gender
 183. S: Am I right?
 184. T: Correct.
 185. T: you can guess by the word reassignment right.
 186. S: Chai kub (Meaning 'yes' in Thai meaning).

Extracts 5.6 and 5.7 show that correctness and the understanding of vocabulary were also the main focus of the novice teacher's instruction, and that the teacher modelled the pronunciation when the student could not say the word correctly (Turn 165: '*Surgery * correct the pronunciation**'). Teacher feedback was also given to evaluate the answer made by the student (Turn 167: '*Okay good job Grape*' and Turn 184: '*Correct*'). These characteristics have shown the change of teaching method in the middle stage of the instruction, utilizing the use of the audiolingual method in this reading practice stage of the novice teacher's classroom.

When the overall interactions were considered, the instruction in the novice teacher's classroom utilized the combination of both teaching methods, namely: the communicative language teaching approach and the audiolingual approach. Figure 4 below summarizes the different approaches employed in different teaching stages in the novice teacher's classroom.

Figure 4 The teaching stages and the realized teaching approaches employed in the novice teacher's classroom



5.2 Students' personal traits

The findings from the students' participation in both classrooms have reflected the clear personalities of the two learner groups. The characteristics of students in this investigated context will be discussed based on their performance in the classroom interactions.

In the novice teacher's classroom, the students performed active roles by volunteering themselves to take part in the classroom conversation. Sample of this is demonstrated in Extract 5.8 below.

Extract 5.8 Sample of the novice teacher's classroom conversation

223. T: next please
 224. S: Me teacher me .. ahh
 225. S: I play guitar a lot so I can play it good.
 226. T: Well done.
 227. T: Phoom you practice guitar so you can play it well, right?
 228. S: Yes, teacher.
 229. T: Okay.
 230. T: good, good.

As shown in Extract 5.8 above, the teacher began the conversation by asking for the next student to read the sentence. The initiation made by the teacher was made open to any students for a turn. After one student had volunteered to read the sentence (*'I play guitar a lot so I can play it good.'*) the teacher made a positive comment in response to the student's answer and continued to correct his error by saying: *'Phoom you practice guitar so you can play it well, right?'*). While the teacher had the authority to set the requirements for students' participation in the class activity, and the students felt compelled to volunteer to read the sentences; this conversation was undertaken by the student with his own willingness and offering.

Even though the classroom of the experienced teacher had a higher teacher-dominating atmosphere than the novice teacher's, the classroom interactions still showed the active performances of the students. The below extract illustrates the example of this.

Extract 5.9 Sample of the experienced teacher's classroom conversation

34. T: *play audio word 'opportunity'*
 35. S: Opportunity, which means O-Kard (Thai meaning)
 36. T: Aha good
 37. T: there is a synonym of opportunity.
 38. T: Do you know what it is?
 39. S: Ah Chance
 40. S: is that chance teacher?
 41. T: yes
 42. T: good, good
 43. T: the synonym of opportunity is chance C H A N C E

As shown in the example above, after the teacher played the recording to model the pronunciation of the word *'opportunity'*, the students repeated the word and said the meaning of the word without waiting for the teacher question. After providing feedback, the teacher continued asking for the synonym of the word *'opportunity'*; and the student replied (*'Ah Chance'*) as well as asking the question to confirm the answer (*'is that chance teacher?'*). The teacher confirmed, provided feedback, and confirmed again in his follow up moves.

The analysis of both classrooms' conversations showed that even though the conversations were controlled by the teachers, students in both groups still performed active roles as the interlocutors of the conversation to participate in the activities. These reflected the personalities of active learners which are commonly found in classrooms of advanced learners. From an interview with the two teachers, the students from both classes were from Gifted program. This could be part of the reason why active roles were found in both groups.

5.3 Classroom learning atmosphere

The results from the analysis of the interactions in both classes reflected that the classroom of a novice teacher is likely to be conducted in a more active atmosphere. As far as statistics are concerned, there was a higher frequency of student initiating moves made in the novice teacher's classroom (22 moves) than the senior teachers' (8 moves- see Tables 4.2.1 and 4.2.2). Evidence of this could be seen from the conversation between the novice teacher and students during the game called '*Who are you?*', providing the students with more opportunity to communicate in the classroom by asking questions in order to guess and confirm the answers. Extract 5.10 below presents the active learning atmosphere occurring in the novice teacher's classroom.

Extract 5.10 Sample of an active conversation in the novice teacher's classroom

9. S: Um Are your edible?
10. T: No I'm not.
11. S: Are you from Thailand?
12. T: Yes, I'm from Thailand.
13. S: Are you human?
14. T: Am I human?
15. T: Of course, I am.
16. T: I need more questions.
17. S: Who are you?
18. T: Omg that is too straight forward.
19. S: Are you a singer?
20. T: No.
21. T: I'm bad at singing
22. S: Are you a politician?

23. T: No.
 24. T: I'm not a politician.
 25. S: I don't even know who are you??
 26. T: That's why you have to ask me a question.

As shown in the above conversation, many turns were taken by the students to ask questions or guess the answer. All of the questions were impromptu and there was no evaluation made by the teacher after student responses. The conversation reflects a relaxing and active learning atmosphere.

Moreover, the process of meaning negotiation in the novice teacher's classroom was conducted in a more natural way. This could be observed from the less controlled interaction between the teacher and students as illustrated in Extract 5.11 below.

Extract 5.11 Sample of a meaning negotiation in the novice teacher's classroom

180. T: * repeat the rest sentence* save enough money to have a sex reassignment.
 181. T: What is the sex reassignment in your opinion?
 182. S: Umm change the gender?
 183. S: Am I right?
 184. T: Correct.
 185. T: You can guess by the word reassignment, right?
 186. S: Chai kub (Thai meaning of Yes)

From Extract 5.11, even though the teacher had displayed authority in classroom control by asking the students to read sentences and providing feedback to assess their reading, further discussion was also made to ensure that the student understood the meaning of certain words, and instead of responding to the teacher question in one role; the student also initiated the turn to confirm his understanding. The conversation reflects that the students were not limited to take only the passive role in the classroom by waiting to reply and being assessed by the teacher feedback, however, they could initiate the turns anytime so to confirm their knowledge of the subject matter.

Additionally, the classroom of the experienced teacher reflected a less active learning atmosphere. As well as the eight initiating moves made by the students in the whole

classroom interactions, the high frequency of responses made by the students were due to the teacher's requirements set prior to the beginning of the classroom lesson. i.e., to repeat after the model pronunciation.

Extract 5.12 The requirements set in the classroom of experienced teacher prior to the beginning of the classroom lesson

17. T: So, we are going to repeat the pronunciation of these words and see the meaning of it and try to remember all these words but it quite a lot as 50 words.

Furthermore, the responses made by the students were not naturally made to conduct the real verbal interaction. Instead, they were made to repeat the modeled words in order to practice pronunciation through the repetition drill of class activity.

Extract 5.13 Sample of a repetition drill in the classroom of an experienced teacher

208. T: * play audio word 'accomplishment'*
 209. S: accomplishment
 210. T: Louder please!
 211. S: Accomplishment
 212. T: What does it mean?
 213. S: Karn bunlu pao mai (Thai meaning)
 214. T: Okay next * play audio word 'achieve'*
 215. S: Achieve, sam ret (Thai meaning)
 216. T: Next *play audio word 'compare'*
 217. S: Compare
 218. T: Louder please!
 219. S: Compare, preab teab (Thai meaning)

Extract 5.13 shows that the teacher took control of the class interaction by modeling the pronunciation and commanding the students to repeat the word if the pronunciation was unclear. There was no initiation made by the students, and this pattern of interaction reflects the less natural process of interaction and that student participation was not based on their own interest. The pattern of interaction thereby could promote less opportunity for the participants to negotiate and might limit their chance to extend their knowledge of the contents.

5.4 Teacher beliefs

Interviews were also conducted to examine the lesson plans of the two teachers to cover the instructions of the unit contents (*Unit 6: Achievement and regret*).

According to the interview findings, the unit contents were taught through different activities in different periods by the two teachers as shown in Table 10 below.

Table 10 Teachers teaching plans

Teachers	Class	Learning goals of the observed classes	Teaching periods to cover the contents		
			1	2	3
Experienced	Gifted	Students would be able to: <ul style="list-style-type: none"> • understand and apply the vocabulary in their context (e.g., O-NET, University interview) • understand and use vocabulary in their daily lives. 	Vocabulary teaching through repetitive drills + checking word meaning *	Vocabulary teaching through repetitive drills + checking word meaning - continued)	Doing exercises+ Teaching additional grammar
Novice	Gifted	Students would be able to: <ul style="list-style-type: none"> • discuss about what they have done in the past from grammar lesson • construct sentences to talk about their experienced of achievements and regrets. 	Vocabulary teaching through conversation activities	Reading sentences in a text	Game+ reading sentences in a text + constructing sentences to share experiences*

Note: The teaching time with a star (*) was the observed class.

Table 10 shows that both teachers had made different plans to organize the teaching activities to cover the unit's contents. When asked why the class lessons were organized in such ways, both teachers provided different reasons which reflected different focuses in their lesson plans and learning goals.

Seriously, vocabulary is essential. In any languages, vocabulary is the fundamental element because, to finally communicate, we need to combine all the vocabulary items. Learning vocabulary is therefore the foundation of other skills. Another reason is that these students need to prepare for the university entrance. They may encounter these vocabulary items or need to use them in the interview; I mean, for those who want to further their study in English major. I am not sure, maybe they could be asked about goals and achievements. It's possible, right?

Experienced teacher

The unit contents were about grammar which require an intensive understanding. I chose to lecture on grammar first and include the explanation of vocabulary in the classroom conversation. I also gave more examples of how to use new or difficult words in different occasions.

Novice teacher

The underlying reasons made by the two teachers to conduct their class instructions reflect their different beliefs in language learning and teaching which have the strong potential to impact how they organized they class instructions.

Teacher belief is defined by Raymond (1997) as a type of personal opinion and judgment from someone's experience and is fairly subjective. Scholars argue that the resources of teacher beliefs can be gathered from various aspects, namely: the teacher's personal experience, their experience with instruction, teacher personalities, and their linguistic knowledge (e.g., Abdi and Asadi, 2011; Kindsvatter, Willen, & Ishler, 1988; Richardson, 1996). Gilakjani and Sabouri (2017) also add that teacher beliefs affect numerous issues in the classroom, for example, what they say and do, their awareness, attitudes, teaching methods, and learner development and interactions in the classroom. The analysis of classroom interactions in this study have shown that the experienced and novice teachers had brought different beliefs acquired from the years of their learning experiences to a teacher education which had impacted on what and how they taught in the classrooms.

5.5 Limitations and directions for future studies on discourse analysis

The present study has got some limitations which will be discussed in this section together with some suggestions for future studies.

5.5.1 Small sample group

The recent research investigated the interactions promoted in two classrooms taught by one experienced and one novice teacher. There were seventy-five participants in the two classrooms including the teachers, and all of them were from the same school. The study was therefore limited to a small sample group, of which the findings cannot be generalized to explain the instructions of the same topic contents in broader contexts. In order to promote the insightful and interesting explanations of classroom discourse in wider contexts of EFL classrooms, future studies should include more sample groups of students from different schools and investigate their interactions in more classroom lessons.

5.5.2 Data collection obstacles

Some obstacles were encountered during the data collection process of this study. As an outsider of the school, the two gifted classes of participants were the intact classes assigned by the school. This resulted in the samples of class interactions being collected from the participants who could share similar nature of classroom participation, and the study lacked sufficient data to compare the different nature of interactions of students from different programs. Future study should extend the variety of student programs and classes or levels to be able to compare more explicitly the different natures of communication made by different groups of learners.

5.5.3 Problems in coordinating the collection of data due to the online learning system

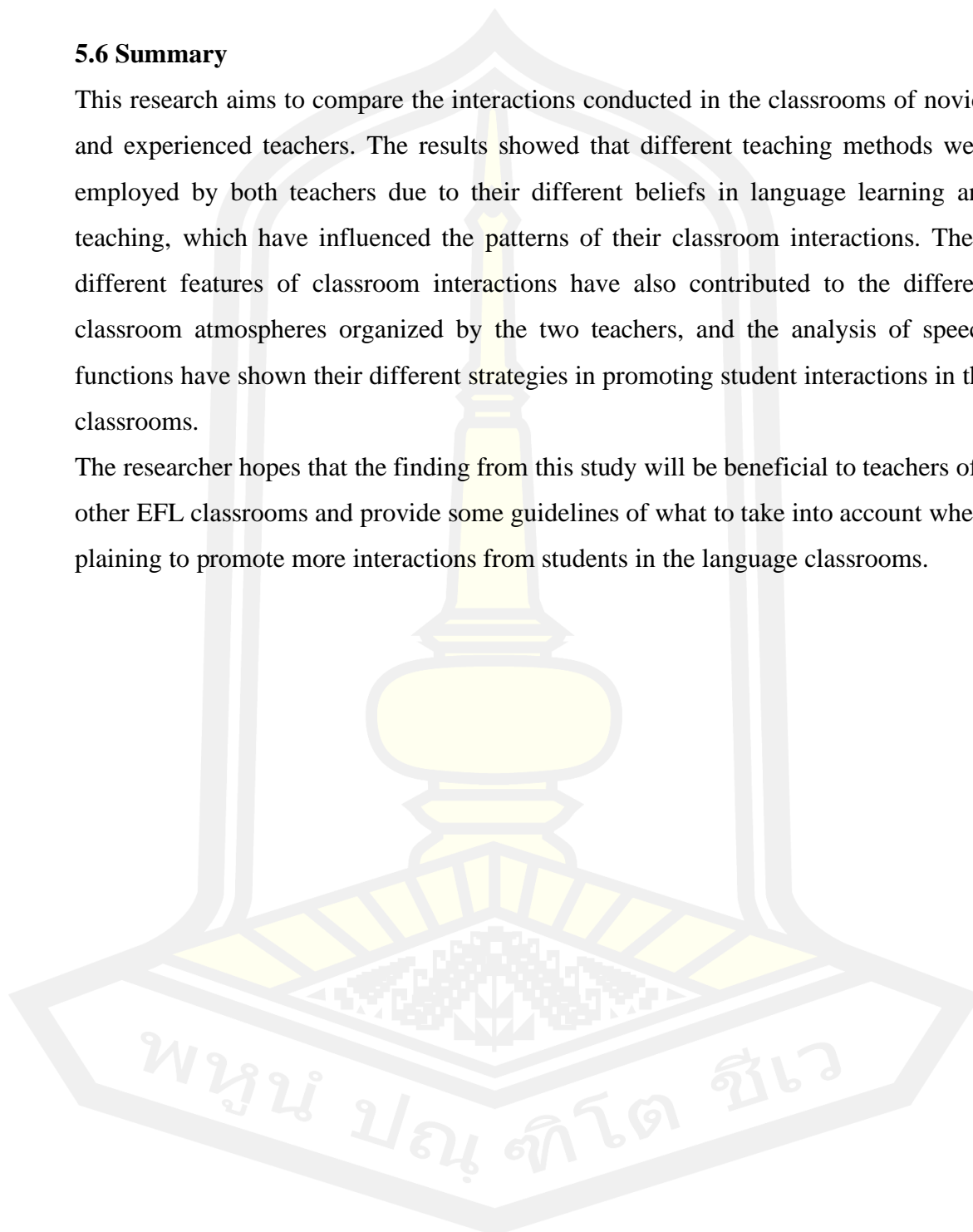
Due to the COVID19 pandemic, one main obstacle in this study was that all classes were conducted online during the data collection period. The online nature made it challenging to follow up or to coordinate with the relevant authorities, and resulted in the process being delayed. Due to the above discussed unusual circumstances, the online method of classroom-interaction recording caused problems of unclear voices in some sections which in turn affected the audio clarity of the speeches made by the participants. The suggestion for future research would be to

collect data from the on-site classrooms in order to gain more explicit classroom interactions.

5.6 Summary

This research aims to compare the interactions conducted in the classrooms of novice and experienced teachers. The results showed that different teaching methods were employed by both teachers due to their different beliefs in language learning and teaching, which have influenced the patterns of their classroom interactions. These different features of classroom interactions have also contributed to the different classroom atmospheres organized by the two teachers, and the analysis of speech functions have shown their different strategies in promoting student interactions in the classrooms.

The researcher hopes that the finding from this study will be beneficial to teachers of other EFL classrooms and provide some guidelines of what to take into account when planning to promote more interactions from students in the language classrooms.



REFERENCES



References

- Abdi, H., & Asadi, B. (2015). A Synopsis of Researches on Teachers' and Students' Beliefs about Language. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(4), 104-114.
- Abdullahi, Y., & Tambuwal, N. I. (2020). Examining Questioning and Discourse Pattern in STEM Classroom during Teacher Preparation Programme: A Grounded Theory Approach. *International Journal of Educational Research & Human Development*, 1(2), 49-77.
- Anderson, T. (2003). Getting the Mix Right Again: An updated and theoretical rationale for interaction. *International Review of Research in Open and Distance Learning*, 4(2).
- Ariff, N., Mansor, M., & Yusof, H. (2016). Availability of Novice Teacher Professionalism: A Content Analysis. *International Journal of Academic Research in Business and Social Sciences*, 353-379.
- Behnam, B., & Pouriran, Y. (2009). Classroom Discourse: Analyzing Teacher/Learner Interactions in Iranian EFL Task Based Classrooms. *PORTA LINGUARUM*.
- Behnam, B., & Pouriran, Y. (2009). Classroom discourse: Analyzing teacher/learner interaction in Iranian EFL Task Based Classrooms. *Porta Linguarum*, 12, 117-132.
- Brown, A., & Dowling, P. (1998). *Doing Research/Reading Research Re-Interrogating Education* (1st ed.). Oxfordshire: Routledge.
- Campuzano, J. M. (2018). Initiation-Response-Feedback in Content Language Integrated Learning. *Universidad y Sociedad*, 142-146.
- Charlotte, W. E., Halszka, J., Niek, B. v., & Henny, B. (2016). Teacher vision: expert and novice teachers' perception of problematic classroom management scenes. *Instructional Science*, 244-265.

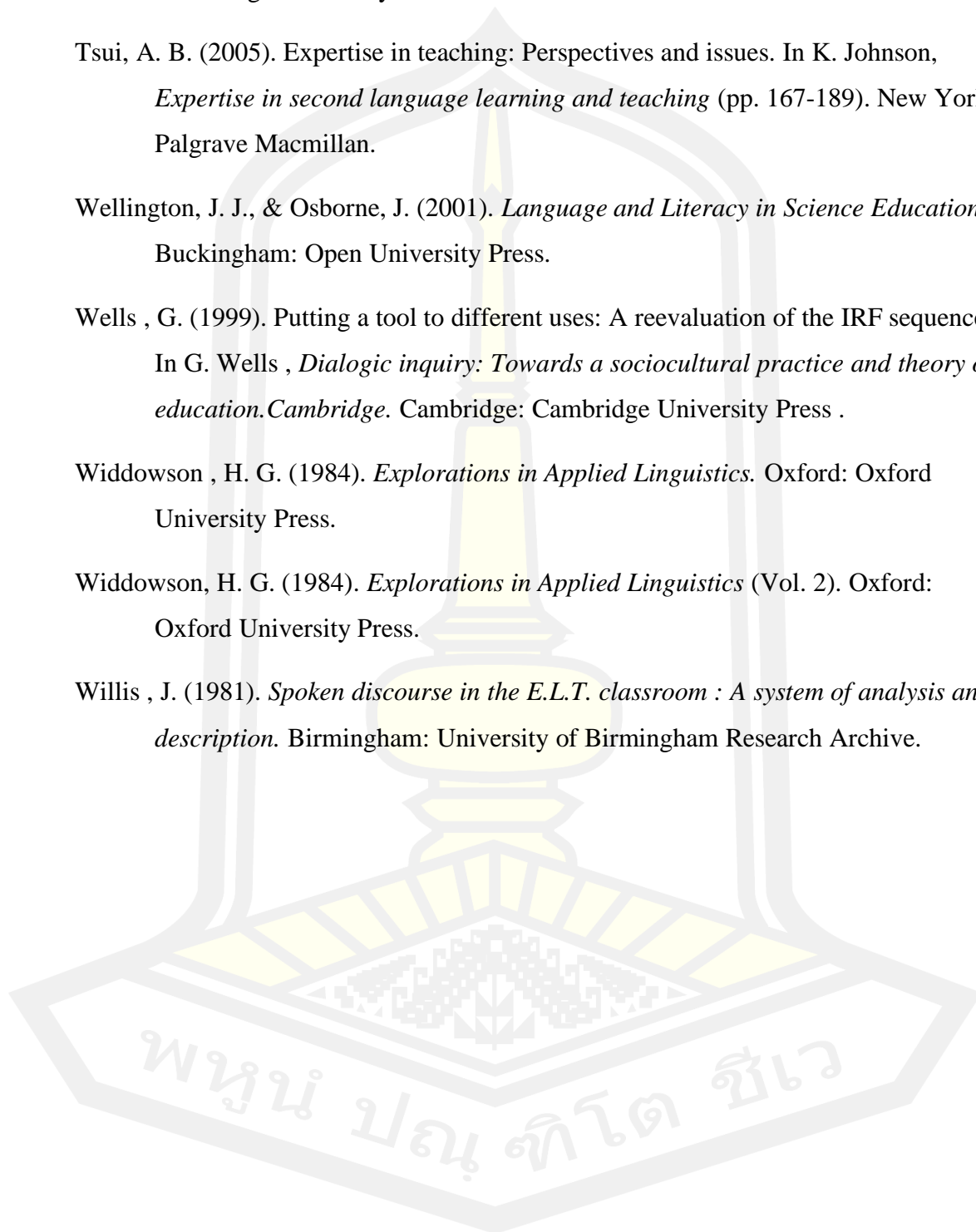
- Clark, C. T., & Clark, I. (2008, June). Exploring and Exposing a Gap in L2 Research: How Socio-linguistic Roles and Relationships Facilitate or Frustrate Second Language Acquisition. *Journal of the Spanish Association of Anglo-American Studies*, 30(1), 101-113.
- Coulthard, M., & Sinclair, J. (1992). Toward an analysis of discourse. In M. Coulthard, *Advances in spoken discourse analysis* (p. 8). London: Routledge.
- Cullen, B. R. (2002). Supportive teacher talk: The importance of the F-move. *ELT journal*, 56, 117-127.
- Farrell, T. S. (2012). Novice-Service Language Teacher Development: Bridging the Gap Between Preservice and In-Service Education and Development. *TESOL QUARTERLY*, 46(3), 435-449.
- Flowerdew, J. (2013). *Discourse in English Language Education*. Oxford: Routledge.
- Gajdos, J. O. (2015). Expert and Novice Teachers' Approaches to Problematic Pedagogical Classroom Situations. *International Conference on Education and Social Sciences*, 591-600.
- Gilakjani, P. A., & Sabouri, B. N. (2017). Teachers' belief in English language teaching and learning: a review of literature. *Canadian Center of Science and Education*, 10(4), 79-86.
- González, J. M. (2008). *Encyclopedia of Bilingual Education*. California: SAGE Publications.
- Halliday, M. (1994). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Hamzah. (2018). Structure of Classroom Discourse Produced by English Teachers of Different Experience to Different Level of Proficiency Group. *Advances in Social Science, Education and Humanities Research*, 33-39.
- Harasht, M. A., & Aisinlou, N. A. (2016). A Case Study on EFL Classroom Discourse. *International Journal of Humanities and Cultural Studies*.

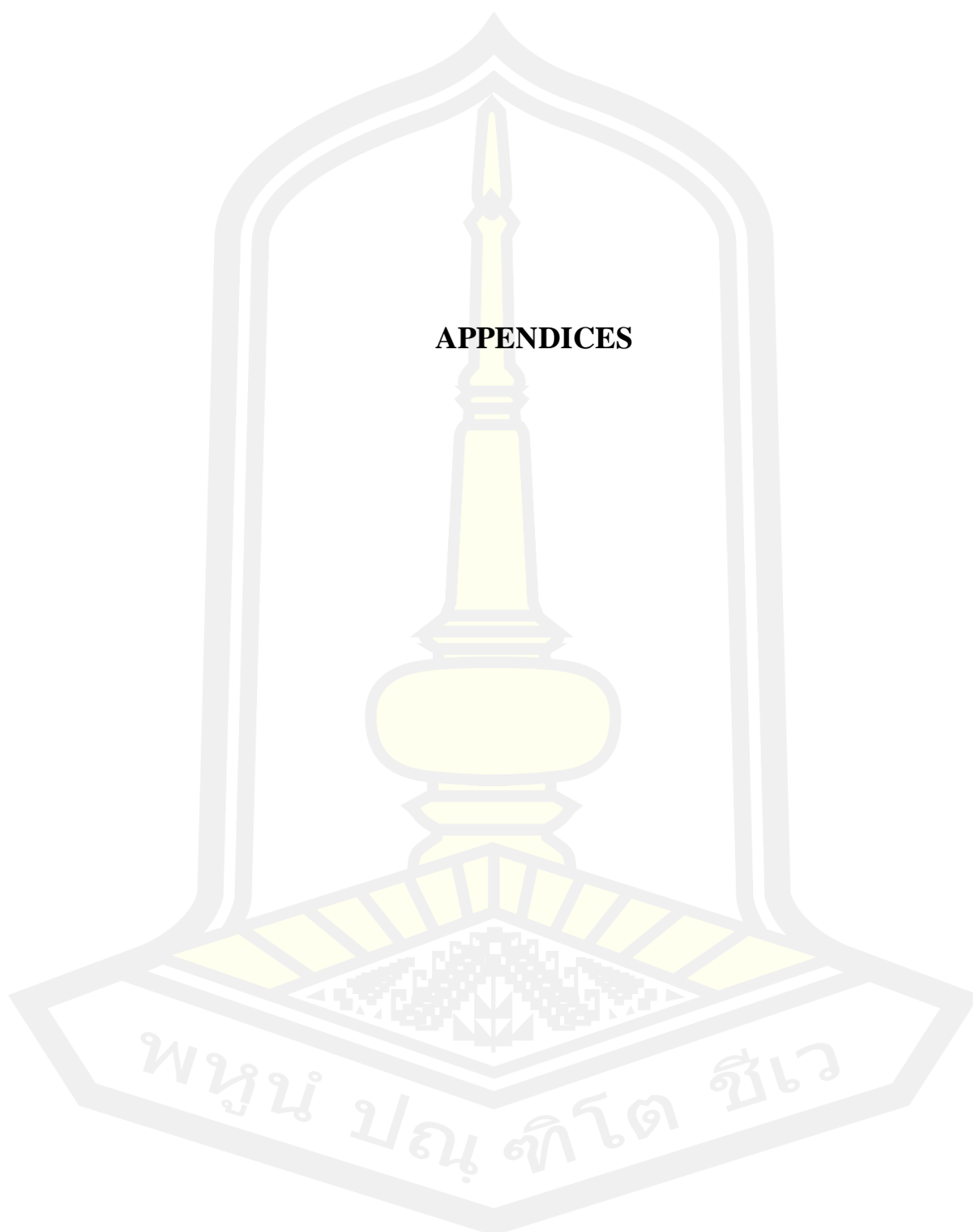
- Harris, M., & Coltheart, M. (1986). *Language processing in children and adults an introduction*. London: Routledge.
- Haynes, L. (2011). Novice teachers' perceptions of their mentoring experiences. *Dissertations & Theses (PQDT)*. Retrieved from <https://www.proquest.com/docview/922678446?accountid=13014>
- Jonassen, D. (1991). valuating constructivistic learning. *Educational Technology*, 31(10), 28-31.
- Jones, S. (2009, July). Application of the Sinclair and Coulthard Discourse Model to a Korean University English Conversation Course. Retrieved from <https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/csdp/JonesSD.pdf>
- Kim, K., & Roth, G. (2011). Novice teachers and their acquisition of work-related information. *Current Issues in Education*, 14(1), 1-28.
- Kim, M. W., Crosson, A. C., & Resnick, L. B. (2005). Classroom Talk for Rigorous Reading Comprehension Instruction. *Reading Psychology*, 26, 27-53.
- Kindsvatter, R., Willen, W., & Isher, M. (1998). *Dynamics of Effective Teaching*. New York: Longman.
- Lipman, M. (1991). *Thinking in Education*. Cambridge: Cambridge University Press.
- Liu, J., & Le , T. (2012). A Case Study on College English Classroom Discourse. *International Journal of Innovative Interdisciplinary Research*(2), 1-10.
- Liu, J., & Le , T. (2012). A Case Study on College English Classroom Discourse. *International Journal of Innovative Interdisciplinary Research*.
- Long , M. H., & Sato, J. C. (1983). Classroom Foreigner Talk Discourse: Forms and Functions of Teachers' Questions. In H. H. Seliger, & M. H. Long, *Classroom-Oriented Research in Second Language Acquisition* (pp. 268-286). Rowley, MA: Newbury House.

- Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie, & T. Bhatia, *Handbook of second language acquisition* (pp. 413-468). New York : Academic Press.
- Maftoon, P., & Rezaie, G. (2013, March). Investigating Classroom Discourse: A Case Study of an Iranian Communicative EFL Classroom. *Iranian Journal of Applied Linguistics*, 16(1), 107-128.
- Mehan, H. (1979). *Learning lessons: Social organization in the classroom*. Cambridge: Harvard University Press.
- Moore, M. G. (1989). Three Types of Interacion . *The American Journal of Distance Education*.
- National Middle School Association. (2003). *This We Believe: Successful Schools for Young Adolescents*. Westerville, OH: Author.
- Nunan , D. (1987). Communicative Language Teaching: Making it Work. *ELT Journal*, 41, 136-145.
- Okas, A., Schaaf, M. v., & Krull, E. (2014). Novice and Experienced Teachers' Views on Professionalism. *TRAMES*, 327-344.
- Omar, A.-S. A., & Radzuwan , R. A. (2017). A Theoretical Review of Classroom Discourse. *International Journal of Academic Research in Progressive Education and Development*, 6(3), 164-173.
- Paltridge, B. (2012). *Discourse Analysis*. London: Bloomsbury Academic.
- Raymond , A. M. (1997). Inconsistency between a Beginning Elementary School Teacher's Mathematics Beliefs and Teaching Practice. *Journal for Research in Mathematics Education*, 28(5), 550-576.
- Richards , J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Cambridge University Press.
- Richards, J. C. (2006). *Communicative Language Teaching Today* (1st ed.). Cambridge: Cambridge University Press.

- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching* (1st ed.). Cambridge: Cambridge University Press.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula, *Handbook of research on teacher education* (2nd ed., pp. 102-119). New York: Macmillan.
- Rodríguez, A. G., & McKay, S. (2010). Professional Development for Experienced Teachers Working With Adult English Language Learners. *Center for Applied Linguistics*, 2.
- SCOTT, P. H., MORTIMER, E. F., & AGUIAR, O. G. (2005). The Tension Between Authoritative and Dialogic Discourse: A Fundamental Characteristic of Meaning Making Interactions in High School Science Lessons. *Science Education*, 90, 605-631.
- Seedhouse, P. (1996). Classroom interaction: Possibilities and impossibilities. *ELT Journal*, 50(1), 16-24.
- Sert, O. (2015). *Social interaction and L2 classroom discourse*. Edinburg: Edinburg University Press.
- Sims, R. (1999). Interactivity on stage: Strategies for learner-designer communication. *Journal of Educational Technology Australian*, 15(3), 257 – 272.
- Sinclair, J. M., & Coulthard, M. (1975). *Toward an analysis of discourse : The English Used by Teachers and Pupils*. Oxford : Oxford university press.
- Sinclair, J. M., & Coulthard, R. M. (1975). *Towards an Analysis of Discourse*. London: Oxford University Press.
- Sinclair, J., & Coulthard, M. (1992). Towards an Analysis of Discourse: The English Used by Teachers and Pupils. In M. Coulthard, *Advances in spoken discourse analysis* (p. 18). London: Routledge.
- Sudar. (2017). Spoken Discourse Analysis of Senior High Schools English Classroom Purworejo, Central Java. *Arab World English Journal* .

- Tsui , A. B. (2003). *Understanding Expertise in teaching: Case studies of*. New York: Cambridge University Press.
- Tsui, A. B. (2005). Expertise in teaching: Perspectives and issues. In K. Johnson, *Expertise in second language learning and teaching* (pp. 167-189). New York: Palgrave Macmillan.
- Wellington, J. J., & Osborne, J. (2001). *Language and Literacy in Science Education*. Buckingham: Open University Press.
- Wells , G. (1999). Putting a tool to different uses: A reevaluation of the IRF sequence. In G. Wells , *Dialogic inquiry: Towards a sociocultural practice and theory of education*. Cambridge. Cambridge: Cambridge University Press .
- Widdowson , H. G. (1984). *Explorations in Applied Linguistics*. Oxford: Oxford University Press.
- Widdowson, H. G. (1984). *Explorations in Applied Linguistics* (Vol. 2). Oxford: Oxford University Press.
- Willis , J. (1981). *Spoken discourse in the E.L.T. classroom : A system of analysis and description*. Birmingham: University of Birmingham Research Archive.





APPENDICES

พหุณํ ปณฺ ทิโต ชีเว

APPENDIX A: Transcription of Experienced teacher's classroom

1. T: Okay today we will learn about this *ppt show topic*
2. T: I will let you guy jot it down in your notebook for 1 minute.
3. T: It is normally that we should know what we are going to learn, what is the purpose of learning.
4. S1: Teacher, did you already turn back our notebook because I have not got it back since that time, we handed it into you.
5. T: Huh, I already gave you guys' back
6. S1: There is nothing return to me ...
7. S 2: Kaojao Kaojao, your notebook is with me
8. T: *laugh* see it is not with me
9. S2: * laugh* I'm sorry kha
10. S1: why don't you give it to me bitch
11. T: Okay, the last unit that we have learnt is about fixing the thing by ourselves, right?
12. T: And this unit we will learn about the achievement and request. Focus
13. FT: This time we have to listen to the audio for what the speakers talk about their success and how they get there, what they have been through before they get the success.
14. T: And then there is another part that we have to share our own experience about your achievement in your context.
15. T: And before we can write and speak in this unit, we have to know about the vocabulary first.
16. T: okay, lets practice this activity about the vocabulary
17. T: So, we are going to repeat the pronunciation of these words and see the meaning of it and try to remember all these words. But it quite a lot as 50 words.
18. T: Anyway, I will try to be hurried to cover all of them.
19. T: *play audio word 'achievement '*
20. S: Achievement
21. T: what does it means?
22. S: Khawm sam ret (meaning in Thai)
23. T * play audio word 'regret '*
24. S: regret, regret
25. T: what does it mean?
26. S: Khawm ru suek seai jai (meaning in Thai)
27. T: * play audio word 'accomplished'*
28. S: accomplished
29. T: what does it mean ?
30. S: Tee sam ret (Thai meaning)
31. T: Good

32. T: * Play audio word 'manage'*
33. S: manage, it means Jad karn (Thai Meaning)
34. T: *play audio word 'opportunity'*
35. S: Opportunity, which means O-Kard (Thai meaning)
36. T: Aha good
37. T: there is a synonym of opportunity.
38. T: Do you know what it is?
39. S: Ah Chance
40. S: is that chance teacher?
41. T: yes
42. T: good, good
43. T: the synonym of opportunity is chance C H A N C E
44. T: next * play audio word 'lavish'*
45. S: Lavish, ruh rah, fum feai (Thai meaning)
46. T: * Play audio word 'take advantage of'*
47. S: Take advantage of, ao rad ao praieb (Thai meaning)
48. T: Do you see?
49. T: when we pronounce it is not the same as it writes
50. T: this word was blended once it pronounces, and you can hear take advantage of instead.
51. T: ok next *play audio word 'conscience'*
52. S: Conscience (with soft sound)
53. T: Again, please
54. T: cannot hear you.
55. S: Conscience
56. T: What does it mean then?
57. S: Ma no thum, khawm ru suek phid (Thai meaning)
58. T: Aha
59. T: you should remember this word *laugh*
60. S: Does our PM have this? conscience
61. T: I don't know *laugh*
62. T: * play audio word 'operation' *
63. S: Operation, karn dum nern ngarn (Thai meaning)
64. T: ah actually there is another meaning of operation which means an act of surgery performed on a patient, in the medical term they use this word as well but in different meaning ok? Operation
65. T: *play audio word 'salary' *
66. S: Salary
67. T: can you guys guess the meaning of salary?
68. S: pak keun chai (he means celery) * laugh*
69. S: I don't think it's correct * luagh*.
70. T: * laugh* No that's another
71. T: guess guess

72. S: ngern deuan (Thai meaning)
73. T: yes, correct
74. T: good job
75. T: it's ngern deuan
76. T: Have you guys ever heard the word 'salary man'?
77. S: is that the vegetable man? *laugh*
78. T: no *luagh*
79. T: it is a white-collar worker these people mostly work in the office
80. S: Ah I see
81. S: Manud gnern deuan
82. T: yes
83. T: and I am a salary man * laugh*
84. T: *play audio word 'satisfied'*
85. S: Satisfied
86. T: this word, there is ed.
87. T: Do you see?
88. T: if we deleted ed off what should be replace?
89. S: Y
90. T: How different between Y and ed?
91. S: satisfied with ed is adjective, but with y is a verb.
92. T: Great
93. T: what does it mean of satisfy with Y then?
94. S: it is fulfilled someone request?
95. T: yes, that's right.
96. T: You guys are so smart
97. T: Okay next I, * play audio word 'greedy'
98. S: Greedy
99. T: is there anyone greedy here?
100. T: actually, there is another meaning like people who eat too much
101. S: Ta kla?
102. T: yes
103. T: okay next one * play audio word 'superior' *
104. S: superior
105. T: this one means a higher rank
106. T: next * play audio word 'bars'
107. S: Bars, look gronk (Thai meaning)
108. T: Next * play word audio 'corridor'*
109. S: Corridor, ra beab, thang dearn (Thai meaning)
110. T: In from of our classroom is also a corridor
111. T: and do you know this word 'east-west corridor'?
112. S: NO
113. T: east, what does it mean?
114. S: ta wan ok (Thai meaning)
115. T: west?

116. S: tawan tok (Thai meaning)
117. T: corridor?
118. S: ra beab, thang dern.
119. T: when it combined together it is The East-west corridor which is an economic development an economic development program initiated in order to promote development and integration of 5 Southeast Asian countries.
120. T: Do you guys know this?
121. S: No
122. T: Okay
123. I will tell you.
124. T: I In Thailand It starts from Tha ki leak, trad and strips across Thailand area from East to West and end at Mukdahan.
125. T: This corridor was invested by China and their condition is Thailand have to included Chinese language into the curriculum.
126. T: And there are other countries that were included in this project which are Myanmar, Thailand, Laos, Cambodia and Vietnam.
127. T: Okay next * play audio word 'dumb'*
128. S: Dumb
129. T: Dumb, it pronounces similar to the word black in Thai, Dumb
130. S: Dumb
131. T: What does it mean?
132. S: Pud maidai, ngo (Thai meaning)
133. T: Okay next one please *play audio word 'sneak'*
134. S: Sneak, Eab, rob, dod (Thai meaning)
135. S: Teacher, what dose dod mean? *laugh*
136. T: it is ... it is doing something that people cannot notice
137. S: Ah
138. S: are you dod now? * Ask friends and laugh*
139. T: * laugh*
140. T: Okay next *play audio word 'dummy'
141. S: Dummy *laugh*
142. T: * smile and laugh* it is funny because you guys know dummy well
143. T: *play audio word 'dummy'
144. S: Dummy
145. T: Dummy in your own understanding what does it mean?
146. S: *laugh* cards game
147. T: * laugh* actually it is not
148. T: what does it mean then?
149. S: Hun jumlong
150. S: how?
151. T: Do you remember when there was a protest and there was a violence but the cctv around that area could not work. It's called a dummy cctv
152. S: Ah I see
153. S: like it is not work but just place there

154. T: yes
155. T: and pretend it works * laugh*
156. S: *laugh*
157. T: next word * play audio word 'wink' *
158. S: wink
159. T: what does it mean?
160. S: kra prepp ta (Thai meaning)
161. T: yes Rra prepp ta
162. T: *play audio word 'fright' *
163. S: Fright
164. T: you have to pronounce this word carefully with r sound, to avoid the misunderstanding
165. S: Fright
166. T: we are all familiar with this word as frighten right
167. S: yes
168. T: Okay
169. T: next one * play audio word 'mattress' *
170. S: mattress
171. T: Louder please
172. S: Mattress
173. T: Good
174. T: what does it mean?
175. S: Thee non (Thai meaning)
176. T: yes Thee non
177. T: *play audio word 'prank' *
178. S: Prank
179. T: this word we frequently use it right
180. T: and what is a synonym of it?
181. S: kidding
182. T: yes that's correct
183. T: good
184. T: it is kidding
185. T: play audio word 'mischievous' *
186. S: Mischievous
187. T: Try to pronounce it correctly, again
188. S: Mischievous
189. T: Okay
190. T: next 'play audio word 'persuade'*
191. S: persuade
192. T: what is the synonym of this word?
193. S: Invite?
194. T: yes
195. T: but this word, persuade it is requesting the outcome as successful more than invite.

196. T: Next * play audio word 'candidate' *
197. S: candidate
198. T: Candidate
199. T: what does It mean?
200. S: Phu sa mak (Thai meaning)
201. T: another meaning of candidate is the University student who is undergraduate
202. T: Okay next one * play audio word 'cloudy' *
203. S: Cloudy
204. T: what is cloudy?
205. S: mee meak (Thai meaning)
206. T: Yes
207. T: like someday the weather is cloudy it means there is a lot of cloud
208. T: * play audio word 'accomplishment' *
209. S: accomplishment
210. T: Louder please
211. S: Accomplishment
212. T: What does it mean?
213. S: Karn bunlu pao mai (Thai meaning)
214. T: Okay next * play audio word 'achieve' *
215. S: Achieve, sam ret (Thai meaning)
216. T: Next *play audio word 'compare' *
217. S: Compare
218. T: Louder please
219. S: Compare, preab teab (Thai meaning)
220. T: Okay next * play audio word 'ceremony' *
221. S: Ceremony, phi thee (Thai meaning)
222. T: *play audio word 'privilege' *
223. S: Privilege, sit shipline (Thai meaning)
224. T: Okay it's about time.
225. T: I will send you the rest of these word pronunciation to practice in google classroom.
226. T: So Thank you for your attention see you next class
227. S: Thank you teacher
228. T: see you next time

APPENDIX B: Transcription of Novice teacher's classroom

1. T: Okay good morning class
2. T: Welcome back to my class and happy new year to you all.
3. T: I wish you all the best and get the better things in life in this year.
4. T: Before we start the lesson, let's play a small games name 'who are you?' you have to ask me the question whatever questions that can provide you the answer.
5. T: I can be human or things. The example of the question be like 'are you edible, are you tall' Something like that just try to minimize the scope of your question then you will get the answer easily. And we have 3 minutes
6. T: Do you understand this game?
7. S: yes teacher
8. T: okay let's start.
9. S: Um Are your edible
10. T: No, I'm not
11. S: Are you from Thailand?
12. T: yes, I'm from Thailand.
13. S: Are you human?
14. T: Am I a human.
15. T: of course, I am.
16. T: I need more questions.
17. S: who are you?
18. T: Omg that is too straight forward.
19. S: Are you a singer?
20. T: no
21. T: I'm bad at singing
22. S: Are you a politician?
23. T: No
24. T: I'm not a politician
25. S: I don't even know who are you.
26. T: that's why you have to ask me a question.
27. T: Okay I will give you a clue.
28. T: As you asked. I am a human and I'm from Thailand and I'm not a singer.
29. T: Ok let's try again.
30. S: Male or female?
31. T: I am female all the way
32. S: Are you old?
33. T: No
34. T: I'm not that old
35. S: Are you miss Universe?
36. T: *laugh*
37. T: I'm does not miss universe
38. S: Are you a tiktoker?
39. T: No I'm not
40. T: but I have a tiktok account.
41. T: I have a long hair and ponytail too.
42. S: Are you a teacher?

43. T: the role I gave you is not. Haha
44. S: Are you pregnant?
45. T: Nooo I'm not
46. T: I only have a belly
47. S: Are you an online seller?
48. T: No
49. T: I'm not sealing anything I'm rich
50. S: Teacher are you a designer?
51. T: no
52. T: I'm not a designer
53. T: time's up
54. T: so you have your answer who I am.
55. T: Your friend asked me already about Miss Universe but I'm not that thing just only attend but not win.
56. S: I Think I know ... Ann Annhilee scott kemis Response: informative
57. T: Thailand!!!
58. T: yes
59. T: I am miss Universe Thailand as I told you that I'm does not miss universe, but I attended.
60. T: Good job guys.
61. T: Okay it's time for a lesson.
62. T: Thank you for joining me the game anyway
63. T: SO, this unit is unit 6 achievement and regret.
64. T: If you don't have the handout you can download it from google classroom.
65. T: Ok, what is achievement?
66. T: What dose achievements mean?
67. S: Khawm Sam ret (Thai Meaning)
68. T: Ah
69. T: good
70. T: And what about regret?
71. S: Sia Jai (Thai meaning)
72. T: yes That's right
73. T: Sia Jia (repeat the student).
74. T: Correct.
75. T: So, we are going to learn about this.
76. T: So, I will not ask you this question, but I just want to remind yourself that is there any achievement or regret related to you?
77. T: Think about it Ok
78. T: So, I would like to ask one person to read this pink one for me. one person to read this.
79. T: There are 5-6 dialogs to read.
80. T: Anyone would like to read for me?
81. S: the pink one? right
82. T: yeah right
83. S: read the passage " "
84. T: woow well done
85. T: so, everyone know this person right?

86. T: Chef Pom right?
87. T: As you friend said that I should have learned how to cook with chef pom. Nowadays, I am Unable to even fry the egg.
88. T: this passage should be achievement or regret?
89. S: Regret
90. T: Why?
91. T: why do you think that this passage is the regret?
92. S: Because she said I should ... not sure laugh
93. T: Yeh that's right,
94. T: because she used I should, so, she feels regret that she did join Chef pom cooking class.
95. T: Okay move to the next one.
96. T: Oh, this is too long.
97. T: Should we divided it to small chunk?
98. T: what do you think?
99. S: yes please teacher
100. T: Okay
101. T: I will split the sentence for you.
102. T: Okay. Anyone want to practice your reading and speaking?
103. S: Me Teacher.
104. T: Okay
105. T: Kanokparn you first and Sirapop okay ?
106. S: Okay teacher.
107. T: Nice,
108. T: Kanokparn you go first
109. S: * read the sentence *
110. T: Okay good kanaokparn,
111. T: you go Sirapop.
112. S: Okay teacher my turn
113. S: * read the sentence
114. T: Okay,
115. T: let's see. Sirapop said that 'I used to study really hard I managed to get in to the colleague and graduated with the good grade,
116. T: actually, do you see something wrong in this sentence? Humm
117. S: Gradate should be graduated
118. T: Oh good Sirapop
119. T: it should be graduated as it is the past. * Translate the sentence in Thai*
120. T: now I established a company * Translated in Thai*.
121. T: I disguise to be a security guard to check my employees, but actually I am a president of the company.
122. S: Plom tour (meaning of disguise in Thai) Response: informative
123. T: Wowwwwww that's correct.
124. T: well, done.
125. T: Yes, disguise is pretending to be someone okay?
126. T: So, what about the owner of the company
127. T: what dose it is called?
128. S: Employer,

129. S: right teacher?
130. T: Yes,
131. T: good.
132. T: The owner of the company who employed the staff or employee is called employer.
133. T: You all know this trend, right? it is quite viral in Thai no, The short film of support morality. *Talking about the sentences that the students just read* I think the actor and actress acted too over.
134. T: What do you think about it? about this kind of short film?
135. T: Do you think it is beneficial?
136. S: For me, actually I used to attend to the dramatization.
137. S: They said that if you want to make the movie or film you have to overacting in order to get the attention from the audience. As there are many channels in the TV.
138. S: So, they have to think about how to get the attention as much as they can. That's the reason why they overacted.
139. T: Oh wow, that's the new information for me Thank for sharing.
140. T: Now I understand why they have to overact.
141. T: Okay let's move to the next sentence.
142. T: anyone want to try?
143. T: grape you want to read it right?
144. S: Oh, nooo Oh noo
145. T: -laugh- Grape let's try,
146. T: it is just a short one.
147. S: Okay, I will
148. T: * read the sentence*
149. T: Ouhh well done.
150. T: *repeat the sentence and then translate in Thai*
151. T: Okay have a look here,
152. T: a single day. This is not the same with every day you know? it is more than every day. See, she sings every single day until she has become an accomplished singer.
153. T: What does it mean?
154. S: She become a successful singer
155. T: yes, that's correct.
156. T: Okay next, I know that many of you know this character? right
157. S: Ah the soulmate next-door series?
158. T: yes it is
159. T: who want to try this sentence.
160. T: It is not that long.
161. S: teacher, I want to try.
162. T: Okay Film
163. T: Let's try
164. S: * read the sentence * I would do all types of jobs like a butler, a maid, a security guard, a singer, a gardener or a nurse to make money. I was able to save enough money to have a sex reassignment... sur ah.
165. T: Surgery * correct the pronunciation*

166. S: yeah surgery
167. T: Okay good job Grape.
168. T: I'm sorry that I disturb your reading by correct your pronunciation, but it will help you to do it correctly next time. Okay?
169. T: * repeat the sentence *
170. T: Do you know the meaning of butler? in Thai what does it mean?
171. S: Por Ban (Thai meaning like housekeeper)
172. S: isn't it?
173. T: Ah por ban, understandable.
174. T: However, this word is usually taken place in the hotel industry. And it can define both sex with a butler position.
175. T: How can I say... if we translate it into Thai meaning directly it sounds bad ... like it is Khon Rub Chai but in term of support and service of the guest convenience not like that cleaning room or something like that.
176. T: It is similar to the secretary but use more physical power than secretary.
177. T: Yeah, it's butler. A maid, A gardener
178. S: Khon suan (Thai meaning of Gardener) a gardener of a flowers
179. T: yeah just like that
180. T: * repeat the rest sentence* save enough money to have a sex reassignment.
181. T: What is the sex reassignment in your opinion?
182. S: Umm change the gender
183. S: Am I right?
184. T: Correct,
185. T: you can guess by the word reassignment right.
186. S: Chai kub (Thai meaning of Yes)
187. T: Okay guys after this, I would like to hear from you about your own experience about achievement and regret.
188. T: Who want to say?
189. S: About anything
190. T: yes F confirm whatever you want to share I am glad to listen to.
191. T: Who wants to go first?
192. T: There is an attention point here if you share.
193. S: okay I go first
194. T: *laugh* you guys are so hurry when I say the word point
195. T: Ah okay Sirapop what are you going to share.
196. S: it is my regret.
197. S: If I can be Thai PM, covid won't happen in Thailand.
198. Whole class: *laugh*
199. T: Okay
200. T: good, good * laugh* good example.
201. T: if you were a PR minister Thailand could be Safe from COVID*laugh*
202. T: Okay who is next?
203. S: Me kha teacher
204. T: Okay
205. T: Kanokparn go I
206. S: I study hard, so I can join the famous University.
207. T: Oh wow it's you achievement right ?

208. T: anyway, congratulations to you na Kanokparn.
209. S: Thank you kha
210. T: Okay
211. T: who is next I want 3 more people.
212. T: Come on guys
213. S: Let me try teacher
214. T: Sure Title
215. S: I should have learnt Korean because I love BTS so much.
216. T: ohh BTS you mean the Korean boyband that really famous.
217. T: So, you want to understand the when they speak Korean right ?
218. S: yes I love them I am army (BTS' s Fanclub name)
219. T: Oh good good trying.
220. T: I also know them form the song that they are featuring with Halsey
221. S: Oh Boy with love right ? nanananan * Sign boy with love song*
222. T: woow what is an intensive inspiration good Title
223. T: next please
224. S: Me teacher me .. ahh
225. S: I play guitar a lot so I can play it good
226. T: Well done.
227. T: Phoom you practice guitar so you can play it well right?
228. S: yes teacher
229. T: Okay
230. T: good good
231. T: and the last person who will get my point is...?
232. S: It's me teacher
233. T: Okay Prim
234. T: let us hear from you
235. S: Okay...
236. S: I should have studied hard in Japanese. So, I could go to study in Japan University.
237. T: Awww it's a regret, right?
238. S: yes
239. S: I want to go to Japan
240. T: Good
241. T: It's okay Prim you are just a teenager, you have got a lot of time to follow your dream. And I know you can do it.
242. S: Thank you teacher
243. T: Okay guys. Thank you so much for sharing your regret and achievement.
244. T: I am so impressive with it.
245. T: well. after the reading and sharing your achievement and regret. would like to high-lighted this grammar things even though you have learnt before from the last semester.
246. T: As there were used to and would in those sentences that we just practiced.
247. T: As we know that used to have to follow by verb infinitive. This is used to explain the status or the situation that already done in the past.
248. T: For example, we used to be friends but not anymore. * Translate in Thai*
249. T: When we were children, we used to camp in the forest with our parents. *

Translate in Thai*.

250. T: If you used to be in that situation or used to do something in the past.
251. T: And the next one, would. would means the past of what?
252. T: anyone know this?
253. S: will
254. T: good
255. T: it is the past of will... it just like used to but it will describe something like behavior or routine, and would we use it with verb infinitive as well. but it was abandoned recently.
256. T: For example, my mom would read ne bedtime stories at night * translate in Thai*. In the world sentences, there are a keyword to guide us like, every day, at night, every Monday.
257. T: Anyway, you might be struggle about would, used to with the past simple tense.
258. T: When should I use the past simple tense then? Past simple use to tell the status or situation in the past same as would and used to but it might be real or unreal in the recent.
259. T: For example, we celebrated Christmas at home every winter. *Translate in Thai* it means, they are might celebrated or might not in the recent.
260. T: Let's compare with would and used to. If we say we sued to celebrate Christmas ever winter.
261. T: it means they stop to cerebrate now, they just used to do it in the past and no more in the recent.
262. T: Ok, Do you understand what I said? * laugh*
263. S: Sure Teacher
264. T: The reason that why I have to raise the grammar topic to this class is because it will have you to complete the exercise in your workbook easily.
265. S: Noted teacher
266. S: that's great for us teacher *laugh*
267. T: Opps it's a time.
268. T: Im about to forget *laugh*
269. T: Okay anyway, I will upload the ppt presentation on google class so you guys can check it out. And don't forget to submit this chapter exercise there are 2 exercises. The due date is 2 weeks after this
270. T: and I will close the assignment in google class Okay?
271. S: Okay,Noted
272. T: Okay so, that's it for today class.
273. T: See you on Friday.
274. T: S: Thank you teacher.

APPENDIX C: Interview

Novice teacher's interview

1. What are the objectives or learning goals of the data collection date lesson?

Answer: The first one was I hope that students can discuss what should or should not be done in the past. And the second objective on that unit was students can write and present information about themselves in terms of achievement and regret.

2. Why did you organized and used the teaching method as evidenced in the recording?

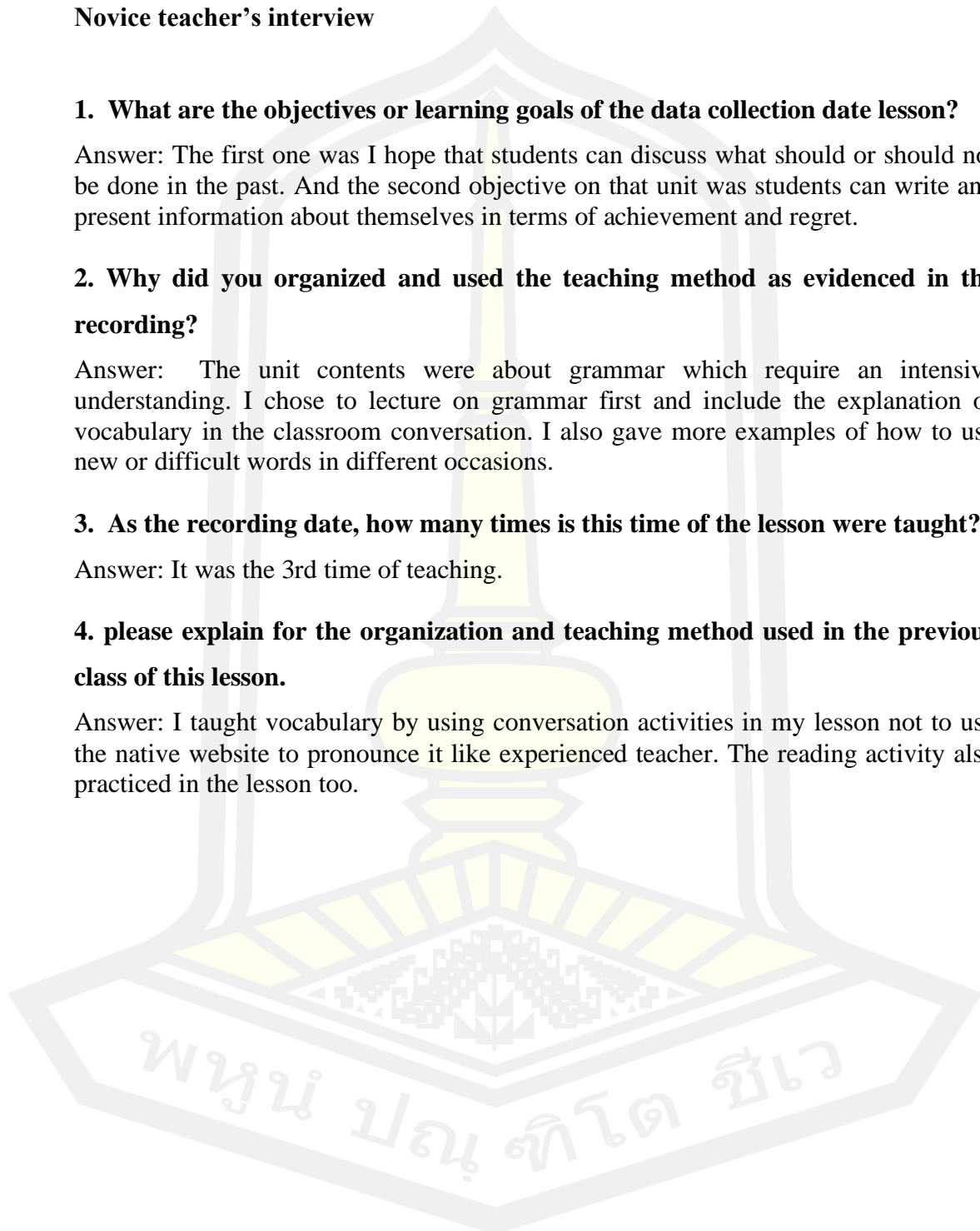
Answer: The unit contents were about grammar which require an intensive understanding. I chose to lecture on grammar first and include the explanation of vocabulary in the classroom conversation. I also gave more examples of how to use new or difficult words in different occasions.

3. As the recording date, how many times is this time of the lesson were taught?

Answer: It was the 3rd time of teaching.

4. please explain for the organization and teaching method used in the previous class of this lesson.

Answer: I taught vocabulary by using conversation activities in my lesson not to use the native website to pronounce it like experienced teacher. The reading activity also practiced in the lesson too.



Experienced teacher's interview

1. What are the objectives or learning goals of the data collection date lesson?

Answer: I want students able to use vocabulary and be able to tell stories related to achievement and regret also it is beneficial to them if they know how English is used because here it can be applied in everyday life and the University entrance exam.

2. Why did you organized and used the teaching method as evidenced in the recording?

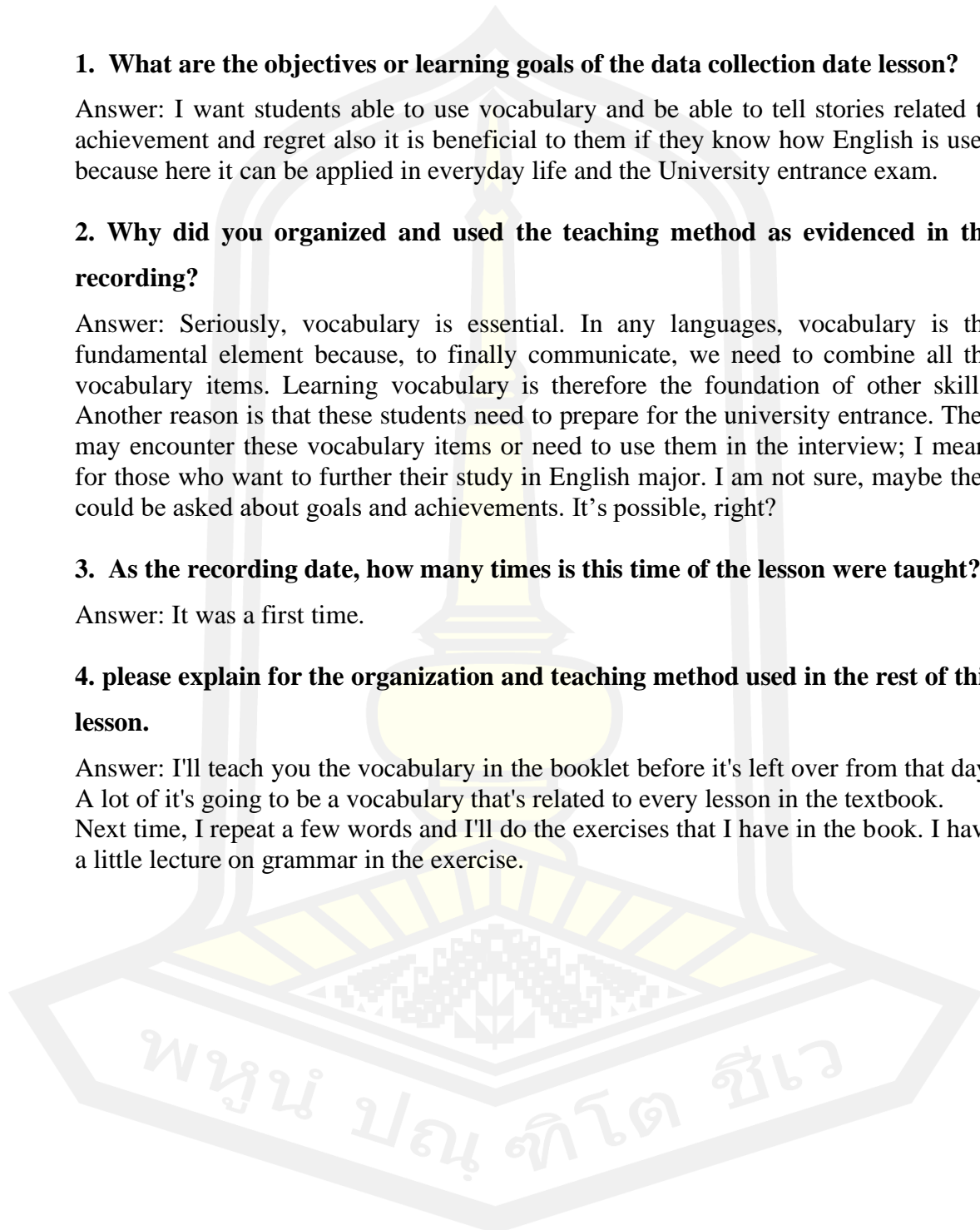
Answer: Seriously, vocabulary is essential. In any languages, vocabulary is the fundamental element because, to finally communicate, we need to combine all the vocabulary items. Learning vocabulary is therefore the foundation of other skills. Another reason is that these students need to prepare for the university entrance. They may encounter these vocabulary items or need to use them in the interview; I mean, for those who want to further their study in English major. I am not sure, maybe they could be asked about goals and achievements. It's possible, right?


3. As the recording date, how many times is this time of the lesson were taught?

Answer: It was a first time.

4. please explain for the organization and teaching method used in the rest of this lesson.

Answer: I'll teach you the vocabulary in the booklet before it's left over from that day. A lot of it's going to be a vocabulary that's related to every lesson in the textbook. Next time, I repeat a few words and I'll do the exercises that I have in the book. I have a little lecture on grammar in the exercise.



APPENDIX D: Ethics Approval

MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR
RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 399-405/2021

Title : Classroom Interactions in Thai EFL Classrooms: A Case Study of Experienced and Novice Teachers.

Principal Investigator : Miss Siriwan Hueangsri


Responsible Department : Faculty of Humanities and Social Science

Research site : Northeast Thailand

Review Method : Expedited Review

Date of Manufacture : 17 December 2021 **expire :** 16 December 2022

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Maharakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.


.....
(Asst. Prof. Ratre Sawangjit)
Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

BIOGRAPHY

NAME Miss Siriwan Hueangsri

DATE OF BIRTH 24 June 1995

PLACE OF BIRTH Khon Kean, Thailand

ADDRESS 285 Moo 1 Don Ngern , Chiang Yun, Maha Sarakham, Thailand 44160

POSITION A full time student

EDUCATION 2007 Junior Highschool, Holy Redeemer Northeastern Region School (Secondary), Khon Kaen
2010 Senior Highschool, Holy Redeemer Northeastern Region School (Secondary), Khon Kaen
2013 Bachelor of Arts (B.A.),English For International Communication (International Program), Mahasarakham University
2022 Master of Education (M.Ed.), English Language Teaching , Mahasarakham University

