# COMMUNICATIVE LANGUAGE TEACHING IN PRACTICE?: A STUDY OF FOUR POST-GRADUATE STUDENT TEACHERS IN THAILAND

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#### **SUMMARY**

This study is an exploration of the actual practices, the consequences of teaching and learning behaviours, and the implementation of Communicative Language Teaching (CLT) in schools in Thailand. It investigates if teachers undergo re-training programme in CLT show evidence of implementing CLT pedagogy within their classrooms, and what contribute to successful or not successful practices.

Chapter 1 addresses the teaching of English as a foreign language (EFL) in Thai schools, failures of EFL, CLT training and practices, and the research questions for this study.

Chapter 2 provides the background for the needs of English, its roles in society and among Thai students, and EFL in Thailand. It describes the introduction of CLT to Thai schools, and major issues in ELT in Thailand are addressed.

Chapter 3 situates this study by reviewing the second language teaching and learning and related literature on classroom discourse, teacher talk, learner's participation, EFL education and debates on pedagogical appropriateness of the culture specific to innovative methodology.

Chapter 4 reviews the theoretical assumptions and principles of CLT, which aims to make communicative competence as the goal of language teaching. The presentation-practice-and production (P-P-P) procedures of teaching for the study are described.

Chapter 5 describes the analytical framework and the research methodology, which is a combination of qualitative and quantitative analysis. A classroom observation is adopted for a description and interpretative-explanatory account of teaching and learning behaviours. It is conducted through Johnson's (1995) framework for understanding for communication in second language classroom and pedagogical paradigm for the CLT attempts. An interaction analysis category (IAC) adapted from Nunan (1990) is developed and employed for a quantitative analysis.

Chapter 6 to Chapter 9 are dedicated to qualitative analysis, which interpretative framework is applied to the analysis of the four informants in all eight lessons. Transcripts of classroom interaction, incorporated some other research techniques, are analysed and discussed for teaching and learning behaviours, which contribute to or constrain CLT. The problems in CLT practice as found in the lessons of T2, T3 and T4 are presented and analysed in Chapter 6 concerning structural lessons (Analysis 1), and in Chapter 7 concerning lessons relating other skills (Analysis 2). The potential presence of CLT practice as found in informant T1's teaching is presented and analysed in Chapter 8 concerning her structural lesson (Analysis 3), and in Chapter 9 for the remaining lesson associated to other skills (Analysis 4).

In Chapter 10, an interaction analysis category is applied to capture and quantify the teacher and learner behaviours in all lessons. The findings are the supplements to the interpretative analyses.

In Chapter 11, an interpretative approach is applied within the socio-cultural framework, to analyse the teachers and learners' behaviours as influenced by the social norms and homogeneous culture. Conclusions are drawn from the language used and strategies employed by the participants for appropriateness or inappropriateness to CLT implementation.

The final chapter, Chapter 12, presents the researcher's discussion and conclusion of this study. It provides the research findings, which are problems in implementing CLT, affected by the social contexts and different interpretations and practices of the individuals, and the possibilities for CLT in practice to emerge. The implications of this study are also proposed.

#### **ABBREVIATIONS**

Abbreviations used in this study are as follow.

CLT Communicative Language Teaching

ELT English Language Teaching

ESL English as a Second Language

EFL English as a Foreign Language

TEFL Teaching English as a Foreign Language

FL Foreign language

SL Second language

SLA Second language acquisition

L1 first language or the mother tongue

L2 the second language or the target language

MOE Ministry of Education

MUA Ministry University Affairs

DCID Department of Curriculum and Instruction Development

# Chapter 1

# Introduction

# 1.1 Background

The English language was brought to Thailand by missionaries and traders from Western countries in the mid 1800s. During this period of political pressure from the West, Thailand had to introduce the study of foreign languages in order to negotiate with the great European powers and to protect its rights and sovereignty. Consequently, English has been taught in schools as a foreign language (EFL) since 1871 (Chayanuvat 1997:1). English has been a part of the Thai educational system since that time and become the most widely studied language among the foreign languages taught. According to the Thai national English curriculum, "English is taught for communication" (Ministry of Education, 2001), which is supposedly based on the Communicative Approach (CA).

# 1.1.1 English language teaching methodologies

Over the last century, the teaching of EFL in Thailand has been carried out through various methodologies, namely, the Grammar-Translation Method, the Audio-Lingual Method, the Direct Method, and taking a Functional Approach (Chayanuvat, 1997:6). In the late 1960s, during which the theory underlying audiolingualism was rejected, and Situational Language Teaching was implemented, it was found that students who received several years of formal English language instruction remained inadequate in communicating in the target language. During the 1970s, British applied linguists began to examine the teaching theories underlying past methodologies and emphasized the functional and communicative potential of language.

Traditionally, language was seen as a system of rules which students needed to master. In contrast, language in the 1970s came to be seen as a system for the expression of meaning in social interaction rather than as abstract syntactic rules. In response to the work of the Council of Europe, referred to as the Threshold Level, a group of experts in Europe set out to solve problems regarding language learning. This had an important influence in promoting a communicative approach to language teaching. The work of the experts of the Council of Europe as well as the British applied linguists contributed to the development of what came to be referred to as the Communicative Approach (CA) or Communicative Language Teaching (CLT).

Since the 1980s, CLT has developed into an approach that is grounded firmly in a theory of language. It aims to make *communicative competence*<sup>1</sup> the goal of language teaching and develop teaching procedures for the four language skills (i.e., reading, writing, speaking and listening), acknowledging the interdependence of language and communication (Nunan, 1999; Richards & Rodgers, 2002; Widdowson, 1990).

In 1981, the Ministry of Education (MOE) changed the curriculum as it acknowledged that ELT in schools was essential for *communicative purposes* and *communication* in various situations (Ministry of Education, 1991, 2001). As a result, the MOE introduced the Communicative Approach to some in-service schoolteachers of English in the 1980s (Supervisory Unit Department of General Education, 1997:1). It has been always claimed that the predominant approach being employed in English language teaching (ELT) in Thailand is based on CLT. Publishing in *PASAA*, the oldest and most distinguished ELT journal in Thailand, Maurice (1985:18) notes that

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<sup>&</sup>lt;sup>1</sup> The notion of communicative competence will be described in Chapter 4.

'1985 might have been called the year of CLT in Thailand, with Thai TESOL conducting its annual convention around the theme.' Wongsothorn et al. (1996:89) state that 'The communicative approach with eclectic orientation is favoured at various levels of education.', while Promsiri et al. (1996:81) explain in another article on the same issue that 'The new English curriculum for this level (upper-secondary level) emphasizes the aspect of English language for communication.' Recently, the MOE has announced that 'Education Reform 1996-2007: The Basic Education Curriculum' will be fully implemented in 2005 (Ministry of Education, 2001: 132). The MOE has explicitly noted that English language teaching in Thai schools is based on the Communicative Approach. However, these changes seem to be in theoretical aspects.

# 1.1.2 The failure of English teaching in Thailand

Realizing the importance of English as a tool for global communication and economic stability, the MOE has been calling for revisions and implementation of different English curricula for the past two decades (Ministry of Education, 1991, 2001). It appears that English taught as EFL in schools at all levels has gone through various curricula changes arising from different, vague policies. What is never in doubt, however, is the fact that no matter which methodology or which English curriculum has been used in ELT in Thailand, the reality is that Thai students still struggle with the use of English.

The general consensus in Thailand seems to be that the teaching of English as a Foreign Language (EFL) in the country has failed to help students achieve the *expected* level of English (Aksornkul, 1985:1). In 1985, the MOE queried whether the

English syllabus requirements satisfactorily fulfilled the goals required in the study of English (Department of General Education, 1985 cited in Aksornkul, 1985). In response to this, MOE introduced CLT to some in-service teachers of English in their training courses. MOE reported that graduates at each level were not sufficiently proficient in English (Ministry of Education, 2001: 40). This problem persists to the present day. Similarly, the *Bangkok Post*, the leading English newspaper in Thailand, revealed that only 1-2% of Thai public high school graduates can communicate well in English (*Bangkok Post*, 29 July, 1999). In addition, Wiriyachitra's study (2001) confirmed that the English language skills of Thai students before entering the university were below average. The Basic Education Curriculum A.D. 2001, to be implemented in 2005, has clearly stated that 'Foreign language learning, especially in the English language, fails to build up competencies in using language for communication and seeking knowledge from various and extensive resource centres in the Information Age.' (Department of Curriculum and Instruction Development, 2001: 9).

All these studies and claims support the view that the implementation of whatever planning of EFL teaching and methodologies, including CLT as encouraged by MOE, seems not to promote Thai students' ability to acquire adequate proficiency in English for communication. As a result, ELT in Thailand has long been recognized as problematic.

# 1.1.3 Communicative language teaching (CLT)

In general terms, Communicative Language Teaching (CLT) is premised on the theory that language is primarily a vehicle for communication. Its fundamental goal is communicative competence (Hymes, 1972) or communicative efficiency, which is the knowledge and skills required for communication. The development of procedures for the teaching of the four language skills acknowledges the interdependence of language and communication. This teaching and learning process has an integral agenda of teaching learners how to communicate in the target language (Richards & Rodgers, 2002). The focus is not only on the structures of language (grammar and vocabulary), but also on the communicative functions that it performs. The teachers take a full account of what students have to learn in order to use language as a means of communication. As pointed out by Littlewood (1984: iii), it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating the structures learnt to their communicative functions in real situations and real time.

Additionally, the teachers must provide learners with ample opportunities to use the language themselves for communicative purpose, and to develop the learners' ability to take part in the process of communicating through the language. Because the teaching methodology is based on the concept of learner-centredness, CLT requires that the teachers play different roles, e.g., informant, facilitator, controller, guide (cf. Byrne, 1986; Brumfit & Mitchell, 1989; Harmer, 2001; Johnson, 2001). It is required that learners take greater initiative in their learning, become active agents in the process, and engage in speaking, listening, reading and writing activities. Their role is, therefore, as *joint negotiator* within the group and within the teaching and learning

procedures and activities which the group undertakes. Consequently, the learners contribute as much as they gain, and thereby learn in an interdependent way (Candlin, 1980 cited in Richards & Rodgers: 2002: 77).

After sufficient instruction, guidance, counselling, interacting with communicative tasks and peers, learners should be able to learn or *acquire* the target language and transfer what has been learnt in pseudo-realistic and real-life communication situations.

# 1.1.4 CLT training and practice

The MOE, in cooperation with the British Council, Bangkok, have been giving short training courses, seminars and workshops on CLT to EFL teachers since the 1980s. Nevertheless, despite all the attention paid to CLT by teachers, its effects on ELT seem marginal at best (Maurice, 1985; Stroupe & Clayton, 1996; Supervision Unit Department of General Education, 1997). It appears that their practices do not meet the demands of the national curriculum.

Interestingly, studies, descriptions of practice, reports from practitioners on effective or ineffective innovations, difficulties of classroom practices and/or practical teaching techniques are not found in Thai educational journals, e.g., PASAA, Thai TESOL, and Thai TESOL Bulletin. While a great deal has been written on the theory and practice of CLT, there have been no studies of actual teaching practices. Within foreign language in-service training over the past few decades, no investigation has been reported of how teachers have implemented innovation in their classroom. What we have instead are plenty of reports, pointing to traditional approaches or the

grammar translation method which still have a great influence on ELT in Thai schools (Gebhard, 1982; Maurice, 1985; Waine, 1998). CLT practice seems to appear only in name. Its implementation is different from what people have claimed it to be. The following questions, therefore, are worth asking. Are the teachers ready to accept and implement CLT in their classroom? Have there been attempts made to apply CLT and how successful have they been? What problems do teachers face when trying out innovative practices? Is it difficult to implement a methodology developed in Western countries in Thai school contexts? Are the teaching methodologies misinterpreted? Do the training courses help the teachers to apply the CLT principles in day-to-day classroom practice? Do the teachers implement the proposed innovations at all? Why or why not? What are the constraints on their practice? Do cultural considerations work against CLT's appropriateness in Thailand?

Many experts claim that these issues are complicated by the fact that teachers, even with training, generally do not change the way they teach but continue to follow old patterns of teaching (Lortie, 1975, cited in Almarza, 1996; Altman, 1984, cited in Thomas, 1987). Some of them simply go back to the traditional old ways of teaching or teach the way they themselves were taught. Previous learning, knowledge and beliefs about teaching have been found to be powerful determinants of teachers' perceptions and practices, which thus make them often resistant to change (Freeman & Richards, 1996:6). In addition, much of what occurs in campus programs is soon forgotten or discarded when teachers enter or return to schools (Richards, 1999: xi). The relevant question to be raised here is whether this is also the case for the teachers of English in Thailand.

# 1.2 Research questions

This study investigates the *student teachers*' practice in the classroom in relation to language teaching methodology. This study is not about the content or structure of a particular teacher training programme. It is not meant to evaluate student teachers' practice according to a set of predefined criteria, nor is it an assessment of the knowledge they have about teaching and learning a foreign language. Rather, it grows out of a concern to investigate teaching behaviours and practices in an actual classroom setting with reference to the CLT methodology, an approach they claim they are committed to. The study seeks to explain such teaching behaviours, how the teachers put their pedagogical theory into practice and the practical problems involved in doing so. My research questions are thus as follows:

- 1) Do Thai teachers undergoing a re-training programme in language methodology show evidence of implementing that approach in their classroom practice or not?
- 2) What factors contribute to successful or unsuccessful implementation?

# 1.3 Methodology

#### 1.3.1 Classroom observation

To enrich the understanding of what occurs in class, various experts suggest that one has to be present in the classroom and observe the teaching and learning activities (Gebhard & Oprandy, 1999; Long, 1983; Nunan, 1989; van Lier, 1988). Since the classroom is the main forum where the teaching and learning processes take place, it is the place that is the focus for this study.

The same experts also suggest that ELT classroom investigations offer possibilities of improving our understanding of the ways in which (1) learners learn in the classroom;

(2) teachers contribute to learners' learning; and (3) teachers develop their own teaching. In the process of classroom observation, problems can be discovered and improvements made. Teacher educators, and researchers can also benefit from classroom observation since observation has an influence on the ways they will teach or train the teachers in the future. The findings can also be used as a basis for improving ELT in classrooms, teacher training and the development of teacher education as a whole.

#### 1.3.2 The informants

The informants chosen were four student teachers, who had volunteered for the research. All four were in-service teachers doing Diploma and MA courses in a TEFL programme at a university in Bangkok. Each had at least two years of experience in teaching English in schools prior to enrolling in the course.

# 1.3.3 Research techniques

Classroom observations were performed during two classroom on-site visits. The research techniques employed were field notes, audio-video recording of lessons, the teacher's self-report, a post-lesson interview, the teacher's self-evaluation note, and a second interview for general ideas on ELT.

Data were analysed both qualitatively and quantitatively. Classroom practices and interactions were observed, noted, taped and transcribed. On the basis of the data obtained, factors such as teacher talk, classroom interaction, language activities for communication, classroom management, classroom contexts, atmosphere, conventions and significant events were taken into account. In addition to classroom

observation, field notes, the teacher's self reports and interviews were integrated into an interpretive analysis.

To supplement the qualitative analysis, a quantitative analysis was conducted on the basis of an observation schedule, with "Interaction Analysis Categories" adapted from Nunan (1989, 1990) for the coding of the frequencies of particular teaching and learning behaviours.

# 1.3.4 Documents

Relevant documents, such as the teachers' self-evaluation notes, lesson plans and classroom materials, as well as exercises and tasks were collected for the interview and analyses. The information gathered from these documents has assisted in better understanding and a more accurate interpretation of CLT.

# Chapter 2

# **English Language Teaching in Thailand: Background**

#### 2.1 Introduction

This chapter provides the framing parameters that influence the classroom of my study. It presents the background of English language teaching (ELT) in Thailand, the implementation of the English curricula at the primary, secondary, tertiary, and teacher education levels in ELT.

#### 2.2 Background of English Education in Thailand

During the early Rattanakosin (Bangkok) period, a number of treaties were signed with foreign powers. British emissaries were hired for King Mongkut's (King Rama IV) foreign affairs and policies in 1855. Recognizing the need for better-trained personnel in royal and governmental services, English language teaching was first established in the palace to educate young princes and the sons of nobles in 1871 (Warren, 2002: 45). The policy of educational modernization was further pursued by King Rama V (1868-1910), who realized that the kind of education provided by the monastery and the court was not adequate for future government officials. He commanded that measures be taken to modernize the education and a good knowledge of English would form a part of the new educational requirements, as it had become a necessary key to further knowledge as well as a medium of communication with foreigners. The English language at that time was essentially for the elite and intellectuals in administration.

# 2.2.1 The needs of English and its role in Thai society

Generally speaking, Thai people have rare opportunities to use English in their everyday lives. As a monolingual country, Thai is the main language of community communication. The needs for English are, therefore, essential for some certain groups of people: those belonging to the upper- and middle-classes, those who seek higher education abroad, those whose career is international business, and for those who travel.

Due to social development and economic expansion, there is a greater demand for individuals who are not only professionally qualified, but who are able to communicate with their foreign colleagues or customers. Foreign investment is another crucial factor in pushing more Thais from all classes to learn English. The buoyant tourism industry also makes non-English speaking communities realize that knowledge of some English offers them higher income. It seems that English has gained a place even among villagers.

As reported in Kral's (1986) case studies, English has become more than just a *tool* to gain access to modern technology, but a *key* to professional advancement. English, however, also helps extend the power of some particular groups of people. Members of those upper class or of high-ranking positions, through English, can gain different degrees of power in establishing and maintaining social hierarchies. In knowing English, they become more privileged socially, economically, and politically.

# 2.2.2 The needs of English among Thai students

#### 2.2.2.1 English as a subject matter

Among foreign languages taught in schools, English has become the most widely studied language. After various implementations of the national curricula, English is now required for all levels of school education (Ministry of Education 1991:1). It is also required as a fundamental subject in the first year of undergraduate level of all institutes. Furthermore, English tests are necessary for the graduate admission of all higher education institutions.

# 2.2.2.2 The national university entrance examination

Due to the lack of need to communicate in English outside the classroom, the main reason for studying English in schools in Thailand is to succeed in examinations. Additionally, seat placements in state-run universities are a source of prestige for all secondary schools. The teaching of English is, thus, geared for not only the school examination but ultimately for the national university entrance examination.

To achieve in academic work both at school and the national university entrance examination, most students are fully supported by parents to take extra lessons at the private tuition schools after regular classes. They are spoon fed with subjects essential for the university entrance examination, including English. This state of affairs has turned the tuition business into industry, as it may be seen from the great number of tuition schools over the country (<a href="http://www.bangkokpost.com/education/index.htm">http://www.bangkokpost.com/education/index.htm</a>). Influenced by educational and social demands, there is a great study of English for examinations and eventually for a degree.

# 2.3 English curricula, teacher education, and teaching methodologies

EFL in Thailand has been practised under different national curricula, depending on the political and socio-economic climate of the times. In response to the importance of English in economic and political life, the MOE has modified the national curricula a numerous times. For example, English was compulsory from Primary 5 from 1960 until 1977. Later, it was optional and not necessary to introduce to students at primary level (Brudhiprabha, 1976).

# 2.3.1 The 1996 English Curriculum

The 1990 revision of the English curriculum was the most significant in that it announced English as a compulsory subject, starting from Primary One. The implementation was to be immediate, which meant that English was to be taught at all levels and that teachers in primary schools had to teach English despite a possible inadequate knowledge of the subject. For the purposes of this thesis, which was practised under the 1996 English curriculum, it will be examined in greater depth.

# 2.3.1.1 Objectives of 1996 English Curriculum

The objectives of English curriculum are as follows.

- 1) To establish learners' proficiency in English communication with cultural appropriateness and according to different situations.
- 2) To enable learners to acquire an adequate level of English for their studies and professions in the future.
- 3) To develop learners' English skills in all aspects of communication; listening, speaking, reading and writing for their treasure house of knowledge and information.

- 4) To develop a proper attitude toward the English language and an understanding of its usefulness as a key to access the store of knowledge and information.
- 5) To develop learners' understanding of culture and world view of native speakers of English.
- 6) To develop learners' understanding of diverse cultures in the world community and to enable them to use English to promote Thailand and Thai culture to the world.

It is clear that the Thai national English curriculum aims to foster the development of two linguistic abilities: the ability to access society and culture (socio-cultural functions) and the ability to use English to communicate effectively, grammatically and appropriately (cognitive linguistic functions). As claimed by the MOE, in order to serve student needs, the curriculum has been designed for students to cultivate a higher proficiency so that they can further their studies, pursue qualified occupations as well as gain access to the world communities.

# 2.3.2 English at the primary level

English at primary schools is shown in Table 2.1. The twelve year schooling system is a 6:3:3 plan.

**Table 2.1 Fundamental English** 

School Level	English Level	Class	Semester 1 courses	Semester 2 Courses
		P1	-	PRE 1
	Preparatory	P2	PRE 2	PRE3
Primary		P3	LTE 1	LTE2
1	Literacy	P4	LTE3	LTE4
(P1 – P6)		P5	E011	E012
	Beginners	P6	E013	E014
Lower		M1	E015	E016
Secondary	Intermediate	M2	E017	E018
(M1-M3)	memediate	M3	E019	E010
Upper Secondary (M4-M6)	Advanced	M4 M5 M6	E0111 E0113 E0115	E0112 E0114 E0116

NOTE:

P = Prathomsueksa / Primary Level (P1- P6 or Grade 1-6)

M= Mathayomsueksa /Secondary Level (M1-M6 or Grade7-12)

The educational system requires six years for primary level, Prathomsueksa 1-6 (Grade1-6); three years for lower secondary education, Mathayomsueksa 1-3 (Grade7-9); and the last three years for upper secondary education, Mathayomsueksa 4-6 (Grade10-12). The curriculum at the primary level is categorized into three subgroups, 1) Preparatory English, 2) Literacy English, and 3) Beginner Fundamental English.

# 2.3.3 English at secondary level

The English curriculum offers two strands, *Fundamental English* shown in Table 2.1, which are required for all, and *English for English Concentration*, shown in Table 2.2, which are elective courses.

**Table 2.2 English for English Concentration (secondary level)** 

	English Concentration 1 (Language Improvement Courses)	English Concentration 2 (English from Independent Experience
Level	,	Courses)
Lower Secondary	E021English Listening - Speaking E022 English Reading- Writing E023 English Project Work	E031 English from Individual Experience E032 English on the Job E033 Information Technology English E034 Thematic English
Upper <b>Secondary</b>	E024 English Listening - Speaking E 025 English Reading - Writing E 026 English Critical Reading E 027 English Creative Writing E 028 Introduction to English Translation E 029 English Project Work	E035 English from Individual Experience E036 English on the Job E037 Information Technology English E038 Thematic English

# 2.3.4 The vocational English curriculum

In vocational education, there are three levels, which are the Lower Professional Certificate (LPC), equivalent to upper secondary, the Higher Professional Certificate (HPC), leading to a diploma, and the *tertiary level*, leading to a degree. English curricula are designed in relation to specific needs of each stream, for both fundamental and English for Specific Purposes (ESP). Shown in Table 2.3 is the curriculum of the first two levels in the business programme, which is related to two informants' lessons in this study.

Table 2.3 English for business (vocational education level)		
Level	Code	Course
LPC 1(M4)	E 2000 -1201	English 1
	E 2000 -1202	English 2
LPC 2 (M5)	E2000 -1203	Business English 3
	E 2000 -1204	English 4
LPC 3 (M6)	E2201 - 2412	English conversation
	E 2201 - 2413	English for secretary
	E 2202 - 2205	English for tourism and hotel
		business
HPC 1	E 3000 - 1221	Business English 1
	E 3000 - 1222	Business English 2
HPC 2	E 3000 - 3201	English for a job
LPC1 - Lower professional certificate, equivalent to upper		
NOTE:	secondary	
HPC - Higher professional certificate, a diploma level.		

#### 2.3.5 English at post-secondary education

At this level, English is compulsory for the first year of education. It is offered as major, minor, and as elective subject in the second or third year in universities. At Srinakharinwirot University, it is found that Business English and ESP are mostly offered to serve particular interests among students at this level (http://www.swu.ac.th/cur/). Teaching English as a Foreign Language (TEFL) is rarely chosen. This can be indicative of the lower status of English teachers in Thai education.

It is worth noting that the undergraduate students receive a scant two to three credit hours of English instruction over the course of their entire four-year programme. The exposure to English is limited, and seems insufficient for them to acquire the target language.

# 2.3.6 English coursebooks and teaching materials

The Department of Curriculum and Instruction Development (DCID) at the MOE, is responsible for producing and distributing the primary course books for all state-run schools. Secondary schools are allowed to choose commercial textbooks from publishing houses, all of which stick to the format prescribed with the DCID's approval.

Regarding the vocational level, schools can choose either the old edition coursebook published by the DCID, homemade materials, or commercial packages. It is worth noting that the DCID coursebooks are outdated and not attractively designed, while ESP commercial coursebooks are considered too expensive. Teachers are therefore

encouraged to produce homemade materials, which, again, can be unmotivating for some users.

At the tertiary level, responsibility of what teaching materials will be used depends upon the various departments.

The practice is different in private educational institutes at all levels in that they use the newly published attractive commercial packages from well-known publishers.

#### 2.4 Education Reform 1996-2007: Basic Education Curriculum

There is a remarkable move in Thailand's education and policy as the MOE embarked on an education reform implemented in academic year 2002 as the national core curriculum. The promulgation of the 1999 National Education Act provides a nine-year *compulsory* education and twelve-year schooling as *basic education*.

With regard to curriculum reform, independent and analytical thought instead of rote learning is encouraged. The new Thai education offers freedom of choice of subjects to study, and there are no more mandatory textbooks.

It is worth noting that the latest Basic Education Curriculum 2001 has not been completely in practice. Starting from 2002, the implementation for all is expected in academic year 2005 (Markmee & Taylor, 2001).

# 2.4.1 The 2001 English curriculum goal, structure, and practice

One of the crucial proposed changes is that the centralized curriculum should be abandoned for a localized or school-based curriculum model based on a learner-centred philosophy. The teachers, therefore, become the principal agents of curriculum development, as claimed by MOE that they are the ones who best know how to diagnose and cater to the learners' needs. To design their own courses, schools are provided with the curricular goal and structure, the benchmark, and models for each level. Consequently, the annual internal and external quality assurance is conducted (Ministry of Education, 2001: 9-35).

# 2.5 Teaching of English as a Foreign Language in Thailand

### 2.5.1 Teacher education in ELT

The source of teacher education comes from the former Ministry of University Affairs (MUA), recently known as Office of the Higher Education Commission (HEC). Some state-run universities under this office has taken part in educating EFL teacher students at bachelor's and master's levels under different faculties. From the government-run universities, there are approximately 2,500 students majoring in English each year (Wongsothorn et. al., 1996:99). They are eligible to become EFL teachers, if they choose to. However, most of them are attracted by higher pay from the private sector. At the postgraduate level, there are seven government universities offering diplomas and master's degrees in TEFL. The approximate number of graduate students is around 100 each year (Wongsothorn et. al., 1996). Most of them are in–service EFL teachers who are pursuing higher education. Obviously, the number of EFL teachers in Thailand is somewhat minimal when compared to the total number of 1.6 million Primary One students in 2004 (http://www.moe.go.th).

# 2.6 The status of communicative language teaching

# **2.6.1** The introduction of the Communicative Approach to in-service teachers:

### The cascade process training

A course on CLT was first provided for the selected in-service teachers from government-run secondary schools (Supervisory Unit Department of General Education, 1997). Under a one-month intensive course, they became teacher trainers, and were expected to share the innovation with their colleagues and local teachers at the English Resource and Instruction Centre (ERIC). This means that, under what is termed a *cascade process* of training, one local teacher attends the training workshop on CLT innovations at ERICs and takes away a number of ideas to both implement within their class and transfer to their colleagues (Conway, 2000:43).

The problem that remains is whether these teacher trainers have actually learned the innovations and the underlying principles within the short time allocated before transferring them to their fellow teachers. It is also doubtful how well the cascade process training is organized and operated, and how well the teacher trainers can deliver their effective training. Again, there is no clue as to how these newly trained local teachers can evaluate the suitability of the pedagogical principles and implement them in their daily classroom practice. There does not seem to be any report on how far English teaching has developed at this level.

# 2.7 Major issues

### 2.7.1 On research on EFL in Thailand

#### 2.7.1.1 Lack of EFL research in Thailand

Research into the EFL classroom in Thailand is rare. One of the main research resources in EFL are journals like 'PASAA' and 'ThaiTESOL Bulletin', which are published in English. However, in PASAA volume 21 (1991), a list of all articles published from 1970-1990 indicates that the areas covered were mainly culture, ELT problems in Thai schools and their remedies, testing, and evaluation. Studies of classroom interaction and actual practices of CLT were minimal.

# 2.7.1.2 Research by post-graduate students: limited areas of study

The main research resources on ELT in Thailand are theses and dissertations conducted by postgraduate students from different university programmes. At Srinakharinwirot University (SWU), there is one interesting piece by Yongyuen (1999), revealing her own heavy use of display questions. She found that by asking more types of questions and spending longer wait-time, the students interacted more with the teacher and were more confident in answering her questions. However, most of the studies found are in-service teacher-training kits based on CLT activities. For example, Weerawanit (1999), who devises authentic video materials for an English language classroom, reports the successful use of these materials. Khaindii (1997) offers a training kit for teachers to enhance students' speaking skills. It is worth noting that this kind of practical work on teacher training is, however, limited to a small group of teachers.

At some other universities, such as Chulalongkorn, Kasetsart, and Silapakorn, postgraduate studies were limited to particular skills of reading and writing. It appears that most of them are some kind of experimental research, with attempts to read some sort of generality in terms of findings.

# 2.7.2 On the English curriculum

# 2.7.2.1 The unrealistic goals of the English curriculum

The 1996 English curriculum was made compulsory for all primary students of approximately 30,000 primary schools in the following year despite the lack of EFL teachers. MOE explained that the teachers were not familiar with the new English curriculum and that they relied on the coursebooks (Markmee and Taylor, 2001:12). This, however, reflects the fact that the establishment of EFL goals and policy has been done without consideration of the actual existing conditions and problems. The objectives provided as guide to teachers are rather unclear that is to say the exact objectives at each level are not specified. The curriculum in some sectors, as partly shown above, is too fragmented and incoherent.

# 2.7.2.2 English for examination, not communication

While the main goal of teaching English is announced as for communication, the educational system is simultaneously closely tied up with examinations. English is considered one of subject matters to be studied for academic achievement at school, and for the most crucial university entrance examination, accordingly. Despite the fact that not all students make it to government universities, such public examinations become the yardstick by which a school's success or failure is gauged through. The main focus is on written language but coverage tends to be *blanket* just like in that the

teachers devote themselves to analysing and explaining facts about the language to make sure that their students pass the examination. Teaching and learning English in schools is, therefore, examination-oriented instruction focusing more on the particular skills necessary for examinations. The social influence on this aspect seems to run counter to CLT practices.

# 2.7.3 On teaching methodologies

# 2.7.3.1 Teaching through the mother tongue

The situation of sharing the same culture and language encourages the EFL teachers in schools or even in colleges to teach English in the mother tongue. Some reports claim that 90% of an English lesson is conducted through Thai (Mountford, 1986). The reason for this is, first of all, to explain grammatical points and comprehension reading, which is, more often than not, the main focus of the lesson (Supervisory Unit Department of General Education, 1997). Some teachers strongly believe that students would have better understanding of the target language and feel more comfortable to use the mother tongue instead of English (Sutabutr, 1986 cited in Coleman, 1996), while others claim that the use of mother tongue is what the students require and expect (Gebhard 1982). Another reason for this is the teachers' lack of confidence in the use of English. Some teachers, who can speak English adequately, do not use English in conducting a lesson simply because of the fear of making mistakes (Gebhard, 1982).

# 2.7.3.2 The existing traditional teaching methodology

While the MOE always recommends teaching English for communication, it has been evident that grammar translation still plays a key role in Thailand. Sukamolson (1998)

cited in Puntakerngamorn, 1999) and Wongsothorn et. al., (1996) report that many classes are still following the lock-step approach. Teaching methodologies continue to emphasize traditional techniques such as translation, memorization, repetition, and drilling. Teaching and learning are content-based and teacher-centred, emphasizing linguistic over communicative competence. Maurice's (1985) also reports that CLT implementation in the classroom is rare. CLT is becoming 'a fashionable buzzword, a bit of empty jargon that many talk about, but few understand and use.'

# 2.7.4 On teachers of English

# 2.7.4.1 No background of CLT

According to Promsiri (1996), the teachers who have been teaching for 12-20 years in schools have had no pedagogical background in CLT despite their bachelor's degrees in English education. The fact is that innovative methodology was not implemented in the pre-service teacher training syllabus when they were in college. CLT is probably known only among a few teachers who sought to understand it from seminars occasionally held by the MOE, the British Council, and other organizations.

# 2.7.4.2 Unqualified teachers of English at a certain level

Different from secondary schoolteachers, most of teachers teaching at primary level do not hold a degree in English. The fact is that teachers at this level are expected to teach basic subjects which are considered simple, including English. Therefore, a teacher with a degree in education of any kind is preferred rather than one who specializes in a subject like English education. In this sense, qualified EFL teachers are extremely rare at primary level. Resulting from the sudden change of the 1996 National English Curriculum, all primary schools seriously lack qualified teachers.

Despite some of these teachers having been trained under a short training course, the point to be noted is that without any background in English education, this could not guarantee effective use of CLT methodology in class. Moreover, the training course they attend is also decentralized under the application of the *cascade process* training as described above (Stroupe et. al., 1996). It is, therefore, questionable if a two-to five-day training programme will be able to meet the MOE's goals.

# 2.7.4.3 Insufficient CLT training for in-service teachers of English

Cascade training, as mentioned above, seems inadequate in preparing teachers to use a communicative methodology to meet the demands of ELT, as pedagogical changes have not been found. It is largely unlikely that the teacher trainers (EFL in-service teachers) are able to transmit the underlying CLT principles or to train fellow teachers to teach English communicatively (Stroupe et. al., 1996). This insufficient training can change only the cover of the book rather than the actual content or pedagogical modes of teaching.

# 2.7.4.4 Lack of EFL teachers at all levels

Due to attractive salaries offered by the private sector, university students prefer to study English for reasons other than employment in ELT. Thus, there exists a serious shortage of qualified English teachers at all levels all over the country. Moreover, because of inadequate salary, native speakers of English are rare and not attracted to teaching in schools or colleges.

#### 2.7.4.5 Insufficient resources for teachers

Exposure to the target language in the form of print, movies, the internet, and so on is not always accessible, especially in rural areas. In addition, little or even no L2 linguistic environment is available in their settings. Inadequate teaching aids and resources for both teachers and learners result in the heavy use of textbooks, with unchallenging and dull English lessons (Supervisory Unit Department of General Education, 1997).

# 2.7.4.6 Large class size and teaching load

EFL schoolteachers encounter a large class size of 45-60 students and heavy teaching load of 22-28 hours a week (Supervisory Unit Department of General Education, 1997). The situations do not allow much time for teaching material preparation. This is also not compatible with certain classroom activities.

# 2.7.5 On the EFL preparation programme

# 2.7.5.1 Limited programmes on EFL

It is evident that the MOE has lagged behind in providing EFL programmes for preand in-service teachers of English at the higher education level. Rajabhat Universities tend to produce manpower in some other fields rather than education. There are only a few universities running post-graduate courses in TEFL. In addition, it remains a question if the preparation courses of EFL meet the demand of the innovations being implemented.

#### 2.7.6 On learners

### 2.7.6.1 Lack of skills for communication

Due to the great impact of the university entrance examination, the styles of teaching and learning have been affected. In contrast to CLT principles, teachers tend to teach how to score high on reading comprehension and English structure. The crucial skills of communication are ignored, as they are not tested in examinations. The students, therefore, lack listening-speaking and communicative skills.

# 2.7.6.2 Quiet learners

Significantly, Thai students are found to be quiet, reserved, humble, or passive learners (cf. Gebhard, 1982; Kershaw, 1998; Punthakerngamorn, 1999; Wong, 1997). The major issues on the part of Thai learners' being reticent will be further discussed in the following section.

### 2.8 Issues in EFL education

# 2.8.1 Shared problems in some Asian countries

An interesting report from TESOL conferences held in Korea in 1996 and Thailand in 1997 (Sanpatchayapong, 1998) summarizes similar problematic situations that EFL teachers are facing. Korea's problems are large class size, the students' linguistic competency and their confidence in the use of English, and cultural dynamics. Thailand suffers from the huge impact of the national university entrance examinations, the teachers and students' lack of confidence in the use of the target language, and teaching and learning culture. Similarly, Japan also suffers from university entrance examination and large class size (Farrell, 1999, Gorsuch, 2000). Additionally, various reports from some other Asian countries, for example China

(Cortazzi & Jin, 1996), Mongolia (Namsrai, 2001), and Indonesia (Huda, 1999), also exhibit similarities on certain issues arising from classroom practices. They face comparable constraints. These problems reflect not only real situations, but also some aspects of inapplicable EFL theory in some contexts.

### 2.8.2 Students' reticence

Students' reticence among Asian students is a vital issue studied by various experts. It is evident that Asian learners took significantly fewer 'self-selected' turns in classroom events than non-Asians (Sato, 1982 cited in Allwright & Bailey, 1991). A study among Japanese students at Edinburgh University reveals the same finding (Dwyer and Heller-Murphy, 1996). Cortazzi & Jin (1996) assert that Chinese students are expected to be hardworking and respect the teacher. A very interesting survey conducted by Littlewood (2001) of students from eight East Asian students, including Thailand, reveals the common stereotype of reticent Asian learners in comparison with European countries. More often, Asian students have been claimed as being reluctant to be creative and critical, wanting only to receive knowledge passively (Shaw, 1999 and Song, 1995, cited in Littlewood, 2001:18). Scollon & Scollon's (2001) study reveals that Asian students, who are placed in communicative classrooms, find it difficult, at least at first, to deal with the inherent difference between their cultural expectation of a hierarchical system and the CLT classroom expectation of symmetrical solidarity.

Similarly, Thai students are also found to be very reserved, quiet, and well behaved (Gebhard; 1982, Wilson; 1995). Klausner (1993) and Mulder (2000) point out that they rarely ask questions or offer any kind of information. Most students do not seize

speaking opportunities at school, and instead remain silent. Listening to the teacher is always expected and becomes their most frequent classroom experience. They are familiar with the *reproductive approach* employed by the teacher (O' Sullivan and Tajaroensuk; 1997). This suggests that the phenomenon of language learning has important sociocultural dimensions, which define student roles and learning cultures.

### 2.8.3 Cultural values in its context

One of the most crucial aspects reported to intertwine with teacher and student's behaviour is cultural values. To this, Littlewood (2001) provides clear evidence from his personal data that Asian students' apparent passivity is due to the fact that they have always been expected to be so and they find it difficult to behave differently in semi-public classroom settings. He contends that the stereotype of Asians as *obedient listeners* – whether or not this is a reflection of their actual behaviours in class – does not reflect the roles they would like to adopt. He also points out that 'If Asian students do indeed adopt the passive classroom attitudes that are often claimed, this is more likely to be a consequence of the educational contexts that have been provided for them, than of any inherent dispositions of the students themselves.' (Littlewood, 2001: 33). In line with this, experts in the field (Howe, 1993 cited in Lewis & McCook, 2002: 147; Cortazzi & Jin, 1996) confirm that whether the language learners are *passive* or *active* in class depends more on *cultural expectations* rather than on learning styles.

All studies indicate that certain sociocultural factors are significant causes of reticence, and that differential *cultural expectations* have some influence on the manner of participation in classrooms. This suggests different expectations of the

teaching methodology, which may not be appropriate in Asian contexts. Also, it indicates that language teachers take students' cultural backgrounds into consideration and investigate the possible causes of and solutions to their teaching and learning behaviours.

### 2.9 Conclusion

This chapter has provided the background of English education as imposed by the educational system, the crucial issues, problems and constraints of EFL in Thai educational contexts. It is evident that CLT has not been implemented properly among practitioners, as the MOE does not have much of the proper training to offer EFL teachers. More importantly, the ultimate aims of teaching English for communication, as stated by MOE, are not realistic and appropriate to the present educational contexts, where English is a subject matter in schools and, in fact, geared towards examinations. It seems that the socio-cultural considerations work against CLT's appropriateness in particular contexts. The problems that exist here, however, need to be investigated for the potentiality of CLT implementation.

# Chapter 3

# Situating the Study: Language Learning

#### 3.1 Introduction

In this chapter, related literature concerning EFL and ESL learning as well as classroom interaction is reviewed in relation to this research. Because many EFL studies are based on second language research, the related literature on *second language acquisition* (SLA), the roles of comprehensible input, interaction input and output in language learning are, thus, specifically reviewed. Such review, in turn, will serve as relevant background to the second language situation in Thailand. Particular focus is placed on classroom discourse, specifically on teacher talk and interaction routines. This chapter also describes EFL educational development and some debates on the pedagogical appropriateness of received Western methodology to be applied in diverse settings.

### 3.2 Notions of ESL, EFL and SLA

### 3.2.1 Notions of ESL and EFL

Generally, the learning of a non-mother tongue occurs in either a second language context or a foreign language context. According to the Longman Dictionary of Applied Linguistics, *English as a foreign language* (EFL), is English taught as a school subject, but not used as a medium of instruction nor as a language of communication within a country (Richards et al., 1987:108). EFL is thus a non-native language studied by students in countries where English is not widely used for everyday purposes (Richards & Zwier, 1998), that is, it is not used for communication in everyday life or in the government. English teaching in countries such as Japan,

China, Korea and Thailand illustrates this situation. In this context, the bulk of everyday communication is in the mother tongue, and English is largely confined to formal education. It is studied for examination, especially for the national university examination, as in Thailand and Japan, and for higher education (Aksornkul, 1983; Cortazzi & Jin, 1996; Kitao & Kitao 1999).

The contexts of *English as a second language* (ESL) as in countries like the Philippines or Nigeria are considerably different from EFL countries mentioned above. Despite the fact that English is not a dominant language in these countries, it is widely used as a medium of communication (e.g. in education and in government). ESL, thus, takes place within a relatively English-speaking environment. It is usually used alongside the first language or another language (Richards & Rodgers, 2002:108-9).

In EFL situations, English has little internal communicative function or sociopolitical status (Nayar, 1997). While ESL students have many opportunities to use English within and without their schools, EFL students lack such opportunities with virtually no supportive English-speaking community available outside the classroom. They have to depend largely on comprehensible input provided in class. It is true that ESL students are not far different from EFL students at the very beginning level of L2 learning (Krashen, 1997). However, ESL students can later develop their communicative competence through some input outside the class.

#### 3.2.2 Notion of SLA

Second language acquisition (SLA), as defined by Ellis (1997:3), is the study of how people acquire a second language. It is necessary to note that the term second language mentioned in the area of second language learning is not meant to refer to ESL in contrast with EFL as described in the particular contexts above. Rather, second language, which is often referred to as L2, here, is defined as any language that is learned subsequently to the mother tongue, which itself is often referred to as L1. Second language acquisition or L2 acquisition is, therefore, the way in which people learn a language other than their mother tongue, either inside or outside of a classroom. In this sense, SLA or L2 acquisition, thus, is applicable to both the ESL and EFL learners who, apart from their own mother tongue, learn English as their second language. The learners from both ESL and EFL contexts, therefore, are also considered second language or L2 learners since they come to acquire English as their new language, or target language, one other than their mother tongue.

### 3.3 Second language acquisition and L2 learning

In the area of SLA, where the interest is on *how* learners acquire L2, linguists provide evidence and descriptions of *what* learners know about the language they are trying to learn (or the target language), and *how* learners' knowledge gradually develops. As pointed out by Ellis, SLA provides understanding on the *description* of L2 acquisition, and the *explanation* of the factors, both *external* and *internal*, that account for why learners acquire L2 the way they do. This pedagogical methodology is related to this study on the aspects of *what* language learners need in order to acquire the second language, and *what* language teachers need to know in order to provide *input* for the students.

Crucial factors contribute to second language learning are identified as *external*, and form the *social milieu* in which learning takes place. These external factors are important in that social conditions influence the opportunities that learners perceive in the language, and the attitudes that they develop towards it. Another external factor is the *input* the learners receive, that is, the samples of language which they are exposed to. But it is also essential that language learning occur with some input. Hence, in addition to external factors, the *internal* factors, which are the cognitive mechanisms the learners possess, also enable them to extract information about L2 from the *input* they receive. L2 learners also possess general knowledge about the world, which they can draw on to help them understand L2 input (Ellis, 1999:4-5).

Research and practical experience in SLA point to the fact that *input* and *interaction* in L2 are crucial to language learning. There have been many attempts to address the nature of learning in the classroom, and the research issues on SLA are concerned with the kind of language input or interaction is most effective in the development of the second language. Some of the predominant studies are reviewed in the section below.

# 3.3.1 Language learning and input

The *monitor theory* proposed by Krashen (1982) explicates the types of input and ways to obtain input to develop second language proficiency. He claims that, in mastering a second language, a learner develops through two ways, *acquisition* and *learning*. According to Krashen, acquisition is the natural process within which there is no *conscious focusing on linguistic forms*; it takes place *subconsciously*. Krashen emphasizes that the minimal conditions necessary for acquisition to occur is

participation in natural communication situations. On the other hand, and on a more fundamental level, *learning* happens deliberately, is consciously performed, and is a process that usually takes place in the language classroom. For Krashen, it is marked by two characteristics: *error correction* and *rule isolation*. The former is important to learners in that when they make mistakes, it is common for the teacher to draw explicit attention to them for correction. The latter is the procedure of presenting a single language point in class. Krashen claims that what is known about L1 acquisition is in general applicable to FL acquisition. He also uses the term *creative construction* to describe the process (Johnson, 2001:76).

# 3.3.2 Comprehensible input

Krashen has also introduced the notion of 'Comprehensible input'. He claims that acquisition can take place only when people understand messages in the target language (Krashen & Terrel, 1983, cited in Cook, 1996:82). This notion refers to the fact that not all of the target language which L2 learners are exposed to is understandable; only some of it can be processed, which is called *intake*. In order for the students to acquire L2, they must first be exposed to comprehensible input. The effort may be conscious or subconscious to ensure that the student is receiving input that is just slightly beyond the current level. In *Krashen's Input Hypothesis*, the level of difficulty of comprehensible input is described as 'i+1', where 'i' represents the current level of the learners' competence, and '1', the slightly more advanced input than the L2 learner's current level. Here, student output plays a key role in that it provides evidence (along with other means of compliance) that indeed at least some of the input has been taken in. In other words, some of the input has become internalized to the point at which the student can utilize it in his or her own speech. In

an effort to facilitate comprehension, the teacher may *self-clarify* by illustrating or gesturing; *clarify a reply* by rephrasing or expanding; *reinforce the message* by repeating what the student says, and so on. Krashen's concept of comprehensible input, although intuitively appealing to some, has also been criticized (cf. Johnson, 2001; Long, 1985).

# 3.3.3 Interaction input and output in the second language classroom

Although comprehensible input may play an important role, it is argued that it is insufficient. Understanding is not quite the same as acquiring. When the input is not comprehensible, learners need to be allowed and encouraged to indicate their difficulty through clarification questions and expressions (cf. Long, 1983; Pica et al., 1987). The linguists suggest that interaction is more productive. Swain puts forward the Comprehensible Output Hypothesis in which the learners can be pushed to a higher level of accuracy by the natural requirement to negotiate meaning when communication arises. Long's Interaction Hypothesis, on the other hand, proposes an alternative model of the relationship between negotiated interaction and language acquisition. He notes the importance of comprehensible input which is most effective through the negotiation of meaning. The hypothesis claims that acquisition occurs through the process of interaction. Learners acquire through interacting with others. When a misunderstanding occurs, those involved in the interaction have to try and repair it by a process known as negotiation of meaning. The output is, therefore, the signalling device to negotiate better input while negotiating for meaning.

Within this modified input framework, the negotiation and *conversational moves* (e.g. comprehension check, clarification requests) make the message understandable.

Additionally, the input is more accessible to the learner. The learners themselves become the source of the message in the sense that when they produce utterances that are ambiguous, they are encouraged to make their output comprehensible via the use of clarification requests and comprehension checks. In the modified output model, linguistic adjustments are, thus, made by the students. The teacher could help improve accuracy as learners are forced to attend to both *form* and *meaning* of their utterances (Ellis, 1993 cited in Garton, 2002:51).

Interactionist theories of L2 acquisition acknowledge the importance of both input and internal language processing. It is widely accepted that input from interaction with native speakers helps SLA, but the same applies when the interaction happens with non-native speakers. The hypothesis underlying studies in the field is that learners develop L2 by generating *input* from others. Those learners who initiate interactions that result in speech directed to them will derive more benefit from the input than the input they are exposed to through mere learner participation. Pica, Lincoln-Porter, Paninos & Linnell's study (1996) of the Japanese learner-learner interaction reveals some differences in input modification and some similarities in respect of output modification. The learners seemed to be supporting each other's needs most strongly through the amount and type of feedback they provided through their negotiations with each other. Learning takes place as a result of a complex interaction, both between teacher and learners, and among learners themselves; and between the linguistic environment and the learner's internal mechanisms (Ellis, 1997:44).

In addition to the modified input and interaction between the teacher and the students, van Lier (1988) proposes optimal conditions for classroom learning where interaction should mediate between input and intake. Students need to make some sort of investment in learning the language if the input is to be processed. Cadorath & Harris (1998) propose the values of unplanned classroom language (e.g. unplanned situation, unstructured activities) as promoting authenticity of classroom interaction, and providing a valuable context for student language learning and teacher language development. Chatting to students offers a genuine source of communicative opportunities within the classroom. Hatch (1978, cited in Ellis, 1997) emphasizes the collaborative attempts of the learners and their interlocutors in constructing discourse and suggests that syntactic structures can grow out of the process of building discourse through scaffolding, a teaching tactic derived from Vygotsky's concept of assisted learning. Vygotsky believes that learners cannot independently reach the Zone of Proximal Development, that is, a zone which is just above their present competence (Rosenshine & Meister, 1993:220.) In the scaffolding model, a student is provided with support during the early stages of learning. This support will be diminished when the student is able to reach the Zone of Proximal Development. In the content of Vygotsky's (1978) Zone of Proximal Development, instructional efforts should focus on the student's potential abilities, creating opportunities for the learner to assume joint responsibility with the teacher for learning tasks. Tsui (1995) points out that since classroom learning is a co-operative effort between the teacher and the students, the student's involvement in the negotiation of meaning is another crucial factor in making the input comprehensible. Her study of two ESL classrooms reveals that the lesson with a higher percentage of modification devices does not seem to be providing more comprehensible input. She raises the issue that there is a need to

differentiate between modification devices used by teachers to try and *provide* comprehensible input, and those used by students to try and *obtain* comprehensible input. This affirms that student participation is crucial in producing output and trying to make it understood.

#### 3.4 Classroom discourse studies

This section will explore the nature of classroom discourse and the techniques teachers use to manage input for learners' interaction, with a specific focus on teacher talk. Through the structure of classroom discourse, researchers with a linguistic bias have described the linguistic features of input provided by teacher's talk to students (cf. Long, 1983; Cazden, 1988), while researchers with a sociological bias have dealt with the interaction in the classroom as *discourse* or social interaction, which is a form of *institutional talk*. The language the teachers use with L2 learners has its own specific formal and interactional properties (cf. Brumfit & Mitchell, 1990; Sinclair & Coulthard, 1975; Tsui, 1995). It serves pedagogical goals while the teacher and students are interacting for the purpose of learning.

Cazden asserts that, , in order to provide *comprehensible input* to learners, teachers and those in the field should try to understand how the language in the classroom affects the outcomes of education, and how classroom discourse affects the thought processes of each learner. It is recognized by most linguists that interaction of various kinds which take place in a classroom can help learners to acquire the target language, and determine what learning opportunities learners receive (cf. Cazden, 1987; Sinclair & Coulthard, 1975; van Lier, 1988).

#### 3.4.1 I-R-F Format

Sinclair & Coulthard found that a typical exchange in the classroom is always first generated by the teacher, described as an *initiation*, followed by the students' *response*, then the teacher's *feedback* or *evaluation*. This exchange is usually referred to as the *Initiation-Response-Feedback or Evaluation* (I-R-F/E) structure, and is the most familiar feature of classroom talk (Cazden, 1986; Wells, 1993). It has been concluded that this structure allows teachers to control classroom discourse. The control is mechanical in that it causes students to develop competence in giving the 'correct' answer, rather than the explanation.

### 3.4.2 Teacher talk

A vital component in classroom interaction is teacher talk. Research findings reveal that teacher talk takes up to 89% of the available class time (Ramirez et al., 1986, cited in Ellis, 1997). Thornbury (2000:28) characterises the nature of the language classroom in terms of the teacher's monopoly of control of the discourse through, for example, display questions. The teacher also determines the topic of classroom talk (cf. Tsui, 1995; Thornbury, 2000). Some consider teacher talk as a useful device for communicating with students at all levels except the most advanced, while others regard it as an essential part only in the early stages of learning. At certain stages of teaching in an EFL classroom, good teacher talk should be kept at its minimum in order that students have more opportunity to talk (cf. Cullen, 1998; Hubbard et al., 1983). More importantly, one very important factor in the effectiveness of teacher talk is whether it is comprehensible to the learners.

Teacher talk involves all aspects of the pedagogical process: providing explanations, giving instructions, questioning, checking understanding, giving feedback, monitoring, and disciplining students. What follows is a review of some related research on these various aspects of teacher talk.

# 3.4.2.1 Modifications to teachers' speech

In making the input comprehensible to the learners, research has revealed, teachers' utterances cover a range of syntactic simplifications like *motherese* (e.g. repetition, prompting, prodding and expansions) and *foreigner talk* (Gaies, 1983). Teachers tend to speak louder and make their speech more distinct by pausing, changing pronunciation, and modifying vocabulary, grammar and discourse (cf. Chaudron, 1988; Richards, 1996:184). They also use more self-repetitions with L2 learners, particularly with those of low-level proficiency (cf. Hanayan & Tucker, 1980; Tsui, 1995). Such evidence has also revealed that teacher talk modification helps the learner to acquire the target language.

However, recent studies have shown that simply modifying input does not make it comprehensible to students. It has been found that typically these conversations contain many *modification devices* (e.g. comprehension check, request for repetition and clarification), used by the teacher or the student in the process of negotiation (Tsui, 1995). This indicates modification not only of input but also of the structure of interaction.

# 3.4.2.2 Teacher's explanation

In the classroom, Teachers tend to speak louder and make their speech more distinct by pausing, changing pronunciation, and modifying vocabulary, grammar and discourse (cf. Chaudron, 1988; Richards, 1996:184). They also use more self-repetitions with L2 learners, particularly with those of low-level proficiency (Hanayan & Tucker, 1980; Ellis, 1985, cited in Tsui, 1995). Such evidence has also revealed that teacher talk modification helps the learner to acquire the target language.

# 3.4.2.3 Teacher's questions

Several studies reveal that teachers typically ask a lot of questions (Wragg, 1999). Teachers tend to speak louder and make their speech more distinct by pausing, changing pronunciation, and modifying vocabulary, grammar and discourse (cf. Chaudron, 1988; Richards, 1996). They also use more self-repetitions with L2 learners, particularly with those of low-level proficiency (Hanayan & Tucker, 1980; Ellis, 1985). Such evidence has also revealed that teacher talk modification helps the learner to acquire the target language.

Teachers' questions contribute to L2 classrooms by stimulating and maintaining students' interest, encouraging their participation, and getting them to think and focus on the content. In addition, they enable teachers to elicit particular points of knowledge, check their understanding, and clarify what the student has said (Richards, 1996; Nunan, 1996).

#### 3.4.2.4 Feedback and error correction

Error correction is a type of teacher's feedback usually associated with evaluating and providing information related to students' responses. It has multiple functions. Generally, it offers the learner negative evidence about a particular language rule. The correction of a single student provides evidence to both the student making the error, and to all other students who happen to be paying attention. Moreover, it enables learners to form and test hypotheses about the way the target language works (Nunan, 1989).

There is, however, controversy over whether errors should be corrected or be left untreated. Krashen (1982) asserts that error correction, like grammatical explanation, is of little benefit for long-term acquisition. The behaviourists, on the other hand, view error as a symptom of ineffective teaching or as evidence of failure and mother-tongue interference. Intensive drilling or over-teaching is recommended as a remedy for these problems. On the contrary, the mentalists view errors as inevitable and not a sign of failure, but as evidence of students working their way towards the correct rules. Thus, errors are an integral part of the learning process and the development of competence. They are not harmful to the learning process.

#### **3.4.2.5** Wait time

Wait time is the time teachers allow students to answer questions before asking another student, rephrasing the question, or even answering their own questions themselves (Thornbury, 1996:282). Various studies report positive effects obtained when wait time goes beyond the teacher's usual time. Johnson (1995:45) contends that giving the learners some space creates greater opportunities for learner

participation in the learning process. The pattern of communication in the class also changes. Students direct more questions to the teacher and to each other, and they react to others' responses more frequently (Rowe, 1980, cited in Chaudron, 1988). Thornbury reports responses from more learners, an increase in the length of their response, and an increase in the number of learners initiating questions. Long & Crooks (1986) also report that the students' answers improve in content and complexity (Tobin, 1987, cited in Freeman, 1996:93).

All studies have indicated that longer wait time increases students' responses, which responses are necessary in a communicative classroom. In some situations, however, extended wait time will damage the dynamics of classroom interaction (Nunan, 1996:87). Rather than restricting questions to a select few, it is considered desirable to distribute questions among all students.

# 3.4.3 Turn allocation and turn taking

Language classroom interaction is largely determined by *turn-allocation* behaviours of teacher and *turn-taking* behaviours of students. In usual conversation, the turn-taking rules usually stipulate that one speaker speak at a time, and the next speaker be nominated either by the first speaker or by the question which allows him/her to perform a *self-selection*. In classroom settings, researchers have found that teachers and students have unequal rights in turn-taking. Generally, it is the teacher who allocates turns. When a student completes his/her turn, the right to speak always returns to the teacher again. The teacher also has the right to interrupt a student and could direct speakership in any creative way (cf. Hammersley, 1990; Lorschar, 1986, cited in Ellis, 2003:580). An interesting study by Allwright (1980, cited in Allwright

& Baily, 1991) reveals that some shy students take 'private turns' by giving answers or making comments among themselves instead of for the rest of the class.

### 3.4.4 Power and authority

In classroom interaction, the teacher has power and authority over many student-related factors, such as their knowledge, behaviour and speech. Power is an important consideration in teacher-student relationship. The 'knowledgeable' teacher defines what should and should not be learned. S/he controls the content of the lessons and has the right to monitor and correct the students in ways that differ sharply from the norms of everyday conversation. In these instances, the teachers are 'instructors' while the students are the 'instructed' (Heller and Martin-Jones, 2001; Stubbs, 2000).

# 3.4.5 Learner participation

Chaudron (1988) and Ellis (1997) assert that it is difficult to indicate whether participation causes learning or proficiency causes participation. Studies by Strong (1983; 1984) report positive correlations between learner participation and proficiency, while some studies report that no relationship is found (Ellis, 2003:592). However, Ellis contends that the amount of participation may not be a key factor in whereas Tsui (1995) points out that students' involvement in negotiating with input is necessary. This can be done not only with the teacher, but also by dealing with tasks, pair work or group work. The quality of learner's participation in dealing with tasks and small group work, however, shows different results.

### 3.4.6 Learner initiatives

Garton (2002) shows how initiatives by Italian learners in teacher-fronted activities could lead to complex interactional sequences and help promote *comprehensible input* and *output*. She points out that, by giving learners more space and time, initiatives can be actively encouraged. Students who initiate interactions are also better language learners. More importantly, there are direct implications for teacher training as it would be necessary to change traditional interaction patterns and make learner-initiated responses more effective.

# 3.5 EFL Education: conceptual development

EFL development has built on linguistic theory and SLA theory, psycholinguistics, sociolinguistics, and foreign language education. It has also developed through the Grammar–Translation Method, the Direct Method, the Audio-Lingual Method, Total Physical Response to the Communicative Approach, Content-based, Task-based, and Cooperative Learning. In recent years, the Communicative Approach has become the predominant methodology with its theory of language for communication. It is known by many different names e.g. CLT, and communicative methodology (Richards & Rodgers, 2002).

Early EFL research aimed at finding out *what* and *how well* students learnt, while all this was assumed to be primarily a result of how they were taught. Research on methodologies, to some extent, supports the assumption that learners tend to learn what they practice. Audio-lingual methods proved superior to grammar-centred methods in certain skills of speaking and listening, while students tutored through communicative methods proved to be more competent in language interaction than

those who learned through memorization (Savignon, 1972, cited in van Patten et al., 1987).

From an educational perspective, it seems that EFL classroom research has tended to lag behind when compared to native language and L2 research (Ellis, 2001). Limited studies of factors that are crucial to language acquisition in the area of EFL are found. It is pointed that SLA research requires a significantly enhanced awareness of the contextual and interactive dimension of language use, an increased 'emic' sensitivity (i.e. an understanding how of social context influences participation) towards fundamental concepts, and the broadening of the traditional SLA data base (cf. Ellis, 1996; van Lier, 1990 cited in Ellis, 2001). This suggests that more research focused on the teacher, learner, process, context of learning, and the method of implementation, could, at the theoretical level, and to some extent, eventually clarify the relationship between L2 acquisition and foreign language learning.

### 3.6 Debates on pedagogical appropriateness

Much of the theoretical foundation, ethos, and pedagogic practice of L2 learning in general has rested on the automatic assumption that it invariably and inherently involves native environmental and teacher's support; and that learners' achievement should be evaluated against the target of native compatibility and acceptance (cf. Nayar, 1997; Tudor, 2001). It is queried on whether or not SLA research results can be assumed the same for EFL learners.

In adopting and putting CLT into practice in various countries, there is a seemingly unavoidable conceptual obscurity among the studies on the appropriateness of

methodology and the social context to be applied. I would like to dedicate this section to review and address the conceptual ambiguity on the crucial debates, as they are vital to my study.

# 3.6.1 The issues of culturally specific teaching and learning

Culturally, the universal relevance of CLT to language teaching is questioned, arising understandably from the application of predominantly Western language teaching approaches to cultural settings, which are typically non-Western in philosophy, history, and lifestyles. It is noted that the ELT industry is not culturally, politically, socially, or economically neutral. Rather, it plays a powerful role in the construction of roles, relations, and identities among teachers and students (Pennycook, 1994).

There have been various studies commenting on culturally specific values underlying the notion of critical thinking and claims that they are incompatible with certain cultural values such as found in Asia (cf. 1999; Holliday, 1994; LoCastro, 1996; Tudor, 2001). The sensitive issues raised play off the differences between the culture pervading the target language and the local culture of teaching and learning (Cortazzi & Jin, 1996), power and authority in the hierarchical system (Canagarajah, 1999; Scollon & Scollon, 2001), learners' feeling of alienation in the process of learning a second language (Stevick, 1976, cited in Brown, 2000), teachers' and learners' resistance to innovation (Shamim, 1996), diverse social contexts (Coleman, 1996), and social and pedagogic pressure in the language classroom (Allwright, 1996). Developed in such different cultural and economic milieux, Western teaching methods, materials and programmes often face resistance or even rejection in Asia (Canagarajah, 1999; Liu, 1998; Pennycook, 1994). The controversial discussions

about social and cultural variables and differences in second language acquisition are debatable and indecisive. The main issues concerning CLT relate to its cultural appropriateness and acceptability.

# 3.6.2 Different views on pedagogic and research implications

As pointed out by Pica (1991), even the most prescriptive method will be implemented differently depending on whether it is being used within an ESL or EFL environment or in a large class. Indeed, each method is affected by the contexts in which it is implemented. Freeman & Richards (1996:22) advocate that 'the external prescriptive views of method that generally prevail in the field of language teaching bear little resemblance to teachers' and students' lived experience of method in the classroom'. To Holliday (1997), CLT refers more to the *cultural continuity* between the teacher's practice and learner's expectations during learning, rather than in group work or oral engagement by which this methodology is prevalently defined. This suggests that teaching practice in different contexts can be less problematic if the teachers are able to see its relevance to their socio-cultural contexts. Therefore, relevant cultural and conceptual critiques of CLT, and the issue of pedagogical appropriateness are incorporated into this study.

# 3.6.3 Technology transfer

Holliday (1996) states that educational technology developed in Western countries as in Britain, Australia or North America (BANA) is commercially motivated, while schools in various countries adopting technology is state oriented. The transferring of innovation may be distorted when it is practised in the received countries. Canagarajah argues that Holliday separates culture from power in order to discuss

pedagogical differences in an uncontroversial and non-political manner. Canagarajah suggests considering the larger cultural domain or national culture since they are crucial for understanding micro-cultures of the classroom. Tudor (2001) points out that a technological approach to education seems positive, and confident, and it promises a specific product. From his ecological perspective, which looks at contexts in which language use and language learning are situated, he suggests that it is not always possible to assume that the technology in language teaching would lead to a predictable set of learning outcomes. The dominant L2 acquisition paradigm leaves out vast millions of L2 users who learn L2 in their own countries (Sridhar, 1994; cited in Liu, 1998). In other words, without suitable adaptation, many of the L2 acquisition theories may be irrelevant. As described in 2.8, there are reports revealing similar difficulties in promoting CLT among Asian countries, e.g. the impacts of national examinations, teaching and learning cultures, cultural expectations. They reflect not only the rare practice of CLT, but also the educational, political and socio-cultural constraints, which influence its implementation or support the lack of it.

Current concern for appropriate methodology for classroom teaching as an issue of culturally appropriate pedagogy has also stimulated research into ELT classroom culture (Ellis, 1996; Holliday, 1994; Widdowson, 2001). Embedded in these concerns is the important notion of local solutions for local problems.

These suggestions imply that what is supposed to be the same method can differ from teacher to teacher, class to class, country to country, depending on the many logistical cultural and institutional forces at play. The implications of these studies suggest that

pedagogical action needs to be sensitive to the cultural and environmental contexts in which teaching takes place.

Seemingly, the unavoidable conceptual haziness among the studies seems to suggest that the real effectiveness of educational innovation lies not just in the inner logic and potential of the innovation itself, but in the appropriateness of its use. The issue questions the way EFL teachers reconcile their linguistic, social and cultural value and identity with the national stereotypes of their own and others' linguistic and cultural values.

# 3.7 Conclusion

In this chapter, related literature on second and foreign language classrooms has been reviewed. It is evident that, in EFL settings, research results reveal the influences of different social contexts, cultural values, power, identity and authority. The presence of different factors behind the language teaching and learning process seem to cause CLT not to be implemented as it was originally intended. Therefore, transfer of methodology, in order to keep its potential as an innovation, requires a suitable adaptation and an application appropriate to the diversity of the social milieux.

# **Chapter 4**

# **Communicative Language Teaching**

#### 4.1 Introduction

This chapter will explore basically two aspects of CLT. First, we will look at how the research findings on language learning in communicative classroom detailed in Chapter 3 articulate some general principles and concepts of CLT methodology. Second, we will explore how CLT is interpreted and implemented in Thailand. The chapter will conclude with a set of salient principles that underpin data gathering instruments presented in Chapter 5 and onwards.

# 4.2 Communicative Language Teaching

# **4.2.1** The notion of communicative competence

The term *communicative competence* was first used by Hymes (1972). Subsequently, it has been defined and interpreted in different ways. The various trends and concepts associated with it emerged when CLT became a central focus for language pedagogy. Initially, Chomsky's Generative Linguistics (1965 cited in Stern, 1983) had provided the crucial point of discussion among linguists. He claimed that speakers possess the abstract ability to produce grammatically correct sentences in a language. Knowing a language means knowing the grammar of the language, an internalised system of rules with even underlying universal structures, which are claimed to be unique to humans. In Hymes's (1972) theory of *communicative competence*, however, the mastery of basic sentences which are then transformed at a surface level is not adequate to account for how people use the language. He argues that the acquisition of *communicative competence* not only entails knowing the grammatical rules of a

language, but also knowing the appropriate use of what to say in a given situation, to whom, in what circumstances, and how to say it. This main focus is on the intuitive grasp of social and cultural rules as well as meanings which are carried by the utterances the speakers produce.

Widdowson (1990) notes that learners may know the rules of linguistic *usage*, but may still be unable to *use* the language. To him, *usage* refers to knowledge to be taught and *use* as knowledge to be learnt. Learners should not only internalise the structure of the language, but also be able to use the communicative values of the expressions being produced. Breen & Candlin (1980:90) emphasise how learning to communicate entails membership of a particular socio-cultural group; 'social conventions governing language form and behaviour within the group' are central to the process of language learning.

Canale & Swain (1980 cited in Skehan, 2001) developed a theoretical framework for communicative competence for the purpose of curriculum design and evaluation. Integrating various perspectives, they relate the analysis of communicative competence (the underlying knowledge of the rules of communication), to actual communication (the use of this knowledge in real acts of communication). Their model of communicative competence contains four dimensions: grammatical competence, which refers to grammatical and lexical knowledge; sociolinguistic competence, which refers to an understanding of the social context where communication takes place, including role relationships, the shared information of the participants, and the communicative purpose of their interaction; discourse competence, which refers to the interpretation of individual message elements in

terms of their interconnectedness and how meaning is represented in relationship to the entire discourse of text; and *strategic competence* (Canale, 1983 cited in Skehan, 2000), which consists of the mastery of both verbal and non-verbal communication strategies. It covers the strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.

Similarly, Bachman (1990 cited in Skehan, 2001) proposed two primary components of language competence and strategic competence. The former is divided into organizational knowledge and pragmatic knowledge, while the latter is broken into assessment, planning, and execution. Recently, another model proposed by Celce-Murcia et al. (1995) includes five interrelated areas of knowledge, namely, discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence.

# 4.2.2 Communicative language teaching methodology

Communicative Language Teaching is based on the idea that, in learning a language, not only the vocabulary and structures of the language are essential for the learner to perform appropriate communication, but also are the conventions for using the language system in social situations (Littlewood, 1998). *Communicative competence* is the primary goal of language teaching as well as the development of procedures for the language teaching of the four language skills (listening, speaking, reading, and writing) that acknowledge the interdependence of language and communication (Richards & Rodgers 2002:66). It lays emphasis on the teaching of communicative value and, in some cases, of language functions. Prominence is placed on *input*, *practice*, and *communication output*.

CLT involves negotiating meaning. This is carried out not only based on the intent of the speaker but also is modified based on who the speaker is, and what the relationship is between the hearer and speaker. The learner following this way of language acquisition should not only understand the messages produced by other speakers but also produce his own utterances in the L2 to express his ideas. As interlocutors, the two parties must interpret the meaning that a speaker intends, by relating the language to the overall situation and the knowledge that they share. If they cannot find the appropriate forms in their repertoire, they must learn to use communicative strategies, e.g., simplification or paraphrase in order to get the meanings across.

It is worth noting that CLT has been viewed as any methodology that leads the learners towards the goals of communicative ability (Littlewood 1983:1). In line with Littlewood and many others, Hopkins (1998) points out that CLT is not a method, but an eclectic series of ideas that have been taken together from an approach to teaching and learning in the classroom. This implies that CLT is somewhat eclectic, based on a combination of common sense, and a respect for how learners respond best in a classroom environment. This teaching and learning process also has an integral agenda of teaching learners how to learn, or teaching learner strategies.

### 4.2.3 Second language learning contexts: formal and informal

For the purpose of this study, I will uphold the distinctions of *formal* and *informal* contexts of second language learning, pointed out by Lightbown and Spada (1993 cited in Rampton, 1999:320-324), which are typified as follows.

## 1) In natural acquisition settings

- a) Learners are rarely corrected. If their interlocutors can understand what they are saying, they do not remark on the correctness of the learner's speech.
- b) Language is not structured step by step. In communicative interactions, the learner will be exposed to a wide variety of vocabulary and structures.
- c) The learner is surrounded by the language for many hours each day. Some of it is addressed to the learner; much of it is simply 'overheard'.
- d) The learner encounters a number of different people who use the target language proficiently.
- e) The learner observes or participates in many different types of language event: brief greetings, commercial transactions, exchanges of information, arguments, and instructions at school or in the workplace.
- f) Learners must often use their limited second language ability to respond to questions or get information. In these situations, the emphasis is on getting meaning across clearly and more proficient speakers tend to be tolerant of errors that do not interfere with meaning.

## 2) In traditional acquisition settings

- a) Errors are frequently corrected. Accuracy tends to be given priority over meaningful interaction.
- b) Input is structurally simplified and sequenced. Linguistic items are presented and practiced in isolation, one item at a time.
- c) There is limited time for learning (e.g. only a few hours a week).

- d) There is a small ratio of native speakers to non-native speakers. The teacher is often the only native or proficient speaker the students come in contact with.
- e) Students experience a limited range of discourse types (often a chain of 'Teacher asks a question/Students answers/ Teacher evaluates responses.')
- f)Students often feel great pressure to speak or write the second language and to do so correctly from the very beginning. (Lightbown and Spada, 1993 cited in Rampton, 1999:321)

## 3) In a communicative language teaching classroom

- a) There is a limited amount of error correction, and meaning is emphasized over form.
- b) Input is simplified and made comprehensible by the use of contextual cues, props, and gestures, rather than through structural grading (the presentation of one grammatical item at a time, in a sequence of 'simple' to 'complex').
- c) Learners usually have only limited time for learning. Sometimes, however, subject-matter courses taught through the second language can add time for language learning.
- d) Contact with proficient or native speakers of the language is limited. As with traditional instruction, it is often only the teacher who is a proficient speaker. In communicative classrooms, learners have considerable exposure to the second language speech of other learners. This naturally contains errors, which would not be heard in an environment where one's interlocutors are native speakers.

- e) There is little pressure to perform at high levels of accuracy, and there is often a greater emphasis on comprehension than production in the early stages of learning.
- f) Modified input is a defining feature of this approach to instruction. The teacher in these classes makes every effort to speak to students in a level of language they can understand. In addition, other students speak a simplified language.

(Lightbown and Spada, 1993 cited in Rampton, 1999:323-4)

In a nutshell, CLT is thus seen as a deliberate attempt at replicating the informal acquisition process in the formal contexts of the classroom. Its principles are to equip the learners with the ability to communicate appropriately in social context by using the language. The teacher's major responsibilities are establishing situations in which learners have an opportunity to communicate and express their opinions, facilitating the learning of structure, and focusing on communicative proficiency. The focal point is on both communicative proficiency and mastery of structure. It is, therefore, necessary for learners to be exposed more to meaningful target language through authentic and meaningful communication and classroom language activities such as games, problem solving, and simulations. Through activities, the learners have their opportunities to develop their communicative ability and perform actual interaction in real time. It is suggested that stimulating learners' awareness of ways to negotiate meaning can help to develop learners' strategic competence.

## 4.2.4 Theoretical assumptions of Communicative Language Teaching

Some of the important dimensions of communication relevant to CLT are the following:

- CLT aims to make communicative competence as the goal of language teaching and to acknowledge the interdependence of language and communication (cf. Larsen-Freeman, 2000; Widdowson, 1990).
- Communication is a form of social interaction, and is normally acquired and used in social interaction (cf. Breen & Candlin, 1980; Widdowson, 1984).
- The language taught is not only the structure, but also the meanings and communicative functions (cf. Nunan, 2004; Widdowson, 1984).
- It involves a high degree of unpredictability and creativity in form and message (cf. Johnson, 2001; Larsen-Freeman, 2000).
- Communication takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances (cf. Breen and Candlin, 1980; Widdowson, 1984).
- It always has a purpose e.g., to establish social relations, to persuade, or to promise (cf. Johnson, 2001; Larsen-Freeman, 2000).
- It involves *authentic language* (language as it is used in a real context), as opposed to textbook-contrived language (cf. Brumfit, 1981; Larsen-Freeman, 2000).
- Errors are tolerated and seen as a natural outcome of the development of communication skills. They can be dealt with by focusing on them as they come up (cf. Larsen-Freeman, 2000; Swan, 1981); and
- It is judged as successful or not on the basis of actual outcomes (cf. Breen & Candlin, 1980; Widdowson, 1984; Nunan, 1991).

## 4.2.5 Principles in the practice of Communicative Language Teaching

Some of CLT assumptions that are significant aspects of classroom practice are understood here to have the following characteristics:

- The teacher's major responsibility is to establish situations in which students have a chance to communicate between or among themselves through communicative activities (e.g. games, small group work, role play).
- The social context in which language is used has an influence on language and should be part of the class.
- Communicating involves not only what is said but also how it is said. Therefore, it is important to learn not only the forms of a language but also how to use them appropriately. Appropriateness is influenced by social context.
- The learning of grammar and vocabulary follows from the function, the situational context, and the relationships between the interlocutors and the roles of the interlocutors.
- Language should be presented at a level above the sentence level, since it is important to learn about cohesion and coherence.
- Language structure and functions are topically organized around situations that are *real* to the learner.
- Games are useful in language teaching, since they have characteristics in common with real communication. The students' concentration of the language will be moved to the message. Also, they provide natural feedback about whether their communication is successful<sup>2</sup>.
- Small group work is useful and favoured as it maximizes the time allotted to each student for communicating.

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<sup>&</sup>lt;sup>2</sup> In real life situation, there are a lot of misunderstandings. People tend to take for granted that their interlocutor understands.

- Students should be given a chance to express their opinions.
- Students are interactively engaged in all four skills (speaking, listening, reading and writing). Oral communication is seen to take place through negotiation between speaker and listener; so too is meaning thought to be derived from the written word through an interaction between the reader and the writer.
- Grammar is taught in the context of conversation, listening, reading, and writing
  activities as appropriate to the topical setting and the level of the students.
- A variety of forms are introduced for each function. Only the simpler forms would be presented at first, but as students get more proficient in the target language, the functions are reintroduced and more complex forms are learned<sup>3</sup>.
- Classroom activities are often carried out by students.
- Skills are practiced in a communicative manner that moves from controlled to free activities.
- Students personalize situational models as a final step to demonstrate their acquisition of communicative competence.
- Communicative competence is assessed regularly through comprehension checks and the teacher adjusts the pace of the class accordingly.
- Reading and writing are taught through a *process* approach that emphasizes the development of the learner's skills (i.e. predicting, guessing meaning from context, note-taking etc.).
- Errors are part of the natural process of learning a language. They are ignored during fluency-based activities and are seen as a natural outcome of the

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<sup>&</sup>lt;sup>3</sup> In real communication, complex structures e.g. modal form of request and fairly basic fundamental communication are necessary.

development of communication skills. The teacher can return to these errors later with an accuracy-based activity<sup>4</sup>.

- The use of authentic materials is desirable to give students an opportunity to develop strategy for understanding language as it is actually used.
- Culture and cross-cultural understanding are a critical part of the learning process.

## 4.3 Implementing principles of CLT in Thai teacher training

## 4.3.1 Teaching methodology: Providing input -Practice-Output production

Communicative principles can be applied to the teaching of skills at any level. The typical classroom process introduced in teacher training courses is the well established teaching procedure that occurs in three stages of providing *input*, *practice*, and *output production* (Johnson, 2001). They are also termed as *presentation*, *practice* (*controlled-practice*), and *production* (*free-controlled practice*) (Hubbard et al, 1991; Byrne, 1986; Willis 1993, Harmer, 2001), which are referred to as the **PPP Paradigm** in this study. Similarly, the procedures for teaching different skills are the *pre-while-post* **paradigm**; for example, the teaching of reading will involve *pre-reading*, while-reading, and *post-reading*, and *pre-listening*, while-listening, and *post-listening* for the teaching of listening.

For the purpose of this study, the teaching procedures focused upon are described in the following sections.

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<sup>&</sup>lt;sup>4</sup> In real communication, the interlocutor rarely corrects his partner if the message is understood. In providing opportunity for the use of language for communication, the students are encouraged to get their message across while expressing themselves. The correction of errors is therefore selective.

## **4.3.1.1** Teaching a structural lesson: Presentation-Practice-Production (PPP)

In presenting a new language item at the stage of *presentation*, also termed as *pre-communicative activities* (Littlewood, 1981), *controlled practice* (Hubbard et al., 1991) or *focus on form* (Larsen-Freeman, 2000), the learners' attention is drawn to language *form* together with *meaning* which is widely accepted to be more beneficial than the exclusive use of language form in isolation.

Basically, there are three main elements which learners have to acquire, namely, the *form, meaning*, and *use* of language structure. They are important in that when we acquire a language we do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; we also learn how to use sentences appropriately to achieve a communicative purpose (Widdowson, 1984). It is, therefore, important that the teacher provide plenty of contextualized examples of the new language item and also opportunities for learners to explore grammatical values in meaningful context. This state of affairs could enhance the students' understanding of form and discoursal relationship (Nunan 1998). More importantly, visual materials can also enhance this situation. The establishment of language forms at this stage is thus a focus on accuracy, which is under the teacher's tight control of language patterns. This involves the teacher's talking, repeating, demonstrating, showing pictures, and illustrating the new point until the class has grasped the meaning. There is no possibility of error.

At the *practice* stage, learners are given intensive *practice* in the new structure. It is carefully guided and controlled by the teacher so that correct *form* and *meaning* are consolidated. This can be done, for example, through prompt words, picture cues,

drills, mini-dialogue, situational or conceptualizing drill, etc. The possibility of errors has been reduced to a minimum. However, when they occur, the teacher corrects them until the class produces the form correctly, meaningfully and consistently. At this stage, *student talking time* is equal to or greater than the *teacher talking time* (Hubbard et al., 1991). The practice stage progresses from very controlled work to less controlled work, which in turn leads to the production stage.

At the *production* stage, the teacher relaxes control, gradually moving the students from the *lockstep* or tightly controlled classroom interaction to a *less controlled* stage or *free practice* (Hubbard et al., 1991). At the transition, the teacher could initiate different types of activity or communicative tasks (e.g. pair or group work, an information gap activity), allowing the students to produce oral or written English (speaking or writing skill) with very little help from the teacher or the textbook and in a situation very close to real life. Mistakes will occur, but students will correct themselves when challenged. Speaking skill or the use of the language to communicate is encouraged. Student talking time will, therefore, be much greater than teacher talking time. In practice, the three stages are molded together into a pattern which represents a smooth transition from complete teacher's control to freedom from control, where the students can make their own dialogue, do role play, etc., without much help from the teacher. The process is a *continuum*, with no abrupt shift from one stage to another. Communicative language practice or speaking skill is generally performed after the *free practice* stage.

## 4.3.1.2 Teaching a lesson of other skills: Pre-while-post paradigm

Similar to the above three phases, the teaching of other skills are also arranged to fit into the three stages of *pre-while-post*.

In teaching a reading or listening lesson, for an example, exercises are preceded by warm-ups at the *pre-reading* or *listening activity* to focus attention and develop interest, among the students in the activity, together with the introduction of new ideas and vocabulary. In encouraging students to read/listen, they need both guidance and motivation to do so with purpose and satisfaction. They are encouraged to think ahead by use of different teaching techniques (e.g. predicting the future event, restructuring the story, discussion and making decisions).

At the *while reading* or *while listening stage*, students are provided with some tasks based on the text (e.g. true-false activity, matching texts or pictures, rearranging the sentences etc).

At the stage of *post-reading*, they are provided with tasks and activities to integrate some other skills (e.g. writing and speaking) to develop their ideas for a future event or discussion.

In general, the four skills, speaking, listening, reading, and writing, are integrated in a logical manner. For example, a listening activity is preceded and followed by a discussion, supplemented by reading, and followed by a writing assignment. The students, thus, employ different skills of the language they have while dealing with the task or activity.

#### 4.3.2 Teacher and student roles

Approaches to language change over time. Methodologies can be placed on a cline stretching from teacher-centred to learner-centred as shown in Fig. 4.1. The changing views on the nature of language teaching and learning have brought about changes in the various aspects of ELT. Most generally and importantly, such changes required the changing of the roles for both teachers and students.



Fig. 4.1: Teaching Methodology Cline (Miller & Aldred, 2000:3)

### **4.3.2.1** The role of the teacher in the communicative classroom

Aiming to make communicative competence as the goal of language teaching, teachers are encouraged to provide opportunities for learners to practise authentic, spontaneous communication in real contexts. The teachers, therefore, must change their roles from being the transmitters of knowledge and authority to being *facilitators* or *guides* of knowledge.

The 'teacher as facilitator' is one of the most important assumptions underlying an intuitive approach to teaching (Griggs, 1998). This involves creating a positive and resourceful learning environment, then letting go of power and control, and becoming 'tuned' to one's own and one's students' state. Intuitively, one will know at what

point to draw out the relevant language features and to ensure that students receive ample opportunities to exploit and practice.

Despite a common understanding of the teacher's role, however, there are suggestions from experts in the field that teachers are to perform various roles at certain stages of teaching. For example, Byrne (1986) and others associate different teacher roles with each step of teaching. At the presentation stage, the teacher acts as an informant, providing learners with information they did not previously have. At the practice stage, the teacher is often a conductor, pointing at students, whom as s/he wants to speak, in the same way as a conductor points at the instrumentalists in an orchestra. At the production stage, the teacher is a guide, facilitating but not rigidly controlling what goes on; making sure that practice runs smoothly, but not interfering too much. Littlewood (1998) contends that, as a general overseer of his students' learning, coordinating activities and the students' performance, the teacher becomes a classroom manager when organizing activity at the practical level, and an instructor when presenting new language and controlling the learners' performance. S/he also plays her/his role as an adviser or consultant offering help without intervening, and monitoring learners' strengths and weaknesses. There will also be certain occasions where the teacher can take part as a co-communicator with the learners, provided that s/he maintains this role without becoming dominant. This role enables her/him to give guidance and stimuli from 'inside' the activity.

Harmer (2001) suggests that the teacher be a *controller* at the stage of presenting new language at accurate reproduction stage and during lockstep activities, an *assessor* organising feedback for the students' performance so that they can see the extent of

their success or failure, an *organizer*, preparing and arranging instruction and activities, a *prompter*, encouraging students to participate in the activity, and a *resource* when help is needed.

Breen & Candlin (1980 cited in Richards & Rodgers 2002: 7) describe the teacher's roles as, first, an *organizer* of resources and as a *resource* her/himself, and second as *a guide* in classroom activities. A third role for the teacher is that of *researcher* and *learner*, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities.

### 4.3.2.2 The role of the learners in the communicative classroom

Some scholars acknowledge that learners have preconceptions of what teaching and learning should be like (Nunan 1999: 75). In language classrooms following a transmission mode, learners' practice patterns are provided by the teacher, which are mainly based on textbooks. They are thus cast into passive, reproductive roles and they spend most of the time copying and reproducing language written down by others, rather than learning how to use language creatively themselves. In so doing, the learners have no opportunity to learn how to respond appropriately in real communicative situations.

One of the major issues in CLT is its emphasis on learner-centredness. This is the recognition of the centrality of the language learner to the teaching and learning process (Altman, 1980:1). Learners should be assigned an active contributory role as a

negotiator and interactor, giving as well as taking knowledge information (Nunan & Lamb, 1996:15).

The learner, as *negotiator*, as described by Candlin (1980 cited in Richards & Rodgers, 2002: 77) and as *communicator*, as termed by Larsen-Freeman (2000), takes the role of *joint negotiator* within the group and classroom activities. S/he also actively engages in negotiating meaning, trying to understand and make her/himself understood by others even when the knowledge of the target language is incomplete. This implies that the communicative approach requires learners to take greater initiative in their learning, becoming active agents in the process, contributing as much as they gain, and thereby learning in an independent way.

## 4.3.3 CLT classroom activities

## 4.3.3.1 Contributions of language activities to language learning

Language activities can provide the learner with some of the skills required for communication. They relate the acquisition of linguistic structures and vocabulary to the communicative ability. In practice, these activities allow learners to use language communicatively rather than make them learn a particular feature of the L2. Littlewood (1981) points out that communicative activities provide 'whole-task practice', where learners can carry out various kinds of skilled performance. These activities also improve their motivation and allow natural learning. In addition, they can create a context, which supports learning among the learners.

#### 4.3.3.2 Communicative activities

According to Littlewood (1981), classroom activities are categorized into two main types, which are *pre-communicative activities* and *communicative activities*. The main purpose of the *pre-communicative activities* is to get the learners to produce an acceptable piece of language recently learnt, which can be done through drills, prompt words, open or cued dialogues, etc. Consequently, the focus on linguistic forms will be linked to the *meanings*. *Communicative activities*, on the other hand, are classified into two main categories, which are *functional communication activities* and *social interaction activities*.

Functional communication activities help learners put intended meanings across by involving them in tasks in which they share and process information with peers. The underlying principle is that the teacher structures the situation so that learners overcome an information gap or solve a problem. Coping with the communicative demands of the immediate situation is the learners' success. Examples of information sharing activities are identifying pictures or discovering identical pairs, sequences or locations, identifying missing information, describing pictures or things, following verbal instructions or directions, information-gaps, pooling information to solve problems, and so on.

Social interaction activities offer learners the opportunity to use appropriate language to communicate in given social situations. The emphasis of this type of activity is placed on social as well as functional aspects of communication. Students are expected to convey meanings effectively, as well as to pay greater attention to the social context which the interaction takes place. This means that they have to achieve

the tasks or the activities approximately more closely to the kind of communicative situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behaviour. Examples of social interaction activities are opinion pool, role-play, simulation, and debate. They create a wider variety of social situation and relationships than would otherwise occur (Littlewood, 1981:20).

### 4.4 Conclusion

As the background to this study, communicative language teaching methodology and major issues in the field of ESL/EFL and teacher training have been explored and discussed in this chapter. It is clear from the foregoing discussion that implementation of CLT requires a shift in teaching paradigm, changes in teacher and students' roles, as well as in teaching and learning behaviours.

## **CHAPTER 5**

## THE ANALYTICAL FRAMEWORK

## AND RESEARCH METHODOLOGY

### 5.1 Introduction

This chapter concentrates on the research methodology of this study. It is concerned with its overall analytical framework, the data collection instruments, methodology, and data analysis. Classroom observation is the means of this study. It involves an interpretive analysis of the teaching methodology, Johnson's (1995) framework in understanding the classroom interaction, and a range of research techniques. To supplement the interpretation of the qualitative analysis, a quantitative analysis is integrated. The transcripts of the classroom observation are coded using a scheme adapted for this study. Also included in this chapter are the organization, adaptation, application of the observation schedule, and background on the process of data collecting, a description of the research techniques, data resource, and how the data is treated and analysed are included.

## **5.2** Analytical framework

Hymes (1977), points out that a study of language is inseparable from qualitative effects. Supported by Hitchcock & Hughes (1989), qualitative and more generally, ethnographic approaches offer school-based research unique opportunities. It is indicated that qualitative research techniques in school-based study move the focus of much educational field work back into the classrooms. As teaching and learning are complex and multifaceted, to the focus only upon cause and effect, product, outcomes and correlations in research in schools is of limited value. Due to the complexity of

the teaching-learning process which demands the use of very many different research techniques and models, the qualitative approach is productive. In language classroom, it recognizes the classroom events as complex layers of meanings, interpretation values and attitudes. As a set of interpretative practices, qualitative research privileges no single methodology over any other. It draws upon and utilizes the approaches and techniques of phenomenology, ethnography, interviews, cultural studies, and many others.

Taking into account cultural values and characteristics of a group in real-world rather than laboratory settings, this study adopts a qualitative classroom-based research, employing classroom observation and inquiry with a view to, firstly, describing and understanding the naturally occurring patterns of instruction and interaction in the language classroom, and secondly, understanding how complex situational factors in the classroom are understood and negotiated by participants and how they facilitate or constrain innovative implementation. Classroom observation is conducted as an attempt to interpret behaviours from the perspective of the participants' different understandings rather than from the research's supposedly objective analysis. It also addresses problematic areas (Chaudron, 1988; Wragg, 1999).

With regard to the research internal validity, the quantitative approach is adopted to demonstrate the patterns of behaviour under given contexts. Seeking to introduce better insights into the ongoing events in language classrooms, the researcher intended to maximize and reach understanding of classroom events, and facilitate the interpretation, rather than to verify a preformulated theory or a priori hypotheses.

## **5.2.2** Factors in classroom practice

### **5.2.2.1** The social context

The widely held assumptions are that human action and experience are context-dependent and so can be better understood within their contexts. It is impossible to appreciate fully what is happening without paying attention to the contexts (Hitchcock & Hughes, 1995).

As pointed out by Corson (2001: 199), schools, like all social institutions, are constructed realities made by people through discourse around their actions, beliefs, values and interests. Teaching and learning will naturally be affected by these features. These reflect and shape the abstract, over-riding the discourse that constitutes the institution. In the classroom, teachers and pupils make constant reference to the social context of the lesson and the identities of the participants. It is observed that the nature of human behaviour in terms of *status*, *role* and *authority* brought by teacher and students from outside the classroom influence classroom interaction (Holliday, 1994).

Within the framework of a cultural model, it was assumed that the teachers and learners perceived their certain *roles* and *expectations* formed by the wider society. The *status* and *role* relationships they adopted were characterized by a limited set of social norms and values specific to the structure of authority in the classroom. It was also assumed that the well-established hierarchical status had its important role in the classroom atmosphere, patterns of interaction, and teaching and learning behaviour.

#### **5.2.2.2** Institutional constraints

It is widely accepted that teaching and learning have been influenced by various factors including institutional administrators, politics, school policy and policy makers. The institutional policies in education represent a society's expectation of the success of its future members. They shape the teachers and learners' role, curriculum, materials, methodologies and the language of instruction. For example, in the settings where academic achievement is the institutional goal, the teachers are aware of the school's reputation they carry. Therefore, the focus of language teaching may be placed on examinations. School administration also has some kind of effect on ELT. In some institutions, teachers are fairly autonomous and are free to make decisions concerning course goals, materials, teaching methods and assessment procedures. In other settings, these decisions are made by a program director or supervisor. This means that the teacher is a mediator who carries out decisions made by others. More importantly, each institute has its own limitations in terms of manpower, financial support and so on. These factors offer the practitioners less autonomy. As a result, the different teaching settings involve teachers in different kinds of roles. The teachers may be prevented from developing professionally because of the constraints and restraints imposed by managerial and administrative frameworks.

In addition, in situations where teachers have primary responsibility for how they teach, and what learning materials are to be used, they may also assume very different roles within their own classrooms, depending on individual differences and attitude towards ELT. These potential factors, therefore, influence how teachers approach their work and which particular strategies they employ to achieve their goals.

As operated in Thailand, school education is in general based on a hierarchical view of *power*, which is administered top-down. This means that although the stated aims of education are to help learners direct their own learning, the methodology through which this is taught may contradict its own message, and may have the opposite effect. This is due to the fact that the classroom is situated in a host institution, which, in turn, is situated in the host educational environment, where there are strong influences from variables such as parents, employers, community, local institutional policy, societal values, cultures and so on (Holliday, 1994). Surrounded by these complex issues, teachers are less autonomous in managing their syllabus and lessons.

It is further assumed that these roles may have been forced upon them by institutional constraints, curricular demands, or classroom materials and tasks. These assumptions, therefore, give the basis for the interpretations of teaching and learning in the context of this study.

## **5.2.2.3** Potential variables

All classrooms are considered 'particular' social settings, mini-cultures in themselves and are *not* universal (Frank, 1999:7). In analyzing particular aspects and features of classroom instruction, it is suggested that we seek to take into account a macro-view of the classroom as a social context (Holliday, 1994). This helps identify the influences the settings for the interaction have on the action within the classroom. The investigation does not concentrate on describing how the classroom interaction is formed in the real setting, but how the wider social norms influence the interaction within. The means for investigating the micro-concern of what happens between teacher and students are through classroom interaction, involving variables related to

the interaction and the settings. Therefore, classroom communication is not examined only in terms of what actually occurs in class, but also in terms of what the participants bring with them into the second language classroom, and how this forms the occurrence within classroom interaction. A range of variables which are potential impacts upon the participants are, therefore, factors such as the social values, their status and roles, expectations, their perceptions of the world, the teacher's pedagogical knowledge, the classroom context, the lesson, the tasks, and so on.

### 5.2.2.4 Johnson's framework

Johnson's (1995) framework for Understanding Communication in Second Language Classrooms (Fig. 5.1) is best suited to or compatible with interaction and communication patterns in this study, in that it recognizes the socio-cultural factors that affect the teacher and students in Thai context. This analysis is, therefore, based on Johnson's framework of the four vital components of the pattern of classroom communication.

This framework is set in four significant sections. The first one, the *teachers' control* of the patterns of communication, is the most important component in that 'the teacher sets up the rules of the game, is the most active player, and acts as the solicitor' (Johnson, 1995:9). In turn, this control is partly influenced by the teachers' frames of reference, which are 'their professional and practical knowledge that shape how they interpret and understand their own and their students' communicative behaviour within the classroom context'. On the other hand, the learner component, students' perceptions of the patterns of communication is important in reflecting how the

students, as 'respondents', expect and interpret the teacher's behaviour in order to take action accordingly.

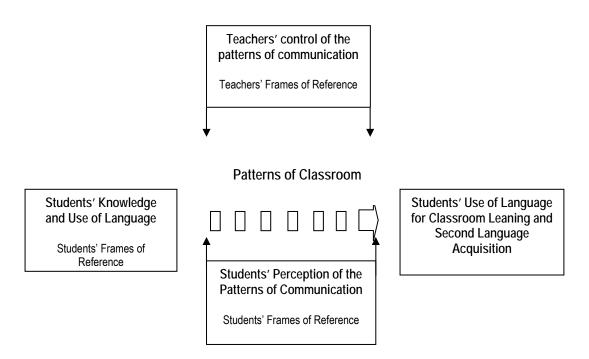


Fig. 5.1: Johnson's (1995) Framework for Understanding Communication in Second Language Classrooms

Similar to the teacher's, the students' perceptions are shaped by their *frames of reference*. The *patterns of classroom communication*, which is in the central area of the framework, are 'shared understandings of how, when, where, and with whom the language is to be used' during the instruction (Johnson, 1995:8). These patterns are continually constructed and reconstructed by teachers while they control the patterns of communication in the classroom, represented by the downward arrows. At the same time, these patterns are interpreted by the students who give responses which are represented by the upward arrows.

However these two components cannot be considered a complete system without the other two, the students' knowledge and use of language and the students' use of

language for classroom learning and second language acquisition. The first of these two additional components refers to the knowledge acquired from prior experiences through which the students interpret the world around them and the language they use to signify their experiences to others. In this component, their knowledge is acquired within the linguistic, social and cultural context of their real life experience, which is an important aspect of the *frame of reference* that results in the students' use of language in communication. The second of these two components concerns the extent to which the *patterns of classroom communication* lead to the students' use of language for classroom learning and SL acquisition.

These four patterns of communication between teachers and students can work to either *foster* or *constrain* the ways in which students use language for classroom learning and language acquisition. The theoretical ground of this framework originates from Barnes (1976 cited in Johnson, 1995), who believes that classroom learning is a negotiation between the teacher's meanings and the students' understanding-a sort of give-and-take between both parties as they construct shared understandings through face-to-face communication.

## 5.2.2.5 The analytical framework

The design for this research is grounded in an ideology which regards the language classroom as a unique communication context. Pertaining to classroom events, the researcher was concerned with classroom interaction taking place in the specific social contexts and cultural values found within and around the classroom.

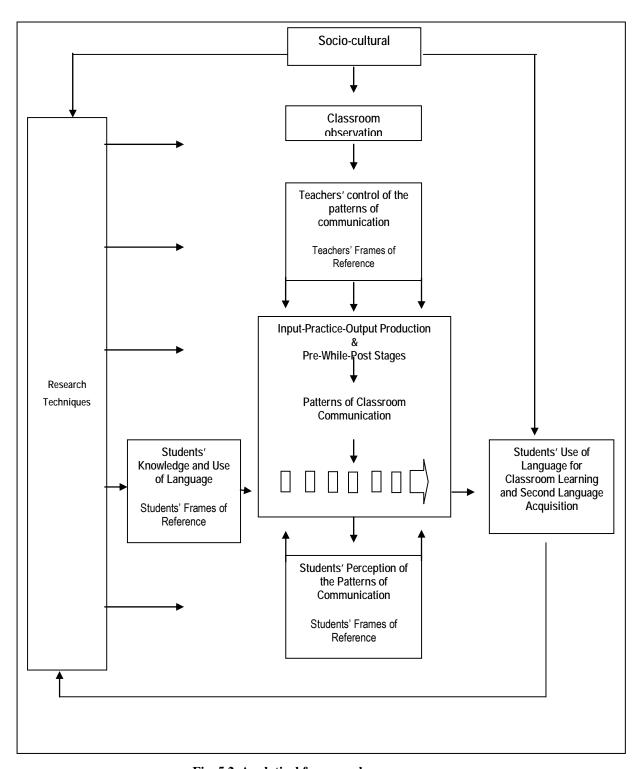


Fig. 5.2 Analytical framework

Furthermore, the research intended to investigate the actual practices, the consequences of teaching and learning behaviours, and CLT implementation within the classroom language teaching and learning process. The conventional model of *input-practice-output* paradigms termed in this study as *Presentation-Practice-*

*Production* (PPP) and/or *pre-while-post* teaching procedures, as described in 4.3.1 is therefore grounded and integrated into Johnson's framework to accommodate the analysis of CLT teaching practice in all the lessons (four structural lessons and four skills-related lessons conducted by the four informants). The means for investigation is conducted through classroom observation. The essential aspects of the analytical framework of this study are consolidated as seen in Figure 5.2.

#### **5.3** Data collection instruments

## 5.3.1 Types of data collected

In the spirit of qualitative approach, various types of data were collected as described below.

### **5.3.1.1** Classroom observation

Classroom observation in a natural setting is a crucial instrument of classroom-based study as it is a way of understanding how the social events of the language classroom are enacted (Nunan, 1992). It provides the researcher and the teachers with the tool to explore the link between theory and practice, gain awareness of the teaching principles and their beliefs, and also to see alteration in their teaching (Gebhard & Oprandy, 1999; Richards & Nunan, 1990). For this research, this technique involved closely watching and noting the teaching process, teacher and students' behaviours, and classroom events, equipped with related data such as a lesson plan, a coursebook, tasks and exercises. Field notes were also taken for discussion with the informants immediately after the lessons

## 5.3.1.2 The teacher's self-report

After the classroom observation, the informants were encouraged to make comments on their own teaching, and explain what had happened, and why. This technique enabled the informants to reflect or reveal their beliefs and gain insights into the process of teaching and learning.

## **5.3.1.3** The video-recordings

Video recoding was employed in parallel to real time observation. It offered the incomparable opportunity of preserving audiovisual records capturing the essence of classroom teaching, which records, in the later stage of the research, were reviewed for interpretation, transcription and analysis. This technique also offered the researcher no pressure to make instant decisions, while her concentration remained on the informant and the teaching process. It also supplemented to the interpretation of various events.

### 5.3.1.4 Interviews

## **5.3.1.4.1** The post-observation interview

A post-observation interview was conducted after the lesson and the teacher's self-report. This unstructured interview began with the informants' explanations on responses given in the self-report. The points from the field notes taken during the observation were also raised to probe for more details on the teaching process, and the teacher's beliefs and practices. The interview was audiotaped and transcribed for analysis and interpretation.

## 5.3.1.4.2 The post-teaching project interview

Interviews were conducted again after the teaching project was completed. The initial purpose was to obtain insights into the informants' views in improving their own teaching, the experiences they went through during their teaching project, and the practical knowledge they acquired concerning their beliefs and teaching habits. In addition, the interviews also provided a view on the informants' educational background, experiences in teaching, and general opinions about L2 teaching. The interviews were audiotaped and transcribed for later analysis and interpretation.

## 5.3.1.5 Transcriptions of data

To document the actual classroom events and interaction, classroom observation of eight lessons was subsequently transcribed verbatim. This provided thorough and detailed data making possible an accurate interpretation for the qualitative analysis, and a precise identification and codification of the features of classroom interaction for the quantitative analysis.

# **5.3.1.6** The classroom observation schedule: the Interaction Analysis

## **Categories**

As shown in Table 5.3 below, an observation scheme called Interaction Analysis Categories (IAC) was adapted and employed with the transcripts of the lessons observed. It is a system designed first, to allow a researcher to identify, analyse and describe more precisely specific teaching and learning behaviours, and second, to supplement the consistency of the interpretation. Using this model, utterances were codified, and the low and high frequencies of classroom interaction were identified. Thus, habitual features of classroom events were discovered. The quantification and

reduction of the data were analysed and integrated to the conceptual framework (Fig. 5.2, page 81) to reach full interpretation. The quantitative data serves, therefore, as a kind of *filter* (Wragg, 1999) that enhances the accuracy of the observation and interpretation.

It is worth noting here that, although Malamah-Thomas (1988) describes other classroom observation schemes, such as the Mitchell and Parkinson's Instrument, the Target Language Observation Scheme (TALOS), the Brown Interaction Analysis System (BIAS), and the Communicative Orientation of Language Teaching (COLT), these instruments are designed for specific considerations and different focuses, such as teaching methodologies, particular language skills or language activities and some of these techniques require the coding to be done in real time.

While COLT is a scheme characterized as communicatively oriented, yet, it is criticized by many experts (Allen, Fröhlich & Spada, 1984; and Spada & Fröhlich, 1995, cited in Kumaravadivelu, 1993) who maintain that it remains basically Flandersian (Flanders' Interaction Analysis Categories, or FIAC, by Flander, 1970) in that the basis for observation is largely confined to observable, modifiable and countable behaviours of learners and teacher. Similar to FIAC, COLT shares some of the limitations that characterize other interaction schemes, which need to be supplemented by a more detailed qualitative analysis.

The researcher being aware of the above-mentioned limitations of most of these observation schemes, including COLT, the Interaction Analysis Categories (IAC), the scheme proposed by Nunan (1990), was chosen, though modified to suit this study. It

was employed to supplement the interpretative study, as mentioned above. In this study, this adapted instrument aimed to integrate the teacher's teaching behaviours as promoting classroom interaction, and the students' learning behaviours.

## 5.3.1.6.1 The adaptation of FIAC

The IAC by Nunan (Appendix B-NN), primarily adapted from Flanders' Interaction Analysis Categories, or FIAC (Flanders, 1970, cited in Nunan, 1990), was devised and employed in the analysis of the quantitative aspect of this research. The approach concentrated on the occurrence of discrete pieces of behaviour designed to be associated with teacher talk and its fundamental functions in terms of tool for education. Initially, this observation schedule was one of the instruments developed and used in a program designed for skills training in classroom observation, and for action research at workshops of the Australian Adult Immigrant Education Program, or AMEP (Nunan, 1990:62-81). Nunan redefined into nine the FIAC's observation schedule for the teacher behaviours (Appendix B-FIAC) originally comprised of seven categories. Thus, for category number four in FIAC, asking question, Nunan uses two categories, namely, the teacher asking both a display question and a referential question. Nunan also classifies the teacher's explanation into four different categories: explaining a grammatical point, the meaning of a vocabulary item, a functional point, and a point relating to the content (theme/topic) of the lesson. Nunan also expanded into four the three categories involving student observation (Appendix B-NN), namely, learners asking a question, answering a question, talking to another learner, and being in period of silence or confusion.

## **5.3.1.6.2** The adaptation of Interaction Analysis Categories

To suit the investigation of the teachers' actual practice and the patterns of communication in the Thai classroom, the IAC scheme of teacher-pupil interactions has been adapted by the researcher. Though based on the work of Nunan's thirteencategory observation schedule, it has been modified into one continuum of sixteen categories in order to cover the significant teacher and learner behaviours, the diverse interactions, the language produced, and the whole of the pedagogical features.

		Tallies		Т-4-1	0/
		Grp	Indv	Total	%
1	Teacher asks a display question.				
2	Teacher asks a referential question.				
3	Teacher explains a grammatical point.				
4	Teacher explains meaning of a vocabulary item.				
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.				
6	Teacher modifies her own talk.				
7	Teacher gives instruction/directions.				
8	Teacher checks understanding.				
9	Teacher praises.				
10	Teacher evaluates/accepts/ rejects the student's idea.				
11	Teacher attempts to negotiate meaning with students.				
12	Learner answers question.  a. minimal b. complete				
13	Leaner initiates the turn to the teacher (L-T).				
14	Learner repeats / drills/ reads out.				_
15	Learner initiates the turn to another learner (L-L).				
16	Period of silence or confusion.				

Notes

2. ( ) Laughing

Table 5.1: The Interaction Analysis Categories (adapted from Nunan, 1990)

<sup>1. \*\*\*\*\*</sup> Leaner– leaner interaction in small group work was conducted but inaccessible.

As shown in Table 5.1, the observation sheet has been reordered and redefined with five new categories. Categories 6, 8 and 11 are based on the teacher's teaching features, while two other categories, 13 and 14, refer to the students' learning behaviours. To examine the students' responses, category 12 has been modified into two different subcategories: a) a minimal response, and b) a complete sentence or extended response. In keeping the classroom interaction record, the researcher separated and recorded the participants' turns under *group* (column Grp) and *individual* (column Indv) for both the teacher and the students. This helps suggest the patterns of the classroom interaction. Laughing can be found in situations where the students are engaged in interesting events, or when the teacher jokes with the class, a point not recorded in the IAC, but noted below

## **5.3.1.6.3** The organization of the Interaction Analysis Categories

The Interaction Analysis Categories (IAC) model as used for this study contains sixteen categories which capture the distribution of certain communicative pedagogical functions delivered by the teacher and the students. This modified IAC observation model is detailed as per the following categories.

1). Teacher asks a display question (DQ): Asking a question to which the teacher knows the answer for the purpose of eliciting information or getting the students to display their knowledge of particular structure. For example, 'What is his name?', 'What do you think this article is about?' Utterances with rising intonation interpreted as questions are also counted as questions, e.g. 'Something to eat?', 'Man or woman?' Questions which keep students' attention and require no answers are not included. For example, 'We have to write the item into the column. OK? Understand? First, listen to...'. Here, 'OK?' and 'Understand?' are not counted.

- 2). <u>Teacher asks a referential question (RQ)</u>: Asking a question to which the teacher does not know the answer. For example, 'Do you know this place?'
- 3). <u>Teacher explains a grammatical point (Grm)</u>: Giving information on particular features of the language structure. For example, 'There are two parts, verb to have, and past participle verb, right? OK we call present perfect tense'.
- 4). <u>Teacher explains a grammatical point (Grm)</u>: Giving information on particular features of the language structure. For example, 'There are two parts, verb to have, and past participle verb, right? OK we call present perfect tense'
- 5). Teacher explains points relating to the content / theme / topic / procedure of the lesson (Ctn rltd): Giving information and/or lecturing. For example, 'This is the pattern that you ask and answer the question with your friend.'
- 6). Teacher modifies her own talk (Mdftn): Rephrasing, polishing the statement, emphasising a particular point, paraphrasing the type of statement or question to make it easier for students to get the idea or to give a response, giving some examples. For example, 'kàrìaŋ (Karen)...only kàrìaŋ? ...[rising tone]... Look at their neck!'
- 7). <u>Teacher gives instructions/directions (Instrn)</u>: Giving instructions, requests or commands which students are expected to follow, signalling to the students to perform an activity, including a brief explanation of the task or classroom arrangement. For example, 'Please talk to your friend in English, OK?' and 'Don't show it to your friends. Keep it secret. Think by yourself. You cannot copy your friend..'
- 8). Teacher checks understanding (ChkU): Checking the students' understanding after giving instructions. For example, 'Who is A? Raise your hand, please?' and 'A! How many places are you going to read?' Also, checking structural and functional concepts after the presentation of a new structure, e.g. 'Look at this sentence...[points to the sentence on OHP]... Tell me the pattern of these sentences.'

- 9). <u>Teacher praises (Prs)</u>: Praising, complimenting, expressing the approval or admiration of the student's performance, and thanking the student. For example, 'Thank you very much...[to the class]...Clap your hand, please.' and 'Very good! (.) Well done.'
- 10). Teacher evaluates/accepts/rejects the student's idea (Evtn): Following-up by repeating the student's utterance, giving positive and negative feedback, and treating the student's error. For example, {T: What is something to eat?}, {SS: Snack}, {T: Good! Anything else?} In this manner, 'Good!' is counted as positive feedback or evaluation of the student's utterance.
- 11). Teacher attempts to negotiate meaning with students (Negtn): Encouraging the student to interact with the teacher, the text or classmates; nominating or distributing turns, encouraging the student to talk, including the teacher joking and teasing. Such a question/comment/suggestion/gesture is made with the purpose of getting the students to extend their talk, or provide the reason, and/or to produce the language on their own. For example, 'You want to go shopping. What do you like to buy there?' or 'Chinatown! Why?' and 'I would like to ask the last one at the back.'

### 12). Category 12: Learner answers question

- 12a). Minimal response (Mnmal): Learner responds to the teacher within a limited range of available or previously shaped answers. For example, 'yes', 'no', 'by car' and 'in Bangkok'.
- 12b). <u>Complete idea (Cplt)</u>: Lengthening the response or utterance into a sentence. For example, {T: Chinatown! Why?} and {S9: <u>We love Chinese food.</u>}
- 13). <u>Learner initiates the turn to the teacher (Int/L-T)</u>: Contributing an open-ended turn, asking questions, suggesting the student's own idea, and giving some information to the teacher. For example, 'Do you like your friends?' and 'How did you go there?'
- 14). <u>Learner repeats/ drills/ reads out (Rpt/drl)</u>: Repeating after the teacher, individually or chorally, repeating the previous utterance, and reading out from the text.

15). <u>Learner initiates the turn to another learner (int/L-L)</u>: Giving information, suggesting ideas, asking/answering another learner's questions overtly in class. For example, 'Do you like Tom Yum Kung?'

It is important to note here that individual student talk as performed during wholeclass activities, pair and/or group work was not accessible and so could not be tallied under the categories described above. The asterisks (\*\*\*) demonstrate the students being engaged in a communicative language activity, an opportunity provided by the teacher for the use of the language, and therefore, this sign is recorded in the checklist with a ( $\checkmark$ ) and the conclusion under student performance in the summary of Chapters 6, 7, 8 and 9.

16) Period of silence or confusion (Slcn): Giving no response to the teacher's question.

## 5.3.1.7 Supplementary data

### 5.3.1.7.1 Biodata

The informants' biodata provided some brief background information on three different aspects: *personal*, *educational*, and *professional*, covering all levels of education, the workplace, teaching experience and professional training, the awards obtained, their interests, and their exposure to the English language.

## **5.3.1.7.2** Lesson plan and related materials

During observation the researcher was equipped with the lesson plan describing what the teacher intended to do, the aims and description of the teaching procedures, the expected duration of each part of the lesson, and what the learners were expected to do. The observer had also in hands all materials pertaining to the lesson, such as exercises, tasks, tapescripts, worksheets, and the teacher's guide. These documents

provided the researcher with information about the teacher's pedagogical knowledge and craft in selecting, organising, employing the teaching techniques, and delivering the content and lesson.

## 5.3.1.7.3 Self - evaluation note

After the lessons, the informants wrote down self-evaluation notes pertaining to their opinion on the strengths (things that went well) and weaknesses (things that the teacher would like to improve) of their delivery. These notes were obtained a few weeks after the classroom observation and used for the interpretative analysis, helping in defining the teachers' belief and their awareness of the underlying teaching principles.

## 5.4 Methodology

#### **5.4.1** Selection of the informants

The informants of this study were four post-graduate students working to obtain their Diploma or Master's Degree in TEFL (Teaching English as a Foreign Language) at a state university in Bangkok. The informants' profiles are given in Table 5.2.

Generally, student teachers are required to perform their *teaching practice* (TP) in two different phases: the *pilot project* (TP1) and the *teaching project* (TP2). After the TP1, which is conducted at a secondary school in Bangkok, all the year-one postgraduate students start their TP2 at their home schools in the second semester. During the selection of the informants, four post-graduate students volunteered for classroom observation: T2, a teacher student studying for a diploma in TEFL, and T1, T3 and T4, all studying for an MA in a TEFL programme. It is important to note that,

among the four informant, only T2 holds a Bachelor's degree in Arts in English, and has no ELT background.

Table 5.2: The four informants' profiles

Tchr	Age	Educational background	School taught	Teaching experience	Level taught	Seminars/ short courses attended
T1	34	<ul> <li>B. Ed. (English) from a state-run university in Bangkok</li> <li>Student teacher in MA TEFL programme</li> </ul>	Secondary girl school (A)	• 17 yrs in the present school	M. 3 (Grd 9)	<ul> <li>Short courses organ- ized by professional organizers e.g. British Council, AUA etc.</li> <li>A three-week course in England</li> </ul>
T2	44	<ul> <li>Adult school</li> <li>B.A. (English) from an open university in Bangkok</li> <li>(*No background of ELT)</li> <li>Student teacher in Dip/TEFL programme</li> </ul>	Business school (B)	<ul><li>7 years in a primary school</li><li>16 yrs in a vocational school</li></ul>	• P4 (Grd 4) • LPC1 (Grd 10)	A few short courses by professional organizers in Bangkok.
Т3	29	B.Ed. (English) from Rajabhat Institute in Bangkok (formerly a teacher college     Student teacher in MA/ TEFL programme	Business school (C)	• 7 yrs in the present school	• LPC1- P/T (Grd 10) (18-32 yrs)	-
Т4	37	<ul> <li>B. Ed. (English) from a state-run university</li> <li>Student teacher in MA/TEFL programme</li> </ul>	Institute of Techno- logy (D)	<ul> <li>2. 5 yrs in a lower sec. school</li> <li>3 yrs in an upper sec.</li> <li>5 years in the present school</li> </ul>	• M2(Grd 8) • M4-5-6 (Grd10- 11-12) • Diploma level	-

## **5.4.2** Selection of schools and students

The selection of the schools and students was not based on any specific criteria. Due to the plan of study chosen by the informants, they were required to teach or conduct a teaching project of not over 8 teaching periods per week at their own schools. All the English courses to be taught were designed and pre-arranged by the school administration. Therefore, the classroom observation simply adapted to these

conditions. The schools' profiles are shown in Table 5.3 below. All the English courses to be taught were designed and pre-arranged by the school administration. Therefore, the classroom observation simply adapted to these conditions.

Table 5.3: The schools' profiles

	Table 5.3: The schools' profiles						
Sch	Type of school	SS' gend er	Admini stration	Level & ages	Class observe d	No. of teachers of English	Linguistic environment
A (T1)	Primary and secondary	Girls	nrivate -	<ul> <li>P1- 6 (Grd 16),</li> <li>6-12 years old</li> <li>M1-6 (Grd 7-12), 13-18</li> <li>years old</li> </ul>	M3 (Grd9)	<ul> <li>25 Thais</li> <li>10 native speakers of English</li> <li>2 Filipinos</li> </ul>	<ul> <li>English club</li> <li>English books in library (comics, newspapers, magazines, non- fictions, external reading books for English courses)</li> <li>The school internet</li> <li>Well-equipped with all sophisticated equipments e.g. video, OHP, the computer</li> </ul>
B (T2)	Business	co- ed.	State- run	<ul> <li>LPC 1-3 (Grd 10-12),15-17 yrs old</li> <li>HPC 1-2 (post sec . Cert. level) 17-19 years old</li> </ul>	LPC1 (Grd10	• 23 Thai teachers of English	Teaching equipment available: Tape- recording, video player
C (T3)	Business	co- ed.	Private - run	• LPC 1-3 P/T adult (Grd 10 -12), 18-32 yrs old • HPC 1-2 Cert. level)	LPC 1 (Adult / Grd 10)	<ul> <li>16 Thai teachers of English</li> <li>2 native speaker of English</li> </ul>	Teaching equipment available: Tape- recording, video player
D (T4)	Institute of Technolog y	co- ed.	State - run	• Diploma (tertiary level) 18–20 years old	Year 3/Dip	<ul> <li>22 Thai teachers of English</li> <li>oneAmerican coteacher</li> <li>2 native speakers of English</li> </ul>	<ul> <li>English books in library: newspapers</li> <li>Teaching equipment available: tape- recording, video</li> </ul>

**NOTES** P = Prathomsueksa 1-6 (Primary Level/ Grade 1-6)

M = Mathayomsueksa 1-3 (Lower Secondary Level / Grade 7-9)

= Mathayomsueksa 4-6 (Upper Secondary Level / Grade 10-12)

LPC = Lower Professional Certificate 1-3 (Vocational School / Grade 10-12)

HP = Higher Professional Certificate 1-2 (Vocational school / Diploma level)

#### **5.4.3** Collection of Data

Due to the sensitive nature of classroom observation, the researcher made herself acquainted with all the post-graduate student teachers of the university by engaging herself in their course as an instructor during some input sessions in the first semester.

Having established a relationship, some of them volunteered to be observed during their teaching projects in the second semester. In keeping with the schedules of the courses, the research design was organised into phases of data collection and analysis as described in the timeline in Table 5.4.

### **5.4.4** Research techniques

#### **5.4.4.1** Classroom observation

In observing the classroom, the researcher ensured that her presence remained unobtrusive. She chose to remain stationary in one specific location in the room, and shifted her position only when the need arose, for example, when the students moved around while engaging in such activities as opinion polls, group work, pair work and others. To help develop the concepts that could be used to describe and analyse the nature of classroom communication and behaviours, the researcher took field notes of significant events, including non-verbal information depicting ways in which the teacher conveyed the message. The physical settings and the general classroom atmosphere were taken into account as their features enhanced or hindered classroom activities and the students' learning. A copy of the lesson plan and the exercise/s that formed part of the lesson being observed were obtained before the classroom observation. Consulting the lesson plan in hand, the researcher focused on the ongoing events, the teaching process and the overall classroom organization.

Occurrences relating to these aspects of the lesson were spotted and noted for the questions that would be raised during the post-lesson interview. Two observation periods of two different lessons were undertaken for each informant, for a total of 8 periods. The schedules of classroom observation were pre-arranged to suit the school calendar and both parties. It is worth noting that, despite prior arrangements, it was inevitable that some changes occur due to unforeseen circumstances, be it school meetings or extra-curricular events. In response to these circumstances, scheduling of classroom observation had to be flexible.

#### 5.4.4.2 The teacher's self-report

Immediately after the lesson, each informant was invited to make a self-report evaluating her own performance. Combined with a technique of simulated recall (Nunan, 1992), the video recording of the lesson was reviewed for significant events, to help the teacher remember particular situations. The informant was encouraged to expand the discussion to related areas, for example, departure from the lesson plan or options appropriate to the teaching situation. The assumption underlying this technique is that, through the self-report, the teacher could reflect on her thoughts, beliefs, crucial points in the lesson, and her own interpretation of the teaching approach she was dedicating herself to. This report facilitated the researcher's interpretation through gaining insights into the individual's teaching and learning process

### **5.4.4.3** The video-recordings

The recordings were acquired with a camera mounted on tripod, and performed by the school technicians, who discreetly positioned the equipment at the side or the back of the classroom, and worked on their own, without any control or requests from the researcher. However, due to some restrictions, the recording in T3's class was done by one of her adult students.

Thus, all the lessons were videotaped from the beginning to the end. And added to this full audiovisual account of a lesson, additional audio recordings were obtained with two audiocassette recorders left in two different locations in the classroom. This supplementary data was useful for cross-referencing during the transcription of the recording, in excerpts when the video camera was not able to capture the sounds of the teacher-student interaction during the lesson. Although the observer did not exercise any control over the student teacher, the students or the lesson content, it is interesting to note that, inevitably, the students became conscious of the presence of a visitor and of the recording equipment. However, their interest vanished after a short while.

#### 5.4.4.4 Interviews

#### **5.4.4.4.1** The post-observation interview

The post-observation interview was conducted after the teacher had finished the self-report. During this interview, the researcher asked for more information concerning particular events in the teaching process of the observed lesson, as they had been recorded in the field notes. During the interview, the informant provided detailed descriptions of her lesson, including the points where the lesson was stretched out and

altered, and some other aspects of teaching and learning the teacher could remember and clarify.

#### 5.4.4.4.2 The post-teaching project interview

This interview, conceived as a semi-structured conversation (Kvale, 1996) focusing on particular themes, looked more like a free-flowing exchange between the interviewer and interviewee, though, at times, it would take a more serious turn when the interviewee wanted to add comments or point out some particular details. The informants started with the prepared questions. Before explaining their thoughts in the language they preferred, they were invited to ask for clarification of the questions, if necessary. In keeping with the informant's preference, the language at the interview was conducted in Thai. The interview was audio-recorded, and later transcribed and translated into English, as a supplement to the interpretive analysis.

#### 5.4.4.5 Transcriptions of the observation data

#### **5.4.4.5.1** The video- recording of lessons

All the informants conducted two lessons each, one of which was a lesson on grammar or structure, while the other was varied according to the different skills focused upon. The eight lessons observed, therefore, were separated into two groups: a) the structural lessons, T1-ST, T2-ST, T3-ST and T4-ST, and b) lessons dealing with other skills, T1-RD, T2-SPK, T3-RD and T4-LST, as shown in Table 5.5. It is important to emphasize that, as already mentioned in 2.7.2.2, the teaching of grammar was requested of all the informants by their school administration.

**Table 5.4: The transcripts of lessons** 

Taaahan	Tran- script	Lesson	Time (mins)		C-ll		
Teacher			Planned	Actual	School	Class Level	
T1	T1-ST	Structure (a)	50	35	Private-run Catholic girl	M4 (Grd 10)	
11	T1-RD	Reading (b)	50	45	school	(Grd 10) (Upper Secondary)	
	T2-ST	Structure (a)	50	66	Government commercial	LPC1 (equivalent to M4)	
T2	T2-SPK	Speaking (b)	50	78	school	(Grd 10)	
	T3-ST	Structure (a)	40	30	Private–run commercial	LPC1/ Part time	
Т3	T3-RD	Reading (b)	30	30	school	(equivalent to M4) (Grd 10)	
	T4-ST	Structure (a)	45	45	Technology	Diploma in Business Admin.	
T4	T4-LST	Listening (b)	100	95	institute	(tertiary level)	
NOTES	a) The structural lessons b)The lessons relating other skills						

## 5.4.4.5.2 Transcribing of data

As the basis for both the qualitative and quantitative analyses, each recording was played and replayed for verbatim transcription. This process required the researcher to listen to short chunks of talk, and note them down word for word. Additionally, to obtain a more accurate interpretation, information on the extra-linguistic contexts and paralinguistic use of all of the teacher's and learner's communicative acts were also included. The non-verbal elements (for example, ...[S11 is shyly reading from the slips with a very soft voice.]...), gestures (...[moves two hands to form a square shape of a TV screen]...), the classroom atmosphere ( ...[Something goes wrong with the camcorder and its noise attracts all students to turn round]...) and conventions ( ...[bell rings signifying the end of the lesson]...) were recorded in italicised square brackets. The length of each turn and pause was recorded in seconds and minutes, as shown in the transcripts (Appendix A), while one-word utterances (e.g. yes, no, Ok, Who?) shorter than one second were not included. This record allowed the researcher to recognize the length of time devoted to each

turn delivered by the teacher and by the students, especially for the significant evidence, for example, the teacher's explanations or instructions.

#### **5.4.4.5.3** The audio-recordings of interviews

The audio-recordings of the interview described in 5.4.4.4 were transcribed and translated into English (Appendix C), as supplementary material and for greater insights of the qualitative analysis. The audio-recordings of the classroom observation described in 5.4.4.3 were used only for validating the data, i.e. to check the accuracy of the transcription of the video-recording and as back-up copy in case of failure of the recording equipment.

# 5.4.4.6 The classroom observation schedule: the Interaction Analysis Categories

The IAC tabular form in Table 5.1 was employed for the codification of the observable behaviours in the teacher-student interaction. This practice was conducted through video recordings and the transcripts of the lesson. In keeping with the basic requisite of objective reliability, the work of codifying classroom interaction was separately performed by two coders, Coder1, the researcher herself, and Coder 2, a lecturer at the institute where the informants took the TEFL course.

#### **5.4.4.6.1** Coding

The utterances made by the teacher and students in each lesson, including the students' silence, were coded each according to its own category in the IAC model of class observation. The coding was recorded in two different sets of numerical data conducted by the two coders mentioned above. Each tally was marked under two

columns, whole class and individual, to signify the teacher addressing an individual student or the whole class. Similarly, the students' utterances were also coded as an individual addressing another individual or the group. In so doing, the tallies reflect the teacher and learners' behaviours in the classroom. All utterances from each category are summed up, and all are calculated into percentage. Category fifteen, where the learner initiates a turn in speaking to another learner, is designed to capture the utterances that are significantly and overtly produced by the learner interacting with peers, during the lesson (see Appendix B).

However, the interaction among the students in energetic group work, like a whole-class activity as in T1-ST, where the students moved around, was not recorded and reduced to numerical codification. The reason is that individual interaction in a large dynamic class could not be appropriately recorded with the equipment at hand. Moreover, the purpose of this study was to explore specifically how the teachers put CLT into practice. Such interaction was thus very well taken into account and recognized as the teacher's successful attempt at providing opportunities for the students to *use* language for communication. This was recorded in the checklists shown in the summary at the end of Chapters 8 and 9.

#### **5.4.4.6.2** Coding interrater reliability

The Pearson correlation coefficient was employed to test the degree of relationship between Coder 1 and Coder 2. The alpha level of .05 was established to determine if relationships were statistically significant for the statistical test (see Appendix B3-CRT).

### 5.4.4.6.2 Turn-counting and coding

It is evident that one single utterance does not always convey one definite function. At the same time, many utterances may serve just one purpose. The counting is, thus, realized by the speaker's purpose, not the number of utterances. In the following example taken from T4's listening lesson, there were three utterances, performing 2 functions.

Example: T4's listening lesson (T4-LST)

Context: T4 was checking the number of the students coming to class at the beginning of the lesson, to link it to the structures 'all of..., almost of ..., a few of...', which were previously learned the week before.

T4: How many students're present today? (.) Do you know the words 'absent' and 'present'? // It means how many students come to school this morning.'

T4's question, 'How many students're present today?' indicated that the teacher did not know the exact number of the students coming to class. It is possible that some students were missing. The teacher, therefore, posed the question to check with the class. Her question was thus counted as a referential question, and tallied in category 2. However, after a short pause, the teacher asked 'Do you know the words 'absent' and 'present'? It means how many students come to school this morning'. It is evident that the focus or point of interest was changed from requesting the total number of students to checking for the meanings of 'absent' and 'present'. This can be interpreted as the teacher's way of checking on her students for the correct meaning before obtaining the number of students who would turn up for class. In coding this onto the tally sheet, the second question was not considered as the teacher asking a referential question. It was followed by her elaboration of the key word, giving the meaning of 'present' as 'It means how many students come to school this morning'. These two utterances are, therefore,

considered as aiming to convey the meaning of the vocabulary. The second question, together with her explanation is thus realized as expressing a single function where the teacher explained the meaning of the vocabulary item. It was then tallied under category 4 in the IAC form

The coding was done largely from the transcripts, but where there was any doubt, the videotapes and audio recordings were played again and listened to, and a decision was reached on that basis. Coded transcripts were analysed by counting the frequency in which the relative frequency of each kind of behaviour was set out in tabular form (Appendix C-IAC). The conclusions are drawn from the overall picture to supplement the qualitative analysis.

### 5.4.4.7 Supplementary data

Another source of data is the documents pertaining to the lesson, which were used in conjunction with the data just mentioned above.

#### 5.4.4.7.1 Biodata

Biodata of the informants was examined for personal, educational, and teaching experiences relevant to the aim of this study. This screening offered background information on the teachers' professional training, their overall career experience, their involvement in the societal context, their interests, and so on. In conducting the interpretive analysis, this type of information offered a way of understanding interplay of factors influencing professional practice and teaching behaviours. Partially, additional data were derived through informal conversations and interviews.

#### **5.4.4.7.2** The lesson plan and related materials

During the classroom observation, the lesson plan and related materials were referred to in terms of the teachers' preplanned account and the actual practice. Field notes were taken on significant occurrences and the crucial points of the teaching procedures, such as the teacher's departure from the lesson plan, the techniques employed, the problematic areas, and certain other particular events that emerged. After the observation, the informants were asked to account for the occurrences. These materials were also documented for interpretative analysis in the later stage.

#### **5.4.4.7.3** Self-evaluation notes

The informants' reflection on classroom events, their awareness of teaching principles, including personal feelings and ideas in solving teaching problems were examined to further document the interpretative analysis.

## 5.5 Data analysis

#### 5.5.1 The qualitative analysis

The analytical framework as described in 5.2.2.6 and represented by Fig. 5.2 was implemented in conducting the interpretative analysis. The transcriptions were qualitatively investigated and analysed by means of the Input-Practice-Output production Paradigm which, in turn, was integrated with Johnson's framework. This involved the interpretation and explanation of classroom interaction and its phenomena in accordance with the nature of the lessons and the skills focused on the four structural lessons and the four lessons relating with some other skills.

In analyzing these structural or grammar lessons, it is important to note here that it is not the purpose of this research to take sides in the debates that may be associated with the place of grammar in the Communicative Approach, the degree of help practice can provide for learning, the kind of practice that is most effective, and so on, since communicative methodology is the approach to language teaching which the institution has committed itself to. My interest rests more in explaining what really occurred in the language classroom.

The practices that emerged in each lesson were summarized in the checklist presented in Chapters 6, 7, 8 and 9. The evidence of changes in all the informants' teaching behaviours was summarized and is presented in Chapter 9.

#### 5.5.2 The quantitative analysis

In order to supplement the teaching and learning behaviours as found in the qualitative analyses in Chapters 6 to 9, the combination with the quantitative approach was implemented to supplement the interpretive analysis (see Table 5.6) presented in Chapter 10. The analysis on this aspect focused on consistency of the teaching and learning behaviours. The Interaction Analysis Categories, shown in Table 5.1 and described above in 5.4.4.6, was employed. All the lessons observed, both in a) and b) in Table 5.6, were tallied by two coders, Coder 1 (C1), the researcher herself, and Coder 2 (C2). The numerical data were analysed for high and low frequency of the teacher and student talk presented in Chapter 10.

#### 5.5.3 The socio-cultural analysis

It is widely accepted that all occurrences that happen in the classroom are indeed a coproduction of both the teacher and learners. Significant classroom events and verbal behaviours performed by participants as affected by the diverse social contexts, cultural values, and norms, were also qualitatively examined and analysed. These crucial aspects of EFL classrooms were explored and are presented in Chapter 11.

The eight lessons observed are grouped for analysis as shown below in Table. 5.5.

Table 5.5: Data analysis

Analysis approach	Data	analysis	Lessons analysed
	Constraints in CLT in practice	Chapter 6: Analysis 1	a. Three structural lessons: T2-ST, T3-ST, T4-ST
Qualitative	(three informants)	Chapter 7: Analysis 2	b. Three lessons relating to other skills:T2-SPK, T3-RD, T4-LST
analysis	Possibilities for CLT in practice	Chapter 8: Analysis 3	a. One structural lesson:T1-ST
	(one informant)	Chapter 9: Analysis 4	b. One lesson relating to other skills: T1-RD
Quantitative analysis	Chapter 10: Possibilities and constraints in CLT practice: Analysis 5		a. All the structural lessons: T1-ST, T2-ST, T3-ST, T4-ST b. All the lessons relating to other
		formants)	skills: T1-RD, T2-SPK, T3- RD, T4-LST
Socio-cultural	Chapter 11: Cultural dimension in classroom interaction: Analysis 6 (all informants)		a. All the structural lessons: T1-ST, T2-ST, T3-ST, T4-ST
analysis			b. All the lessons of some other skills:T1-RD, T2-SPK, T3-RD,T4- LST

#### 5.6 Conclusion

This chapter has described the research design and the process in conducting the study. It is emphasized that the study of ELT in Thai classrooms need to include the investigation of its social environment and all aspects that impact on the teacher and learners' perceptions of their own contexts. In investigating how the teachers put their CLT pedagogies into practice in their own school settings, and how the teachers and students interacted, quantitative data alone was inadequate. To achieve a better understanding of the classroom teaching and learning process in its own context, classroom observation on the basis of a qualitative view was thus employed as the

main focus. The framework for Understanding Communication in Second Language Classroom by Johnson (1995) was also found to be relevant to the study. This is due to the fact that her framework takes both the teacher's and learners' language within its context. She also takes into account different perceptions and frames of references of the informants. Despite being a qualitatively oriented research, in discovering teacher and student behaviours in the language classroom, this study must also include a quantitative analysis of classroom interaction. Therefore, a classroom observation framework partly adapted from Nunan (1990) and consisting of a categorized analysis of student-teacher interaction has been employed.

## Chapter 6

#### **Problems in CLT in Practice in Three Structural Lessons:**

## **Qualitative Analysis 1**

#### 6.1 Introduction

From the eight lessons observed, the findings of the qualitative analysis, which seeks to find whether or not the teachers undergoing a re-training programme in CLT show evidence of implementing the approach in their classroom practice, reveal two different CLT practices as implemented by the four informants. On the one hand, the findings reveal a potential use of CLT in T1's practice, and on the other hand, they reveal constraints operating on the CLT practice of the three other informants, T2, T3 and T4. As the first four lessons observed were structural in content, and the four next lessons related to other skills, the findings are discussed separately according to these two types of lesson. The problems in CLT practice as found in the lessons of T2, T3 and T4 are presented and analysed in this Chapter 6 concerning structural lessons (Analysis 1), and in Chapter 7 concerning lessons targeting other skills (Analysis 2). The potential presence of CLT practice as found in informant T1's teaching is presented and analysed in Chapter 8 concerning her structural lesson (Analysis 3), and in Chapter 9 for the remaining lesson associated to other skills (Analysis 4).

In this chapter, I will therefore investigate the teaching methodologies of the three student teachers T2, T3 and T4 as it was employed in their structural lessons. From this, I will derive a more general picture of their classroom practice.

#### 6.2 Student Teacher 2: T2-ST

#### **6.2.1** Background

#### **6.2.1.1** On the school

School B is a government-run commercial school providing two levels of education: a Lower Professional Certificate (LPC), equivalent to Grades 10-12, and a tertiary level, the Higher Professional Certificate (HPC). The courses range between 3 and 4 hours a week of classroom teaching.

#### 6.2.1.2 On the teacher

After seven years of practice in a primary school, the informant started teaching ESP in this school sixteen years ago. Having no professional history of ELT practice, she attended short training courses organized by different institutions in Bangkok. She is responsible for teaching an ESP course in Business as part of LPC 1 (Grade 10).

#### 6.2.1.3 Classroom context

In class, 44 students of 14-15 years of age are sitting in clusters of two and three, all at the back. Chairs are arranged and connected to each other to form one compact line, leaving a big space at the front. Not only do the students not carry their course books with them, but they also pay little attention to the lesson, and do not respond to the teacher. According to the teacher, they have poor linguistic competence.

#### 6.2.1.4 Lesson plan organization and materials used

According to T2's lesson plan, the goal of the lesson is to encourage the students to 'use the passive voice to describe local products'. The teacher's lesson plan describes the teaching procedure in detail from beginning to end without giving any indication

as to the steps to be used in delivering the instructions. Apart from an old edition coursebook, the teacher provides the students with a supplementary worksheet with a map for the practice of the target structure.

## 6.3 Analysis of Classroom Practice of Student Teacher 2 (T2-ST)

Due to the fact that T2's lesson plan is not organized according to any particular format or any particular planning of the teaching steps, the analysis of her classroom practice presented below is based entirely on actual classroom observation. The significant steps observed in T2's teaching are: 1) pre-teaching of lexical items, 2) providing input or presentation stage and 3) assumed practice stage.

## **6.3.1** Pre-teaching of lexical items

## **6.3.1.1** Teacher talk in presenting vocabulary

Extract 1 demonstrates how the teacher presented new lexical items with different meanings, which resulted in confusion for the students.

#### Extract 1

**Context:** Five new lexical items - *cultivate*, *raise*, *mine*, *bring up and cotton* - are selected from the exercise for pre-teaching (e.g. 'The grapes/cultivate').

Turi	า	
10	Τ	Next (.) next (.) Do you know raise (.) raise (.) It means (.) it's similar as (.) It's similar as rise (.)
		to rise. Raise (.) it means (.) ahh (.) to (.) bigger or higher. Do you know raise (.) hah (.)
		raise?[Turns to ss on the front left and raises her eyebrows]
11	Ss	(())
12	T	Please speak louder (f) please speak louder (f) (.) It means (.) ahh (.) it means (.) it's similar as
		grow (.) grow. What does it mean grow?
13	FS1	เพาะปลูก/pɔ´plùuk/
14	Τ	Very good! Can you spell grow (.) grow (.) Can you spell?[Turns round to B/B and
		writes 'cultivate = grow']
15	FS1	G-R-O-W
16	Τ	Very good, very good (f) grow! (f) Raise (f) raise (f) Do you know raise?// Raise (f) it's similar as
		grow. What does it mean raise?[looks from left to right for the answer]You know it [walks
		to the B/B and points at grow'] 'It's the same meaning[underlines 'grow' on the B/B] It's
		similar (.) it's the same as grow (.) meaning its meaning (.) uh (.) meaning (.) meaning is the

same as grow. Do you know raise? Raise, you know? Huh? (.)...[walks to the ss on the left.]...

```
17
     FS1
              ... ((...))...
18
     Τ
              Very good! ... Turns to the B/B and about to write something, then stops, turning round to the
              same student] ... Please speak louder when you answer to me...[writes 'raise' on the BB while
              saying something inaudible]... about it. Repeat after me! Raise!
19
     Ss
              Raise
20
     Т
              Raise (f)
21
     Ss
              Raise (f)
22
     Τ
              ...[nods]...raise \\ raise\\ Next! (f)... [searches for her note, reading it twice ]... You know (.) mine
              (.) mine (.) mine? It means as dig...[acts out in a manner of digging]...dig up (f) dig (.) dig up (f)
              dig up (f) dig up. What does it mean, mine...[turns round for the answer, then points at her
              bracelet on her wrist]...Silver (f) silver (.) is mine (.) is mine (.) is mine. What does it mean mine?
              You know mine?...[looks at ss on the left as encouraging them to speak up]...It's similar as dig up
              (.) dig up...What does it mean?... [turns to the right with her palm up for the answer]...What does
              it mean mine? What does it mean mine?... [to the left]...Hah? (.) Hah? (.)
     FS1
23
              ... ((...))...
              Very good! (f) (.) Can you spell mine? Can you spell mine? //
24
     Τ
25
     MS2
              ... ((...))...
26
              Everybody! Repeat after me! Mine (f)
     Τ
27
     Ss
              Mine (f)
28
     Т
              Mine (f)
29
     Ss
              Mine (f)
30
     Т
              Next! (f) next! (f) bring up (f) bring up (f) It means (.) uh (.) It means to produce (.) to produce (.)
              Do you know to produce? (.) Uh (.) example (.) the rice (.) the rice is bring up (.) is bring up in the
              central area of country the most. Do you know bring up? Bring up is the same as (.) uh (.) pro (.)
              produce (.) produce (.) produce. You know produce?
     Ss
31
              ปลูก (f) ปลูก (f).../plùuk/...
32
     Τ
              Hah? (f) Hah? (f) ...[looks around for the answer]...You say (.) ...[puts her hand out to one
              student]...
33
     MS2
              ปลูกข้าว .../ plùuk khâaw /.... [grow rice]...
34
     Τ
              ปลูก\\ .../plùuk/... produce ผลิต... /phalìt/...Everybody (f) (.) Repeat after me (f) \\ Bring up
```

	Transcription conventions
T	Teacher speaks
SS	Students speak (S1 = Student 1, etc)
MS1, FS1	Male student 1, Female student 1 and etc.
(.)	Pause of less than one second
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
/ /	Phonetics for Thai names of places or a minority of people
(Text)	English translation
(())	Inaudible/ unclear utterance
<i>jj</i>	In a rising tone
//	In a low tone
(I)	Lenis (quiet) enunciation
(f)	Fortis (loud) enunciation
Text!	Calling for attention/ exclamation
S-P-E-L-L	Pronouncing the constituent letters of a word
Grey area	The target lexicon and their meanings given by the teacher
Underlined te	xts The areas of different connotations of the target words presented

Despite the fact that the teacher attempts first to present the *meaning*, then the *sound*, and lastly the written *form*, it appears that she explains the meaning of the words by giving different inappropriate synonyms for each word. For example, 'cultivate' is explained as 'to prepare the land' and 'to grow the plant' (#1). The word 'raise' is presented with

various synonyms: 'bigger or higher', 'rise' in #10, and 'grow' in #11, while 'breed' seems to be mostly collocated with 'The sheep/raise'. More interestingly, when checking the meaning of a new word with her students, it appears that she checks for the meaning of 'grow' instead of her target word 'raise' (#12, 14). The word 'mine' from the exercise item 5 (copper/mine) is presented with the meanings of 'dig up', and 'silver' in # 22. Judging by her actions and explanations, 'mine' is a verb, represented by her gesture and utterances. While enacting the meaning of the word, the teacher tries to help by holding up her silver bracelet, saying 'Silver is mine', where 'mine' of course has a totally different meaning. Interestingly, the teacher checks for the meaning again by switching back to the original meaning of the word acting as a verb.

In presenting the different meanings and contexts of use as above, it is evident that she explains the selected words in a way that is not semantically related to the examples, resulting in a lack of lexical cohesion. It is pointed out by Hubbard et al. (1991:55) that presenting such different meanings deprives the students of the opportunity to acquire the useful skills of inferring the meaning of words from their context. The inconsistent input provided by the teacher may affect the students' vocabulary acquisition. Moreover, it is worth noting that the pre-teaching of new vocabulary which is not meant for active use may disrupt the lesson. In addition, the opportunities to meet the lesson objectives are foregone. What is more, the presentation of both the new vocabulary and the new structures burdens the students with a heavy learning load. It has been suggested that new vocabulary should be pretaught when combined with a reading or listening text.

It may be observed that the teacher poses a number of questions within one turn, while the class is quiet or mumbles inaudible answers to her (#2, 11, 17 and 23). Only one student (FS1) responds to most of the teacher's questions (#3, 13, 15 and 17) in this extract and, indeed, throughout this lesson. This may be interpreted to mean one of several things: (1) the students are reluctant to respond as they do not know the answers; (2) they are uncertain of the teacher's questions as they are cast so as to be giving different answers (#10, 11); (3) they are confused by the teacher giving lengthy explanations and presenting the meanings of the word in the wrong context; (4) the teacher does not provide adequate waiting time for their responses. The students may not be responding to the teacher for any one of these reasons, or a combination of them. It was observed that whenever the teacher could not get an answer from the class, she turned to FS1, who was sitting on the teacher's left (e.g. #10, 6, 22).

In a later interview, the teacher said that it was '...the teacher's job to introduce all the new words to the students' (Appendix C-T2-B). This may explain why the teacher pre-teaches all the new words in the exercises before the lesson. This extract reflects not only her own interpretation, but also her reliance on the materials adopted.

#### **6.3.2** Providing input at the presentation stage

#### **6.3.2.1** Presenting target structure

Extract 2 demonstrates the teacher's difficulty in presenting the target structure of the passive form to the class, and how she gets her students involved in the teaching and learning process.

## Extract 2

**Context:** The teacher distributes an exercise which consists of a map showing products and natural resources and locations. After dealing with the map's legend, sketching the map on the blackboard and explaining all its components (#1-92), the teacher takes item one (grapes/cultivate) as the target sentence to present the passive form.

Turn		
93	T:	It's (.)[writes]Southeast (f)\\ [looks at the W/S for a while] Look at the sheet! (f) Number 1(f)(.) number 1(f) (.) [writes 'The grapes are cultivated in the farm.' on the
0.4	MOO.	B/B]Everybody! (f) Please answer me. What is the subject? What is the subject?
94 95	MS2: T:	[inaudible] Hah? //
96	MS2:	(())
97	T:	Louder, please. You (f) (.) Please come here. Please (.) come here and you underline the
		subject.
98	MS2:	[comes to the front]
99	T:	Underline the subject. Underline the subject.
100	T:	[MS2 turns round and asks the T in Thai. T explains to him softly and points at the
		subject of the sentence]OK\\ OK\\[gives signal to MS2 to finish underlining the expected word]
101	MS2:	[underlines the subject and the object]
102	T:	Subject (f) subject only (f) (.) only subject! \\ Only subject! Only subject! \\
103	MS2:	[erases the lines under some other words]
104	T:	Thank you\\ (.) Anuwat (.) Anuwat (.) Are you sure? Are you sure? //
105	MS2:	Yes (I)
106 107	T: Ss:	Very good! Please clap your hands for him! (f)[hands clapping]
108	T:	It's (.) please (.) uh (.) before (.) grapes (.) the grapes(5) [points back to the sentence
		on the B/B]Do you know the grapes?[back to her desk, searching for a picture and
		shows it to the class]The grapes (.) Do you know? What does it mean the grapes? You
		know? What (.) grapes? What is it?
109	Ss:	องุ่น (.) องุ่น (.) องุ่น/?aŋùn/
110 111	T: Ss:	The grapes (f) What is it?
112	38. T:	องุ่น (f) /?aŋùn/ [nods]That's good! \\ That's good! \\[reads her note for a short while, then point to
112	1.	the blackboard] You know? [reads her note again, then points]This (.) this is the
		subject (.) the subject, you know? (.) Ah (.) This is passive form (.) ahh (.) This is passive
		form (.)ครูขออนุญาตพูด ไทยได้ใหม (May I speak in Thai?)The grape is the subject
		ประธานเป็นผู้ทำใช่หรือไม่ (.) ใช่หรือไม่ (.) (The subject is the doer, isn't it? Isn't it?)
113	S1:	ใช่ \\ /châi / (yes)
114	T:	Very good! In passive form (.) in passive form (.) We don't need to know (.) we don't need
		to know the subject (.) the subject (.) do that (.) the subject do the action. Do you understand? This is (.) [points] the subject of passive voice. This subject (.) not (.) not
		do this \\[points at the verb]Do you understand? //
115	Ss:	Yes
116	T	[underlines verb phrase]You look at your sheet. Number1 (.) number1 (.) uh (.) You
		look at your (.) order of the form[reads out]Make sentences in passive forms with the
		first (f)[inaudible] Can you // (.) can you read it? // Can you read it? G-R-A-P-E-S (.)
		Hah? //

```
117
      Ss
                Grapes (f)
118
                Grapes! \\ (.) verb (.) verb (.) cul (.) cultivate! (f) Grapes cultivate (.) uh (.) uh ... [looks at her
                W/S for a while]...You look (.) you make the sentence. You make the sentence. Why (.) uh
                (.) you make the sentence (.) with this (.) with this (.) uh (.) with this the region (.) with the
                region on the map (.)... [moves her hand around the map]...You understand? // You (.)
                understand? // For example (.) number1 (.)...[points to the blackboard]... the (.)
119
      Ss
                the grapes (f) ...[read from the blackboard]...
120
      Τ
                the grapes\\...[points]... the grapes is plural (.) plural (.) The grapes are plural (.) ...[points
                at 'are']...
121
      Ss
                are
122
      Τ
                ...[nods and points at 'cultivated']...are!
123
      Ss
                cultivate
124
      Τ
                cultivate in the (.)
125
      Ss
                farm
126
      Τ
                ...[nods]...You can choose. You can choose in your sheet...[points at
                the W/S1...grapes. You (.) you (.) you (.) look at the symbol of grape. You look at the
```

sheep? //

	Transcription conventions
T	Teacher speaks
Ss	Students speak
MS1, FS1	Male student 1, Female student 1 and etc.
Anuwat	A male student (MS2)
(.)	Pause of less than one second
(5)	Timed pause of 5 seconds
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
1	Phonetics for Thai names of places or a minority of people
(Text)	English translation
$((\ldots))$	Inaudible/ unclear utterance
jj ,,	In a rising tone
\\	In a low tone
(I)	Lenis (quiet) enunciation
(f)	Fortis (loud) enunciation
Text!	Giving instruction, calling for attention/ exclamation
S-P-E-L-L	

symbol of grape \\ ...[draw a symbol of grapes into the map on the blackboard]...Do you understand? You understand? // Next! Number2 (f) (.) number2 (f) (.) sheep (f) you know

In presenting how an active sentence is transformed into a passive form, the teacher starts by writing 'The grapes are cultivated in the farm.' in the passive voice. The teacher then asks for the subject of the sentence and nominates Anuwat, a male student, to underline it (#93). It is possible that Anuwat has prior knowledge of how to change an active sentence into a passive one by interchanging the subject with the object. He, therefore, violates her instruction by underlining both the subject (the grapes) and the object (the farm). The teacher insists repeatedly and loudly for only the subject to be underlined. This requires him to erase the line under 'the farm'.

In turn #108, it is noticeable that when the teacher turns round to the blackboard, pointing at the model sentence, and starts to say something, she immediately becomes quiet. For some reason, the teacher draws the class's attention to vocabulary, by asking, 'Do you know the grapes?' while searching on her desk for a picture showing a bunch of grapes, and asking repeatedly for the meaning. This requires the students to give a response in their mother tongue. There are two ways of explaining her departure from her lesson plan with regard to this crucial event. Firstly and superficially, it may be observed that the teacher focuses on phonological correctness and on vocabulary as a crucial aspect of teaching and learning a foreign language. These behaviours can be traced in most of her practice (#108-111 and #116-117), and also throughout her entire lesson. The second explanation, which is more satisfying, is that the teacher does not realize that, in fact, the nature of the sentence does not allow an active counterpart as this is not a 'by + passive verb with an agentive object', but 'an agentless passive + prepositional phrase'. At this moment, the teacher seems to be in a position from which it is difficult to move away as it appears that the model sentence has already been presented in passive form since #93. She realizes the difficulty in showing how it is transformed. Confronted with this dead end, she simply fills the gap by drawing the students' attention to the vocabulary (#108-111).

Attempting to deal with this crucial point, the teacher consults her lesson plan for a short while before posing, 'You know?' in #112, and refers back to her lesson plan again. The teacher explains later that 'This is... the subject, you know? (.) ah (.) This is passive form ....', and switches into the mother tongue 'ครูขออนุญาตพูด ไทยได้ไหม' (May I speak in Thai?)'. Emphasising again that 'The grape is the subject.', the teacher asks ''ประธานเป็นผู้ทำ ใช่หรือไม่ (.)...(The subject is the doer, isn't it?)...'. In response, the answer is 'ใช่' /chây/ or yes.

Leaving aside the interesting answer, the point to be raised here is the teacher's codeswitching to the mother tongue. It is documented that the latter sentence in L1 is, in fact, written in the lesson plan. Explicitly, this indicates that the teacher feels more comfortable using L1 than L2 when explaining grammatical points. This may be interpreted as her regarding this point of grammar as a crucial piece of information the students have to take notice of, and her wishing to reinforce the matter to them (Canagarajah, 1999:135), and for that reason, she reverts to L1 while explaining.

In her effort to explain, the teacher switches back into the L2, pointing out in #114 that, 'In passive form (.) we don't need to know the subject (.) the subject (.) do that (.) the subject do the action. Do you understand? This is...[points]... the subject of passive voice. This subject (.) not (.) not do this.' Here, her clarification seems ambiguous, as it offers no clues on how the structure works. However, she instructs her students to look at the worksheet, which is an exercise showing a map of Australia with its natural resources (#116). The teacher's reading of the instruction at #118 signals the end of her presentation of the target structure, and the students are now to practise producing new sentences. Interestingly, within the same turn, she draws their attention abruptly to the word 'grapes' again, asking if they can read the word. This requires the students to pronounce it out loud. Again, this event reflects the teacher's great concern with phonological correctness. It seems so important for the teacher that the lesson sequence can be interrupted for this emphasis at any time.

As demonstrated above, the presentation of the passive form by writing one model sentence (#93) and explaining it, as in #112, 114 and 120, tends not to be enough *linguistic input* for the students to build up their understanding, and later to generate

their own sentences. It is important that the model language items offer specific features for the students to pick out, in order for them to work on the relationship between *meaning* and *form*, and make sense of the rules involved, and understand how to *use* them (Hedge, 2000:146). It is evident that the ready-made model sentence on the blackboard offers the students no opportunity to explore how the transformation works, what the structure means and how it is used. It is suggested by Hubbard and others (1991) that students be guided logically to the full *meaning* of a structure (e.g. by careful cueing and eliciting). In so doing, the students structure and restructure their knowledge of English.

Due to some constraints on the part of the school administration, it was not possible to conduct the post-observation interview as planned. However, the teacher explained in her post-lesson evaluation form (see Supplementary A) that '...I jumped the step. I should start to elicit the answer from students from active voice. Next, I should write down the active voice sentences on the board but I wrote the passive voice...' This indicates that the teacher prefers presenting the structure the way she is used to, the traditional way. This evaluation offers no clues of her moving towards CLT, but instead points out that she has maintained the traditional way of teaching the passive voice. This state of affairs suggests that she presents the structure from her *frame of reference* and, possibly, from her experiences of the past. It may be concluded that the teacher does not cover the structure in a communicative manner at this stage of teaching.

#### **6.3.3** Practice stage

## **6.3.3.1** Students' practice of target structure<sup>5</sup>

Extract 3 demonstrates the teacher's attempt to provide her students with practice in making new sentences, but without giving them the opportunity to practise and use the target structure on their own. It also reveals the teacher's role as a 'transmitter of knowledge'.

#### Extract 3

**Context:** The exercise provided each student is a sketched map of Australia showing symbols representing its natural resources and their locations. At the bottom, cuewords are offered (e.g. item 2: sheep/raise, item 3: cotton/grow). The students are required to turn items 2 to 6 into sentences in passive form.

```
Turn
132
      Τ
               Raise (f) (.) raise (f) (.) You know raise. \\ You know raise \\(.)...[moves to the map on the
               B/B]...You choose the region. You choose the region, and you (.)...[waits for the students to
               complete]...
133
      MS2
               Make a sentence
               ...[nods]... You make a sentence in passive form. || Can (.) || The sheep (.) raise... ((overlapping of
134
      Τ
135
      MS2/
      Ss
               voices))
136
               Can you? Can you? //
      Τ
               ... [voices mixed up]...
137
      Ss
138
               Hah? // Can you make the sentence? // ... [gets ready to write on the B/B]...
      Τ
139
      Ss
               The sheep
140
      Τ
               The (.) // ... [writes 'The sheep' on B/B]...
141
      Ss
               The sheep (.)
142
      Τ
               The sheep \\ (.)
143
      Ss
               Is (.)
144
      Τ
               The sheep is (.) singular (.)...[points at 'The sheep']... is (.) is (.)
145
      Ss
               raise
146
      Τ
               raise \\ ...
147
      Ss
               In the northwest
      Τ
154
               Very good! (f)...[writes 'The sheep is raised in the Northwest'. On the B/B]... Next! (f) (.) Next! (f)
               (.) Number three\\ (.) Number three \ (f) cotton (f) (.) Can you? \\ (.) Can you? \\ ...[nods at a
               student in the middle]... Can you make a sentence? \\
```

<sup>5</sup> As the stages of teaching are not specified in the lesson plan, it is assumed that the introduction of an exercise (#116 and 118) and the instructions given are the transitioning points from the presentation to the practice stage.

```
174
      Τ
               And next! (f) ... [to the class]... You (.) you close (.) you close at the number (.) the number of (.)
               the in the number (.) ... [inaudible]... and look at (.) look at the map (.) look at the map (.) look at
               the map and look at the symbol (.) look at the symbol of the map. I (.) I (.) want you to (.) to make
               the sentences... ((...)) ... Please (f) (.) please close...[inaudible]... [folds the bottom
               part up to cover part of the W/S]...Please close below \\ (3) Ahh (.) next! (f) (.) you (.) you (.) at
               the back (.) at the back (.) at the back (.) at the back (.) You (.) you make one sentence. You
               make one sentence \\ (.) Goats! (f) (.) Goats! (f) (.) Do you know goats? Do you know goats? Do
               you know goats? Do you know the symbol of goat? Do you know the symbol of goat? ... [walks
               to her desk, searching for a picture]... Goat! (f) What does it meant, goat?
175
      Ss
               แพะ (.) แพะ (.) แพะ (.) ... /phæ/...
176
      Τ
               ...[points to one student]... Can you (.) can you make a sentence in passive form (.) in passive
               form? You look at the symbol on the top and make the passive form. Make a sentence in
               passive. \\ Stand up, please. You! (f) ... [points]... Aww!... Your friends! (f) (.) Your friends (.) help
               her \\ Can you help her? Can you help her? Can you help her? Goat! \\ You (.) you look at the
               word at the symbol and make the sentence, please.
177
       Ss
               The goats (I)
               The (.) the (.) //
178
       Τ
179
       Ss
               The goats (f)
180
      Τ
               The (.) the goats (.) \\ ... [writes]...
181
       Ss
182
      Τ
               Yes (.) yes (.) the goats are (.)
183
      Ss
               Bring up
184
      Τ
               Are (.) //
185
       Ss
               Bring up (.) bring up (.)
186
               The goats are (.) //
       Т
187
       Ss
               Bring up (.) bring up (.)...
188
      Τ
               You (.) you need to change bring in (.) in pass (.) in passive (.) in passive form (.) in past
               participle (.) bring? // (.)
189
       Ss
               Brought
190
      Τ
               The goats are brought up \\ (.) Where? Where? //
191
       Ss
               In the West (f)
192
      Т
               In the (.) //
193
       Ss
               West \\
194
      Τ
               Hah? //
195
      Ss
               West \\
196
      Τ
               In the west \\... [writes 'The goats are brought up in the West' on B/B]...Good! One more (.) one
               more sentence. One more sentence.
```

```
Transcription conventions
T:
                Teacher speaks
Ss:
                Students speak (MS1 = male student 1, etc.)
                Pause of less than one second
(.)
 ...[Italic]...
                additional notes / classroom atmosphere/ non-verbal communication
                Phonetics for Thai names of places or a minority of people
                the point of the overlapping utterances
                Inaudible/ unclear utterance
                In a rising tone
//
                In a low tone
                Lenis (quiet) enunciation
(I)
(f)
                Fortis (loud) enunciation
Text!
                Calling for attention/ exclamation
```

The practice illustrated in this extract seems not to correspond to the teacher's instructions delivered in #116 and #118, where she announced 'you make the sentence.' It

appears that the exercise is done by the teacher, while the students only give answers to the prompts. This can be traced from #132 where the teacher initiates the key verb 'raise' and suggests that the students match it with the region shown on the map. MS2 and the other students start to read out the initial part from the worksheet. In the meantime, the teacher points at the map, asking #136 and #138 to encourage them to make a passive sentence. In #139, the students call out the subject, while the teacher starts writing it on the blackboard. The class suggests the verb at #143. They probably see the word 'sheep' spelt out without the letter's', which signifies a singular noun for them. The teacher, however, evaluates this as being correct by repeating it and confirms it by saying, 'singular...[points at 'The sheep']... is (.) is'. This can be interpreted that the teacher may not know the plural form of 'sheep'. She continues repeating the students' responses and writing each word until the passive form of the desired sentence 'The sheep is raised in the Northwest' is completed. From #155-173, the teacher repeats the same cycle, encouraging the students to call out the given words, and writing the sentence on the blackboard, e.g. 'The cotton is grown in the south.' for item 3. The same practice is repeated similarly to previous examples.

The interesting point to be noted is when the students come to the verb in #185, which they call out without transforming it into its past participle form. The teacher draws their attention to this crucial point by repeating the initial part, and pauses before the verb, signalling to the class to complete the next part. Yet, they repeat the exact verb (#186 and #188). This demonstrates that they are, in fact, reading the words to the teacher. This state of affairs reveals that, firstly, the students do not fully realize the need for changing the verb into the past participle. They appear to give answers automatically to the teacher's prompts. Secondly, it reveals that, up to this point, the

forms of the passive voice have not been yet assimilated. To correct this error, the teacher instructs that 'You need to change 'bring'...in passive... in past participle', and says the word 'bring' on a high pitch. Prompted by her tone, the students give 'brought' to her. For the rest of the exercise, the teacher repeats a similar process, giving cues to the students, doing the crucial part of transforming the verb into the past participle form, and writing every word until the six sentences are completed (i.e. item 3 in #154-176, item 4 in #174-196, and item 5 in #196-218). For item 6, interestingly, the teacher simply does the whole without the students' involvement (#236).

This extract reveals that the target sentences assigned to the students are, in fact, done by the teacher. Getting cues from the teacher's questions, tone, gestures, facial expressions, and so on, the students respond by reading out the given words in relation to those prompts (#117, 179, 183). They can easily fill the gaps when the teacher either points them out, prompts by pausing (e.g. #118, 121, 145, 153, 178), or gets them to repeat after her (e.g. #124, 131, 135, 139, 151, 235). These behaviours take place mechanically when prompted by those cues. Throughout the process, there is no evidence indicating that the students have learned the target forms, and practised or produced them by themselves.

It is worth citing an interesting event in #176, where 'goat / bring up' is given. Here, the teacher poses questions that may be interpreted as a *clarification check* as to whether the students can do the rest of the exercise on their own. She nominates one female student to stand up and asks the class to help her produce the next sentence. This implies that, at least, one student is being given an opportunity to work on her own. Surprisingly, it happens that the girl is left standing with nothing to do, while the

teacher continues prompting the class and continues working out on the blackboard. This situation is difficult to interpret. It could be that she is more concerned with making sure that all sentences are correctly completed, without realising that the girl is waiting for her chance to work them out as assigned.

However, this event reflects the teacher's role as a 'knowledge transmitter', which she may have assumed from her own frame of reference and experience. The patterns of communication are totally under her control. Student interaction in L2 seems to be obstructed by teacher talk. The students' roles are to give responses to the teacher's prompts, which are predictable.

More importantly, it is obvious that the teacher is dealing with the structure only at the sentence level; in other words, she has a form-focused approach. The three crucial elements of *meaning*, *form* and *use* have not been embraced by her. As discussed above and pointed out by Nunan (1998:102), if the learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. However, in extracts 2 and 3, which show the crucial stages of presenting the target structure, there are no clues of contextualized examples of the structures that the students could benefit from.

It is worth noting here again that the assumed *practice stage* as mentioned above appears to be the teacher's *presentation* as the teacher's note is more of a presenter. However, the teacher's self-evaluation notes obtained two months after the observation show that she would like to improve precisely on this point stating, 'I

usually forget the steps of teaching, and always jump the order... I need to warn myself not to make sentences the students need to produce. For instance, I give a sentence in active voice on the blackboard, and the students make passive voice from them...' This reflects, first of all, that the assumed practice stage is correct in that she has planned to get her students to practise the forms. However, this self-evaluation note seems not to demonstrate much of the teacher's awareness of CLT. Moreover, it was made after the discussion with the course instructors. The factors raised, therefore, do not provide clear evidence of her own reflection on the points of her teaching technique to be improved.

#### **6.3.4** Output production stage

#### 6.3.4.1 The students' silence

Extract 4 is assumed to represent the *production stage*<sup>6</sup> as the students are prepared to work in pairs and use the target language. It describes the teacher's instructions in an attempt to set up a pair-work activity, and the students' silence in the midst of confusion.

#### Extract 4

**Context**: The teacher is dealing with an exercise on page 65 of the coursebook, on top of which the instruction 'Form sentences with the patterns given, as in the examples' is printed. Verbal phrases are given in Section 1 (e.g.1. order supplies, 2. mail letters), while examples can be found in Section 2 ('The files may be mixed up. = Maybe, the files are mixed up'.).

Turn

242 Τ

Sixty (.) sixty-five. You look at your book on page sixty-five. Everybody! (f) You look at I (.) I (.) uh (.) I'll give the sample. I'll give the sample... [erases the B/B and writes: He takes a telephone call.] ... What (.) ...[The bell rings, signifying the end of the lesson.]... Can you (.) can you tell me about

<sup>6</sup> The production stage of teaching is not specified in the lesson plan. It is assumed from the teacher's instruction at #282.

```
243
       Ss
                             ...[quiet]...
244
      Τ
              Passive form is (.) // it can make from active (.) active (.)...[writes 'I took a telephone call
              yesterday.'] ... You know // (.) when I (.)... [writes 'A telephone call was taken.' on the B/B]...This is
              (.) this is (.) ...[points at yesterday']... adverb of time in the past (.) and this (.) this verb (.)...[points]
              ... change to be change to (.) verb (.) verb past simple tense, you understand? // Past simple tense
              (.) past simple tense. Is this passive form? //...[points at the sentence she's just finished]... This is
              passive form? // This is passive form? // This is passive form? // Yes or no? //
       MS2
245
246
       Τ
              ...[turns to S2]... Yes or no? //
       MS2
247
              Yes\\
282
      Τ
              You know // (.) uh (.) I want you to (.) I want you to (.) work in pairs (.) work in pairs (.) ... [looks
              back at the B/Band points]... Do you understand // (.) do you understand active and passive form? I
              want you to work in pairs (.) uh (.) ... [looks back and reads those sentences on the B/B for long]... [f
              (.) uh (.) to work in pair (.) to work in pair (.) and you (.) you talk with your friend. You talk with your
              friend. You write (.) you write two sentence (.) you write two sentence (.) on the board, OK? // You
              (.) ah (.) one sentence (.) one sentence. You write active form and passive form
              for one sentence (.) uh (.) Listen to me! (f) Listen to me! (f) Work in pair. (f) I want you to work in
              pair (.) work in pair with your friend, do you understand? // (.) Work in pair (f) ... [looks to the
              left]...Then, I want you to (.) ah (.) ...[thinking]...to share (.) I want you to share the idea with your
              friend. I want you to (.) to do (.) to make the sentence (.) to make the sentence in (.) active and
              passive voice (.) in active and passive voice (.) for (.) uh...[reads her note]...one (.) one (.) level (.)
              one level (.) you two (.) uh (.) you make the two (.) uh (.) you make two sentences. Do you
              understand? // (f)
283
              Yes \\
       Ss
284
      Τ
              Now! Please listen to me! (f) You understand? // What (.) what (.) you need (.) uh ((.) what you want
              to do? What do you want to do? What do you want to do? What do you have to do? What do you
              have to do? Hah? // (f)
285
       Ss
                            ...[quiet]...
286
      Τ
              To work in? (.) (f) //
287
       Ss
                            ...[quiet]...
288
      Τ
              Work in? (.) (f) //
              ...[quiet]...
Work in? (. //
289
       Ss
290
       Τ
                            ...[quiet]...
       Ss
291
292
      Τ
              Hah? (f)//
293
       Ss
                           ...[quiet]...
294
       Τ
              Work in...[shows two fingers up]...
295
      Ss
              จับคู่ (.) จับคู่ (.) ... [a two matched pair] ...
296
      Τ
              You work in (.) //...=
297
       Ss
              จับคู่ (f) /jàbkhûu/
       Τ
298
              Ahh\\ (.) จับคู่ \\ (.) work in (.) pairs. Then, and then (.) and then (.) work in pair (.) You (.) make (.) //
      FS1
299
300
      Τ
              Uh\\ (.) you make a sentence \\ in \\ (.) in active voice and // (.) | Passive voice\\
301
      Ss
                                                                              Passive voice\\
              ...[nods]... passive...Oh! The time's up! The time's up! I'll give you to do the homework. In
302
      Τ
              this...[points at the W/S in her left hand]...Ah (.) you look at your book on page 65. Everybody! (f)
              You (.) look at on the board and you write it in your notebook. And (.) you (.) ah (.) you do
              it...[points to the W/S]...for your homework. You do this for your homework (.) number 1 to
              number//(.) Number eighteen! \\ Do you understand? //
303
       Ss
              Yes\\ ... [class dismissed]...
```

the passive form? //

	Transcription conventions
T:	Teacher speaks Students speak Male student 1, Female student 1, and etc Pause of less than one second Additional notes / classroom atmosphere/ non-verbal communication Thai phonetics English translation the point of the overlapping utterances Inaudible/ unclear utterance In a rising tone In a low tone Fortis (loud) enunciation The teacher's instructions

In #242, while the teacher is going to create the example prescribed on page 65 of the coursebook, the bell rings, signifying the end of the lesson. The teacher wraps up her lesson by posing the most significant question, 'Can you (.) can you tell me about the passive form?'. The class falls into silence. Their silence here might suggest that, firstly, they do not know how to explain the structure of the passive voice in the L2. Another possibility is that the teacher's question is too difficult to answer. The third possibility is that they have not yet acquired the target forms and are unable to display their knowledge. The teacher breaks the silence by answering her own question 'Passive form is ... it can make from active'. This may be difficult for the teacher to summarize, so she then starts to give another example. In #244-281, she involves her students in transforming the active voice into passive form all over again. Her practice on this aspect reveals only form-focused instruction, dealing with the accuracy of the grammatical items at sentence level.

The most crucial point in this extract occurs in #282, where the teacher's instructions are given in a lengthy turn. Once the question, 'Do you understand?' is posed, the students promptly say, 'Yes'. In contrast, when a check for understanding is made in #284, the class gives no response. This requires the teacher to initiate the utterance 'to work in? (.)'

on a rising tone, after which she pauses, signalling to the students to fill the gap. When no response is obtained, she repeats the same initiation (#288 and #290), and encourages the students earnestly in a loud voice in #292 and #294. In her last attempt to convey her idea of getting the students to work in pairs, she makes a gesture, showing two fingers. A few students, who are able to get the message, give a response in the mother tongue. The answer is positively evaluated in #298. The teacher continues to check their understanding. To aid this, she gives the clue 'Then, and then (.) and then (.) work in pair (.) you (.) make (.) //". Picking 'make' as the clue, FS1 completes this with the word 'sentence'.

The teacher, however, has to leave this activity undone and assigns it as homework as the lesson has long ended (#302). It appears that the students have no opportunity to practise and produce any sentence in the L2, in this extract and in the entire lesson. The greater portion of the lesson is, in fact, spent on the presentation of the forms, while the assumed production stage does not exist.

It is important to note again that, without the participation of FS1 and MS2, silence can obviously be observed in this class. The students' silence in this extract is significant in that even these two active students are unable to answer the questions. The explanation may be that, first of all, they are not familiar with pair-work activities. Second, they seem to be confused by either the language activity or the language used by the teacher.

#### **6.3.4.1.1** Teacher's unclear instructions and excessive explanation

It may be observed that the teacher's instructions are mostly disconnectedly delivered. For example, her instructions in #282 are 'blended', comprising different forms of instructions and questions, which are delivered in repeated chunks. To demonstrate this in the extract, her instructions have been underlined and pulled out for her actual commands. T2's instructions are sequentially quoted thus: '...work in pairs, talk with your friend, write two sentence on the board, write active form and passive form for one sentence, share the idea with your friend, make the sentence in active and passive voice, ...make two sentences...' It is evident that, first, her instructions are complicated and mixed up. While teachers' instructions in class are a means to an end and should be brief and precise (Gower & Walters, 1995:36), it is evident that T2's instructions are densely packed, unorganized in terms of what to do first and next, and confused with different commands. Her incoherent instructions are a heavy load for her students to comprehend, and obviously confuse them. Second, the language used by the teacher is unclear, as in the following examples, 'write two sentence on the board', 'write active form and passive form for one sentence', and 'one (.) level...make two sentences'. These instructions are unclear about the exact number of sentences the students should attempt. Another example is 'share the idea with your friend'. This seems to require the students to share information and have some kind of discussion before arriving at a conclusion. The students are not only unresponsive but also give little evidence of having understood the rules explained. Consequently, they fall into a long silence. Third, it appears that the teacher's explanation becomes redundant and lacks internal coherence as found in #132, 148, 176, 188, and inconsistent as discussed in Extract 1.

#### 6.3.4.1.2 Lack of negotiation of meaning

A lack of negotiation of meaning from the part of the students can be found throughout the lesson. As shown above, FS1 is found significantly contributing her answers to most of the classroom interaction, and MS2 participates from time to time, while some of the class gives 'yes' and 'no' responses or all remains quiet. With a very restricted range of verbal functions to perform, the students never initiate a turn or a topic of any kind. It is evident that they never reformulate utterances related to the new language items, nor produce a sentence in class. The interaction is characterized by a pattern of teacher prompt and choral response of one- or two-word utterances at most. From the observation record, most of the students never utter a word either in the L1 or the L2 during the lesson. This may be explained by the following four different possibilities.

Firstly, and perhaps most importantly, the teacher offers no opportunity for the students to practise the L2 in the class. This may be because of the teacher's traditional pedagogy, combined with her own interpretation of the application of CLT.

In the post-project interview, the teacher confesses that 'An OCA (Oral Communicative Activity) is something that I couldn't manage it well. I have presented structures many times. Ajarn (the course instructor) commented that I didn't arrange what to do. This lesson was teaching grammar, but there were some other skills involved. I had to present new vocabulary, first of all. There were many words to cover. When I came to present the structure itself, I got stuck. I wasted a lot of time there. When I got stuck, I felt unconfident and couldn't go on. And I forgot what I planned.' As Bailey et al. (1996) suggest, when teachers are faced with difficult situations, they may revert to teaching in the way they were taught.

Secondly, teacher talk produced by T2 encourages the ritualized nature of the exchanges, prompting the students to respond mechanically. This can be traced as the reason for the answer 'Yes' given in #283 in response to the teacher's regular pattern of questioning, 'Do you understand?'. Their answer does not reflect their learning or understanding. The utterances 'yes', as in Extract 2 (#113, 115, 237) seem to be the students' reaction to the prompts which are conventionalized questions.

Thirdly, the students' schooling experience and the social influences form their frame of reference for the norms of communication in the classroom. They perceive that it is culturally appropriate for them to give responses only when they are asked or nominated, and remain quiet when they are not.

Lastly, according to the teacher's background information provided at the interview, most of the students in this school possess insufficient linguistic competency. This increases their lack of confidence to use the L2 in class. All these factors, therefore, contribute to the lack of student interaction and initiation of any kind.

# 6.4 Summary: Checklist of teaching procedures, classroom management practices, and classroom resources of Student Teacher 2 (T2-ST)

On the basis of my discussion of Student Teacher 2's classroom practice, we may produce the following checklist of teaching procedures, behaviours and other classroom events that constitute T2's practice of CLT in the classroom.

# A. Classroom procedures

## 1). Presenting structure

	Classroom activities in structural lessons	T2
1	Pre-teaches vocabulary.	✓
2	Gets Ss to repeats words (pronunciation focus)	✓
3	Writes the model sentences on BB, aids with explanation	✓
4	Presents the language items directly in written language and points them out to the Ss	<b>√</b>
5	Gives models and asks Ss to read out	✓
6	Highlights the form	✓
7	Gives instructions and checks Ss' understanding clearly	?
8	Explains the rules and how the structure is formed.	✓
9	Employs many display questions and lectures.	✓

# 2). Practice stage or controlled practice

10	Gets Ss to work on exercise/s	*
11	Gets Ss to call out given words in the exercise / task, while writing all the sentences on the board.	<b>√</b>

## 3). Production stage or free-controlled practice

## B. Classroom management

## 4). Giving instruction

12	Checks Ss' understanding after giving each instruction.	*	ĺ
----	---	---	---

## 5). Classroom interaction

13	T – Ss transaction.	✓
14	T asks questions – Ss give minimal response.	✓

# 6). Planning

15	No phases of teaching specified.	✓
16	Provides practice in one skill only	✓

# C. Classroom resources

## 7). Materials, tasks and teaching aids

Ī	17	Uses blackboard, drawing and some worksheets.	✓
ĺ	18	Uses in-house course book and supplementary tasks adapted by self	✓

NOTE \* Specified in lesson plan, but not practised in class.

<sup>?</sup> Some, but still unclear, evidence of practice.

#### 6.5 Conclusion to Student Teacher 2 (T2-ST)

The analysis reveals that the stated goal, which is to get the students to use the target structure, has not been met. The structural lesson observed is focused on vocabulary, phonological practice and accuracy of rules. The notable patterns that emerge are the teacher's volubility and the students' taciturnity. The oral interaction occurs only in the students' choral responses to the teacher's prompts, and the students thus make no contribution to communication between teacher and students, and between themselves. The lesson is significantly directive and teacher-dominated. T2's practice illustrates a lock-step classroom. It may be concluded that these practices are limitations to the application of the three stages of 'input-practice-output production' or the PPP paradigm, and hinder CLT from being implemented.

#### 6.6 Student Teacher 3: T3-ST

#### 6.6.1 Background

#### **6.6.1.1** On the school

School C is a private commerce school, offering regular and part-time courses for two levels of the Lower Professional Certificate (LPC, equivalent to Grades 10-12) and Higher Professional Certificate (HPC). The students enrolled for the part-time courses are mostly adults working in related fields. The courses range from 3 to 4 hours a week. The teachers are encouraged to produce their in-house course book for their own course.

## 6.6.1.2 On the teacher

Like most students in Thailand, Student Teacher 3 expected to do her first degree in a state-run university. She missed out in the competitive university entrance

examination, and consequently decided to enrol at, at that time, the Rajabhat Institute (formerly a teacher college), majoring in English Education. With her positive attitude, she started her career at school C, where she has now been teaching a fundamental ESP English course for seven years. She entered the MA programme as a full-time student, but kept teaching evening classes.

#### 6.6.1.3 Classroom context

This lesson takes place in an adult business class of LPC1. The part-time students are aged between 20 and mid-30s and are from different schooling systems. According to T3, they have very poor linguistic proficiency and different backgrounds in English. In the classroom, students sit in adjacent seats with four of them sharing a long desk with swivel chairs screwed to the floor. Two of these long desks form two lines with an aisle in the middle and on the sides, in a mini-theatre

#### 6.6.1.4 Lesson plan organization and materials used

According to the lesson, the teacher's goal is to enable the students to 'ask about their experiences in the past'. Arranged into the *presentation* and *practice* stages, the lesson plan is also sub-sequenced into smaller activities. It is worth noting that the focus on the present perfect tense structure ('Have you been / played / had...?') and the language activity (a game of bingo) prepared by her resemble that of T1 in some respect (see Chapter 8).

#### 6.7 Analysis of Classroom Practice of Student Teacher 3 (T3-ST)

## **6.7.1** Providing input at the presentation stage

#### **6.7.1.1** Presentation of target structure

Extract 5 illustrates the teacher's attempts to contextualize the target structure, and her concentrating differently on each step of the delivery. It also reveals some constraints of hers in preserving the internal coherence between the three crucial elements of *meaning, form* and *use*.

### Extract 5

**Context:** The teacher starts her lesson by describing her visit to a place, using 'Have you ever ...?' The teacher uses the target structure to ask the students if they have had similar experiences.

#### Turn

- T: Look at this and listen! I've (.) New Year's Day (.) during New Year's Day (.) I've been to Pukradueng. I've been to Pukradueng several times. I've climbed the mountain. I've met a lot of people there. It has a cold weather on that date. So I put sweater on to make warm. And I never had shower when I was there. OK?// (.) Have you ever been there?
- 2 Ss: Yes (f)
- 3 T: Have you ever been there?
- 4 Ss: No
- T: Who (.) who (.) have been there? Who have never been to Pukradueng? Yes? And who has never been there? (.) Oh! Never mind. Never mind (.) OK, listen! Continue! ah (.) yes, look at this picture...[shows a stick figure of a boy hitting a ball]...|'ve played volleyball several times. Have you ever played volleyball?
- 6 Ss: Yes
- 7 T: Yes (.) Yes, I have. Who (.) who has never played volleyball?
- 8 Ss: No, nobody.
- 9 T: Good!...[looks at her note on the podium]...and (.) uh (.) Have you ever worn...[won/the researcher] ... a competition?
- 10 Ss: Yes
- 11 T: ...[holds the same picture of a boy hitting a ball in her hands].... Competition? // (f)
- 12 Ss: Yes \\ (f)
- 13 T: Yes // (f)...[points at the same picture]... competition! // (.) Have you ever worn?
- 14 Ss: Yes \\ (f)
- T: Yes\\ very good// (f) OK, next \\ and this (.) \\ ...[shows word on a piece of A4 paper read as 'papaya salad']...Uhh (.) I like Papaya Salad (.)...[glances at the note]...I have had it three dishes a day. And // (.) have you ever had papaya salad?
- 16 Ss: Yes\\
- 17 T: Yes \\ I (.) Yes, I have. \\
- 18 Ss: ...<laugh>...
- T: Good! (.) OK\\ ...[shows the same piece of paper with papaya salad written on]...OK\\ please answer (.) answer me again (.) Have you ever had papaya salad?
- 20 MS1 Yes, I have. \\
- 21 T: Yes, I have\\ OK\\ ... [writes the question 'Have you ever had papaya salad?' on the W/B and

```
repeats the words all through] ... Have (.) you (.) ever (.) had (.) papaya (.) salad? Answer (.)
              answer me again. Yes or no//
22
       Ss:
              Yes, I have.
23
              Yes, I have \\ ... [writes the answer under the question] ... or I have had papaya salad, (.) right?
       T:
              //...[adds the full form of answering on the W/B]... I have had papaya salad. (.)... [A new student
              comes in] ... And, answer me again...[shows the picture of a boy hitting a ball]...Have you ever
              played volleyball?
24
       Ss:
              Yes, I have.
25
       T:
              Yes, I have\\...[writes as well as and repeats it along] 'Have you ever played volleyball?'...OK,
              answer again. Yes// (.)
26
       Ss:
              Yes, I have.
                                  ..... repeats the same cycle. .....
43
      Τ
              ... [after some exchanges of the target forms and teacher's writing all on BB]... OK, repeat after
              me. ... [reads the sentences and the answers shown on the board]... Have you ever had
              papaya salad?
44
       Ss
              ...[in chorus] ... Have you ever had papaya salad?
              Yes, I have.
45
      Τ
46
       Ss
              Yes, I have.
47
       Τ
              I have had papaya salad.
48
       Ss
              I have had papaya salad.
49
       Τ
              Have you ever played volleyball?
50
       Ss
              Have you ever played volleyball?
51
              I have played volleyball.
       Т
52
       Ss
              I have played volleyball.
53
       Τ
              Have you ever worn [won] a lottery?
54
       Ss
              Have you ever worn a lottery?
55
      Τ
              No, I haven't.
56
       Ss
              No, I haven't.
57
       Т
              I have never worn [won] a lottery.
58
       Ss
              I have never worn a lottery.
59
       Τ
              OK\\ and (.) answer my question. \\
       MS2
60
              Teacher! Picture wrong...wrong! ... [points at the two pictures stuck next to the wrong
              sentences]...
      Τ
61
              ...[looks at the pictures on the W/B and swaps them to the right places]...OK\\ Sorry (.) Thanks!
              ... [looks at the note on the podium]...OK\\ (.) ah (.) did you get the ability test? Yes// (.) yes or
              no?
62
       Ss
              Yes
              When (.) when (.)?
63
       Τ
                                                      ...[quiet] ( 6) ...
              When? Can you tell me or can you remember? When (.) when did you get the ability test?
       MS3
64
              On (.)
65
       Τ
              ... [raises her eyebrows and puts her two palms out for the answer, then whispers 'last week'
              quietly to the students] ...
66
       Ss
              Last week
67
      Τ
              Last week, good! And ... [reads the note] ... Have you gotten the ability test already?
68
       Ss
69
      Τ
              Yes \\ So you have (.) you have (.) gotten (.) ability (.) test. OK? And can you tell me (.)... [turns
              to the W/B and moves her hand around the sentences on it] ... What kind of structure? What
              kind of the structure?... [underlines some words i.e. 'Have- ever had, Have -ever played, Have -
              ever won1
70
       Ss
                          ...[quiet]...
       MS1
              Past perfect tense (f) //
71
              Present (.) | Perfect tense
72
       Т
73
       Ss
                          Perfect tense
74
       Ss
              ...<laugh>...
75
       T:
              There are two parts, verb to have and past participle verb, right? OK\\ we call present perfect
```

tense ... [writes 'Present perfect tense' on top of those sentences]... And we use it to talk about

```
experience in the (.) in the (.) //
76
       MS1
              New Year (f)
77
              ...[raises her eyebrows and waits]...
       T:
78
      FS2:
              Past
79
       T:
              ...[nods]...past \\
80
       MS1
              Oh, really? (f) ...[looks surprised]...
81
       T:
              In the past (.) We talk about experience or thing that you've done already in the past (.) right?
              Yes?
82
       Ss
              Yes \\
```

```
Transcription convention
                  Teacher speaks
Ss:
                  Students speaks
MS1, FS1
                  Male student 1, Female student 1 and etc.
                  Pause of less than one second
...[Italic]...
                  additional notes / classroom atmosphere/ non-verbal communication
...((...))....
                  Inaudible or unclear
                  the point of the overlapping utterances
                  In a rising tone
//
                  In a low tone
                  Fortis (loud) enunciation
(f)
                  Calling for attention/ exclamation
Text!
Underlined texts
                 The target structure being presented
<Laugh>
                  Laughing as part of the utterance
Grey area
                  To be discussed in Chapter 11
```

It is evident that the teacher organizes her structural presentation into four main parts. Superficially, the first part (#1-17) suggests the teacher's attempt to involve verbally the students in the target structures. It seems that the focus here is on the *meaning* and *use* presented through the situations provided by the teacher. The second part, #19-43, describes T3's presentation of the written forms and the crucial components of the structures, which suggests that her focus is on *form*. The third part, from #44 to #58, shows the teacher's attempts to establish the target forms among her students. The last part, #69-81, reveals the teacher's attempts to get the students to summarize the structure of the new language items they have learned. In brief, it seems that the teacher organizes her plan around the three crucial elements of *meaning*, *form* and *use*. At first glance, this may appear promising. However, close examination reveals three emerging constraints that will be discussed below.

#### **6.7.1.2** Lack of meaningful contexts

As reviewed in Chapter 4, it is important that teachers provide plenty of contextualized examples of the new language items for the students to explore their grammatical values in a meaningful context. In Extract 5, #1-17, it is evident that T3 attempts verbally to provide her students with contexts and new language items, setting the scene of her experience at Pukradueng. Her experience is presented in the present perfect tense, the target form, illustrated by the question asked at #3. When responses of both 'yes' and 'no' are obtained, the teacher poses two other questions. These suggest that she wants to know two different groups of people, those who have and those who have not visited Pukradueng. Without waiting for the responses, the teacher utters 'Oh! Never mind, never mind' and calls out 'OK, listen! Continue!'. The latter marks the end of the events told in #1. It is worth raising the question as to why the teacher has set the scene for her students, posing several questions, and then abandoning the topic. It seems that the students are placed in a real situation outside the classroom for a while, and then brought back to the lesson by her conventionalized classroom language, 'listen' and 'continue'. Within the same turn, T3 shows a stick figure of a boy hitting a ball and states, 'I've played volleyball several times.' This may be interpreted as the teacher's attempt at setting another situation, represented by the drawing. However, producing the same utterance twice seems unnatural in a real discourse taking place outside the classroom. This suggests that the teacher is presenting the language items to the class. The repetition is made with the pedagogical purpose of making it clear and audible to all. When the target question is posed and the answer 'Yes' is obtained in #6, the teacher repeats it in a low intonation contour, signalling positive evaluation, and then expands this into 'Yes, I have'. Again, the modification or correction made to the interlocutor's utterance is unlikely to be found in natural setting (Rampton, 1999).

This practice may be interpreted as the teacher establishing the target form with the students. Evidently, this cycle of exchanges exhibits the IRF format. Once more, the teacher asks a similar question as previously in #5 and 7. When the answer 'Nobody' is obtained, the teacher utters 'good!', and turns round to revise her lesson plan. Explicitly, she pays no more attention to this topic. Her utterance 'good!', therefore, cannot be interpreted as a compliment to those who play volleyball as in genuine communication, but it is a follow-up move of the IRF. The situation set earlier is lacking in its communicative function of a natural setting as the teacher pays more attention to her lesson plan. When she comes to #9, she holds up the same picture, posing the question 'Have you ever worn (won) a competition?' Although 'won' is pronounced as /won/, it seems that MS1 gets the message as he makes a positive response in a loud voice. The teacher utters 'competition?' in a high-pitched voice, realising a question. Again, when the response is obtained, the teacher evaluates the students' answer and utters 'OK, next', which marks the end of her inquiry (#15). Also, it ushers in the presentation of something new to come, realized by 'and this'. Again, this event raises the issue of the reason and purpose of the inquiries made by the teacher, i.e. the reason why she asks these questions. Similarly, the students have no obvious reasons for being asked or answering these questions. In fact, they are forced to do so by the teacher's instructions (e.g. 'Look at this and listen', OK, listen...continue, OK, answer again).

Up to this point, it appears that the *situations* set by the teacher are not *contextualized*. It may be observed that the contexts provided are different and do not link the first to the second situation. With the third cycle starting at #15, the teacher shows written texts on a piece of A4 paper, reading 'Papaya salad' (a popular Thai dish). It seems that she is producing casual talk when informing the students, 'I like papaya salad'. After

glancing at her note, she adds, 'I have had it three times a day.' and asks if they have had it. It may be observed that, semantically, this sentence does not represent the meaning and use of her 'experience in the past', having had this dish regularly. However, MS1 makes a positive response in a loud voice. This shows that he perceives the teacher's utterance in #7 as a model to be followed. He seems to realize that he is now participating in an academic structure, not an interaction in a social structure. The teacher evaluates his utterance, and writes the target question as well as the short and long answer forms on the board. Clearly, she is now moving to the step of presenting the written form of the target structure after presenting it verbally. Additionally, in #19, the teacher instructs her students to answer her again. Such a request is, however, not a communicative exchange that would occur in a natural setting outside the class, as an interlocutor will ask for clarification only when an utterance is unclear or inaudible. Her request is, in fact, made in order to get the students to display their knowledge of the target structures she has presented verbally. It is worth noting here again that the context created for her inquiry into the students' experience is not meaningful, since the teacher does not show any interest in their experience, but focuses on the form of the answer. The context created, therefore, loses its communicative value. Besides, it raises the frequently mentioned issues of what the purpose of this enquiry is.

As discussed above, it is argued here that the three examples presented by T3 are not contextualized. They do not exhibit a sound relationship between the situations and the target structures. The patterns of communication in these exchanges belong to the conventionalized language of the classroom as the teacher limits the range of exchanges to the sentence level, and does not extend it to the discoursal level. It is

evident that the teacher, in presenting the target structures verbally, has not involved the students in any meaningful contexts. The situations set for the students to explore meanings are not genuinely significant. They have little communicative function, purpose or value.

#### **6.7.1.3** Inconsistency of target structure

In creating the context for the lesson, it may be observed that the meaning, form and use of the target structures utilized in each different situation do not conform to the appropriate time or the tense at which the teacher is aiming. It may be observed from the first turn on that the teacher referred to the exact time of the event 'during New Year's Day', before describing the events that followed 'I've met a lot of people there. It has a cold weather on that date. So I put a sweater on...'. It is noticeable that in recounting the events that occurred, specified by an exact time, it would be more appropriate to report them in a past tense, preferably the past simple tense. Another inappropriate use of time is found in the third model sentence ('I like papaya salad... I have had it three times a day.') As partly discussed above, these two utterances signify her behaviour at the present time as she has 'papaya salad' three times a day. The present simple tense is, therefore, more appropriate to this situation than the present perfect tense. Apparently, it appears that the teacher has presented the target structures appropriate to different times, conveying different meanings, uses and forms within. The researcher argues here that those utterances offer little linking between the new form and its meaning of the target structure. They lack internal consistency and coherence. The linguistic input provided here, therefore, does not represent the function of the 'experience in the past' as the teacher intends. Of these models presented, only two are appropriate to the stated goal, which are -'I've played volleyball several times.' (#5) and 'Have you ever won a competition?' (#9).

#### **6.7.1.4** Insufficient linguistic input

From #44 to #58, the teacher has the class read three sets of the model sentences. This may be interpreted in a way that suggests that the teacher's focus is on accuracy. She attempts to establish target forms with her students. The question the teacher posed in #61 seems to be very important in creating the context for this. This is seen in the fact that, when the teacher asks the students when they obtained the test result and they are unable to respond, the teacher, interestingly, whispers the expected answer, 'last week', to her students. It is even more interesting that she positively evaluates the students' answer and offers a compliment. The teacher's practice here is obviously unnatural and will be further discussed in Chapter 11. However, this suggests that 'last week' or some past period of time is important for the teacher as it allows her to refer to the target tense, namely, the present perfect tense. The reason for this is discovered in the lesson plan, where the teacher notes at step 5 that 'T asks SS to check concept'. The additional note recorded explains this: 'Last week - the answer from SS are words that show the event in the past.' It is evident that the teacher uses the event in the past, not the 'experience in the past', as the main concept for illustrating the present perfect tense. This may partly help explain MS1's wrong answers given in response to the teacher's questions of when to use this tense in #71 and #76.

The crucial issue to be addressed is in #75, where the teacher summarizes the *form* as having two main parts and names the tense. Her utterance signifies that she is explaining *how* and *when* the *form* is most appropriate to use when she adds that 'We use it to talk about experience in the...' Interestingly, T3 does not project the whole idea of her explanation, but pauses at the vital part, repeating 'in the...' in a rising tone. Her practice here is perceived by the students as prompting them to supply the answer. MS1, the

only male student who contributes most of the responses to the teacher, fills the gap with 'New Year'. This may be explained by MS1, and perhaps the whole quiet class, not yet having grasped the relationship between *meaning* and *time* presented at the beginning. The teacher withholds her feedback, suggesting a negative assessment (Coulthard, 1987). Learning from the teacher's facial expression, signifying a request for new answers in #77, FS2 bids #78, which is positively evaluated. The teacher nods and repeats 'past' in an emphatic tone. MS1 exclaims #80 in a surprise, as he realizes his misunderstanding. T3 stresses the point once again in her summary by repeating 'in the past', and adds #81 in confirmation of *when* to use the target structure.

These events suggest that MS1, and perhaps all the other students, have grasped only the *form* presented, but not yet attained sufficient understanding of the *meaning* or *function* of *when* to use it. Also, the correct answer supplied by the female student in #78 cannot be applied to the whole. MS1 and FS2 are, in fact, bidding answers to the teacher's evaluation. The situation suggests that the answer 'yes' made by the class in #82 shows their understanding of both the *form* and *meaning* of the new language items presented. Also, it reflects the fact that T3 provides insufficient linguistic input in presenting the new language items.

#### **6.7.2** Practice stage

#### 6.7.2.1 Students' practice of target language

Extract 6 illustrates the practice of the new language items through a language game. It demonstrates three crucial issues, which are, first, the students' unsuccessful practice of the target language items and their basic knowledge; second, the constraints inherent in the task as designed; and lastly, the teacher's difficulty in treating the errors.

#### Extract 6

Context: To practise the target language, the teacher has designed a bingo game for her students. The students been instructed to work in groups of four, and 'write about your experience in the Southern of Thailand' in the bingo grids (#117, 120), which is a table arranged in three different rows with the topics of 'Provinces', 'Sports', and 'Food' in each. There are three empty boxes lined up from left to right to form a table of nine boxes in all. The students are required to write the names of three provinces they have visited in the three boxes in the first row, three kinds of sports they have played in the three boxes in the second row, and three kinds of food they have eaten in the last row. After this, one student from each group reads a target question (1) Have you ever been...?, (2) Have you ever had...?, and (3) Have you ever played...?' which are clearly printed at the top of the bingo sheet, while the other students who get the same answers aim to win the game by calling out 'bingo'.

```
Turn
132
      Т
                OK, Group 1 (.) Any person in group 1(.) stand up and ask anybody.
133
      Ss
                ... [Two students in group 1 stand up.]...
134
       Τ
                Only one, only one person (.) Everybody, listen!
135
      FS1
                Have you ever been Phuket before?
136
       Ss
                Yes, I have.
137
      Τ
                Yes, I have. \\ You (.) circle in your W/S. OK, sit down. Thanks. Group 2 (.) Group 2 (.)
                Whom? (.) // Group 2 (.) ask everybody... (3)...any question that you want to ask?
138
      FS2
                Have you iver been Krabi?
139
      Τ
                Have you ever (f) been to Krabi? Have you?
140
      MS3
                Yes
                Yes, yes. OK, you \ || you \\ || Circle? //
141
       Τ
142
      MS1
                Circle in your W/S \\ Group 3, group 3 (.) Watcharin (f) You're OK? // (.) Stand up \\
143
       Τ
144
      WR
                ... ((...))...
145
       Т
                Lauder, please //
146
      WR
                Have you ever played basketball? (I)
147
       Τ
                Ask everybody, ask everybody! Have you ever (.)
148
       WR
                ...[smiles shyly] ... played basketball?
149
       Τ
                played (.)? //
150
      WR
                basketball
151
      Т
                Basketball? No, no? // OK \\ group (.) Next group (.) next group (.) Group 4 \\ group 4 \\! Stand
                up, please.... [Another student turns up.] ...
152
      MS1
                Have you ever played beach volleyball?
153
       Т
                Have you ever played beach volleyball?
154
       Ss
                Yes (.) yes (.) yes
155
      Τ
                Yes? // (.) ahh (.) OK (.) Circle in your W/S. Who (.) who (.) give you...[inaudible]
```

```
...Everybody! OK (.) OK! The next group, the next group, group 5 (.) 5 (.) Everybody \\ any
                person //
      MS4
156
               Have you ever been Hua-Hin?
157
      Τ
               Have you ever been TO (f) Hua-Hin?
158
      Ss
      NW
159
                BINGO!
160
      Τ
                Yes! Nawat bingo. OK \\ OK \\ (.) Would you like to play more? // Would you like to play more?
               //(.) [quiet for a while]... Bingo? // Nawat? // And would you like to play more? //
161
      Ss
                Yes \\
162
      Τ
                One more time?//
163
      Ss
                Yes \\
164
      Τ
                OK, the next group (.) the next group \\ Next group \\ (.) Stand up! Ask your friends \\
165
      MS5
               Have you ever (.) have you ever played swimming?
166
      Τ
               Have you ever (.) Have you ever played (.)
      MS5
167
                swimming
168
      Τ
                Swimming! NO! Not ever played swimming. (f)
169
      MS1
                ...[helps correct his friend's English structure] ... swim (.) swim (.)
170
      MS5
                ...[looks around and listens to MS1 and friends near him] ...
171
      Ss
                Swim (.) (f) swim (.) (f)
172
      Τ
               Have you ever (.)?
173
      MS5
                Have you ever played (.)
174
      Τ
                Not 'played'! (f)
175
      MS5
                Not played
176
      Τ
                Yes\\
177
      MS1
                ... Itries to help MS51... Have you ever swim?
178
                Swim! ...(2)... swim (.) swam (.)
      Τ
179
      MS6
                SWUM! (f)
                swum\\ OK? //
180
      Τ
                Have you ever played swim?
181
      MS5
182
      Τ
                Not PLAYED \\
      MS5
183
               Not played \\
184
      Ss
                ...<laugh>...
185
      Τ
                Have you ever (.)?
186
                ...[try to help MS5] ... swim (f) swim (f) swim (f)
      Ss
187
      MS5
188
      Τ
                Not swim \\ (.) past participle \\
      FS3
189
                ช่องที่สามแล้ว! \\ ... (Now, it's verb 3 /past participle) ...
190
      Ss
                swam (f)... swam (f)
191
      MS6
                SWUM! (.)
192
      MS6
                Swum (f) swum (f) swum (f)
193
      Τ
               Anyone can tell (.) Can help him? // Swim (.) swam (.)
194
      Ss
                swum! (f)
                SWUM! Have you ever (.)? //
195
      Τ
196
      Ss
               swum
197
      Т
                ...[to MS5]... say it!
198
      MS5
                swum (f)
```

	Transcription conventions
T: Ss: MS1, FS1 (.)	Teacher speaks Students speak Male student 1, Female student 1, and etc. Pause of less than one second
A[Italic] / / (Text)    //	Timed pause of 3 seconds / length of gap / silence in seconds Additional notes / classroom atmosphere / non-verbal communication Phonetics for Thai names of places or a minority of people English translation The point of the overlapping utterances In a rising tone In a low tone
(I) (f) Text! BOLD UPPERCA	Lenis (quiet) enunciation Fortis (loud) enunciation Calling for attention / exclamation SE Stress on the areas of errors / In loud mphasizing tone / stress

In getting her students to practise the new language items, the teacher starts by calling one member from Group 1. When two students stand up, the teacher repeats her request for only one (#134). FS1 reads out 'Have you ever been Phuket before?', while those who have 'Phuket' recorded in the box shout out 'Yes, I have'. The teacher evaluates the answer and tells them to circle the box. In the next turn, #138, FS2 calls out 'Have you iver been Krabi?'. Similar to FS1, FS2 produces a question without a preposition 'to' and pronounces the word 'iver' instead of 'ever'. The teacher reacts by reformulating and repeating the whole, 'Have you EVER been to Krabi?'. The heavy stress put on 'EVER' reflects that her treatment is phonologically focused. However, her emphasis is weakened by her immediate follow-up question, asking the class 'Have you?' It appears that only MS3 makes a positive response. The teacher continues by nominating Watcharin from Group 3 to contribute his work. Watcharin reads out #146 in a soft voice. The teacher instructs in #147 and initiates the beginning 'Have you ever (.)' and pauses. Perceiving her pause as a prompt to complete the sentence, Watcharin adds 'played basketball'. The teacher repeats 'played' with a rising tone; he, therefore, fills 'basketball' in again. It is possible here that the teacher wants this repetition to be heard by the whole class as a model, since Watcharin's utterance is in the correct form. When it comes to the next group, MS1 loudly reads out his question in #152, which is positively evaluated. When MS4 from Group 5 poses 'Have you ever been Hua-Hin?' the question bears the same mistake as produced by FS1 and FS2. This error requires the teacher to deal with it immediately. In a loud voice, she utters the whole complete sentence with preposition 'TO'. While the teacher is dealing with these errors, Nawat calls out 'BINGO' with great excitement. This distracts her from the error treatment since she has to deal with a new, real-life situation.

It seems that the teacher realizes the problematic points and tries to deal with them. However, she is busy coordinating the next move in the game. The preposition 'to' in the first pattern is, therefore, found missing at every cycle of the students' work (e.g. #13, 138, 156).

Up to this point, it can be observed that the students do not produce the new target structures. In fact, they simply read the three patterns printed at the top of the worksheet, and supply one word to fill the gap. In other words, they are doing a *gap-filling exercise*. It can be seen that the same mistake was repeated by FS1, FS2 and MS4 in the first row concerning a place visited, in which the preposition 'to+a place' is needed. Working on a different pattern, Watcharin and MS1 make no mistakes as the pattern number three, 'sports played', required only one word, one denoting any kind of sport.

The language practice seems to be in greater difficulty from #164 onwards. Despite using the same pattern with Watcharin and MS1, MS5 makes significant errors when he presents his work as 'Have you ever played swimming?' This requires the teacher to deal with his error immediately. She repeats the initial part of MS5's utterance and pauses,

leaving a gap to draw his attention to the critical part so as to be corrected. Unaware of this, MS5 affirms the same word to fall into the gap. The teacher repeats his utterance in a loud voice, and gives an immediate negative evaluation (#168). Perceiving the teacher's rejection, the class offer an alternative 'swim' to MS5 who is now turning round to listen to different voices. The teacher emphasizes the same point in #172, initiating the preliminary part and leaving the final part to MS5 to correct. However, his turn is again interrupted once he initiates part of the same reply. He looks obviously confused and is unaware of his mistakes.

Up to this point, all the students are engaged in offering help to MS5, suggesting different forms of verbs, all of which are incorrect. Trying to fix the error, T3 applies another strategy in the traditional way by reciting the irregular verb paradigm in a series, the same way Thai students are taught. She initiates 'swim (.) swam...' and leaves the crucial past participle to MS5 to complete the series (#178). Getting the clue from the teacher, MS6 shouts out 'swum' to MS5. The teacher immediately repeats his utterance in a low tone, suggesting her positive feedback. Her rising intonation on 'OK?' in #180 may be interpreted as a request or encouragement for MS5 to try to fix his errors. Yet, MS5 does not get the clue, but makes another mistake. The teacher tries correcting him, saying 'not played' again. Mistakenly, MS5 interprets the teacher's rejection as something to be followed; he repeats her utterance in #183 exactly. This draws laughter from his peers, who seem to perceive the teacher's utterance as rejecting MS5's utterance in #181. It appears that the teacher is finding it difficult to make the correct structure clear to MS5.

In #185, T3 employs the same strategy again, initiating the irregular verbs and waits for MS5 to correct it. In a loud voice, the class offers 'swim (.) swim' to MS5 to repeat back, which is immediately rejected by the teacher (#188). Obviously, those who bid 'swim' (#186) and 'swam' (#190) seem not to have acquired the correct form of the past participle. Among the loud biddings, FS3 offers help in Thai to remind her friend to change it into 'verb three' or past participle in #189, while MS6 shouts 'SWUM!' in #191 and #192. T3 employs a new strategy, encouraging his peers to give MS5 a helping hand. Again, she initiates the series of 'swim-swam' for the class to get it to continue the series with 'swum'. Once the expected word is obtained, the teacher immediately gives positive feedback, and reinforces it for MS5 by instructing him to 'say it' (#198).

This situation suggests that these mistakes may be the natural result of a *gap-filling exercise* in the model sentence 'Have you ever played...?' printed on top of the bingo grid. It is possible, even likely, that MS5 and the class have perceived the structure as merely naming a kind of sport and filling the gap with it. As a result, some of the other students producing this particular question fall into this same trap, as seen in this extract and in Extract 7 below.

This extract leads to three points to be raised and discussed. First, obviously seen from the students' practice, the researcher's argument here is that this activity does not allow them to induce or discover grammar rules at all. The crucial three elements of *form, meaning* and *use* of the target structure are not established and practised. Their attention seems to be focused specifically on each word of the three different categories *places, food* and *sports*. They are, in fact, playing a *word game* of bingo. Significantly, the rules of the game imposed on the students do not provide enough

opportunity for them to practise and use the new language items. As mentioned above, they are not required to formulate the target structure on their own, but simply perform a *gap-filling* task, and then read the target structure out. The mistakes the students make repeatedly reflect crucial parts of the teacher's materials and her structural presentation.

Second, the increasing number of errors reveals that the learners in this class have difficulty with the basic structures of the target language. It is evident that the whole class is engaged for too long in fixing the errors of the target structure, while the teacher often withholds feedback until a correct response is produced, which is a common strategy used by teachers (Tsui, 1995). The students realize the occurrence of mistakes from the teacher's messages, but they interpret and work out the errors differently. It is likely that they perceive *experience* presented in the present perfect tense presented in this lesson in different ways. The significant errors made by MS5 and the class may be a result of the model sentences and of the teacher's summary of the present perfect form in #75, 'There are two parts, verb to have and past participle verb.' Not anticipating the use of different forms of the 'past participle verb' in the later stage, the teacher leaves the crucial point to her students to discover by drawing their own conclusions from the models. Coupled with the inconsistent contexts given at the presentation stage, the students seem not to get the right form and meaning. The situation in this extract reflects that the *input* the teacher provides is neither adequate nor comprehensible for the students as *intake*. They perceive the structure and its *use* on the basis of their own interpretation, which significantly affects the use of the language, at this point and in the rest of the lesson.

Third, the teacher seems to be unaware of the problem, in other words, of the inadequacy of the input she has provided. This is reflected thus in her self-evaluation note on the areas she wants to improve, '...I didn't explain my students in details about the activities such as 'gone swimming'... but I corrected them to say again 'I have swum', instead and I think it was OK'. In the interview, T3 reveals, 'I wanted him (MS5) to change 'swim' into past participle form. I didn't expect 'swim' again. According to the model sentence which contained 'play', I mean, whatever you can play, football, volleyball. That's what I looked up for. Unexpectedly, his answer was 'swim'. I wanted him to correct his error. But he didn't give the right word.' It seems that the teacher does not consider the bingo activity as constraining the students' practising of the target language, especially considering the limitations due to the verbs provided. Moreover, as discussed above, she does not realize the underlying principles of CLT even when she is offered a second chance to improve the lesson.

#### 6.7.3 Output production stage

According to the lesson plan, students had to use their own language in reporting to the class during the free and controlled practice stages, in other words, to assume the production stage<sup>3</sup>. Extract 7 shows that this activity provided opportunity for only one student to use the target language.

#### 6.7.3.1 A student's use of the target language

Extract 7 demonstrates how Nawat is offered the opportunity to use the language. It also illustrates his difficulties in producing the new language he has learnt.

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<sup>&</sup>lt;sup>3</sup> The production stage is not specified in the lesson plan. It is assumed from the teacher's note in the lesson plan, where she devised to get the students 'who win the bingo game to report their experiences they have done.'

#### Extract 7

Turn

247

had

Context: The game is stopped by Nawat, who wins the bingo game in the second round. He is nominated to tell the class about his *experience*. After his contribution to this report, as per the lesson plan, the teacher revises the target forms and the class is dismissed.

```
211
      Τ
                Nawat! \\ Double bingo! \\ OK (.) OK (.) ... [to the class] ... please clap your hands ...((...))... OK\\ ...
                [hands clapping]... (4)... And Nawat (.) Nawat (.) Can you tell your friends about your experience
                that you bingo? // OK (.) Stand up!
212
      Nawat
                Wah! ...[an exclamation of an unexpected event]...
213
       Ss
                <laugh>
214
       Т
                Stand up! (.) Hah? // (.) You (.) you (.) You get bingo and can you tell everybody about the
                experience that you write (.) have been (.) have played (.) have had (.)
215
      NW
                OK (.) I am...(()) ... working at the (.) hotel. I visit (.) go to the (.) uh (.) province every year and the
                fee, course fee, the (.) the company pays for me... [smiles at the teacher]...
                Ohh::::!
216
       Ss
217
       Τ
                Only and (.) your experience in your worksheet. Where have you been?
      NW
218
                ... [turns to his friends]...Hah? //
219
      Τ
                Where have you been? (.) Where have you been?
220
      MS1
                ...[To Nawat]... in your worksheet (I)
221
      NW
                ...[looks around checking with his friends and looks at his Bingo slip]... yeah!
222
       Т
                You have been to (.)
      NW
223
                Yeah (.) I have been to Phuket.
224
      Τ
                Phuket.
      NW
225
                And Krabi
226
                Krabi
      Т
      NW
227
                Hua-Hin (.) and sport (.) I'm swim.
228
      Τ
                You have been (.) //
229
      NW
                Swim
230
      Τ
                Sorry, you have (.) //
      NW
231
                been sworm
232
      Τ
                SWUM
      NW
233
                swum
234
      Τ
                And (.)? //
235
      NW
                ... [turns round to look at a friend]... And (.)
236
                ...[to Nawat]... beach volley ball!
       MS1
237
      NW
                beach volley ball (.) and I have (.) uh (.) has fried rice.
238
      Τ
                ...[walks to the podium, turns over and looks at her note for a short while]... Is that all?
239
      NW
                ...[nods]...
240
      Τ
                OK, sit down...[walks to the front]...OK, (.) And (.) and (.)... [walks back to the podium and take a
                picture of a boy kicking a ball, holding it in her hand]...OK, ask again, ask again (.) ah (.) if you want
                to talk about your experience, what question can you ask? If you want to ask someone (.) have done
                something already in the past, what question can you ask?
241
       Ss
                Have you ever (.)
242
      Τ
                Have you (.) ever (.) Have you ever (.) OK \\ If you want to ask about place, you will ask about (.)
                Have you ever (.)
243
       Ss
244
      Τ
                Been! \\ Good! And you want to know about (.) about (.) food. What question can you ask?
245
       Ss
                Have you ever (.)
246
      Τ
                Have you ever (.) //
      Ss
```

```
248
      Τ
                Had \\ Ok (.) had something \\ had seafood // had fried rice or papaya salad // OK? // If you want to
                ask about sport (.) play sport, (.) have you ever (.) //
249
      Ss
                Have you ever played (.)
250
                played \\ (.) such as football // volleyball // OK? // And (.) answer (.) the answer (.)
      Τ
251
      Ss
                Yes, I have.
252
      Τ
                Have you ever...? //Yes, I (.) //
253
      Ss
                Yes, I have. \\
                             .....repeats the same cycle until class dismissed.....
```

```
Transcription conventions
T:
               Teacher speaks
               Students speak
Ss:
NW
               Nawat, a male student
               Pause of less than one second
(.)
...[Italic]...
               Additional notes / classroom atmosphere / non-verbal communication
               Phonetics for Thai names of places or a minority of people
               English translation
               The point of the overlapping utterances
               Inaudible/ unclear utterance
((...))
               In a rising tone
               In a low tone
\parallel
Text!
               Calling for attention/ exclamation
BOLD UPPERCASE
                            Stress on the areas of errors in a loud mphasizing tone
```

At #214, the teacher asks Nawat, as the winner of the game, to 'tell everybody about the experience that you write (.) have been (.) have played (.) have had (.). The teacher makes her purpose clear by giving examples, which, in fact, appear in print at the top of the worksheet. Mistakenly, Nawat talks about himself and his job in #215. From Nawat's frame of reference, he perceives *experience* as referring to his *real world*. However, the teacher reinterprets the word in terms of *the teacher's frame of reference* as pertaining to the game she had set up. When Nawat misinterprets her instruction and reports to the class on the nature of his own work, the teacher brings him back to her academic plan, instructing him in #217 and directing him to the point. Nawat's exclamation 'Hah?' suggests his surprise at misinterpreting the term *experience* at the beginning. The teacher poses the question twice, while Nawat turns round to his peers for help. He gets a signal from MS1, who seems to understand the teacher, suggesting 'in your worksheet' (#220). Nawat consults his worksheet and utters 'yeah!', signalling that he understands what to do. Similar to the others in the above extract, Nawat reads out

and names two other provinces (#223). Interestingly, at the critical point of reporting the type of sport played, #227, it appears that Nawat avoids using the target form (have + past participle verb) as he has witnessed MS5's difficulty as shown in Extract 6. It is evident that he employs a reduction strategy (Hedge, 2000:53). In providing the correct form of the verb 'swim', which he is uncertain of, Nawat initiates 'and sport' as the new topic and adds that 'I'm swim.' (#227). This shows his avoidance of making a mistake in public. Unfortunately, there appears another mistake in his utterance, requiring the teacher to deal with the error in a similar way as in Extract 6. Once again, the teacher initiates 'You have been...' for him and pauses. Nawat immediately completes it with 'swim', which means that he is safe from producing the whole target sentence. At the second repair, #231, Nawat offers 'been sworm' to complete the sentence. This reveals that, not only MS5, but Nawat does not have the basic knowledge of the present participle form of this verb. At this, the teacher gives up her treatment of errors, but explicitly corrects it as 'swum' in return. She probably feels that this error is too difficult to deal with. From #240 to the end of the lesson (#262), the teacher concludes her lesson on the target forms by eliciting them from the class.

#### 6.7.3.2 Limited opportunity for using the L2

Except for one student from each group and Nawat, the winner of the bingo game, most of the students have no opportunities to use the target language during the entire lesson. Yet, it appears that Nawat fills the words in the gap in a similar way to the others. The only chance for him to use the language on his own is in #214, where he mistakenly contributes a turn as described above. This suggests that the use of the bingo game as a tool to enhance the *use* of the target structure operates differently

from its original intention, or even quite opposite to it. The bingo game does not promote classroom interaction, but limits the students' opportunity to deal with a few words as a *word game*. The teachers' control of the patterns of communication all through the lesson thus results only in the students reading out a question with some errors of form as shown above. Obviously, the game does not maximize the students' linguistic and interactional competencies. The students' involvement in the language activity and all classroom events is extremely low, which is partly a result of inconsistent presentation, the nature of the activity, and the teacher's control over the structure and the content.

#### 6.7.3.3 Lack of internal consistency of form, meaning, and use

As suggested by Ellis (1999), output is the main source of information about what a learner acquires and how he or she does it. As demonstrated in Extract 6 and 7 above, the language produced by the students reflects the irrelevant structural presentation of the three crucial components *form, meaning* and *use* of the new language items. The utterances produced by the students do little to indicate their understanding of the grammatical structure. Moreover, there is no evidence that they are able to use that structure in other contexts. This researcher is arguing that the form-focused instruction provided in the later stage has not firmly taken hold before the students are asked to use the target forms in the language game. Moreover, there is little incentive for the students to focus on *meaning*. Thus, the activity set by the teacher does not expose the students to the use of the language for both form-focused instruction and meaning-focused communication. In particular, the errors that the learners make reflect that both kinds of instructional support from the teacher are inadequate for most students to participate successfully in language-related activities.

# 6.8 Summary: Checklist of teaching procedures, classroom management practices, and classroom resources of Student Teacher 3 (T3-ST)

From the discussion of Student Teacher 3's classroom practice, we may identify the following checklist of teaching procedures, behaviours and other classroom events that we can say constitute T3's practice of CLT in the classroom.

## A. Classroom procedures

# 1). Presenting structure

	Classroom activities in structural classes	T3
1	Presents models orally with simple drawing on A4 paper	✓
2	Writes the model sentences on BB, aids with explanation	✓
3	Gives models and asks Ss to read out	✓
4	Conveys meaning through the visuals combined with the context	✓
5	Gives models and asks Ss to read them out	✓
6	Highlights the form	✓
7	Gives instructions and checks Ss' clear understanding	?
8	Presents models orally with simple drawing on A4 paper	✓

## 2). Practice stage or controlled practice

9	Nominates a student from each group to read out the target structure.	✓
10	Gets Ss to do pair-work / group work.	*
11	Gets Ss to do whole-class activity (S-S interaction in a game of bingo).	*
12	Gets Ss to call out given words in the exercise / task, while writing all the sentences on the board.	✓

# 3). Production stage or free-controlled practice

T3 did not bring her students into the production stage.
--

# B. Classroom management

#### 4). Giving instruction

13	Checks Ss' understanding after giving each instruction.	*
14	Demonstrates how to get the task done before getting Ss do it.	*
15	Reads instructions from teacher's notes and course book.	✓

#### 5). Classroom interaction

16	T – Ss transaction.	✓
17	T asks questions – Ss give minimal response.	✓

#### 6). Planning

18	Lesson plan arranged into presentation and practice (controlled and free).	*
----	--	---

#### C. Classroom resources

#### 7.) Materials, tasks and teaching aids

	19	Uses blackboard, drawing and some worksheets.	wing and some worksheets.	
	20	Employs self-selected materials (in-house course book available).	✓	
	NOTES: * Specified in lesson plan, but not practised in class			
? Some, but still unclear, evidence of practice				

## **6.9** Conclusion to Student Teacher 3 (T3-ST)

We can draw several conclusions from the fact that the activity that was set up, and the teacher's control over the patterns of communication, do not correspond to CLT practice. The optimal conditions that would enhance second language acquisition in this lesson are not well-created. To some extent, some individuals may acquire some of the second language, if not the target structure, through the little exposure to class-room interaction provided, when compared to the regular classes conducted in the traditional way and through the mother tongue. However, evidence of the students' development in the use of language, or in fluency, is not found. In addition, the semantic and communicative functions of the structures dealt with are not consistent with the students' language use. It appears that the students have difficulties in interacting in the L2 and in conveying messages to the teacher. All these suggest that their little prior knowledge of the target language and their low linguistic proficiency in the use of English result from the constraints constituted by their linguistic and communicative competence, their opportunities to practise and /or their classroom culture.

#### 6.10 Student Teacher 4: T4-ST

#### 6.10.1 Background

#### **6.10.1.1** On the school

School D is a state-run institute of technology, providing higher education from a diploma level to a bachelor's degree. The majority of the courses offered are related to vocational education, which requires two to five years of study following the Lower Professional Certificate (LPC). This institute is one of the most famous institutes among technical colleges in Thailand. In the English language department, there are twenty-seven Thai teachers and one native speaker of English. All of them teach English for Specific Purposes (ESP), serving different fields. Due to the lack of ESP course books in the past, the teachers are encouraged to produce in-house materials for their own use.

#### **6.10.1.2** On the teacher

Student Teacher 4 graduated in English Education from a state-run university. Unlike her classmates, she did not want to be a teacher. She was in business for a few years after graduation. She started a teaching career in a secondary school and moved to school D five years later.

#### 6.10.1.3 Classroom context

The class consists of 36 year-one business students at the diploma level. Their ages range from 18 to 20 years old. According to the teacher, the students have moderate proficiency in English. In class, they sit in four double rows, facing the front. There is an American co-teacher seated next to the researcher and observing the lesson. The teacher conducts the entire lesson from the front of the classroom.

#### 6.10.1.4 Lesson plan organization and materials used

Based on the syllabus as found in the course book, this lesson involves a lot of listening, as well as other skills in different tasks. According to the teacher, the main focus is on the structure of comparative adjectives. The stated main aim is to get the students to be familiar with the *forms* and *uses* of comparative adjectives. Her lesson plan is divided into four phases of teaching, namely *lead-in*, *presentation*, *practice* and *production*.

It is worth noting here that each activity in the course book, based on CLT, is well designed and prepared to present meaning-based content. It is well-planned and carefully graded in response to each step of teaching, incorporating the four language skills of reading, writing, speaking and listening. The teacher book states clearly how a certain activity is to be performed. Additionally, it is also equipped with a set comprising answer keys, audio cassettes, a student workbook and a supplementary workbook. The course book does not require the teacher to prepare much work, but simply to follow and run the lesson according to the directives.

#### 6.11 Analysis of Classroom Practice of Student Teacher 4 (T4-ST)

#### 6.11.1 Lead-in stage

Extract 8 below demonstrates how the teacher tailors the communicative activities to suit her own style of teaching. The extract is taken from the lead-in stage, as outlined by the course book.

#### **6.11.1.1** Pre-teaching of lexical items

Extract 8 illustrates T4's pre-teaching the vocabulary she had selected from the exercise in the coursebook. The classroom interaction also demonstrates the students' prior knowledge of the vocabulary being presented, and reveals how the teacher reorganizes Activity I to suit her teaching style, which is discussed in 6.11.1.2.

#### **Extract 8**

Context: On top of page 33 of the coursebook, 'Topic-Technology, Language-Describing differences, Focus-Comparative adjectives', and 'Presentation' are printed. Two pictures, 'The ENIAC - the first computer' and 'Baird's "televisor" - the first television' are illustrated. The activities are organised as: Activity 1 - reading and grouping the sentences, Activity 2 - writing sentences in the right column, Activity 3 - discussing with partners, and Activity 4 - listening. The unit is divided into a PPP paradigm. The 'Practice' section, as shown on page 34, is illustrated with three pictures. It focuses on 'describing adjectives', covering another three activities, which engage the students in guessing, predicting and writing, and listening to the text. The 'Production' section on page 35 is not included in this session.

The teacher starts her lesson by asking her students to name examples of 'technology' (#13-43) before introducing the pictures of the *first computer* and the *first television*. Despite the fact that the pictures and the related information are clearly shown, the teacher spends time talking about the inventions (#49, 59, 61), and instructing the students to work on the first activities (#65). However, this activity is delayed as the teacher announces the need to know some vocabulary.

Turn

T And I would like you to (.) think which sentences for first computer, and which sentences for first television. It's mixed up, understand?// OK, look at the vocabulary first. Look at the first sentences (.) 'weigh' (.) W-E-I-G-H. You know // what does it mean 'weigh'? (.)...[writes 'weigh' on the W/B and turns to the class]...I'm very thin. I'm very thin. I weigh only thirty – eight kilos... [sounds of surprise from students] ... uhh (.) uhh (.) just a little. Understand// 'weigh'? (.) I weigh ONLY 38 kilo. Understand? // Very very thin. Skinny. OK? // And (.) OK\\ the word 'weigh'...[reads]... 'It weighed 33

metric tons.' Look at 'metric ton', you know what does it mean? (.) Metric that means (.)

- 66 Ss One thousand (.) thousand
- 67 T Metric that means one thousand, right? //
- 68 Ss Yes\\
- 69 T One thousand, understand? // One thousand ton, right? //
- 70 Ss One thousand kilograms! (f)
- 71 T One thousand kilograms (.) Metric ton that means 1,000 kg. Oh! Sorry\\... [writes 1,000 km on the W/B, then erases]...not kilometre–kilograms. OK? // metric tons that means one thousand kilograms.
- 72 Ss Heavy \\
- T Heavy! \\ Yes, very very heavy. And the first sentence said it weigh (.) it weighed 33 metric tons. And OK, look at the word screen\\... [writes 'screen' on the W/B] ... When you see the television, then you will (.) you will see the screen of the television. This call screen\\... [draws a big square then a bit smaller one inside writes 'screen' in the middle]... Screen\\... [nods twice to students]... That maybe (.) picture, OK? // Screen of picture or maybe the frame (.) But (.) in this sentences (.) small screen that means small frame (.)... [moves two hands to form a square as a TV screen] ... They are different meaning on screen. But in this sentence (.) screen means frames. It had a very small (.) It had a very small (.) screen. \\ That means very small frame. \\ And then...[reads]... It only weighed 10 kilo. The next one...[reads] ... 'It cost \$500,000... very very expensive. You know cost? What does it mean 'cost'? That means 'price'... [writes 'prize' on the W/B]... price, right? // Price, for me, (.) understand?
- 74 Ss C \\ C \\ C \\ P-R-I-C-E \\ (f)
- T Oh! Sorry! \\ (.) ... [corrects the spelling] ... Sorry\\ 'price' .OK, thank you (.) It cost that means (.) its price and money. That means about something about money. OK, it cost \$500,000. That means very very (.)

expensive

- 76 Ss expensive
- T And the next one\\ ... [reads]...'It's smaller than a suitcase'. Suitcase\\ ... [moves two hands in the air to form a rectangle shape of a suitcase]... you know? // That means a kind of bag, understand? // ... [lifts something in the air] ... The businessmen always or usually carry suitcase (.) or maybe you go outside Bangkok (.) you can put your clothes in. (2) And the last sentences (.) look at the word 'built' ... [writes 'built' on the W'B] ... Built is the past form of the word 'build'. \\ ... [writes 'build' on the W/B] ... That means 'make or do something', OK // (2) Now, you know all of these sentences and then think ... [taps her fingers on the side of her head] ... and think which sentence could be for the first computer. And which one could be for the first television. Write the sentence under the picture. For example... [reads the example shown in the book] ... 'The ENIAC the first computer' (.) look at the first one ... [reads] ... 'It weighed 33 metric tons.' Look at the picture and think (.) OK? //

-----

- T And now (.) we don't know anything. That means YOU tell me. Which one for the first computer and which one for the first television. Now (.) I'm so lazy (.) tired (l)... [in a tired voice]... I need your help. Help! (.) ahh (.) OK? //...(1)... You should come and write the sentences on the board (.) for me (.)

  90 Ss PLEASE! OK (.) very tired! The same?
- 90 Ss PLEASE! OK (.) very tired! The same?
  91 T ...[erases the board and prepares two columns]...OK! ... If you think which sentences could be for the first computer (.) Write on this side. And if you think which one could be for the first television (.) Write on this \\ OK? // PLEASE! (.) Help me!
- 92 Ss ... < laugh> (I)...
- 93 T Please! Please students! (.) ...[cleans the board and turns round to the students] ...(3) Nobody?
- 94 Ss ... < laugh> (I)...
- 95 T OK (.) Come! One! Help me! Nobody? //... [looks around and nods to the student by the window]... There are 8 sentences. The first sentences (.) That's OK\\ no need to write. Note it on your book. And the next one (.)... [reads]... 'It had a very small screen' or something like this. You think if it for computer or first television. (.) ... 🕄 ... (hurry up!)...
- 96 Ss ...[Two girls come to the front and write in each column] ...
- 97 T OK! (.) She's come from the first group, and she comes from that group. And I need one from this ... [points] ... and one from this (.) not finished (.) and need one more! That means two persons from each group...[points to the first row by the window] ... come only one// need one more (.)... [points to

the second row and puts up two fingers] ...two\\ This! ... [to the third row] ... two\\ And this! ... [to the fourth row] ... just a little students only one now, OK? //

98 Ss ...[Students from each group come to the board and write down the selected sentences] ...

If your sentences are not the same that you write yours on your board, if you think sentences for the first computer, you can write for computers today (.) not...((...))...

.....[(20) working].....

Any sentence? // All of the sentences we have (.) OK! Check! The first one we start (.) we only to write (.) The second one...[reads]... 'It was smaller than a suitcase', OK!... [reads the sentences on the W/B which are written by the students]... 'It only weighed 10 kilograms. No \\ ... [nods and looks around] ... How many students come? (.) Ahh (.) OK! ...((...))...[nods to a male student who is coming to correct the wrong sentence]... And number 4, 'It cost \$ 500,000.'...ah (.) OK!...[nods and continues reading the sentence on the W/B]... 'It was bigger than a small house.' (.) NO (.) Huhh? //... [waves to the student at the board to go on correcting the wrong sentence] ...[inaudible] ... 'It was bigger than a small house' (.) right? OK! (.) And 'It was smaller than a suitcase.' Where is it? No (.) And it cost \$ 1,000. It was built in 1946.' (.) That's OK. Are you sure?

100 Ss Yes.

99

101 T Yes? // I'm not sure. (.) Check the answer (.) OK! Listen to tape again! Listen again! ...[Tape played]

...Unit 6 Page 39. Activity 2 The ENIAC, the first electronic computer ...

_	Transcription conventions
T:	Teacher speaks
Ss:	Students speak
(.)	Pause of less than one second
[Italic]	Additional notes / classroom atmosphere / non-verbal communication
	The point of the overlapping utterances
//	In a rising tone
//	In a low tone
(I)	Lenis (quiet) enunciation
(f)	Fortis (loud) enunciation
Text!	Calling for attention/ exclamation
Grey areas	Vocabulary being presented
S-P-E-L-L	Pronouncing the constituent letters of a word

It appears that the teacher pre-teaches five words taken from an exercise of the jumbled sentences in Activity 1. It is evident that the students already know all the lexical items being introduced. The teacher, however, continues presenting each word and explaining their meanings in details. Starting with 'weigh' taken from the first sentence, 'It weighed 33 metric tons.' the teacher makes her weight known to the class. This creates an uproar of surprise, which reflects their understanding of the message being conveyed. When she calls for attention to 'metric tons', the students immediately bid 'one thousand' to complete her explanation. The teacher expands it again to 'one thousand tons' in #69. Promptly, the students utter 'one thousand kilograms!' in a loud voice, highlighting the teacher's mistake. The teacher corrects this by repeating #70 and writes '1,000 kms'

on the board before changing it into 'kgs' once she realizes her second mistake. It is interesting to note that when the teacher continues to say 'OK, metric tons that means one thousand kilograms.' the students initiate 'heavy' as a kind of remark. This suggests that they know all the words the teacher wants to pre-teach.

Despite the fact that the picture of the first television is clearly illustrated, the teacher pre-teaches 'screen' by drawing a picture on the board, and explains its shape (#73). She also presents 'cost' by giving 'PRIZE' as a synonym. The students immediately shout out 'C\\ C\\ C\\ C\\ ' and spell 'P-R-I-C-E' in #74. One more time, when the teacher is about to continue, the students complete her explanation by saying 'expensive' overlapping with the teacher's utterance in #76. She moves to the fifth sentence and focuses on 'suitcase'. Her explanation that 'The businessmen always or usually carry suitcase.' is difficult to interpret if the 'briefcase' is miscalled. More interestingly, within the same turn, 'built' is also pretaught in #77.

The aim of pre-teaching new vocabulary, as stated by various authors in the field (cf. Hubbard et al., 1991; Ur, 1996; Willis, 1993), is that it is generally essential for the teaching of reading or listening texts. Moreover, only key words are required to be pre-taught if they are unknown and cannot be guessed or inferred from the context (Willis, 1993). In this extract, however, there is plenty of evidence revealing the fact that the words presented are all known to the students. The questions to be asked here are, Why does the teacher spend such a long time pre-teaching those simple words to the undergraduate students? and Why does she choose to pre-teach them in the structural lesson? She, herself, explained later, "I'm not sure for some students. They may not know this word (built) and don't know that this is the past form." The reason for her explaining all

the words, including 'suitcase' and 'bag', is 'Because they would hear all these words from the taperecording. They probably didn't understand the differences of those bags. I then asked them to make sure that they knew those bags are different.'

Despite knowing that those words are not new, the teacher tends to be concerned with some students who may not know them. This suggests that the teacher does not have any criterion for the selection of the lexical items suggested as examples in the training course she attends (e.g. Willis, 1993: 114, and others). Assuming that some of those words may be unknown to some students, she simply explains them all to the whole class. Moreover, she does not employ any specific vocabulary teaching techniques, e.g. showing real objects available in class, referring to the illustration on page 33 of the coursebook, getting the students to explain, and so on, but totally relies on her own explanation. In addition, when it comes to real practice, the teacher adds the word 'screen' to the list. This suggests her main focus is on vocabulary, and her teaching style is one of imparting knowledge, realized by delivering long turns of explanation (e.g. #65, 73, 77).

Most importantly, the teacher does not reflect on the reason she pre-teaches the vocabulary in a grammar lesson, and does not seem to worry that it may delay or interrupt the sequencing of her lesson, which was meant to focus on grammatical structure.

#### **6.11.1.2** Organization of language activity

According to the course book, Activity 1 has been designed for a pre-listening activity, which requires the students to do individual work, sorting out jumbled sentences, and grouping them under the right picture, either of the first *computer* or

television in Section 2. However, in #91, it is noticeable that the teacher puts this activity into practice differently by inviting one student from each group to write one sentence on the blackboard. When the students finish copying their work on the board, the teacher starts reading each sentence and gives feed back in #99. She rejects the next sentence and invites a volunteer to correct the mistake. The teacher carries on checking thoroughly, giving explicit feedback, and at last utters 'That's OK!', marking the end of her inquiry. However, she poses #99 as a request for confirmation. When she obtains a yes, interestingly, she repeats it in a high tone, uttering 'I'm not sure.' despite the fact that she herself has evaluated all of them. The reason for this may be that, up to this point, she has no other good reason to get the students to listen to the text in the next step from #101-112. Her utterance is, therefore, makes nonsense of her practice. On the basis of this extract, the emerging events may be discussed as follows.

#### **6.11.1.3** Little opportunity for learners to learn for themselves

It is evident that the teacher happens to treat a pre-listening activity such as the one above as an exercise that she needs to give close attention to and evaluate. It is worth noting that this type of activity, either pre-reading or pre-listening activity, is designed to raise the students' motivation and interest in reading or listening to the text at a later stage. It sets out the purpose for their reading or listening, as well as providing the context or situation. Significantly, it is suggested that a pre-task activity will help students to succeed at the reading or listening text at a later stage (Ur, 1996:110). Such an activity is vital in a language classroom in order for learners to do their best to use the language independently, arriving at a degree of language autonomy. They will have the opportunity to process the information and discover their achievements

on the set task. Their success is determined on the basis of actual outcomes (Canale & Swain, 1980). Most importantly, they are responsible for their own learning.

It is evident from T4's practice that changing the pre-listening task to serve her teaching style diminishes the students' motivation and interest in listening to the text. The above events reflect that, first of all, the teacher has little awareness of the underlying principles of a pre-task activity. Secondly, she applies a CLT activity based on her own interpretation.

#### **6.11.1.4** Less challenging language activities

It may be observed that the pre-listening task becomes less challenging as the students do not have to read the text for themselves. The original purpose set by the course book, i.e. to get the students to obtain a general idea before arranging them into the appropriate column, has been thwarted. On the contrary, their work is cued by the teacher offering an opportunity to a few students to work on the board. Interestingly and, probably, most importantly, the teacher makes an early evaluation in #99. This practice results in the students not having to do other activities, such as individual writing in their course book, or discussing different points with friends. In other words, they miss an important opportunity for learning for themselves, and sharing their ideas with peers, which involves listening-speaking skills. The intention of stimulating the students' interest seems to be in vain since they have no opportunity to discover and achieve their own task, but obtain in advance the answers from the teacher. As a result, it is highly likely that the listening text in the later stage is found to be less motivating. Also, the students may see no point in listening to it.

Significantly, the language activity organized and implemented by T4 does not correspond to the underlying CLT principles.

#### 6.11.2 Providing input at the presentation stage

#### **6.11.2.1** Transmitting of content knowledge

T4 identifies *the post-listening task* in the course book with the *presentation of structure*. Extract 9 illustrates the teacher's attempts to present the target structure of comparative adjectives by giving explanation.

#### Extract 9

This extract demonstrates how the teacher presents the target structure and imparts the content knowledge to the students. Up to now, the classroom events suggest that the students have had prior knowledge of the target structure.

Context: After getting her students to listen to the listening text, the teacher again gives thorough feedback (#101-119). In presenting the target forms, a table of comparison between the 'first computer' and 'computers today', with four different columns for speed, size, price and weight respectively, is drawn on the board to demonstrate how to enter the adjectives in each column. Meanwhile, the teacher keeps explaining what to do.

Turn

- But look at (.) for this! ... [cleans the B/B]... OK // understand? // Think for the first computer and computer today (.) different or the same (.) Think! fast or slow (.) and then size (.) big or small (.) and then price (.) Understand? // Think about it what the difference. What are the same (.) computer today and computer (.) uh (.) and the first computer (.) OK? // Sorry! (.)...[erases the wrong part on the B/B] ... sorry! (.) I would like you to think about the first computer and the computer today. (.) What are not the same (.) understand? // Look at the computer! And when you finish come complete the chart on the board (.)... [draws a table of comparison between the 'First computer' and 'Computers today', and writes four different headings in each column i.e. speed, size, price, and weight] ... OK! (.) I would like you to think about what are not the same by using your (.)...((...))... Think! Look at the 'speed' that means fast or slow, and size (.)
- 121 Ss Big or small
- 122 T Big or small! And price (.)? //
- 123 Ss Expensive or cheap
- 124 T Huhh \\ expensive or cheap (.) \\ And weight (.) heavy or not heavy (.) Understand? // OK \\ tell me (.) Use only adjective! You know 'adjective'? (.) //

```
125
      Ss
              Yes \\
126
      Т
              Look at your sheet! (.) OK \\ The first computer (.) what about the 'speed', fast or slow?
127
      Ss
128
      Τ
              ... [writes 'slow' in the slot.] ... And for the computer today (.)? //
129
      Ss
130
      Τ
              ...[adds 'fast' into the slot].... and then the 'size', the first computer (.)? //
131
      Ss
              big
132
      Τ
              OK, very very (.) //
133
      Ss
              big \\ (f)
134
      Τ
              And for 'computers today' (.)
135
      Ss
              Yes, small \\ (.) ... [writes 'small'] ... or not big. \\ Some small or some not very big (.) Understand?
136
      Т
              // ... (2) ... And price (.) How much? // The first computer said 'It cost $5000, 000.' That means (.)
137
      Ss
              Expensive
138
      Τ
              ... [adds 'expensive' in the price column] ... or very expensive (.) OK! And computer today (.) very
              very expensive? //
139
      Ss
              No \\ (f)
140
      Τ
              Some cheap and that means not expensive. (.)... [writes cheap' in the slot]... And weight! (.)
              Those computers are smaller than a house. That means very (.) //
141
      Ss
142
      Τ
              Heavy \\ (.) very heavy \\ ... [writes 'very heavy' in the column] ... And computer today (.) heavy or
              not? /
148
      Τ
              Slow \\ computer today is (.) //
149
      Ss
               Fast
150
      Τ
              Fast (.) Fast \\ (.)That means (.) first computer (.) was (.) slower (.) than (.) computers today...
              writes the first sentence while talking with the students]... The first computer was slower than
              computers today. (.) ... [writes the second sentence and reads it along.] ... And look at the size! I
              can write the sentences. (.) | The first computer (.)...[points and writes while repeating it
              through]...
151
      Ss
                     The first computer was (.)
152
      Ss
              bigger than_(.)
             ...[about to say something]....
153
      Τ
              Very big but computers (.) today (.) //
154
      Ss
               small \\ (.) OK! (.) You can write. \\ ... [points at the first part of the sentence on the W/B and
155
      Τ
              continues saying]... was bigger than computer today. (.)... [completes the
              second sentence on the W/B and reads out]...The first computer was bigger than computers
              today. \\... [Writes the first half of the third sentence]...And for the price (.) I can write or I can say
              (.) The first computer was (.) // ... [looks back at the students] ... | more expensive
              more expensive (.)
      Ss
156
157
      Τ
              ...[nods and speaks out] ... expensive \\ And computers today not expensive. That means the first
              computer was more expensive than the computer today (.) And for (.) 'weight' I can say (.)...
              [writes along] ... The (.) first (.) computer (.)... [To the class] ... heavy or not? //
158
      Ss
              heavy
159
      Т
              Heavy small \\ very heavy small \\ But computer today not very heavy. We can lift it. (.) OK \/...
              [back to the unfinished sentence and completes the second half] ... That means (.) The first
              computer was (.)
160
      Ss
              heavier
                                 ..... [The same cycles are repeated up to turn 193.] .....
194
      Т
              (.) And today! we will learn the form for comparative adjective. You can make comparative
              adjective by this clue (.) by this clue (.)... [points to the sentences on the W/B]...Look at the first
              one! If for normal adjective (.) when you would like to make comparative adjective, you can put (.)
              E-R (f)
195
      Ss
196
      Τ
              E-R \\ or add E-R at the end of that adjective like this (.) 'slow' (.) and 'slower'. (.) But for some
```

adjectives that end with 'E', for example (.) 'save' (.) no need to put 'R' again. You can put (.) Oh!

Sorry! no need to put 'E-R' (.) \\ You can put only 'R' at the end of adjective. It will be (.)

```
197
       Ss
              saver (f)
198
              saver \\ That the first clue... [points to samples on the W/B...] ... And look at the sentences! (.)
              199
       Ss
                                   no \\ (f)
200
      Τ
              For some adjectives that you pronounce only one (.) That means big (.) fat (.) something like this.
              Pronounce only one time! One syllabus [syllable- the researcher], you have to add the last letter
              or double the last letter, and then put 'E-R'. That 'big'... [circles around 'bigger']..., you have to put
              'G' and add 'E-R'. And look at this one! ... [points to 'expensive']... EXPENSIVER? // (.) NO! For
              (.)
201
       Ss
              Three syllables
202
              Yes \\ You have to put 'more' in front of that adjective (.) right? // You make comparative adjective.
       Т
              Can you give me some of the examples for the three syllabus? (.) 'expensive' (.) can you think
              some words like this? (.) //
203
              beautiful (.) beautiful (.)
       Ss
                                               Transcription conventions
           T:
                       Teacher speaks
           Ss:
                       Students speak
           (.)
                       Pause of less than one second
                       Additional notes / classroom atmosphere/ non-verbal communication
           ...[Italic]...
                       The point of the overlapping utterances
                       Inaudible/ unclear utterance
           ((\ldots))
           11
                       In a rising tone
           11
                       In a low tone
           (f)
                       Fortis (loud) enunciation
                       Calling for attention/ exclamation
           Text!
                       Pronouncing the constituent letters of a word
           Grey area
                       The teacher's errors and the students' correct response (to be discussed in 6.11.2.2)
```

The teacher starts the presentation stage at #120 by telling her students to 'think' of the differences between the 'first computer' and the 'computers today'. She starts giving examples by initiating, 'Look at the 'speed' that means fast or slow, and size (.)'. Immediately, the students complete her utterance with 'big or small'. Again, when she poses the question about the price in a high tone, they supply 'expensive or cheap' to fit her request. Despite the students' prior knowledge as shown in the preceding extracts, T4 continues giving more examples of adjectives and asks if they know them (#124). Once again, when she initiates the first computer's speed, the students promptly call out 'slow' to fill the slot, and offer the adjective 'fast' for 'the computers today'.

It may be observed that the teacher follows this cycle using *closed questions* or *or questions* to elicit the adjectives pertaining to the four different categories (e.g. 'Heavy

or not?' in #142, 'Slow or fast?' in #146). Evidently, the students are constrained to choose only one word from her offer. Another form of getting the students to give the expected adjectives is the use of the conjunction 'and' (e.g. 'and for the first computer' in #128) to link the utterance being conveyed to the question previously asked. Also, when she initiates the first part and pauses, this signifies the end of her turn and a cue for the students to take the next. Perceiving the conjunction 'and' to refer to the previous question and the significance of the pause following her utterance, the students provide a word of the same grammatical value (fast) as the previous answer (slow). All these utterances by the teacher, thus, function as *display questions*, allowing her students to display their knowledge. When the expected answer is obtained, she gives feedback by repeating or writing it into the slot.

It appears that, up to this point, the teacher's demonstration becomes the students' work – completely done for them. She indicates in the middle of #146, 'I would like to write the sentences to tell about speed. I would like to make a sentence about the first computer, comparing with computers today.' This suggests a fresh demonstration of the target structures by using the adjectives. The teacher writes a subject before eliciting the adjectives 'slow' (#147) and 'fast' (#149), and writes 'The first computer was slower than computers today' on the board, explains, and repeats the model sentence a few times. Before the teacher formulates the second, it appears that the students initiate 'The first computer was' (#151) and 'bigger than' for the teacher. These suggest their background knowledge of the target structures. Yet, the teacher continues formulating the next sentence, together with an explanation. Again, the students offer 'more expensive' overlapping with the teacher (#156). In turns #157-160, the teacher repeats the same practice, eliciting and explaining, while the students display their knowledge of the grammatical rules by

suggesting that 'heavier' be applied to the sentence. Through these examples here and others (e.g. #195, 197, 201, 203), it is clear that the target structures which are being presented to the students are not new.

On the basis of this extract, we may summarise T4's teaching behaviours as follows.

#### **6.11.2.2** Explanation of explicit rules

It is evident that from #194 onwards the teacher attempts to point out the rules, while the students offer the correct answers, such as offering the letters 'E-R' to be applied with a comparative adjective in #195, and the word 'saver' in #197. More interestingly, while initiating 'expensive', the students can describe it as a word of 'three syllables' (which the teacher herself pronounces as 'syllabus' (#200)). They also provide some examples of three-syllable adjectives in #203, and some other irregular rules such as 'better', and 'bad-worse-worst' in #207 and #211. All these explicitly show that the students in this class have learnt and now possess basic knowledge of the target forms. Yet, the teacher seems to take for granted the need for explaining and imparting this knowledge.

This behaviour calls into question the reason for the teacher to introduce the comparative adjectives and explain every rule to her undergraduate students. Her own explanation is, '...I think I have to talk with them in order to lead them in. I have to do that without presenting the content of the book. I don't know if I'm right. After the talk, I have to present the structure and I have to talk about the language pattern by writing them on the board...' Evidently, the teacher does nearly *everything* for her students. With reference to this practice, she explains, '...I think, to follow those steps of teaching (as trained in the course), I am supposed to present the language patterns to them. I think it's the teacher's role to present and explain the structure.' Yet, she also

acknowledges her students' linguistic competence, saying 'They know everything.' (see 6.11.3.4 below). This reflects the teacher's belief that the only way to present the target structure is by imparting the content and explaining every rule to the students, despite their prior knowledge. More importantly, the teacher perceives her role as to 'present and explain the structure', reflecting her own practice without her showing an awareness of any CLT principles.

It seems that the teacher does not realize that presenting structures or teaching grammar can be done through various techniques rather than by the teacher's explanation alone. Instead of the teacher going over again through all the grammatical rules, students can be encouraged to draw conclusions from what they know or have learnt. As suggested by Thompson (1996), who favours a more *self-initiated* approach to learning grammar through communicative activities, students are able to discover grammar for themselves after the presentation of the structure in a meaningful context. Most importantly, since her students possess basic language competence, the structural presentation and the teaching techniques as employed by Student Teacher 4 thus seem irresponsive in every respect.

#### **6.11.3** Practice stage

#### **6.11.3.1** Focus on sentence-level grammatical competence

Extract 10 demonstrates how T4 leads her teaching and learning activities. It also reveals how the students are assigned work and the roles they are to take up. In this extract, the lesson stops shortly after the teacher gives the assignment without actually providing the production stage for the students to use their own language in communication.

#### Extract 10

**Context:** After the presentation of comparative adjectives and the demonstration of the model sentences, the teacher prepares her students to practise the target structures by asking them to make new sentences similar to the model sentences.

```
Turn
214
      Τ
             Now! I write the sentences (.)...[points to the chart on the right of the W/B] ... to describe the first
             computer. And now (.) I would like you to write sentences to describe computers today. That
             means (.) should begin with 'computers today' (.) understand? // For example (.),.. [to the class] ...
             Can I clean the board? //
215
       Ss
             ...((...))...
216
       Τ
             ... [looks around and decides to erase the right part]...Something like this\\ ... [writes the first half
             of an example - Computers today are] ... For example (.) remember? // You told me the difference
             from the first computer and computers today... [points to the first sentence on the left and reads]...
             The first computer was slower than computers today. That means computers today are (.) //
217
       Ss
             faster
       Т
218
             Faster than ... [continues the half-finished sentence] ... The first computer (.) faster (.) than (.) the
             first (.) computer. OK (.) this is for example. \\ You have to write sentences to describe computers
             today compared with the first computer like this. \\ That means you have to begin with computers
             today. (.) Understand? //
219
       Ss
             Then (.) and then come and write. (.) OK? //... [smiles and nods] ... OK! OK! [laughs]... And you (.)
220
       Τ
             sleepy? //
221
       Ss
             No
222
       Т
             No? // Sure? (.)//
223
       Ss
             Yes\\
224
       Τ
             OK\\ homework? Better? // (.) Better? //
225
       Ss
226
       Т
             OK, now (.) I would like you to write the sentences (.) to describe computers today. (.) Understand?
             Yes
227
       Ss
228
       Т
             Look at that word and write! Then write the sentences to tell about computers today (.) like this (.)
             OK? // OK\\ Finish! Enough? // OK? Understand? //
229
       Ss
             Yes \\
230
       Τ
             Are you hungry? //
231
       Ss
             YES::: (f)
232
       Τ
             Yes \\ Are you tired? //
233
       Ss
234
       Т
             Would like to have some lunch?
235
       Ss
             Yes \\
236
       Τ
             OK \\ finished today! You can go. \\
```

	Transcription conventions
Τ	Teacher speaks
Ss	Students speak
(.)	Pause of less than one second
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
'/	In a rising tone
//	In a low tone
Text!	Calling for attention/ exclamation
UPPERCASE	: In a loud voice

In #214, the teacher assigns the students to make new sentences to describe 'the computers today'. The task imposed on the students is to make the sentences similar to the five models the teacher has demonstrated. She starts giving examples by writing 'Computers today are...' and drawing the students' attention to the first five sentences relating to the 'first computer'. As in the extract above, she elicits each word and makes a new sentence for them. Up to now, the students have not yet made any sentence on their own. It seems that the teacher wants to make sure that they are able to construct the correct structure. She, therefore, makes yet another sentence for them ('The computers today are faster than the first computers.' in #216-218). In #220, the teacher's invitation and her nodding suggest that the students may have an opportunity to do their work. However, it appears that she is just teasing, as she utters 'OK! OK!' and starts laughing. The lesson draws to an end, as the teacher changes the topics, asking if they are sleepy, and then assigning what she has explained as homework (#224). Before the class is dismissed, the teacher converses with the students by asking three more questions, all of which are responded to in the positive (#230, 232 and 234).

Up to this point, the only opportunity provided for her students is to make four more sentences similar to the teacher's models. Obviously, her practices reflect that her main focus is on sentence-level grammatical competence, and not on the broader aspects of communicative competence.

#### 6.11.3.2 Tight control of classroom interaction

As shown in the extracts and the discussions above, display questions, explanations and lecture play key roles in T4's lesson. She uses IRF sequences to direct the content of the lesson. Her students are controlled by her forced elicitation, and not given an

opportunity to use language that goes beyond the boundary she has set or that violate her rules. The patterns of communication are, therefore, controlled by her prompts for the students' short responses in order to get them to display their knowledge.

#### 6.11.3.3 No opportunity for use of language and negotiation of meaning

It is evident that a great portion of the time allocated is devoted to the presentation of the target structure, while little weight is placed on the students' practice. The lesson is due to finish after the practice stage. In addition, the implementation of the practice stage reveals a reproduction approach. The production stage, which is the most crucial component because it is then that the learners can use the language for communication, is not practised, despite the fact that it appears in the lesson plan. During the interview, the teacher did not explain the lack of opportunity for the students to produce the language, but, rather, revealed the unsatisfactory training she had received on the course.

The students' negotiation of meaning with the teacher is not evident and does not seem to be encouraged. It is obvious that the teacher takes little notice of what the students are trying to convey in class. As an example, we may point at #154, where the students mutter or initiate something, but are stopped short by the teacher's utterance, as her focus is on explaining and imparting the knowledge content. No active or contributory roles within the language activities are assigned. Despite the fact that the students practise and participate in classroom activities in order to learn, chances for these are limited to providing choral responses serving a didactic function. The students scarcely have a chance to produce any utterance as long as a

sentence, or to communicate in the social structure of the classroom. There is also no evidence of the negotiation of meaning occurring among the students.

#### **6.11.3.4** Teacher-dominated teaching procedures

As mentioned above, the course book used in this class has been designed with a CLT approach, and contains visuals and supporting materials that bring the real world into the classroom. However, it appears that the teacher does not make full use of the visuals and meaningful contexts. The first tasks are viewed word by word and are nearly always done entirely by the teacher. The teaching hints in the teacher's manual are documented in the lesson plan, including the production stage. Contrary to her well-written lesson plan, however, the production stage is not put into practice. The effectiveness of the communicative purpose of the activities is weakened by the teacher's practice.

In addition, the PPP paradigm as proposed by the course she took at the institute seems not to be the preferred pedagogy. During the interview, the teacher confessed, 'I am rather confused with what I have learned (at the TEFL course). I have to follow the teaching steps rigidly. It may be that I myself don't understand much of the teaching methodology.' And she added, 'I had to plan those 3P's, and also to check the students' understanding. But my students are grown-ups. I don't know. I do agree with my friend (an American co-teacher). When I followed his teaching technique, everything worked well.' She also highlighted the difficulty she experienced in discussing with the course coordinator the preparation of the lesson plan of the pilot project. 'I don't know... When my lesson plan was handed in, Ajam (the course-coordinator) commented here and there. I had to correct them, adding in more and more, over and over. I used to ask Ajam on the point that my students are grown-ups. They know everything. It seemed to me that I talked back to her', and she

added, 'In my last lesson, I presented the structure the way I was trained. I got a lot to explain. He (an American co-teacher) said that I spent one and a half hours on that. I agreed that it was too much.'

Here it is evident that the teacher claims to have conducted her teaching as she was trained to, yet it did not work well. This reflects her unpleasant experience of and resistance to the teaching paradigm being practised. To some extent, the teacher was poorly motivated or possibly instinctively opposed to some of the new aspects of CLT methodologies. When encouraged to comment on the wrong training she underwent in the course, the teacher said, 'I think I don't understand the real steps of teaching. There could be some other teaching techniques that...the methodology must be there...that could be adjusted, but I couldn't manage them. I think, well... I don't know! I don't know how to employ them. I always do the same ways. This is because I don't know.' These responses, 'I don't know', were given repeatedly, which reflects the teacher's lack of grasp of the concept of applying CLT. However, the actual fact seems to be that the teacher decides her own teaching procedures, neither following those of the book nor of the TEFL course.

# 6.12 Summary: Checklist of teaching procedures, classroom management practices, and classroom resources of Student Teacher 4 (T4-ST)

On the basis of my discussion of Student Teacher 4's classroom practice, we may identify the following checklist of teaching procedures, behaviours and other classroom events that constitute T4's practice of CLT in the classroom.

#### A. Classroom procedures

# 1). Presenting structure

	Classroom activities in structural lessons	T4
1	Pre-teaches vocabulary.	✓
2	Gets Ss to give examples, and to do different tasks relating to the topic and target structure, which were all designed by the commercial course book	✓
3	Writes the model sentences on BB, aids by with explanation	✓
4	Presents the language items directly in written language and points them out to Ss	<b>√</b>
5	Gives models and asks Ss to read them out	?
6	Gives models and asks Ss to read.	?
7	Highlights the form	✓
8	Explains the rules and how the structure is formed	✓
9	Employs many display questions and lectures	✓
10	Creates rapport and performs small talk	✓

# 2). Practice stage or controlled practice

The teacher does not get her students to ractice the target structure.

# 3). Production stage or free-controlled practice

The teacher does not put the students into the production stage.

#### B. Classroom management

# 4). Giving instruction

11	Reads the instructions from the teacher's note and course book.	✓	
----	---	---	--

#### 5). Classroom interaction

12	T – Ss transaction.	✓
13	T asks questions – Ss give minimal response.	✓

# 6). Planning

14	Lesson plan arranged into 3 phases: presentation, practice and production.	*
15	Provides practice in different language skills.	✓

#### C. Classroom resources

#### 7). Materials, tasks and teaching aids

16	Uses of blackboard, tape-recorder and a piece of worksheet.	✓
17	Commercial course book and complete package available.	*

NOTES: \* Specified in lesson plan, but not practised in class ? Some evidence of practising but not clear enough

#### **6.13** Conclusion to Student Teacher 4 (T4-ST)

It may be concluded that that the teacher conducted a lock-step lesson on language accuracy, which was based on lecture mode and traditional, formal question-and-answer formats. The teacher-dominated and controlled patterns of communication in this lesson hinder the spontaneous use of language, despite the potential for fluent communication provided in the course book. As the target structures had actually been established among the students at this level, the teaching of this lesson thus took the form of a display of the students' prior knowledge. The basic tenet of communicative language teaching was not realized in any of its aspects.

# 6.14 General Summary: Checklist of teaching procedures, classroom management practices, and classroom resources of all four teacher students

The checklist of teaching procedures, behaviours and other classroom activities that constitute the three student teachers' practice of CLT in the classroom is summarized below. Student Teacher 1's practice (T1-ST) is included here for comparison, while the individual analysis of this teacher's practice will be conducted in Chapter 8.

# A. Classroom procedures

# 1). Presenting structure

	Classroom activities in structural lessons	T1	T2	T3	T4
1.	Pre-teaches vocabulary.		✓		✓
2.	Gets Ss to repeats words (pronunciation focus).		✓		
3.	Gets Ss to give examples, and to do different tasks relating to the topic and target structure, which were all designed by the commercial course book.				<b>√</b>
4.	Presents models in the context of spoken language with a series of visuals.	✓			
5.	Present models orally with simple drawing on A 4 paper.			✓	
6.	Writes the model sentences on BB, aids by explanation.		✓	✓	✓
7.	Presents the language items directly in written language and points them out to Ss.		✓		✓
8.	Presents the target form on OHP in mini-dialogues	✓			
9.	Gives models and asks Ss to read out	✓	✓	✓	?
10.	Conveys meaning through the visuals combined with the context.	✓		✓	
11.	Illustrates the explanation with several examples.	✓			
12.	Gets Ss to exchange with T	✓			
13.	Gets Ss to summarize the form with the help of T	✓			
14.	Gives models and asks Ss to read them out	✓	✓	✓	?
15.	Checks meaning and concept of the structure	✓			
16.	Elicits how the structure was formed	✓			
17.	Highlights the form	✓	✓	✓	✓
18.	Gives instructions and checks Ss' clear understanding	✓	?	?	
19.	Explains the rules and how the structure is formed	✓	✓	✓	✓
20.	Employs many display questions and lectures		✓		✓
21.	Relates casual chat to the target form	✓			
22.	Creates rapport and performs small talk	✓			✓

# 2). Practice stage or controlled practice

		T1	T2	T3	T4
23	Gets Ss to practise orally using the target structure after the presentation, cueing with pictures from the computer .	<b>✓</b>			
24	Gets Ss to practise in chorus.	✓			
25	Nominates a student from each group to read out the target structure.			✓	
26	Gets Ss to use the language through a game.	✓			
27	Gets Ss to practise different skills.	✓			
28	Gets Ss to do pair-work / group work.			*	
29	Gets Ss to do whole-class activity (S-S interaction in a game of bingo).	✓		*	
30	Gets SS to work on exercise/s.		*		
31	Gets SS to call out given words in the exercise / task, while writing all the sentences on the board.		<b>√</b>	✓	
32.	Monitors SS by moving around checking their performance while they are doing pair / group work or whole-class activity.	<b>✓</b>			

# 3). Production stage or free-controlled practice

		T1	T2	T3	T4
33	Moves from controlled practice to free practise through an activity.	✓			
34	Gets Ss to produce their own language by reporting their work in front of the class.	✓			
35	Establishes rapport by chatting / teasing.	✓			✓

# B. Classroom management

# 4). Giving instruction

		T1	T2	T3	T4
36	Gives clear and brief instructions.	✓			
37	Checks Ss' understanding after giving each instruction.	✓	*	*	
38	Demonstrates how to get the task done before getting Ss to do it.	✓		*	
39	Reads the instructions from teacher's notes and course book.			✓	<b>√</b>

# 5). Language activities for communication

		T1	T2	T3	T4
40	Provides a language game of bingo, during which Ss move around, asking	✓		*	
	each other for places visited, favourite food and music.				
41.	Provides opportunities for Ss' oral presentation.	✓			

# 6). Classroom interaction

		T1	T2	T3	T4
42.	T-Ss interaction.			✓	
43.	T–Ss transaction.	✓	✓	✓	<b>√</b>
44.	Ss –Ss interaction.	✓			

45.	Students 'nomination.	✓			
46.	Voluntary behaviour.	✓			
47.	T asks questions – S/s give(s) minimal response.	✓	✓	✓	✓
48.	Opportunities for student talk in the target language.	✓			
49.	T-Ss interaction.			<b>✓</b>	
50.	T–Ss transaction.	✓	✓	✓	✓

#### 7). Planning

		T1	T2	Т3	T4
51	Lesson plan arranged into presentation and practice (controlled and free).	✓		*	
52	Lesson plan arranged into 3 phases: presentation, practice and production.	✓			*
53	No phases of teaching specified.		✓		
54	Well-sequenced lesson.	✓			
55	Activities relevant to age and level.	✓			
56	Provides variety of activities.	✓			
57	Provides practice in different language skills.	✓			✓
58	Provides practice in one skill only.		✓		

# C. Classroom resources

#### 8). Materials, tasks and classroom resources

		T1	T2	T3	T4
58	Uses the computer, transparencies, and overhead projector and worksheets.	<b>√</b>			
59	Uses blackboard, tape-recorder and some worksheets.				✓
60	Uses blackboard, drawing and some worksheets.		✓	✓	
61	Uses commercial course book and supplementary tasks adapted by self.	✓			
62	Uses commercial course book and complete package used.				✓
63	Uses in-house course book and supplementary tasks adapted by self.		✓		
64	Employs self-selected materials (in-house course book available).			<b>√</b>	

NOTES: \* Specified in lesson plan but not practised in class ? Some evidence of practising but not clear enough

#### 6.15 General Conclusion

The analysis of the classroom observations compiled from the three informants T2, T3 and T4's teaching technique examined in this chapter leads us to conclude that their structural lessons remained in a lock-step teaching fashion. The teachers provided no evidence of practising CLT, of encouraging the learners to communicate in the target language, or of developing the learners' *communicative competence*, the

goal specified by the national curriculum. T3 attempted applying the PPP paradigm, but from the point of view of her own interpretation of it. The teaching and learning process practised by the three informants demonstrated a phenomenon typical of a conventional EFL Thai classroom: a teacher-dominated lesson. Their practices revealed a non-communicative approach, with constraints found on the practice in their classroom, the result of their working within the pedagogical self-made paradigm of their own experience and interpretation. These three informants' structural lessons were tailored to suit their own values, and accommodate ways of teaching they were familiar with. Interaction and *communicative competence*, in these three informants' classrooms, were neither generated nor promoted.

The study of the classroom teaching methodology of the three student teachers found in this chapter has revealed divergent practices with respect to the application of CLT. By contrast, the fourth informant, Student Teacher 1, was found to have moved away from traditional teaching methodology. Her practice will be, therefore, examined separately: in Chapter 8, presenting an analysis of her structural lesson (Analysis 3), and in Chapter 9, presenting an analysis of her reading lesson (Analysis 4). These two chapters will be studied for the possible occurrence of CLT in T1's practice.

In addition to the analysis of the three informants' structural lessons as presented in this chapter, a further investigation of their three other lessons relating to other skills (Analysis 2) will be conducted discussed in the following chapter.

#### **CHAPTER 7**

#### PROBLEMS IN CLT PRACTICE IN

#### THE OTHER THREE LESSONS RELATING OTHER SKILLS:

#### **QUALITATIVE ANALYSIS 2**

#### 7.1 Introduction

The qualitative analysis of the four lessons relating to other skills, namely T1's reading lesson (T1-RD), T2's speaking lesson (T2-SPK), T3's reading lesson (T3-RD), and T4's listening lesson, reveal different findings. In line with the analysis of the structural lessons, the findings suggest the same two different patterns: the constraints in CLT practices in the three informants T2, T3, and T4, and the presence of CLT practice in T1's lesson. The findings are, therefore, discussed separately in Chapter 7, an analysis of problems in CLT practice as found in the three former informants, and in Chapter 9, an analysis of the possible occurrence of CLT practice in T1's reading lesson (T1-RD).

In this chapter, a further analysis of another set of classroom observation will reveal problematic situations in CLT practice of T2, T3 and T4's lessons pertaining to other skills. Teaching practice and behaviours are investigated in depth in T2's speaking lesson (T2-SPK), T3's reading lesson (T3-RD), and T4's listening lesson (T4-LST).

#### 7.2 Student Teacher 2: T2-SPK

#### 7.2.1 Background

#### 7.2.1.1 Classroom context

Similar to LPC1 Class 1, LPC1 Class 2 (equivalent to Grade 10) is packed with fortyeight students, scattered around in the back, leaving the front seats vacant. It is evident that most of the students have come to class without coursebooks.

#### 7.2.1.2 Lesson plan organization and materials used

The stated goal is to encourage the students to ask for the price of items by using 'How much/ many...?' The students are to practise a dialogue between a salesperson and a customer at the stationary counter of a department store. The material used is a gap-filling exercise found on page 70 of the coursebook. The lesson plan is not organized into any phases of teaching as such, but rather presents a general description of what the teacher is projecting to do.

#### 7.3 Analysis of classroom practice of Student Teacher 2 (T2-SPK)

#### 7.3.1 Introducing dialogue

As is documented in the tapescripts (Appendix A), Summary 6 (Appendix D) and the lesson plan, the session starts by the teacher detailing the context of an assistant and a customer at a stationary (#1-3) counter, giving instructions and explaining (#9-67), completing the dialogues on the board and getting the students to copy them (#81-153), practising the dialogues by having them read aloud (#166-214), reciting the dialogue from memory (#221-271), setting the scene for a pair-work activity (#282-294), and giving more instructions (#294 -314) until the end of the period.

#### 7.3.1.1 Practising the dialogue

Extract 11 demonstrates T2's teaching techniques being applied in her speaking lesson. It reveals her belief and the students' investment in the repetition of choral work.

### Extract 11

**Context:** T2 starts the lesson by setting the scene of an assistant and a customer in #1. She checks and explains the meanings of the vocabulary (#2-42), and instructs the students to make a complete dialogue by filling in the gaps.

43	Turn T	[searches through her documents and takes a picture of a woman out] Suppose you
40	ı	are(()) No, no (.) you are a customer (.) in a stationary section (.) a customer(.) [sticks the picture on the left top of the BB next to 'customer = buyer']Next! (2)[looks at her lesson plan for a while] I want you (.) to (.) fill in the blank (.) fill in the blank on page 70. Everybody! Open your book on page 70 (.) column 6 (.) column 6 (.)(())column
		six?//[turns to the BB and draws a rectangle on the left on the B/B and writes 'shopping list' on top of it] This is a (.) Can you tell me what is this? What is this? //[keeps on writing]Can you tell me what is this? It's a (.)
44	Ss	[read] shopping list
45	T	Shopping list! One (.)[writes number one in the rectangle] paper? // [turns round to the students for their answer]clip (.)[continues writing]Two?//[turn to the students]hah? Postcards[writes #2 on the list] postcards and three? //
46	MS1	File cover (I)
47	Ss	File cover
48	T	File cover\\ [repeats SS and adds in the list] In a shopping list \\ you put in the
		price[points to the space provided on the BB] How much is this? Hah?//[fills the price
		and reads it through while writing]six (.) per (.) box (.) How much is this? Five bath per
		each[points] It's (.) a (.) It's a clue (.) clue (.) It's '@'. It's a quotation of 'each each'. You
40	E0.4	know each (.) each(.) file cover? //
49 50	FS1	Four (.) four (.)
50 51	T Ss	How much is this? (f) Four each
52	38 T	Four Baht each \\[writes on the BB] Fill in the blank! What are you (.) what are you
JZ	'	going to do? (.) What are you going to do? (f)
53	Ss	[quiet]
54	MS1	Copy (f)
55	T	Fill in the(.) blanks or column (.) or column six on page (.) // [raise her eyebrows]
56	FS2	Seventy
57	Т	70! (f) Understand? // Uh (.) read the dialogue (.) read the dialogue (.) Who speak (.) with who? // [points to various SS] Who speak with who? // (.) Who speak with who? // (.) Who is the? (.)
58	FS1	Salesperson
59	T	The salesperson! (f) speaks with a (.) [points to the picture stuck on BB] a (.) a
		customer(.) you know?// A customer!(.) uh (.) you (.) when (.) when the customer comes in
		(.) [walks to the door and walks in like a customer is arriving]when you come in a
		stationary section (.) When you come in a stationary section (.) I am a customer (.) suppose
		I am a customer (.) I come in a stationary section. You are a (.) a sales (.) person. You (.)
		greet me (.) hah? // (.) What do you say?//

```
60
        Ss
                  ...((...))...
61
         Τ
                  No! (f) You greet me! (f) You greet me! (f) Do you (.) suppose I start in the stationary section
                  (.) Before (.) You know (.) before (.) uh (.) you ask me (.)How many (.) you (.) you greet me
                  (.) What do you say (.) What do you say (.) ... [waves her right hand up to encourage SS to
                  speak up] ...
        FS1
62
                  ...((...))...
63
         Т
                  Louder, please // (f) Titsukhon (f)
        FS1
64
65
         Τ
                  Uh (.) good! (f) good! (f) In the afternoon (.) you say (.)
66
        FS<sub>1</sub>
                  ...((...))...
67
        Τ
                  You say 'hello' or? // (.)... [puts her hand out for the answer]...
68
        FS1
                  ...((...))...
69
        Τ
                  ...[nods and waves her hand to get GS1 to speak up]... hello. And next! (.) and next! (.)
                  May I (.) Help you? Everybody! (.) You! (f) you (f) say (.) ah you say 'hello' (f)
70
        Ss
71
         Τ
                  Hello (.) Can I help you? (f) //
72
        Ss
                  Hello (.) Can I help you? (f) //
73
         Τ
                  Hello (.) May I help you? (f) //
74
        Ss
                  Hello (.) May I help you? (f) //
75
        Т
                  Or good morning (.) can I help you? (f) //
76
        Ss
                  Good morning (.) can I help you? (f)
71
         Τ
                  Hello // (.) Can I help you? //
72
        Ss
                  Hello // (.) Can I help you? //
73
        Τ
                  Hello // (.) May I help you? //
74
        Ss
                  Hello // (.) May I help you? //
75
        Т
                  Or good morning // (.) Can I help you? //
76
        Ss
                  Good morning // (.) Can I help you? //
77
        Τ
                  In the afternoon (.) you say (.) Good afternoon (.)
                                              ***********
163
        Τ
                  One more! Sorry! (f) Who start to say? Who start to say? (f)
164
        Ss
                  Salesperson
165
        Т
                  The salesperson (.)... [Points to the other group on the other side of the class]... When the
                  customer comes here (.) the salesperson says (.) ... [signals the students to speak up]...
166
        Ss/L
                  Good.
                    Good...
167
         Τ
168
        Ss/L
                  ... [read on the BB]... Good afternoon, may I help you? //
169
        Τ
                  Good afternoon (.) may I help you? //
170
        Ss/L
                  ...[read]... Good afternoon (.) may I help you? //
171
        Т
                  Louder! (f) Louder, please (f) Good afternoon (f) may I help you? (f) //
        Ss/L
172
                  ... [In a louder voice] ... Good afternoon (.) may I help you? (f) //
173
        Τ
                  ...[ gives a signal to the students on the right] ...
174
        Ss/R
                  ...[read]... I need some paper clips. (f)
175
        Τ
                  Customers say (.) //
176
        Ss/R
                  ...[read]... I need some paper clips. (f)
177
         Τ
                  I need some paper clips. Salespersons say (.) //
178
        Ss/L
                  ...[read]... How many do you need? (f)
179
         Τ
                  How many do you need? // (.)... [To another group]... and you say...
180
        Ss/R
                   ...[read]... How much are they?
                                              **********
215
        Τ
                  All right? (.)...[inaudible]... And you practise it (.) practise it with your friend....[points to the
                  left]... You! (f) You! (f) You are the (.) salesperson. You are (.) you are the (.) ... [erases the
                  dialogue]...
        T/Ss
216
                  I Customer
217
         Τ
                  ...[waves her hand]... You start! (f)
218
        Ss/L
                  Good afternoon (.) May I help you?//
```

```
219
        Т
                 No! (f) Don't look at your book. (f) Close your book. (f) Close your book (f) ...[closes the
                 student's book sitting nearby and smiles]... Wait! (f) OK! (f) One- two- three- start! (f)
220
                 Hello/Good afternoon...[overlapping]... may I help you? //
        Ss/L
221
                 Τ
222
        Ss/L
                 Hello/ good afternoon (.)
223
                 You! You! (f) OK (.) again (.) please!
        Τ
224
        Ss/L
                 Hello/ good afternoon
225
        Т
                 No (f) no (f) you choose one (.) 'hello' or 'good afternoon'.
                 Hello
226
        MS1
227
        Girls
                  Good afternoon
228
        Τ
                 You want to say 'hello' or 'good afternoon'? // (.)
229
        Girls
                 Hello (.) hello (.)
230
        Т
                 Good afternoon! (f) (.) ah (.) You! Everybody! (f) Good afternoon! (f)
231
        Ss/L
                 ...[ recited from memory] ... Good afternoon (.) may I help you? //
232
        Ss/R
                 ...[recite]... I need some paper clips.
233
        Τ
                 I need some...? (.)
234
        Ss/R
                 ...[recite]... paper clips
235
                 Paper clips!
        Т
236
        Ss/L
                 How many do you need?
237
        Т
                 How (.) //
238
        Ss/L
                 How much (.) how many (.)...[overlapping of different utterances]...
239
        Τ
                 How much (.) how much (.) ...[overlapping sounds]...
240
        GS
241
        GS
                    How many (.) how many (.)...[overlapping sounds]...
242
        Ss
                    How much (.) how many (.) how much (.).....[overlapping sounds]...
243
        Т
                 How (.) How many (.) How many do you need? Everybody, please. (f)
244
        Ss/L
                 How many do you need?
245
                      ...[in a loud voice] ... All together of these! (f) You are salesperson (f)
        Τ
        Ss/L
246
                 How many do you need? ...[repeat]...
247
                 How many do you need? (f)
        Т
248
        Ss/L
                 How many do you need? ...[repeats]...
249
        Τ
                 ...[signals to the ss on the right]...And you? //
```

	Transcription convention
Т	Teacher speaks
SS	Students speak (S1 = Student 1, etc)
FS1	Female student 1 (etc)
MS1	Male Students 1 (etc)
Ss/L	Students sitting on the left
Ss/R	Students sitting on the right
(.)	Pause of less than one second
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
/ /	Phonetics for Thai names of places or a minority of people
(Text)	English translation
(())	Inaudible/ unclear utterance
jj "	In a rising tone
//	In a low tone
(I)	Lenis (quiet) enunciation
(f)	Fortis (loud) enunciation
Text!	Calling for attention/ exclamation
Grey area	The teacher's teaching techniques being discussed in this extract and to be further discussed in 11.3.1.1 in Chapter 11

In this lesson, T2 reveals the same patterns of teaching behaviour as they occurred in her previous lesson, in that she concentrates on explaining, and alternates with display questions. The teacher instructs her students to fill in the gap at #43, while she herself finishes the entire work for them (#45-56). The students simply give short answers and copy the complete dialogue into their book.

The teacher initiates practice by requesting the students on the left (Ss/L) to take the role of the salesperson, and the students on the right (Ss/R), the one of the customer. In chorus, they read the dialogue written on the blackboard. Evidently, emphasis is placed on pronunciation and promptness, as the teacher cues for the level of loudness (#19, 63, 69, 71, 75, 168, 173, etc.) and repeats after her students to confirm their pronunciation. Swapping their role for the next round (#168-197), the students repeat the dialogue loudly, promptly and rapidly.

It can be said that the students are performing a drilling under the teacher's tight control. Doff (1989) suggests that drilling is an alternative way for teachers to establish new structures to students; in other words, it is one basic technique for oral practice of a structural lesson in that while the students do repetitions, they are offered opportunity to pay attention to pronunciation problems and structural errors. More importantly, this technique is more suitable to beginners (Hubbard et al., 1991). However, at the interview, the teacher could not provide her clear pedagogical purpose for this practice. This simply reflects her own interpretation of the application of CLT.

#### 7.3.1.2 Requesting students to recite from memory

One of the critical points appears at #215 where T2 asks her students to do another drilling. But this time, interestingly, she erases the dialogue on the blackboard and

requests of them a recitation out of memory. They are to keep the book closed and to start the dialogue over again, when the teacher notices their glances at page 70 (#215). However, it can be observed that this practice is difficult for the students as they cannot bring back the exact words in mind. Once they fail to produce each phrase (e.g. #220-231), the teacher does not delay in stopping them, and gets them to utter the original dialogue. The practice reveals her frequent intervening (#228, 230, 237, 239) and reformulating (#233, 243). When the first round of dialogue recitation is done, the teacher calls for promptness at #245, and requests a second round.

These events could be explained from the teacher attempting to reassure her students of the forms 'How much / How many' as in #237 and #239. All cues and tight controls are usually for guidance and support. However, in this case, the use of T2's language for the control of patterns of communication in class appears to result in the opposite, that is, it becomes an interruption. More importantly, it causes not only uncertainty and delay among the students, but also difficulties in recalling the dialogue from their own memory.

It is evidently illustrated that, in teaching a foreign language, T2 takes the pronunciation and memorizing of the words as the most important elements. Despite being under a teacher retraining course and having full opportunity for trying new teaching techniques, she does not adapt her methodology. Her static teaching behaviours may have been accumulated from her prior experiences and from her own frame of reference. Her practice is still performed in her own manner, maintaining the techniques she is familiar with.

#### 7.3.2 Arranging a pair-work activity

Extract 12 demonstrates the teacher's arrangement of a pair-work activity, which reveals her excessive explanation and unclear instructions.

#### Extract 12

**Context:** After having had the dialogue drilled over and over, the teacher prepares an information-gap activity for her students to inquire for the prices of different items by using the key structure 'How much...?'. From #274 to 314, she is in her attempt to set up the activity.

Turn		
308	T	What question (.) what question do you (.) Do you talk? // What question do you speak? // You speak about (.) [points to the boy] how much (.) how much (.) how many. (.) Do you understand? [walks to the front row and arranges the chairs]OK, everybody! (f) Turns to (.) turn(.) turn. (f) You rearrange (.) [The student in the front smiles and doesn't move.] You work in pair (.) you rearrange for (.) for this. The same (.) the same this. Everybody! Do (.) what are you going to do? (.) What are you going to do? Work in (.)
309	Ss	pair
310	T	Pairs and next (.) you face to (.) face to face and you turn your chair. Next (.) next (.) You are A and your friend is B. I give you W/S and (.) when you receive your W/S (.) don't let (.) your friend to look at your W/S, understand? // And don't write, don't write it in your W/S. What question do you ask? // When (.) you ask about (.)
311	FS1	how many (.)
312	Т	Uhh! (.) how much (.) how many (.) and (.) uh that you have just studied (.)[points to the BB] Understand? // uhm (.) and you ask whose (.) whose something of the pop stars (.) (()) OK (.) rearrange (.) rearrange. You rearrange your chairs. I'll give you (.)[gives out W/S to ss]

Who is A?(.)...[in a loud voice]...Be careful! (f) Be careful! (f) Don't look at your friend (f) look at your worksheet. Look at your worksheet! (f)...(3)...Who is A? Who is A? (.)...[to particular students]... Sit down, please. Sit down, please. Sit down, please. Who is A? (.) You have your pair (.) Please have a seat. A (.) A (.) B (.) B (.) Don't you (.) don't you let your friend look your sheet, OK?// A (.) B (.)

#### ...[The bell rings signalling the end of the lesson]...

No (.) no (.) Time's up!...(2)... Please, please (.) you (.) I give you let (.) I give (.) I'll let you practise the activity. I let you practise activity one more time. Don't (.) Don't (.) let your friend look at (.) ...[distributes the worksheet one by one]... And you are A (.) and you are (.) B. (.) You are B. You are A. You are A and you are B. (.)...[walks around]... You are A. (.) You are B. (4)...You are A and you are B. (.)...(4)... You are A (.) You (.) B. You are A and you are B. Don't (.) Don't let your friend look at your sheet. B (.) A (.) You are A and you are B. You are A. You are B? // B! (f) Don't write it (.) You are B A or B? // A (.) B (.) Don't let your friend look at your worksheet. ...(5)...A or B? // (.) A (.)...A you are A (.) and you are B (.) A (.) You are A and you are B (.) A (.) B. (.) When you receive your sheet. (.) You speak with your friend. You use question (.) how much (.) how much (.) and you look at in the (.) in the picture (.) the picture, and you ask about whose (.) whose pop stars (.) whose the thing of pop stars (.) ah (.) is the highest price. You want to know the price of thing (.) and you (.) you think about things of pop stars. Anybody (.) anybody (.)... [continues giving out worksheets]...You A (.) B and you?//

A (.) And you (.) A, (.) and you A (.) B, (.) B. (.) Five minutes, (.) five minutes. (.)...[walks back to the front then turns round to one student at the back]... And you? //...[about to give out the worksheet to the student then changes her direction and gives it to another]...Oh (.) you (.) you (.) and you (.) you (.) You move (.) you move quickly. A (.) ...[walks to the last group of three students]...((3))...You are A (.) you are B. You are A (.) And? // You move! You move! (f)...(5)... Everybody! (f) Who don't receive (.)...who don't receive the worksheet? // Who don't receive the worksheet? // And (.) uh (.) who (.) who receive the same (.) the same worksheet (.) who receive the same (.) who receive the (.) worksheet A? // ...[puts her right hand up as an example]... Who are A's? // No! Who is A?// Put you hands! (f) Who is A? (f) Hands up! Hands up! (f) Who is A?

Etc.

T How much is this (.) how much is this (.) guitar? // How much is this guitar? // When your friend // got// the price of guitar (.) your friends says (.) it's (.) it's (.) it's (.) uh (.) it's 400 Baht (.) 400 Baht You (.) whose is the pop star name? Whose is this (.) Whose is this guitar of pop star name? Your friend say 'Tao'. For example (.) you understand? // For example! Ok, (.) time's up! Time's up! (f) Students (.) students! Time's up!

ilis: Tillie's up:	
	Transcription convention
T	Teacher speaks
SS	Students speak (S1 = Student 1, etc)
FS1	Female student 1 (etc)
(.)	Pause of less than one second
(2)	A pause of 2 seconds (3, 4, 5 seconds, etc)
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
(())	Inaudible/ unclear utterance
11	In a rising tone
//	In a low tone
(I)	Lenis (quiet) enunciation
(f)	Fortis (loud) enunciation
Text!	Calling for attention/ exclamation
Grey area	The end of the lesson

It is evident that the students have no opportunity to do the information-gap task as planned, but that they are led into listening to a lengthy explanation. When, at #312, the bell signifies the end of the period, the teacher is in the middle of her explanation on how to do a pair-work activity. Ignoring the signal, she carries on explaining and giving her instructions, alternating with setting up the pair work in an undirected manner. All of a sudden, at the end of #314, the teacher stops short by saying, 'Students! Time's up', and the pair-work activity is left undone. In all, she spends 78 minutes for a 50-minute lesson. It can be observed that the assumed output production stage is poorly-paced, offering nothing much to the learners, but confusion. The task prepared for the pair-work activity, as attached to the lesson plan and is not used as described, is relatively unfocused with respect to the structure prepared. One possibility for this

is that the activity and tasks are unfamiliar to both the teacher and students. T2 is thus in difficulty in explaining and organising it. In addition, her adaptation made the task complicated to her students.

On her self-evaluation form pertaining to what she had done well and what she wanted to improve, T2 described, '...I gave a long situation. T checked situation. Most students didn't answer. They can't remember the situation. T asked again...The students hardly said the sentence. I had to guide them before. I thought that I was not successful in the lesson. I gave very long and difficult instruction. 'To solve this, she described in her note that '...during giving situation, T should preteach vocabulary before if it was difficult...'. These notes show that, even on her second thought, the teacher was still not aware of the source of the problems. She believes that providing more vocabulary could solve the problems.

The output where the students have to negotiate meanings is not found. Aside from supplying short answers, the students are to sit still listening to the lengthy explanation from the teacher. Without any language involvement of any kind, the learners' language skills are not developed towards the aims stated.

#### 7.4 Conclusion to Student Teacher 2 (T2-SPK)

The teaching procedures and their analysis described above clearly demonstrate that T2 was not giving instructions on speaking, but was rather framing her students in an unrealistic rehearsal situation. The teaching methodology involving the improvement of speaking skills and communicative tasks were not found during the session. The lesson was based mainly on the students' memory and parroting. The given situation lacked communicative intent. The teacher never changed her role at any stage of her teaching, but remained in the role of the one providing prompts that, from the

students, triggered utterances of certain patterns. Most importantly, the students were not offered any opportunity to perform pair-work and to experience conversation at all. Thus, as it was delivered, this session could not be claimed as a speaking lesson.

#### 7. 5 Student Teacher 3: T3-RD

#### 7.5.1 Background

#### 7.5.1.1 Classroom context

Student Teacher 3's reading lesson is performed in the same class as her previous lesson.

#### 7.5.1.2 Lesson organization and materials used

The lesson has been arranged into three phases, pre-, while- and post-reading. The reading passage 'The Royal Crown Stolen' has been selected by the teacher. The stated goals are 'to enable the students to read and understand the article', and 'to ask and find the answer from the article'.

#### 7.6 Analysis of classroom practice of Student Teacher 3 (T3-RD)

#### 7.6.1 Pre-reading activity

The teacher starts the lesson by presenting the new lexis (crown, fabulous, ruby, and predict) by showing the target word written on a piece of A4 paper to the class, explaining the meaning, and getting the students to pronounce the words after her (#1- 42). Extract 13 demonstrates how the teacher manages the pre-reading activity. It also reveals the teacher's unclear instruction given to the class which has some effects on the students' work in the later stage.

# Extract 13

**Context:** T3 leads the students into the pre-reading stage by getting them to look at

the reading text where they can read the title and see a picture of a crown on display.

Turn		
43	T	Right! OK (.) now look at your W/S that I give you. OK! Look at in the picture! [shows a piece of reading passage] and answer me (.) ah (.) what do you think this article is about What do you think this article is about?
44	Ss	Royal crown
45	T	OK! you can find by (.) by look at the headline 'Royal Crown (.)'
46	Ss	Stolen
47	Т	Stolen (.) right? OK! now (.) I would like you to (.) OK (.) [reads from the instruction on top of the reading passage] Write any three questions that you want the article to answer (.) at the back page of your W/S (.) understand? //
48	Ss	Yes
49 50	T	Yes(.) write any (.)(2) What are you going to do? Write any (.)
50 51	Ss T	(()) How (.) how many?
52	Ss/ T	Three questions
53	T	Where?
54	Ss	At the back.
55	T	At the (.) back of your W/S (.) OK. I'll give you five minutes to write 3 questions. Any questions
		(.) when (.) what (.) where (.) any questions that you want the article to answer [Something goes wrong with the camcorder and its noise attracts all students to turn round. look at the
		cameraman and laugh]
56	T	Funny![13 sec] Any questions that you want the article to answer (1.30 mins) Have
		you finished your questions? // (.) Yes? (.)// No? // (.) Two minutes! (.) Two minutes! (.)(2.25
		mins) [Note: T is always at the front or at the podium reading her note.]
		Tape blank
57	T	[reads from her note at the podium, while showing the worksheet in her left hand] The fabulous royal crown that was displayed at the museum is now missing. (.) It belongs to Queen Isabella of Spain (.) and was decorated with ruby and diamond. (.) The crown valued at over \$ 2,000,000. (.) And the police are questioning the suspect. (.) OK, (.) and I like you to read
		yourself and you think in the same group of four. (.) You read it and find the answers to the
		questions (.) right? // OK? // Read it for five minutes (.) in the same group of four (.) and find
		the answers that you questioned (.) OK? (.) Five minutes (.) read the (.) story (.) Do you
ΕO	Co	understand? . (.) (())
58 59	Ss T	[quiet] OK? // Are you OK? // Yes? //
60	Ss	(())
61	T	No? //
62	Ss	(())
63	T	Again? OK! Read (.) read this article in the same group with your friend. How (.) How many of you? //
64	Ss	Four
65 66	T Ss	OK! group of four. (.) Read and then find the answer that you've written (.) OK? // (.) Right? // OK
00	U3	OIX

	Transcription convention
T SS (.) [[talic] (()) // \\ Text! Grey area	Teacher speaks Students speak (S1 = Student 1, etc) Pause of less than one second Additional notes / classroom atmosphere/ non-verbal communication Inaudible/ unclear utterance In a rising tone In a low tone Calling for attention/ exclamation The teacher's instruction being analysed in this extract

Despite the clear the title, the teacher, at #43-46, asks the students to guess what the article is about, and instructs them to make three questions they want to know about the text as a pre-reading activity in #47. The interesting point to be made is that the teacher seems not to give any interest to the students preparing these three questions, but goes straight to the next step by reading out to the class, from her note, the context of the story, followed by new long instructions at #57. Similar to the issues raised in her previous lesson, it seems that her instructions are not effective, as the students offer no response. Their lack of reaction at #58 may due to her instruction, 'read yourself and you think in group of four', which may create their uncertainty as to how to perform this appropriately. It is also possible that the students are still not through with the first assignment, making 'any questions that you want the article to answer'. While the first request is still unclear and may also be left undone, the second request is assigned as 'think in group of four'. It is evident that the clarification check at #59 does not relate to the procedure for performing the tasks assigned, but is concerned by the number of students who are to form each group.

The teacher poses 'Yes?' to check their understanding. Obtaining nothing but quietness, she changes it into 'No?' to express her doubt (#61). The teacher apparently perceiving a need to deliver the instruction one more time, therefore, reads out the same instruction from her note, now pausing within her reading. However, it is evident that

the second segment of her instruction is not different from the one before. Her instruction remains the same, which is unclear and inadequate. The students remain quiet, not requesting any elaboration. Once the teacher poses a question at #65, they simply reply 'OK' (#66) to fit the patterns of the teacher's question. Obviously, they are controlled by the teacher's questions. The teacher mostly employs the *preformulation strategy* to orient the students towards the context of the question, and provides some indication of how it should be answered (MacLure and French, 1980, cited in Johnson, 1995). Therefore, the students' responses do not reflect their understanding.

Concerning T3's ELT teaching practice, there are two crucial points to be discussed regarding her reading the exact words prescribed by the coursebook. First of all, it is evident that she does not provide any examples for the students, nor at all stimulates thinking and imagining among them by using other techniques. Reading the instructions alone is certainly not sufficient and clear. This is not to say here that following the course book is not always useful, but this state of affairs reveals T3's lack of strategy in giving or demonstrating instructions. She totally relies on the book's prescription by reading whole chunks without making them comprehensible to her students. Consequently, the pre- and while-reading activities become a burden for the students and afterward affect their use of the language for their own work as will be shown in the Extract 14.

Secondly, this extract also demonstrates the teacher's unclear conception of CLT in managing the pre-reading activity. In point of fact, the pre-reading activity is to increase the students' motivation in reading texts, and to offer some idea of what to read (Hubbard et al., 1991). However, in T3's practice, it is reveals that she does not

particularly endeavour to make this activity interesting. On the contrary, it appears to be a difficult exercise as the students have to struggle on their own in making 'any questions'.

Another crucial point worth mentioning here is the teacher's presence on the podium for all the time the students are working. While conducting her lesson, it is often seen that the teacher glances at her notes. All these events imply that, first of all, the teacher feels pressured in conducting a lesson under the researcher's observation. The situation keeps her consulting the lesson plan most of the time. To avoid any mistakes at delivering an instruction, she simply plays safe by reading it all out from the coursebook. This point will be further discussed in Chapter 11.

#### 7.6.2 While- and post -reading activities

Extract 14 demonstrates the students' work and their use of the language in constructing the target questions as assigned at the pre-reading stage. It also reveals the teacher's misconception of CLT while working for her students.

#### Extract 14

**Context:** The students are invited to show the 'three questions you want the article to answer', assigned to them at the pre-reading stage, and also to give the answers from the reading text.

```
Turn
       Τ
79
                Tell me! (.) What your question (.) that you asked? // Who (.) who can tell me (.) Nawat, are you
                OK? // Not sure? // ...((...))...
80
                 ...[stands up]... What is (.)?...[looks from his note]...
       Nawat
                What is (.)...[waits for Nawat to finish it]...
81
       Τ
82
       NW
                What's (.) what are (2)
83
       Т
                What are (.)
       NW
                What are decorate (.) ...((...))...? //
84
85
                Uh (.) huh? //
       Τ
86
       NW
                 ...[moves his hand to the left and right and then in circle] ...
87
       Τ
                 What are decorate (.) what's (.) What (.) what decorate (.)
```

```
NW
88
                Of her (1) her (1)... [points to 'crown' written on the W/B]...
89
      Τ
                OK! I know. \\... [makes and writes the questions on the W/B, pronouncing each word all the way
                through] ... What (.) was (.) the (.) crown (.) decorated (.) with? (.) Right? (.) Yes? (.) And the
                answer (.) the answer (.) Can you find it? //
90
       NW
                Ruby and diamonds
                                               Ruby and diamonds
91
       Т
                It was decorated with (.)
                                               Ruby and diamonds
92
       Ss
93
                OK // correct? // OK! Any person who want to tell your question?
94
       Ss
                ...[quiet] ...
95
       Т
                Who? //
96
       MS1
                How much the value of the royal crown?
97
       Т
                How much (.) how much (.) ... [writes on the W/B] ... say again!
98
       MS1
                How much the value of the royal crown? //
99
       Τ
                How much does (.) does (.) the (.) crown (.) cost? OK? // What is the answer? ...((...))... than value
                (.) right? //
100
      MS1
                ... [looks at the passage] ... It's over (.)...
101
                ...[writes and repeats what MS1 says all through]...It's (.) over (.)...
      Τ
      MS1
102
                Two millions
103
      Τ
                Two (.) millions (.)
                Two million dollars
104
      MS1
105
      Τ
                Two million dol (.)
      MS1
106
107
      Τ
                OK! (.) correct! (.) ...[finishes her writing] ... Thank you. Anything else? Who (.) who want to tell (.)
                your question. OK! (.)... [inaudible] ... Stand up, please. Good!
```

	Transcription convention
T	Teacher speaks
SS	Students speak
MS1	Male Student 1 and etc
NW	Nawat, a male student
(.)	Pause of less than one second
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
(())	Inaudible/ unclear utterance
) //	the point of the overlapping utterances
<i> </i>	In a rising tone
\\	In a low tone
Text!	Calling for attention/ exclamation
Grey area	To be discussed in Chapter 11

After giving some time, the teacher allocates a direct turn to Nawat to report the class the questions he has formed. Nawat nervously utters in chunks (#82, 84 and 88). His hesitance and linguistic inconsistency suggest his difficulty in producing the target question. He formulates an utterance and synchronizes gestures by moving his hand in circles and pointing at the word 'crown' written on the whiteboard, suggesting the link between this key word and the target question to be formed. Immediately, and interestingly, the teacher announces 'OK, | know.', and turns round to the board. Without allowing Nawat to try to work on his own, she formulates and writes the question,

'What was the crown decorated with?' on the whiteboard. Nawat's task, thus, turns out to be performed in full by the teacher. Without any comment on this, instead, she shifts topic by casting a request for the answer of this question. This act draws the class's attention to the text to search for the answer. In response, Nawat bids 'Ruby and diamond' (#90). Again, the teacher offers help by forming the initial part of the answer 'It was decorated with (.)' as a model, and pauses to signal to Nawat to contribute his turn. Nawat and the class repeat the previous response which they fit into the gap the teacher provides.

When the students' contribution is finished, the teacher employs the *preformulation* strategy (Hedge, 2000) or contextualization cues (Johnson, 1995) by providing some indication on how it should be answered, asking, 'OK, correct?' She utters 'OK\\' as a confirmation before asking for a volunteer to show their work in #93. MS1 volunteers #96, but produces a linguistically incorrect utterance. Again, T3 makes a confirmation check and starts forming the target question for him on the whiteboard. While listening to MS1, T3 corrects the form and writes the whole sentence on the board for him. Once again, she draws the students' attention to the text by asking, 'What is the answer?', and provides contextualization clues, uttering '...than value, right?' From the clues the teacher provides, the students scan for the answer for the price of the stolen crown, while MS1 relays the information from the book to the teacher. From #108 to #140, which is not included in this extract, T3 lends her helping hand in constructing every sentence and correcting all the grammatically wrong structures of the students' work, as well as writing all on to the whiteboard. In this regard, it is clear that the students do not construe the questions as assigned, but that the teacher does this crucial work for them. The reason underlying this behaviour, the teacher doing the students' work, will be further discussed in Chapter 11 (see 11.3.1.1.2) on the sociocultural aspect of teaching in Thai settings.

It is clear that the teacher realizes her students' low level of linguistic competence in carrying out the task assigned. Then, and obviously, the crucial question to be raised here relates to the necessity to impose this particular assignment on the learners. The possible explanation for this choice can be linked to the copy of the reading text taken from a commercial coursebook, accompanied with a teacher manual describing all the pre-, while- and post-reading activities, which manual the teacher uses. T3 may have assumed that using a communicative-oriented course book is the right way to practice the CLT approach, since the book covers all the three phases of teaching oriented towards improving reading skills. Failing to take her students' linguistic competence into consideration, the teacher totally relies on the tasks of the CLT-based coursebook, and uses the whole package without adapting it to suit her students' ability. It is highly likely that, in this lesson, T3 is actually acting as a *presenter* or *mediator*, as a person who carries out the prescriptions of the package.

It can be noticed in this reading lesson that the students do not have sufficient instructional support from the teacher at each stage. Then, not well equipped with the right information, they cannot appropriately perform the requested tasks at any stage of the activity. They are thus not given ample opportunity to use the language, successfully participate in the activity, and interact in the classroom. It can be said that the only input provided for the learners is the actual reading text itself, which they have a few minutes to interact with. In this lesson, the students' contribution to language learning is at minimal.

## 7.7 Conclusion to Student Teacher 3 (T3-RD)

Despite following the pre-while-post activities of a CLT-based package, T3's practice reveals her misapplication of it in her reading lesson, a behaviour reflecting her misinterpretation of the underlying principles of CLT in the lesson set-up offered by the book. There are no clues as to the students getting involved in any kind of activity and interaction in a communicative manner. It dictates a teacher-dominated lesson. Therefore, this lesson cannot be said to comply with the practice of CLT pedagogy.

#### 7.8 Student Teacher 4: T4-LST

## 7.8.1 Background

## 7.8.1.1 Classroom context

The lesson, given as part of a course at the tertiary level, is delivered to first-year students in a state-run college of technology. The age of the learners ranges between 18 and 20. In this class, thirty-five students are sitting in pairs arranged in four rows. The researcher is seated next to an American instructor who co-teaches the course.

## 7.8.1.2 Lesson organization and materials used

The stated goal for this lesson is 'to get the students to practise listening for details.' Based on the teacher manual, the lesson is organised into three steps: pre-, while- and post-listening. The students are to listen to six people talking about what they usually carry in their bags.

# 7.9 Analysis of classroom practice of T4 (T4-LST)

# 7.9.1 Pre-listening activity: Departing from the lesson plan

This extract demonstrates the teacher's departing from her lesson plan and spending quite a long time to pre-teach simple vocabulary to the students. It also reveals how the teacher manages a pre-listening task

# Extract 15

After some revision of the grammatical points presented the week before (#1- #40), the teacher starts her lesson by informing that they are going to listen to the recording of the interviews.

Turn		
41	Τ	A few of us (.) absent. Very good! That means you can remember that (.) uh (.) something that
		you studied last week, right? // OK. And today (.) look at this one! What is it? // [points at the
		tape player]
42	Ss	Radio
43	T	Radio! (.) I would like you to listen to the radio. (.) You will hear six people talking about
		something. (.) And before listen something (.) I want ask you (.) Do you carry a bag to school? //
	•	Do you know a bag? //
44	Ss	Yes.
45 46	T O-	Yes (.) Many kinds of bag (.) different. Bag for book we call book bag, understand? //
46	Ss	Yes.
47 48	T S	Yes. And maybe businessman carry briefcase, understand? // Yes.
40 49	S T	[writes 'businessman' and 'briefcase' on the W/B] (5) Briefcase (.) businessman (.) you
43	'	know (.) businessman carry briefcase. (.) Maybe some of you carry briefcase (.) or maybe we can
		call 'suitcase' [writes ' suitcase' under the first two words on the W/B](4) That make (.)
		that means some businessman, briefcase, or suitcase. It depend. Maybe like this [draws a
		picture which can be either a briefcase or suitcase](8) Like this! (.)< laughts> But it not
		good. It's OK. (.) And maybe some ladies carry purse. Do you know purse?
50	Ss	Yes.
51	T	Yes. (.) Or maybe something bigger than purse we call 'handbag' (.) Understand this word? // It's
		kind of bag. (.) There are different kinds of bag. (.) Bag of book we call book bag. (.) Who usually
		carry book bag? //
52	Ss	student
53	T	And maybe some businessmen carry this briefcase or suitcase. (.) And lady carry purse or
		handbag. (.) Depends! (.) And what about you? (.) Do you usually carry a bag to school? // Yes or
<b>-</b> 4	0-	no? // (.) Yes (.) // Yes or no? //
54 55	Ss	No (.) no (.)
55	T	Who carry a bag to school? (.)[puts her right hand up for those volunteers] Yes (.) OK (.)
56	S1	What kind of your bag? // Book bag.
50 57	T	Book bag.  Book bag (.) [To one male student by the window]What kind of your bag? //
57 58	S2	Book bag (.) [10 one male student by the window]what kind of your bag? //
59	T	Good! (.) Book bag. (.) And what about you? // What kind of your bag?
60	S3	Book bag

	Transcription convention
T SS (.) [Italic] (())	Teacher speaks Students speak (S1 = Student 1, etc) Pause of less than one second Additional notes / classroom atmosphere/ non-verbal communication Inaudible/ unclear utterance the point of the overlapping utterances
//  \	In a rising tone In a low tone
Grey area	To be analysed in this extract

The teacher poses a simple question in #41 in order to get the students interested in what she is going to do next. She initiates #43 which does not function as a referential question since she ignores their 'Yes' answer. Her question in #43, however, functions as a topic nomination, as she intends to introduce different kinds of bags to her students: 'bag, schoolbag, briefcase, suitcase, purse, and handbag' (#43, 51, 55 and 65).

We may question T4's motivation behind her explanation of such simple words to students of tertiary level (#45-60). During the interview, she explained that these words were going to be mentioned in the listening text. Her assumption is that 'They probably didn't understand the differences of those bags. I then asked them to make sure that they knew.' This reflects her great concerns and main focus. However, to assure that the learners know those vocabulary items, T4 prefers explaining instead of eliciting, drawing pictures or asking for examples. It is evident that this teacher shows inability in selecting appropriate lexis items and in introducing them with a proper technique.

It is interesting that the vocabulary presented here is not stated in her lesson plan. More surprisingly, the procedures of pre-listening stage as found in the lesson plan are well organised, interesting and motivating, starting from the teacher's question, 'Do you usually carry a bag?', followed by her eliciting items the learners usually carry with them, and then, having them writing the items on the board. Consequently, and still according to the lesson plan, the students are led into the next step, the while-listening

activity (see Supplementary A– Lesson plan T4). It is evident that, in fact, T4's lesson plan has been organized under the teacher manual's suggestion. However, in practice, she dramatically departs from this well-built lesson plan, and conducts her instructing in a way she finds herself comfortable with.

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The obvious question to be raised pertains to the reason for T4 not implementing her lesson plan as she had prepared it. This could be explained from her assumption and her concerns around the vocabulary and meaning as described above. Departing from the lesson, T4 puts the pre-listening stage into the vocabulary presentation. This suggests that, despite being well equipped with communicative-based materials, the teacher does not adapt her teaching style, but prefers her own, more familiar ways.

As suggested by (Ur, 1996), in teaching listening skills, students should be informed of the reason why they are to listen to a particular text, thus be provided with a logical reason for wanting to listen. Additionally, and prior to listening, the teacher should

also offer learners ideas pertaining to the text, in order to raise their motivation and interest. This equally establishes, into the learners' mind, some relevant schemata (pre-formed knowledge and concepts of facts, scenes, events, etc.), which enables them to use this previous knowledge to build anticipatory 'scaffolding' that will help them understand the text. Thus, the students, first of all, should be informed of what they are going to hear, and of what they are requested to do. Defining the purpose of the listening activity, and assigning the pre-set task at the pre-listening stage enable the participants to listen selectively for significant information. Facilitating the understanding of the main information contained in a listening text is more helpful than asking learners to understand the whole of it at once.

The teacher's instruction as given to the students and highlighted in #43, is, therefore, not sufficient for them to use their previous knowledge and build up the schemata to help understand 'something' in the text. This provides them with no idea as to what to listen for and the reason for listening. Moreover, when teacher poses the question, which is the departing point from the lesson plan, the students' interest is, therefore, not directed towards the listening text anymore, but to the different kinds of bags, as such.

However, when T4 brings her students back to the pre-listening task in #65 (see Extract 16), the reason for the students having to listen to this text is not clearly defined. It seems that they have to listen only because the teacher wants them to. Similar to T3 in Extract 13 above, T4 seems to misinterpret the goal of the pre-listening activity, which is designed to arouse the learners' interest in the listening

text. Rather, her explanation seems to decrease the effect expected from a CLT methodology.

# 7.9.2 While-listening activity

Extract 16 reveals the teacher's lack of awareness of the students' ability to work independently. It demonstrates the repeated tendency of the teacher to conduct a time-consuming preview of material covering every word on the listening exercise without paying attention to the clear examples provided in the course book.

# Extract 16

Context: Printed on page 32 in the coursebook is a while-listening task, where the students are required to listen to the recording of six people in an interview. The question for each of the six interviewees is 'What do you usually carry in your bag?' While listening to the text, the students are to put a tick in one of three columns indicating either 'something to read', 'something to write', or 'something to eat'. On the same page, there are examples provided i.e. 'something to read' - magazine, newspapers; 'something to write' - pen, pencil; and 'something to eat' - sandwich. With some reason, the teacher distributes a copy of an adapted version of this listening task. The new version contains the original three columns as shown in the course book and another three additional columns, which require the students to supply information in details. These three additional columns are labelled 1. 'Names' for the names of the six interviewees the students obtain from the listening text; 2. 'Sex'; and 3. 'Others' for all items the interviewees mention. These modifications seem to create unnecessary difficulties for the students in the completion of the lesson which will be discussed in greater detail in 11.3.1.2.2 Chapter 11.

Turn

Т 65 OK! And for me, I carry a handbag. (.) And there are money (.) maybe purse or (.) maybe pen in my handbag. (.) That means people carry some different things in their bag. (.) And now (.) back to this radio. We will listen six people talking about something in their (.) maybe book bag, maybe purse (.) or maybe handbag (.) OK? // You will hear six people, OK? // Things in their bag. You will hear six people (.) understand?...[gives out worksheets for students to work on.]... (3)...Everyone get worksheet. That worksheet for listening....((...))...OK, I told you will listen six people. Answer the question. (4)...What do you usually carry in your book bag (.) purse (.) or briefcase? // It depend. (.) When ask a man maybe you will hear ... [reads out]... What do you usually carry in your book bag or briefcase?' (.) And when someone ask the lady (.) maybe you will hear 'What do you usually carry in your purse or suitcase? // It depend. (.) That...((...))...(6) ...This is six people answer the question 'What do you usually carry in your book bag...purse, or briefcase?'...[gives out more worksheet to a student]...(5)...And what do you have to do? // Just only listen (.) just only listen! (.) Now, you have to do the activity. (.) Look at this chart and read instructions. (.) First (.) when you hear the recording or when you hear the tape (.) first when you hear the names of the people (.) you write that name on the column 'name' (.) Understand? // First (.) write their name on this side. (.) And then (.) someone will ask these people about 'what do you usually carry in your book bag (.) purse (.) or briefcase? // You hear and if you hear something about 'something to read' (.) you check 'true' ... [moves her hand as if making a tick in the air]... in the column 'something to read'... (5)...What is 'something to read '? // What are 'something to read'? // Can you tell me? What are ...

66 Ss Newspaper

T Yes \\ newspaper. Something to read (.) you can read newspapers (.) and ...(2) ... magazines (.) cartoon (.) or any books that means something to read. (.) When you hear something like that (.) check 'true' in the column 'something to read'....(3)...And the next one 'something to write' (.) give me some example for 'something to write'.

68 Ss Pen

69 T Pen \\

70 Ss Pencil

71 T Pencil

72 Ss ...((...))...

That's all \ Maybe pencil colour or something. (.) If you hear something like that (.) tick 'trues' in the column 'something to write'. (.) And next 'something to eat'. (.) I would sure (.) I am sure all of you have 'something to eat' in your bag, right? //... (2) ... Right? //

74 - ..../Teacher checks for the meanings 'something to eat' and 'something to read' by asking for

79 more examples from students/...

99 - ..../ students listen to the recording of six interviews and write the names of the interviewees in the
 118 column provided. They also have to classify the type of the stuffs the speakers carry with them and put a tick in the three different columns on their worksheet/ .....

etc

T ... [plays the cassette from the beginning again]...(9)...OK! I can help you something. (.) You can open your book on page 32 (.)... and (.) ... you have ...((...))... Will you see the green box and you see some vocabulary in there. (.) You can check with your answer. (.) Can you see something? |/...[reads out from the green box]... (2)...something to read (.) something to write (.) a magazine (.) newspaper (.) something to write (.) pen, pencil (.) makeup (.) lipstick (.) something to eat (.) keys (.) money (.) comb or a hairbrush (.) a cellular phone ...(3)...These word can help you (.) right? |/ ...(3) ...If you can't write any word (.) maybe you can look at some word in the green box on page 32. You can check the word (.) ur (.) OK? |/... (2) ... Look at on the blackboard. Finished? |/ (.) Finished? |/ (.) uh (.) some say 'yes' (.) but a few of you say (.) yes. But most of you say (.) 'no'. OK, (.) help me! Each other! ...[moves to the chart on the whiteboard]... (2)...Six people, can you remember their name? The first one?

	Transcription convention								
T SS (.) [Italic] (())                               Grey areas	Teacher speaks Students speak (S1 = Student 1, etc) Pause of less than one second Additional notes / classroom atmosphere/ non-verbal communication Inaudible/ unclear utterance the point of the overlapping utterances In a rising tone In a low tone Examples provided on the coursebook								

It is difficult to explain why the teacher ignores the example of a table of three columns of 'something to read / to write/ to eat' printed on page 32 for the students. Instead, she invests a long time asking display questions in alternation with explaining from #65 up to #97 to cover all the keywords in these columns in the worksheet and how and when they are to make a tick in each column while listening to the text. The students' answers from #67 onwards, however, explicitly reflect their prior knowledge and understanding. These occurrences demonstrate the teacher's repetitive behaviour and her predisposition in teaching the way she is familiar with.

Her practice reveals the fact that the teacher is unaware of the while-listening task in the coursebook designed for students to learn for themselves. In working on the talks, students are enhance to incorporate the real world knowledge and experience as well as the language they have to interpret the conversation, in other words the linguistic input, and signal their comprehension when they recognize the keywords related to the topic.

The most interesting point worth noting is that, after getting her students to listen to and work out for three times the text on the tape cassette, the teacher finally realizes the examples on page 32, at #119 (highlighted in the extract). This could, however, not be much help since the students have got their tasks done under her control. This

reflects her misapplication of proper teaching techniques and unawareness of their underlying principles. Additionally, it reveals the fact that this teacher, who is well equipped with all necessary materials – teaching aids, model tasks, tapescripts, and answer key – still conducts a lock-step lesson.

## 7.9.3 Post-listening activity

## 7.9.3.1 Students' knowledge and use of Language

In this extract, the students are working on the task modified by the teacher. It demonstrates the teacher's technique adding difficulty to the students' effort of extracting every word from the listening text.

## Extract 17

Context: To provide feedback to the students, the teacher copies a table from the while-listening task on the board. Apart from the original four columns in which the students had to tick while listening to the text, the teacher added a grid for extra details (i.e. names, sex, items they have in their bags). After three rounds of thorough listening of the text, she invites all the answers from the learners' completed task. She then fills the grid on the board with all of these suggestions, and ticks under each original column in the task.

```
Turn
141
       Τ
               What's her name? (.) What's her name?
142
       Ss
               Ann
       Τ
143
               Huh? //
144
       Ss
145
       Τ
               Ann (.) ... [writes 'Ann' as the second in the column]... (4)... Any names? // Only this? // Only
               Ann? /
146
       Ss
               Yes
147
       Τ
               Yes (.) ah (.) person three (.) Man or woman? //
148
       Ss
               Man
149
       Τ
               His name? //
               I don't know (.) TER (.)
150
       Ss
151
       Т
               I don't know. (.) Who know? // (.) Mr (.) ...something, right? //
152
       Ss
                ...we- ter (.) wet- ter (.)
153
       Τ
               TER (.) TER (.) Mr (.)
154
               ...<laugh>...
       Ss
```

```
Τ
155
                Mr (.)? //
156
       Ss
                per (.) ter (.)
157
       Τ
                Mr (.) TER-TER (.) OK (.) ... [writes only the second syllable '-ter' on the whiteboard]...(4) ...(.)
                and fill this one later. And (.) number four? //
158
       Ss
                Good! Five? //
159
       Τ
160
       Ss
                Nick
161
       Τ
                Nick (.) Good! The last one...? //
162
       Ss
                Paul (.) Boy, (.) Bon, (.) Tom (.) Bos...[different names]...
163
       Τ
                Can you spell? //
164
       Ss
                BOY
165
       Τ
                B-O-Y! Hah? // ... [raising eyebrows]...
166
       Ss
                ...<laugh>...
167
       Τ
                Name? // Huh (.) name? (.)
168
                ... [a loud noise of different names]...
       Ss
169
       Τ
                Boy? (.) NO! Name (.) name!
170
       Ss
                Bos (.) Boss (.) .. [different names]...
171
       Τ
                Bos! Help me spell. B-O, B-O, then? // Then? // (.) B-O -S (.) right? // OK (.) Ok or maybe
                something with (.) begin with 'B'. It depends. Listen later (.) and anybody can tell me. Fill this
                chart. The first one, John or Adam? You can hear (.) ...
172
       Ss
                ...<laugh>...
173
       Τ
                What (.) does he carry in his bag? // (.) Something to read? // Yes or no? //
174
       Ss
187
       Τ
                No (.) The next (.) ... number 2, Ann (.) what does she carry? // Something to read? //
188
       Ss
189
       Τ
                Something to write? //
190
       Ss
                Yes
191
       Τ
                Something to eat? //
192
       Ss
                No
193
                Money!
       Τ
194
       Ss
                Yes
195
       Τ
                Cosmetic!
196
                No/ Yes...[different answers]...
       Ss
197
       Τ
                 Yes or no? //
198
       Ss
                No (.) yes (.) no (.) no (.) . [different answers]...
                                               Transcription convention
                                   Teacher speaks
                     Т
                     SS
                                   Students speak (S1 = Student 1, etc)
                     (.)
                                   Pause of less than one second
                     ...[Italic]...
                                   Additional notes / classroom atmosphere/ non-verbal communication
```

```
Transcription convention

T Teacher speaks
SS Students speak (S1 = Student 1, etc)
(.) Pause of less than one second
....[Italic]... Additional notes / classroom atmosphere/ non-verbal communication
((...)) Inaudible/ unclear utterance
the point of the overlapping utterances
// In a rising tone
\(\) In a low tone
Grey areas
The areas of difficulty in extracting the text
```

The teacher invests a long time in pooling all the answers from #121 to #290. She invites all the information to be entered into the modified grid on the board. Obviously, the students' answers reveal the fact that they are efficient listeners as they could provide almost all the correct answers to the teacher. However, their difficulties

are found in the areas of extracting the unfamiliar names of Person 3 (Webster) which has been understood as Ter, We-ter and Wet-ter, and written by the teacher as 'Mr. Ter' in #157, and Person 6 (Barb) extracted as Paul, Boy, Bon, Tom, Bos and Boss, and written as 'B' in #171. More interestingly, their answers in #222 and #224 demonstrate the fact that they obtain the correct answer, while the teacher gives the wrong feedback. This crucial part will be further discussed in 11.3.1.2.2 Chapter 11.

It is also worth considering the modified version of the task originally taken from page 32 of the coursebook. This deserves discussing because the modification performed by the teacher renders this task much more difficult to her students. From the interview, we know that the teacher believes that the original task is too simple as it requires the students to listen and tick in the blank in front of 1) something to read, 2) something to write with, 3) something to eat, and 4) others (see Appendix A – Supplementary T4-LST). To this, she explains, 'Students simply make a tick. What presented in the book is rather confusing, I think. I wanted my students to concentrate more on listening, however...' This task is therefore modified and fitted with new three boxes as described in Extract 16 above.

In listening activities in general, listeners rely mostly on context for comprehension, and they are often unaware of inaccurate sound perception. It is important that the teacher trains them to disregard *everything* except the information they are interested in (Doff, 1989; Harmer, 2001; Ur, 1999). However, T4 does not realize that her technique covers *every piece* of information, and that it requires her students to concentrate heavily on every item of the factual information. Her way to work with the text encourages her learners to consider that all that is said bear equally important information. The effort to understand *everything* often results in ineffective

comprehension, as well as in a feeling of fatigue and failure (Ur, 1999:112). From this lesson, it appears that the students themselves have requested to play three rounds of the listening text. It is highly probable that the participants feel some strain after concentrating on every fact. This illustrates explicitly that the teacher does not realize CLT principles

Generally, students do not have to do much in response to what they hear, but interact silently with the text and extract the information in order to perform the task at hand. Use of the language by the students could be observed at the post-listening stage, where the interaction between the teacher and students minimally occur (Doff, 1989). As shown above, T4 rigidly controls the patterns of communication, and offers little opportunity to the learners to produce the language. All along the lesson, only one- or two-word responses are found. The only complete sentence, which is the longest of all, and provided by MS1, is, 'I don't know.' This reflects the poor communicative atmosphere of this classroom, as far as use of the target language is concerned. However, despite the lack of opportunity to practice, there are evidences that indicate the students' capacity to express themselves in the target language, as in most occurrences, they could give the right answers to the tasks. Significantly, they are able to extract 'umbrella' from their first exposure to the listening text, while the teacher, who had already been listening to the recording many times, fails to recognise it (further discussed in Chapter 11). As emphasised by Doff (1989), listening to spoken English is an important way of acquiring the language, as learners are able to pick up structure and vocabulary in their context. In addition, and in accordance with the cardinal tenet of learning theory that says that one learns to do by doing (Morrow,

1981:64), the students' interaction with authentic listening texts, through tasks combining different skills, thus promote their second language listening skill.

#### 7.10 Conclusion to Student Teacher 4 (T4-LST)

Despite being well-equipped with CLT teaching materials and tasks, T4 practised a teacher-centred lecture. Within this larger speech event, T4 held a single direction flow of information, and hardly offered opportunities to her learners to negotiate meaning. The distinctive features found in T4's teaching technique in this lesson are mainly comprised of the use of yes-no questions and of rising tones, both serving as cues or prompts to elicit the students' mainly confirmative one- or two-word responses, inviting them into social interaction rather than promoting their academic learning. Additionally, the added difficulty brought about by T4's modification of the original task changed the scope of the lesson where factual information became the dominant feature. Obviously, the classroom management details were handled inefficiently, and the lesson was not conducted communicatively, but within T4's own chosen frame of reference.

# 7.11 General summary: Checklist of the teaching procedures, classroom management, and classroom resources of all four teacher students

The checklist of teaching procedures, behaviours, and other classroom activities that we consider forming the four student teachers' practice of CLT in the classroom is summarized as seen below. It is worth noting here that Student Teacher 1's practice (T1-RD) is included here for comparison, but the analysis of her practice will be conducted separately in Chapter 9.

# A. Classroom procedures

# 1). Presentation stage or / pre-reading/ pre-listening

	Classroom activities in the lessons relating other skills	T1	T2	T3	T4
1	Pre-teaches vocabulary through explaining		✓	✓	✓
2	Writes a dialogue and asks Ss to read out		✓		
3	Shows a pictorial map on OHP and elicit for expected words/phrases from Ss	<b>√</b>			
4	Gives a clear demonstration on OHP on how the activity is to be conducted and checks understanding by eliciting from Ss	<b>√</b>			
5	Conveys meaning through the visuals combined with the context	✓			
6	Gives instructions and checks Ss' clear understanding before getting them to work on their own	<b>√</b>			
7	Employs many display questions and lectures		<b>√</b>	<b>√</b>	<b>√</b>

# 2). Practice stage or while- reading / while – listening

8	Minimizes teacher talk by getting Ss to work for themselves.	✓			
9	Gets Ss to seek information, take notes, share information with	✓			
	partner, discuss and plan the itinerary for a trip by themselves				
10	Monitors Ss by moving around checking their performance and	✓			
	encouraging their discussing in L2				
11	Allows Ss' self-learning without intervention	✓			
12	Gets Ss to practise in different skills	✓			
13	Employs a pair-work activity to promote Ss' interaction / discussion	✓	*		
14	Gets Ss to practise in chorus and recite from memory		✓		
15	Gets Ss to read / listen to the text and answer the questions			✓	✓
16	Gets Ss to call out their answers from the task, while writing them on			✓	✓
	the board				
17	Stops the lesson and treats Ss' practice / errors		✓	<b>√</b>	
18	Corrects Ss' mistakes and composes new sentences for them			✓	

# 3). Production stage or post-reading / post-listening

19	Gets the students to produce their own language by reporting their	✓			
	work in front of the class.				
20	Gets Ss to produce their own language by reporting their work in front		✓	✓	✓
	of the class				
21	Provides no production stage (i.e. post-reading / listening stage) or any kind of interactive activities for Ss to use target language to communicate			<b>\</b>	
22	Nominates a few Ss to read out their work	✓			

# B. Classroom management

# 4). Giving instructions

23	Gives clear and brief instructions	✓			
24	Demonstrates how to get the task done step by step before getting Ss	✓			
	to do it.				
25	Gives lengthy instructions or reads out from T's notes		✓	✓	✓
26	Checks Ss' understanding after giving each instruction	✓	*	*	

# 5). Language activities for communication

	27	Provides a jigsaw reading activity, requiring Ss to read, take note,			
		share information, and discuss between pairs.	✓		
Ī	28	Provides opportunities for Ss' oral presentation	✓		

# 6). Classroom interaction

29	T - Ss interaction	✓			
30	T - Ss transaction	✓	✓	✓	✓
31	Ss - Ss interaction found at different stages	✓			
32	Students' nomination	✓			
33	Provides opportunities for student talk in the target language.	✓			
34	Voluntary behaviours	✓			
35	T asks questions – Ss give minimal responses	✓	✓	✓	✓

# 7). Planning

36	Lesson plan arranged into 3 phases: pre-, while- and post-reading /	<b>✓</b>		*	*
	listening				
37	No phases of teaching specified		✓		
38	Well-sequenced lesson	✓			
39	Activities relevant to age and level	✓			
40	Provides variety of activities	✓			
41	Provides practice in different language skills	✓			
42	Provides practice in one skill only		✓		

# C. Classroom resources

# 8). Materials, Tasks, and classroom resource

43	Uses the overhead projector, pictorial map, reading texts and worksheets	✓			
44	Uses blackboard, tape-recorder and some worksheets				✓
45	Uses a reading passage and blackboard			✓	
46	Uses a dialogue taken from the coursebook and blackboard		✓		
47	Uses commercial course book and supplementary tasks adapted by self	<b>√</b>			✓
48	Uses commercial course book and complete package				✓
49	Uses in-house course book adapted by self		✓		
50	Employs self-selected materials from well known publisher			✓	

NOTES: * Specified in lesson plan, but not practised in class		

## 7.12 General conclusion

Despite the different skills focused on, the lessons conducted by T2, T3 and T4 remained lock-step teaching. The three lessons as delivered by the informants did not promote language practice or enable the learners to become communicatively proficient in the target language. In their lessons, which they delivered in a lecturing mode, students were not encouraged to apply their ability of interpretation, expression and negotiation in performing all communicative acts.

The following two chapters, Chapter 8 and Chapter 9, will present analyses of Teacher Student 1's structural and reading lessons respectively, in which potential practice of CLT methodology might be found.

# **CHAPTER 8**

# POSSIBILITIES OF CLT PRACTICE

# IN A STRUCTURAL LESSON:

# **QUALITATIVE ANALYSIS 3**

## 8.1 Introduction

This analysis reveals that, unlike the three informants T2, T3 and T4 presented and discussed in Chapter 6, and who are largely unsuccessful in applying the principles of CLT, one other informant, Student Teacher 1 or T1, indicated the presence of CLT in her teaching practice. This chapter is concerned with Student Teacher 1's structural lesson (T1-ST), which appeared to utilize a CLT approach. The analysis in this chapter, nevertheless, follows the same methodology used in Chapter 6. The student teacher's classroom practice as it uses the PPP paradigm or the input-transition-output concept will be investigated, from which will be derived a more general picture or understanding of her teaching technique.

This analysis focuses on how this experienced student teacher in the programme interprets and practises CLT, and what teaching methodologies and techniques she employs, how she employs them, and what facilitates or inhibits the effectiveness of her delivery.

## 8.2 Student Teacher 1: T1-ST

# 8.2.1 Background

#### **8.2.1.1** On the school

School A is a Roman Catholic missionary school, a prominent girl's schools in Bangkok, established over a century ago, providing education from kindergarten to high school levels. As one of the finest private schools for girls, it attracts students from wealthy families. In the English Language Department, Thai teachers of English are responsible for teaching the core courses, mainly grammar and reading, while listening and speaking courses are taught by native speakers of English.

## 8.2.1.2 On the teacher

After graduation, while waiting for a well-paid job in a company, T1 started teaching English at this school and found that she loved teaching. She was engaged in a few short training courses in CLT provided by specialized institutions in Bangkok, and participated in a short course in England. During her teaching project, she shared the course with three other Thai teachers of the same level, using commercial materials based on CLT.

#### 8.2.1.3 Classroom context

The lesson takes place in a spacious, well-equipped multipurpose room. Forty-eight girl students, aged 13-14 years old, are seated in rows of five chairs lined up on each side of a central aisle. According to the teacher, the students' linguistic competence is moderate.

## 8.2.1.4 Lesson plan organization and materials used

The teacher's goal aims at enabling the students to ask and answer target questions such as 'Have you ever...?' and 'How many times have you...?'. The lesson plan is organized into two main steps: *presentation* and *practice*, and subdivided into small activities through *controlled* and *less controlled practice* (or production stage). The lesson content is partly based on the coursebook. The materials and language activities are prepared by the teacher to complement the lesson. The teaching aids and materials used in class are composed of eight pictures of famous places in Thailand projected onto a screen through the computer, bingo grids for students, an overhead projector (OHP), a transparency of the bingo grid to be demonstrated on OHP, and a transparency showing the summary of the target structure.

# 8.3 Analysis of classroom practice of Student Teacher 1 (T1-ST)

#### **8.3.1** Providing input at the presentation stage

#### **8.3.1.1** Presentation of the target structure in context

In the following extract, T1 incorporates specific pedagogical purposes into the patterns of classroom communication, on the basis of which she expects the students to produce particular linguistic items. In the extract 18 the teacher's pedagogical purposes are apparent in her messages and through the contexts provided.

# Extract 18

**Context:** The teacher starts her lesson by projecting colourful pictures of famous places in Thailand, from the computer onto a screen. She gives a small talk while verbally presenting the target forms (underlined in the extract). The numbers in the brackets indicate the frequencies of the appearance, in her speech, of the target forms.

#### Turn

- 1 T I would like to use the pictures on the computer to show everyone because I (.) ah (.) I would show you about my travelling. Do you like travelling?
- 2 Ss Yes
- T I (.) do. So I'll show you places which I went last year. Could you (.) somebody help me to turn off the light, please?...[The light is switched off. The teacher presents the first picture of the sunflowe plantation on the screen]...OK (.) Look at this! Do you know this place?
- 4 Ss Yes (f)
- 5 T What do you call this place?
- 6 Ss Sunflowers (f)
- 7 T I mean the place. What do you call this place?
- 8 Ss Sunflowers (f)
- 9 T The place (.) Garden? Somebody says 'garden'?... [looks at the student in the front row to the left]... I have been there twice. I have been there twice. It's called 'Thoong Thaantawan'... [the well-known sunflower plantation in Lopburi].. Do you know that?
- 10 Ss Yes (f)
- 11 T Where is it?
- 12 Ss Lopburi (f)...[a province in Thailand]...
- 13 T Lopburi \\ Have you ever been there?
- 14 Ss Yes. No.

Yes. No... [mixed answers] ...

- T Somebody says 'yes', somebody says 'no'. OK, I have been there twice. I went there last month. It's very beautiful...[presents the second picture of the Long-necked Karens, the tribal people from Burma living by the boarder of Thailand.]...What's that?
- 16 Ss Mae Hongson...[a province to the North] ...
- 17 T Look at the people who sit on the row. What do you call that?
- 18 Ss กะเหรี่ยง (f) / karien / ... (Karens)...
- 19 T 'karieŋ' // Only 'karieŋ' // Look at their necks.
- 20 Ss กะเหรื่ยงคอยาว... / karien khɔ:ya:w / (The long-necked Karens)
- 21 T กะเหรี่ยงคอยาว \\... /karìeŋ khɔ:ya:w / ...กะเหรี่ยงคอยาว \\.../karìeŋ khɔɔyaaw / (.) The long necked karens. I have seen them at Mae Hongson. Have you ever seen them?
- 22 Ss | Yes | No...[mixing] ...
- 23 T Somebody says 'yes', somebody says 'no'. OK... good \\.... [clicks 3rd picture]...What's that?
- 24 Ss ตลาดน้ำ (f) / tàlàat náam/ Floating market (f)
- 25 T Floating market, floating market. In Thai you say (.)
- 26 Ss ตลาดน้ำ (f) / tàlàat náam/
- 27 T ตลาดน้ำ (.) floating market. <u>I have been there many times</u>. <u>Have you ever been there?</u>
- 28 Ss No.
- 29 T No? // You stay in Bangkok near (.) ah (.) floating market, <u>but you have never been there</u>. (.) Here next! ...[presents the fourth picture]...What's that?
- 30 Ss Doy Suthep (f)...[a temple in Chiang Mai]...
- 31 T Doy Suthep \\ Where is it?
- 32 Ss Chaingmai ... [a province to the north of Thailand]...
- 33 T In? // (.)
- 34 Ss Chaingmai (f)
- 35 T In Chaingmai, in Chaingmai \\ Have you ever been there?
- 36 Ss | Yes / no...[mixed answers]...
- 37 T Yes\\(.) somebody says 'yes', somebody says 'no'. Natha (.)... [looks around for the student called Natha.] (.) Where are you Natha? Have you ever been there?
- 38 NT No.
- 39 T No? // Would you like to go there?
- 40 NT Yes, I (.) um (.) I would like (.) I would like to go there.

```
41
     Τ
            Ah (.) Orn (.) Oracha ... [reads out the name from the name list. Oracha puts her hand up to answer
            her calling]...Have you ever been there?
42
      NT
            Yes.
43
            How many times have you ever been there?
      Τ
44
     NT
45
      Т
            Just once. Do you like it?
46
      NT
            Yes.
47
            ...[presents the 5th picture on the screen.]...Yes, OK (.) and next (.) what's that?
      Т
48
      Ss
49
      Т
            Waterfall (.) What is the name of the waterfall? What is the name of this waterfall?
50
      Ss
            ...((...)) ... [shouting overlapping the teacher's voice]... | <laughter>
51
            Some say Sarikaa... [a waterfall] ... or Wang Ta Krai ... [a resort]... In Chiang Mai, Mae Yah
            Waterfall\\ Have you ever been there?
52
      Ss
53
      Τ
            ...[looks at the student name list and selects one]... Uhh (.) Wariya (.) Wariya (.) Have you been
54
      WY
            No.
55
            Would you like to go there?
      Τ
56
      WY
            ... [nods]...
```

Transcription convention		
T: Ss: (.) (5)[Italic] / / (Text)    (()) // (f) <laugh> Underlined text.</laugh>	Teacher speaks Students speak Pause of less than one second Length of gap/silence in seconds Additional notes / classroom atmosphere/ non-verbal communication Phonetics for Thai names of places or a minority of people English translation The point of the overlapping utterances Inaudible/ unclear utterance In a rising tone In a low tone Fortis (loud) enunciation Laughing as part of the utterance The target structures	

The teacher starts by sharing with her students a famous place in Thailand that she has visited. Evidently, the students are enthusiastically engaged in the colourful visuals on the screen. Meanwhile, she is structuring her own communication around the present perfect form (underlined in the extract). The interesting area where T1 tries to control the communication, starts at #5 when she projects the picture of a sunflower plantation onto the screen and asks, 'What do you call this place?'. The answer given, namely, 'Sunflower' in #6 and #8 are not expected. The teacher, thus, employs another strategy: pick up one student's answer, and link it to the sunflower plantation in Lopburi province. This implies that the place is important for further reference, for

the introduction of the target form. It can be observed that while the students' interest is sustained by the picture, the teacher presents the target form by informing them, 'I have been there twice.' (#9). After a few exchanges about the place, she presents the target question by asking, 'Have you ever been there?' (#13) and repeats it again in #15.

When the second picture is projected on the screen, the students are intrigued by the unique length of those people's necks, and bid 'karien' or Karens in #18. The teacher asks them to pay attention to their necks, as the term 'karien' is, in fact, a general term for the minorities from a different location and tribe. The clarification made by the class in Thai reveals the fact that they get the message from the teacher, but are unable to provide the English terminology. The teacher makes a positive evaluation and refers to those people as 'the long-necked Karens', which is literally translated from the Thai term. Although 'Karen' is a new word, it is evident that the term introduced can be easily transferred from the visuals and the context provided. Within the same turn, the teacher presents the target structure by saying, 'I have seen them at Mae Hongson', and uses the same *form* of the target question in asking #21.

When the third picture appears on the screen, the students promptly utter both in Thai and 'Floating market' in the L2. This reveals not only their background knowledge of English terminology, but also their interpretation of the teacher's explanation of the previous term given in English, in #21. Thus, the teacher sets an example for the students to think of a corresponding word in English. The teacher positively evaluates

<sup>&</sup>lt;sup>7</sup> The Pa-dong women with elongated ringed necks are members of the Karen cultural group who migrated from Myanmar, and living by the border of Thailand in Mae Hongson province (http://www.travelmaehongson.org/)

their answers, and continues the conversation by relating her experience of visiting the place, before asking if they have been there.

It is worth mentioning here that the various Thai terms used in this extract, namely in #12, 16, 18, 24, 25, 30, 32, and 34, are all proper nouns referring to certain places, which cannot be named in English, except for 'karlen' the particular minority mentioned in #20. It can be observed that the teacher positively evaluates the Thai term without any demand from the students to produce it in the L2. This reflects that she recognizes their linguistic limitation. She, therefore, accepts it on the ground that the right *meaning* has been obtained. The focus within this turn is, therefore, shifted to the *meaning* and *use* of the target structure, which is marked by further information provided on this unique tribe, and by questions asking if the students have ever seen them. This state of affairs reflects the nature of the *social discourse* outside the classroom, in which the speakers are rarely corrected if their interlocutors understand what they are saying (Lightbown and Spada, 1993, cited in Rampton, 1999). In this extract, the teacher provides the terminology for the students within the same turn. This implies the possible future use of the term as a referent in the following stage, namely that of form-focused presentation.

Similarly, from #57 to #114, the teacher presents three other places, getting the students enthusiastic about the beautiful visuals and, thus, well involved in the topic. It is clear that the teacher attempts to present and establish the target structures through the visitations of famous places in Thailand. Through eight presentations of these places in 'natural discourse', twenty-five model sentences of the target structures are posed to individuals and the whole class. The students are, therefore,

repeatedly exposed to authentic language through the visual contexts provided. Nunan (2001:192) points out that, when they are so, learners have their opportunities to explore grammatical structures in context and see the systematic relationships that exist between *form*, *meaning*, and *use*. In language acquisition, it is important for this shift in focus from linguistic *form* to *meaning* to happen. Experts like Arnold (1999), Ur (1999) and others contend that visuals and visualization aided by the given situation and contextualized examples, can bring *meaning* to the learning process and contribute to learning. Engaging in a casual chat and repetitions of the target structure enable students to capture the embedded *meaning* of the input verbally provided, to learn the appropriate time and manner in which to use the target form, and to understand for themselves the relationships among referents of the talk. In this way, the students obtain the *meaning*, *use*, and *form* from inference, not from rote learning.

The way T1 has presented the target structure in this extract reveals her awareness of the importance of providing new language items in a *meaningful context*, and of encouraging her students to explore the relationship between *form* and *function*. This reflects, to some extent, her attempts to use aspects of CLT pedagogy in her classroom.

It is worth noting here that the patterns of classroom communication in this extract are mostly in the sequence of the IRF format, and considered typical of traditional classroom interaction, as the teacher frequently evaluates the students' responses (e.g. #13, 21, 25, 27, 31). However, through setting the scene in #1, the teacher seems to play a different role, and presents herself not as a traditional instructor, but more like an *informant*, introducing interesting places to the learners and sharing her experience

with them. Together with her casual talk, referential questions (e.g. #15, 21, 27) and display questions, the teacher succeeds in sustaining her classroom communication and interest. The repetitions of the form are, therefore, made possible through the context. However, it can be observed that, in some exchanges, T1 uses the language to genuinely communicate with her students. A good example of this can be found in #3, where the teacher asks her students to switch the light off before the projection: instead of instructing her students directly to 'switch the light off' as normally would be the case in the conventionalised language classroom, she makes a polite request, 'Could you (.) somebody help me to turn off the light, please?' Again, in #29, where she is surprised in finding out that her students have never visited the floating market despite living in Bangkok, her utterances are similar to that used outside a classroom context, whereby people make a repetition of the previous utterance, when they are surprised by something. Moreover, within her exclamation, she manages to insert the target structure '...but you have never been there.' in a surprised tone. The patterns of classroom communication in these examples are reflective of genuine interaction as it happens in real life social discourse.

#### **8.3.2** Practice stage

## **8.3.2.1** Input practice

In Extract 19 illustrating input practice, the teacher presents meaningful contexts and enables the learners to produce specific linguistic forms corresponding to the pedagogical purposes, which the teacher introduces through prompts, visuals, contexts and non-verbal messages.

# Extract 19

**Context:** After the presentation of the target structures, the teacher instructs her students to practise using the form verbally. Guided by the pictures from the computer and her gestures, the students assume the role of inquirers of information.

Turn		
115	T	No (.) wow! I think this place is very interesting place. Students should go there. There are a lot of interesting things in there Pra Thinang Wimarnmek [The Wimarnmek Teakwood Mansion]Now! (.) [searches for the pictures by clicking back and selects to present the third one](13)ur (.) I'd like you to (.) do you know (.) ask about this place (.) how many times have you been there or how (.) which place (.) I have never been there. Ask me the question that I asked you[points at the picture and nods to get the students to make a question]
116	Ss	Have you ever been there? (f)
117	T	Have you ever been there? Could you say the name of the place?
118	Ss	[in chorus] Have you ever been to Doy Suthep? (f)
119	T	Yes, I have. \\
120	Ss	How many times? (f)
121	T	How many times? // (.) Could you ask me a complete sentence?
122	Ss	How many times have you been there? (f)
123	T	How many times have you (.) //
124	Ss	been there? (f)
125	Т	been there! (.) OK. Ah (.) twice! I heard somebody say I have gone there. You can hear that I didn't say I have gone there. Because if you say 'I haven gone there.' It means that you are still there. And you have not come back yet. OK? But I use 'I have been there.' It means that I have gone and come back. OK? //[clicks the mouse for another picture and makes a gesture to the students to ask her some questions.]Ask me (.) whatever you would like to know?
126	S1	What is it?
127	T	[looks confused] What is it? //
128	Ss	<laugh></laugh>
129	T	Oh! You asked what is it? It's Mae Yah Waterfall.
130	Ss	Have you ever been there? (f)
131	T	Have you (.) //
132	Ss	Have you ever been there? (f)
133	T	Have you ever been there? Yes, I have. \\
134	Ss	How many times have you been there?
135	T	How many? (.) //[raises her eyebrows]
136	Ss	times have you been there? (f)
137	T	OK! I've been there once, just once (.) Next place[clicks the mouse for the picture of the dam.]Ask me the question. \\ [nods to the students]
138	Ss	<laugh></laugh>
139	T	What is it?[nods and waits] (.) Paa Sak Cholasit Dam. Where is it? It's in (.)
140	Ss	Lop (.) Lopburi
140	38	Ratburi Saraburi[mixed answers]
141	T	Saraburi, good! \\ [nods and waits for the answers] (.)
142	S2	Taak [Tak province]
143	T	Have (.) uh (.) have you ever (.) been (.) there?[nods at her Ss to ask more] No (.) I have never. I have never been there, but I would like to go there[clicks the next picture of Bang Pa In Summer Palace, and looks around for the questions] Ask me a question. \\
		,

Transcription convention		
T:	Teacher speaks	
Ss:	Students speak	
(.) (13)	Pause of less than one second  Length of gap/silence in seconds	
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication	
	Phonetics for a place with Thai name	
()	English translation	
<u> </u>	The point of the overlapping utterances	
<i>ii</i>	Rising tone	
//	Low tone	
(f)	Fortis (loud) enunciation	
<laugh></laugh>	Laughing as part of the utterance	
Underlined	Target structures	
Grey area	The student's initiation	

It is evident that the students do not show any difficulty in producing the target questions verbally, which suggests the importance of prior exposure to various model sentences. When, in the extract, the students' role is that of inquirers, they ask the teacher about the places making a loud chorus of 'Have you ever been there?' at #116, and also in a short form 'How many times?' at #120. These utterances could be interpreted as a form of mimicry of the teacher's earlier verbal presentations, the way they were told to the students in the previous extract, and thereby a display mastery of when and how to use them. The students produce questions similar to the teacher's, well-formed questions that are perfectly acceptable in natural conversation, where the adverb 'there' can be used as referring to the place in the picture shown on the screen. Also, the ellipsis in #120 occurs as all these can be understood from the context of the on-going exchange. The formulaic utterance comes from the students' frame of reference concerning the modalities of communication in the real world. In other words, they are participating in social structure interaction (Johnson, 1995:41). However, it appears that the teacher does not fully accept #120, as this is not the targeted linguistic form the teacher's pedagogy intends to get her students to practise. She makes unnatural requests for the name of the place in #117, and demands a complete question in #121. Her behaviours, somehow, force the students to produce the full

form of the two questions. Similarly, in #130, where the students produce a perfectly acceptable question, but not the targeted form, the teacher, however, makes a *repetition request* or a *restatement* <sup>8</sup> by repeating part of the learners' utterance with a rising intonation, signalling the aim of getting the students to repeat the rest (Tsui, 1995:64-8). In return, the students perceive the teacher's inflections in #131 and #135 as prompts for them to provide the complete sentence. They respond accordingly and produce the *accurate form* of the language structure.

The situation in which the participants are asked to produce or to repeat the language bears no resemblance to those other situations in *social discourse* outside the classroom (Sinclair& Coulthard, 1975; Tsui, 1987). This reflects that the teacher has a specific academic plan in mind, namely establishing the appropriate form of the target language in her students' speech.

In doing so in the language classroom, Hubbard et al. (1991:249) contend that, at the *practice* stage of teaching, the teacher remains in control of the correct *forms*, minimizing the possibility of errors. If errors occur, the teacher corrects them explicitly until the class produces the *forms* correctly and consistently. In accordance with this notion, Nunan & Lamb (1996:68-9) point out that while focusing on *accuracy*, the teacher uses language to monitor and provide feedback on the relationship between the *accuracy* of the structure and the *meaning* conveyed by it within the discourse.

<sup>&</sup>lt;sup>8</sup> In a social discourse as occurs outside the classroom, a repetition request is used when the speaker fails to her or understand what the previous speaker has said and asks for a repetition or a restatement (Tsui, 1995; Lightbown & Spada, 1993 cited in Rampton, 1999:321)

This state of affairs reveals the fact that the language teacher has to serve a dual function or play dual roles, dealing with both the *social structure* and the *academic structure* in classroom interaction (Johnson, 1995:41, citing Erickson, 1982). On one hand, the teacher uses the language as in natural exchanges; while on the other hand, the teacher has to provide linguistic input, through *subject matter information*. In establishing the accurate *form* in the students, which is providing them with *input practice*, it is necessary for the teacher to check if they have grasped the pattern correctly. This crucial event in language classroom delivery can be observed in this extract from #125, where T1 switches back to her typical role of teacher providing language input on the grammatical points before, at the end of the turn, bringing the students to being again the inquirers. The teacher gets her students to display their knowledge through language output. Therefore, and for these reasons, they are requested to produce the language unnaturally in #118 and #122. Evidently, the priority, here, is given to accuracy rather than meaningful interaction.

It is interesting that, in response to the teacher, the students manage to shift their role from being in the *social participation* mode to *academic task structure* or *subject matter information* mode. In #118, where the students are guided by the picture and the teacher's paralinguistic features, they use the target question in full form as requested. Once the answer from the teacher is obtained, they cast the following question, now in short form. This indicates the students' knowledge of the appropriate time and manner in which to use the language. They perceive two structures: the *academic task structure*, where they realize how the subject matter is sequenced in a lesson, and the *social participation structure*, which is the allocation of interactional rights and obligations of participants that shape the discourse (Johnson, 1995). All

these can be traced in #127-132, #134-136 and #143-144 (Extract 17), which all show that the students clearly perceive the dual role of the teacher in her use of classroom language. To respond to these roles, they accordingly use language and their knowledge of the world.

In addition, the student's attempt at negotiating meaning is found in this extract, where the class encounters a situation in which they do not know the name of the place being displayed. To obtain the correct information, S1 therefore asks the teacher in #126. Confused by this, the teacher repeats S1's utterance with a rising tone and a facial expression that reveals bewilderment. One more time, her utterance and gesture rouse the class to laughter. However, the teacher, who has her back to the screen and the picture, suddenly realizing that S1's question is referring to the waterfall that is being projected, utters out an exclamation which suggests understanding and makes it clear for the class. The communication in this situation is undoubtedly *genuine* as both parties try to negotiate meaning and convey their messages across.

At this point, it is obvious that, after providing input at *the presentation stage* or the introduction of the *meaning* and *form* of a new language point, the teacher is moving her students to *the practice stage*, providing practice input by soliciting verbal performances from the students, explaining, and directing them to repeat and complete the target structures, as well as giving positive feedback when the accurate *form* is obtained. This apparently reflects the teacher's pedagogical purpose of getting the learners to produce a specific sequence of linguistic forms (via L2 prompts).

During the interview, the teacher reflects on her teaching thus: 'I showed them (the pictures of famous places) all and talked about them first. Then, I referred back, starting from the fourth picture. I told them to ask me the way I asked them...I wanted to see if they could use the form of the language presented. When they were told to ask the teacher about those places visited, they didn't realize that I planned for them to use those two question forms. They could do it nicely, though.' (see Appendix D-T1-INTW). This indicates that she is aware that *acquiring* the language *subconsciously* (Krashen; 1977 cited in Harmer; 2001) results in a better grasp of the language and over a longer term than learning through a *conscious process*, which results only in *knowing about* the language. Also, the teacher realizes the necessity for the students to encounter the target language items first within a discourse, aided by plenty of contextualized examples of their structure, and by the repetition of the model sentences, both making the structure comprehensible for the students.

Various authors, such as Harmer (2001) and Willis (1993), have suggested that the *practice stage* progresses from very controlled work to less controlled work, and in turn leads onto the *production* or *free control stage* through a smooth transaction. Before demonstrating how T1 moves her students to less controlled practice or the production stage, interesting events contributing to CLT practice will be captured from the following extract.

#### 8.3.2.2 Students' initiation

The following extract shows that despite being under the controlled practice stage of producing accurate target structures, the students' initiation of speech and self-selection of utterances can occur authentically when an opportunity occurs. This extract reveals how the students deviate from the fixed forms. It also reveals the

crucial elements that promote the students' initiation and engagement in a conversation.

# Extract 20

**Context:** This segment takes place after the students have been guided by the pictures from the computer, to practise asking the teacher by using the target questions.

Turn		
143	T	[ clicks the next picture of Bang Pa In Summer Palace, and looks around for the question from her students] (2) Ask me a question \\
144	Ss	[look at the picture and the teacher's gesture] Have you ever been there?
145	Т	Have you ever been there? // Yes, I have.
146	S3	Do you like it? //
147	T	Yes, I like it.
148	S3	Is it beautiful?
149	Τ	Yes! (f) It's very beautiful. // (f)[in a rising voice of emphasising]
150	Ss	<laugh></laugh>
151	S4	How you go there?
152	T	Ah (.) I went there by car.
153	S4	Who do you go with? Who did you go with?
154	T	Who did you go with? My friends! Not my mother! \\
155	Ss	< big laugh>
156	T	And then? (.) Yes?
157	S5	Do you like your friends?
158	T	Yes, very much. I like them very much. And I went there many times. The reason's that I like
		it, so I went there many times.

Transcription convention		
T: S3, S4, S5 Ss: (.) (2)[Italic] \\ <laugh> Underlined.</laugh>	Teacher speaks Student 3, Student 4, Student 5 Students speak Pause of less than one second Length of gap/silence in seconds additional notes / classroom atmosphere/ non-verbal communication Low tone Laughter transcription of a sound etc that forms part of the utterance The students' initiations	
Grey area	The student's self-repair	

Pedagogically, the patterns of communication at this stage are controlled by the rules set in # 115 dictating that the students ask the teacher in a way similar to hers. This suggests that, in making the expected questions, specific patterns related to the structure of present perfect tense should be used. Interestingly, it appears that the students employ some other patterns apart from the one given. In this extract, there appears to be six cycles of students' initiations.

Starting from the fourth picture, the Summer Palace, where the teacher requests the target question, the students promptly contribute their turn in chorus, asking if she has been there. Obviously, this cycle of interaction is predetermined. In #146, it is interesting that S3 makes a self-selected remark asking if the teacher likes this place. It appears that S3 gets around the boundary of the linguistic form-focus, changing the patterns of communication into *vernacular* or everyday language. When a positive answer is obtained, the student further inquires if it is beautiful, in #148. To this, the teacher responds, 'Yes, it's very beautiful!' with an emphatic tone and facial expression, both conveying surprise of being asked such a question. In response to this, the class burst into laughter, which increase the relaxed atmosphere of the classroom.

At this point, it seems that the students totally take the floor. S4 expands the conversation by asking 'How you go there?' in #151. It is observed that the teacher overlooks the grammatical error. However, her answer, 'I went there by car.', implies the proper tense, if the students took notice of this. In a rather curious manner, S4 poses, 'Who do you go with?' at #153, and makes an immediate self-correction, 'Who did you go with?' within the same turn. This reveals that, consciously, S4 realizes the incorrect form in her speech. Again, it is evident that the teacher does not treat her error explicitly. Acknowledging the point of error, she employs the strategy of *camouflaged correction* (Seedhouse, 1997) by repeating only the correct part of the question, 'Who did you go with?' before giving a reply. Indirectly, the teacher gives feedback to S4's self-correction. In the meantime, the teacher's answer clarifying that she went there with 'My friends! Not my mother!' invites even greater laughter within the classroom. This is due to the fact that all the female students identify with the shared cultural values that Thai girls or young single women are under a kind of strict parental supervision, and

are seldom allowed to travel alone without the company of parents or senior relatives. As an unmarried woman, this teacher is thus culturally required to be accompanied by someone, but she violates the social norm by saying 'Not my mother!.' Hence, this creates quite a laugh among her learners. Evidently, their laughter reveals that they share in the classroom interaction. More importantly, they are learning in an informal and pleasant atmosphere.

The classroom interaction and occurrences in this extract reveal, to some extent, the similarity of the real situation the students might encounter outside the classroom. The students' initiations here take on the form of similar social discourse in the sense that they have rights in unrestricted conversation, as set by the teacher in #125. Moreover, the topics or initiations can be varied to fit the speaker' interests. Here, this researcher is arguing that, despite being controlled by the teacher's requisites, once the *opportunity* is given, students can use their own language to communicate and to serve their own interest. The occurrence in this extract suggests that, though the situation is provided by the teacher, the students can be challenged to try out the language on their own and to develop their *communicative competence* more effectively.

The crucial elements promoting the students' initiations in a more natural way in this extract may be explained in terms of the following three conditions: the teacher's role as interlocutor, the teacher's rapport with her students, and the teacher's non-intervention strategy as will be discussed below.

#### 8.3.2.2.1 Teacher's role as interlocutor

It is evident that, at #115 onwards, full participation is offered to the students as inquirers, and that the teacher remains a responder. From the very beginning, the questions made by the students comply with the fixed forms predetermined by the teacher. At the end of #125, she encourages her students, again telling them they can ask 'whatever' they wish to know. Her offer here is the key point implying her acknowledgement of the learners as her fellow-conversationalists (Seedhouse, 1996) participating in a natural conversation in which both parties can exchange words of their choice. While being a responder, the teacher plays the role of a relatively unintrusive interlocutor by not directing the discourse but merely responding to the students' queries. This may assimilate the teacher to the culture of the students so that they will not see her as an authoritative figure. They do not seem reluctant to discuss meaning with her and do not refrain from using the target questions, but elaborate on them in some other areas so as to fulfil their own interests. The unfolding and development of the discourse are, thus, shared by both participants. Not rigidly abiding to the patterns set by the teacher, the students use the language genuinely to negotiate meanings with her, thus exhibiting the features of natural conversation.

# 8.3.2.2.2 Teacher's rapport

It is noticeable from the very beginning, namely in #50, 60, 68, 78, here in this extract, in #149 and #154, and in some other turns towards the end of the lesson, that T1 often creates laughter, as she teases the class and produces amusing facial expressions, tones and gestures, in #154, for example, where the students laugh when she violates the social norm. It may be observed that her talk is sometimes not directly related to the point of the lesson. However, this kind of bantering offers the

teacher an opportunity to interact with her students, and foster a close relationship. While this creates a more relaxed and learning atmosphere, she develops a rapport with her learners, so as to expose them to the use the target language. Even her students' laughter can be taken as evidence of effective communication. More importantly, such a conversation is essentially language practice, as the students can see from examples how the language is used in situations that differ from the classroom language routines.

#### 8.3.2.2.3 Teacher's non-intervention

In addition to being an unintrusive interlocutor, there is some evidence that the teacher does not intervene in the flow of the interactive communication. It can be observed that when errors are made by the students, the teacher gives priority to the correction of errors. In examples #151 and #154, where S4's utterances are grammatically wrong, the teacher does not interrupt the flow nor treats S4's errors explicitly, but deals with them implicitly by being selective in repeating only the student's correct form. Similar error treatment can also be traced from Extract 18 (#44-45) and Extract 23 below (#297-298). This may be due to her awareness of the relevant issues concerning the context and the objective of the lesson in that, during the flow of the message and the negotiation of meaning, the students' errors may not be considered a hindrance to communication. To maintain the interaction, correction is, therefore, not treated seriously (Tsui, 1995)<sup>9</sup>.

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<sup>9</sup> Another possibility for this may be that those errors met the pedagogical focus of the lesson (Nunan & Lamb, 1996). The teacher, therefore, may not want to interrupt the sequence of the lesson, since this would break the logical operations and the instructional rhythm of the lesson.

# **8.3.2.3** The teacher's strategies of explaining

In practising the target structure in this extract, a game of bingo is introduced to the class. This language activity requires T1 to deal with complicated procedures and a specific task format. This excerpt shows how she uses the language to get the students' involvement in nominating and displaying their knowledge, and how she employs different strategies and techniques in her explanation. Through these strategies, it is revealed that, to some extent, the teacher can minimize her talk and maximize the students'

# Extract 21

**Context**: Before getting the students to use the new language item in a bingo game, T1 shows Transparency A on the OHP and explains how to get the bingo grid done.

Turn		
168	T	In the BINGO sheet, you ur (.) There are five headings here[points at each column on the OHP] 'foreign country', 'food eaten', 'music type', 'domestic place visited' (.) and 'sport played'. And first, you will fill in your information in each box. OK, for example, for the country, you will write the name of the country which you have been. If you have ever been to (.) any places, you can think by yourself, OK? // For example, America (.) uh (.) Singapore (.)[writes the countries in the bingo grids]
169	Ss	Hong Kong (.) Chile (f) [overlapping of different countries] Japan (.) England (f)
170	Τ	CHILE!! // (f) [in a surprising tone]
171	Ss	<laugh></laugh>
172	T	Chile \\ (.) and for 'food eaten' you will write five (.) words for the food which you have eaten, for example, hotdog, pizza (.) you like it, I know (.)
173	Ss	<laugh></laugh>
174	T	Hamburger or maybe you can write 'sômtam'[a Thai favourite dish of papaya salad]here! [points at the box on the bingo grid] but write in English. And 'music type'[points at the third column] music type, only four words for music types, which you have listened to. For example, jazz
175	Ss	Pop (f) pop (f) [shouting]
176	T	Pop \\
177	Ss	Classic (f) rock (f)[overlapping of mixed answers]
178	T	Classic, rock? //
179	Ss	Country, rock for life (f) [overlapping]
180	Τ	Country, yes // What else? What did you say?
181	Ss	Pop rock
182	T	Rock \\ pop rock \\ Can you dance? Can you dance?
183	Ss	No
184	Ţ	Ahh!! OK, next one (.) is the domestic place visited and the places, which (.) um (.) um (.) you have visited in Thailand, <u>for example</u> , Rayong, Pattaya, Bangsaen, Cha-umAnd (.) 'sports played'[points at the last column on the transparency] You write the sport which you have played (.) tennis
185	Ss	Skate (f), ice-skate (f)[mixed answers overlapping]
186	Τ	Skate \\ ice-skate\\

```
      187
      Ss
      Golf (f) | golf (f)

      188
      T | GOLF!! (f) ...[in a loud rising tone]...

      189
      Ss ... < laugh>...

      190
      T You play golf? // (f) I cannot play it.
```

	Transcription convention
T:	Teacher speaks
Ss:	Students speak
(.)	Pause of less than one second
(8)	Length of gap/silence in seconds
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
11	Phonetics for a dish of Thai food
()	English translation
	The point of the overlapping utterances
<i>II</i>	Rising tone
//	Low tone
<laugh></laugh>	Laughing as part of the utterance
UPPERCASE!!	Exclamation with surprise

In #168, the teacher introduces the game by showing a transparency of the bingo grid on the overhead projector. It is evident that T1 uses short, simple English sentences and makes the steps clear by using *time markers* like 'first' (#168) and 'next one' (#184). In demonstrating how to fill in suitable words into the right boxes, she employs an interesting strategy, giving a few examples and offering an opportunity for the class to display their knowledge. The examples raised by the teacher trigger the students' interest such that they make enthusiastic responses (e.g. #169, 175, 177, 185, 187). Later, it can be observed that the teacher simply points at the empty boxes, while the students immediately bid many other different names they know for her to fill out. This practice minimizes teacher talk, and maximizes the students' interaction. The examples provided by the teacher (#168, 172, 174, 184) act as her *solicitations* instead of her explanations. These strategies not only get the students to display their knowledge and understanding, but also involve them in the activity. More importantly, their responses suggest their spontaneous involvement.

It is worth noting here that the teacher's rapport building with the students can be frequently found in her talk, as shown in the above extract and throughout the lesson.

Certainly, such a situation builds a relaxed atmosphere and establishes a rapport. Again in #169, some students suggest 'Hong Kong' to be entered into the grid, while another one bids 'Chile' in a loud voice. Probably surprised by this exotic country, the teacher repeats 'CHILE!!' loudly, which creates uproar in class. Similarly, in the column on 'sports played' in #187, when the students bid 'golf to the teacher, she repeats it in exclamation, revealing her surprise at hearing that they play such an expensive sport at so young an age. Another example of creation of rapport is the teacher's interest in her students, expressed in #174. While giving the examples for 'food eaten' like 'hotdog, pizza', she adds 'You like it I know'. This creates laughter among the students realizing that the teacher knows what they like. In another example, in #182, it appears that the teacher strays from the classroom context while talking about types of music by asking if the students can dance. Gower and Walter (1995:29) suggest that the teacher is able to create some kind of rapport with the students when the teacher refers occasionally to something s/he knows about, or expresses some interest about the individuals or the class. If handled with tactfulness, this can create a bond within the group.

Another interesting point to be raised here is the teacher's encouragement made in #174, where she is demonstrating what words and how to enter them into the 'food eaten' column. After the examples of 'hamburger' and 'pizza', she encourages them with 'maybe you can write 'sômtam' (a Thai dish of papaya salad) here...[points]... but write in English.' This suggests that she takes the natural settings of the world outside the classroom into account, since Thai students in general do not always eat Western food. The example of 'sômtam' implies that any Thai dish is acceptable provided that they write it in English. This suggests that her concern, here, is not the food, as everyone knows that

'sômtam' cannot be replaced by other dishes in Western food. Here, she places her concerns on the appropriate use of the L2, in the form of the proper noun, and the students' exposure to the target language, both in the spoken and written forms.

#### **8.3.3** Output production stage

After the stages of *presentation* and *controlled practice*, the students are prepared to do a language activity and *use* on their own the new language items they have acquired. The extract below demonstrates how the students engage in the language activity.<sup>10</sup>

## 8.3.3.1 Language activity: possibilities for communication

This extract demonstrates the classroom atmosphere, the students' involvement in the use of the target structure, the activity, and the scene set by the teacher. It reveals the possibility for the students to use the language to communicate in a communicative-like situation.

#### Extract 22

**Context**: After demonstrating Transparency A, the teacher displays Transparency B to check understanding and to summarize the target forms to be used in the game. The students are assigned to fill up the bingo grid and move around, using the target forms to ask and obtain the answers corresponding to their work on the bingo grid.

T If you can match the answer in a line like this, this way, this way...[points at the grids and shows the connecting direction on OHP]...or this way, it means that you can (.)

221 Ss BINGO!! (f)

222 T Bingo\\ (.) When you bingo, you can shout and say (.)

223 Ss BINGO!! (f) ... fin a loud voice]...

224 T BINGO!! (f) OK. And then, you can go on like this again. I will find the one who gets bingos the

<sup>10</sup> It is worth mentioning again that the interaction among learners within a large dynamic class was not accessible to the recording. Therefore, the individual student-student interaction was unavailable.

225 226 227 228 229	Ss T Ss T Ss	most. You can bingo as many times as you can [get excited to play the language game and start to make noise. Some students turn round and start asking questions and taking note] Tell me again, how many questions do you have to[shouts]DON'T START NOW! (.) DON'T START NOW! (.) How about the first question? Tell me again[from the teacher's examples on OHP]Have you ever been to America? Have you ever been to (.) America.
		[in the process of checking understanding from #230 - #245]
246	T	And when you bingo, you can (.) ur (.) play again. You can play again, you can play (.) uh (.) go on playing until the time's up. I'll give you 10 minutes. I'll give you 10 minutes to play the game. I would like (.)
247	Ss	[get excited and make a loud noise]
248	T	[tries to say something over the students' noise] LISTEN TO ME! LISTEN! 'When you play the game (.) when you play this game (.) don't (.) sit (.) down (f) You have to stand up. (f) You have to stand up. (f) So then you can go around (.) walk around (.) 'walk around (()) Are you ready?
249	Ss	Y::E::S::!![in a loud voice]
250	Τ	Tell me again how many questions do you ask your friends?
251	Ss	Five questions (f)
		[in the process of checking understanding from #252 - #261]
262 263 264 265 266 267	T Ss T Ss T Ss	OK, are you ready? Y::E::S::!![in a loud voice] [unclear] Y:: E::S::!![in a loud voice] Yes \\ yes \\ (.) OK \\ START NOW![Students promptly stand up and excitedly move around, answering and asking questions, making a cross on the box when the expected answer is obtained, then moving around for the new person, trying to get their questions answered and get the bingo from connecting boxes. During the activity, the teacher walks around, trying to slip herself in to different areas, monitoring and listening to their talk.]

...(10 mins)...

T ...[To the microphone] ... OK! STOP! \\ Time's up! \\Please go back to your seats. STOP! \\ Time's up! \\ Go back to your seats. \\ STOP! \\ Don't write anything now. \\ Time's up \\

	Transcription convention
T:	Teacher speaks
Ss:	Students speak
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
11	Phonetics for a dish of Thai food
  /	the point of the overlapping utterances
<i>ii</i>	Rising tone
//	Low tone
<laugh></laugh>	Laughing as part of the utterance
(f)	Fortis (loud) enunciation
ÚPPER CASE	In a very loud voice
BOLD UPPERCA	SE!! In an emphasising loud voice or shouting
Grey area	students' reaction at the use of the language activity

There is enough evidence to show that the students are eager to start the language game (e.g., #225, 247, 248, 263, 265). This situation requires teacher to organise the game amidst the noises, and to call for her learners' attention occasionally (#226 and #248). While the teacher is giving the instructions, some students already start filling out the bingo grid with the words they plan to ask, some others turn round to start asking the target questions, noisy, but in a cheerful manner.

It can be observed that the teacher rechecks understanding of the activity, the rules, and the new language items to be used (Appendix A-T1-ST from #226-246, #250-261, #238-9-Transparency B). Evidently, she breaks down the information into manageable portions and announces slowly and repeatedly over the students' noise (e.g. #220, 224, 226). The repetitions suggest that she wants to ensure that her students will not miss the procedures of the game.

When it comes to the announcement for the start of the game at #266, all the excited students jump up and move around, using the target patterns of language items, asking friends, marking the correct boxes, at the same time, creating much noise, laughing, shouting, and so on (#267).

It is obvious that while the students are engaged in the language activity, the teacher's role has changed. She moves around and mingles with the students so as to listen to their talk, and to encourage some to speak up. The limited verbal support from the teacher removes the *scaffolds* in such a way that it allows students to link what they already know to new language that they use for the completion of the task (Johnson, 1995). Apparently, the activity proceeds smoothly without the teacher's intervention.

T1 explains during the interview that 'I spent quite some time on that (checking understanding). I wanted to ensure that they were clear with the game before getting them started. Once they start, I shouldn't interrupt them.' The students seem to use very easily the language to communicate with friends. 'BINGO!!!' is heard shouted out from time to time, while the students joyfully move around looking for a new partner. This situation reveals the teacher's awareness of the *production stage*, where students do all the talking, while the teacher remains silent (Hubbard et al, 1991:191). The crucial points to be raised happen in #224 (Appendix A-T1-ST) and #246 where the teacher encourages the students to play the game for as many rounds they want. She explains 'I wanted to provide greater chances for them to play the game. Through this, they were able to practise using the new language structure. I wanted to check if those who gained the highest, the moderate, and the lowest scores of this game could use the language or not.' Her explanation reflects her stand that the students need the *opportunity* to use the language they have learnt on their own

Apart from the fact that the language activity is motivating and challenging, the assignment to complete the task can encourage the students to use the language when asking, answering, taking notes, and repeating the cycle over again. This two-way oral task requires *negotiation* work among students. Larsen-Freeman (2000) points out that language games are important in language learning since they have certain features in common with real communicative events. That is, there is a purpose to the exchange of words. The speaker also receives immediate feedback from the listener on whether or not he or she has successfully communicated. Moreover, through a language activity, the students *use* the language they have learnt in a fun-filled atmosphere and achieve their purpose. The opportunities provided for the use of the language in such activities are, thus, instructive which, to some extent, facilitate the students' learning.

# 8.3.3.2 Post-language activity: possibilities for communication

Extract 23 describes an activity during which classroom communication is encouraged. It reveals the interaction created by the teacher and the limitations of language use resulting from the task itself.

# Extract 23

303

Context: The winners of the game are invited to report their work, while the class inquire for more information.

Turn		
276	T	OK! I (.) I (.) saw someone who can put a cross every box. (.) Who's that? (.) Who's that? (.) How many bingos have you got? (.) Twelve? // (.) OK! Clap your hands for her please. // (.) (28)[hand clapping]What's your name? // Alisa // oh! (.) Alisa (.) Could you come here please? // OK (.) and take your bingo sheet here and then I would like you to tell your friends about your answer that you have got in the complete sentence (.) for example (.) the first on 'England' you can say (.) 'I have been to England'.
277	Alisa	I have been (.) to England. I have been to the United States of America.
278	T	Only one for each cross.
279	Alisa	Oh! OK. I (.) < laughs> I have eaten pizza. I have listened to (.) I have listened to pop music. I have visited (.) to Hua Hin (.) visit (.) uh (.)OK (.) and I have played tennis. Ok (.)
280	T	OK (.) ah (.) How many times have you played tennis? //
281	Alisa	Twice a week.
282	T	Twice (.) a (.) well, I asked you that (.)(()) past to present (.) yes? // Which (.) (()) and it means that and how often do you play (.)
283	Alisa	Yes
284	T	And you play tennis many times (.)
285	Alisa	Yes (.) yes many times
286	T	And how about the place you visited? // (.) How many times have you visited Hua Hin? //
287	Alisa	Alright! Uh (.) seven times.
288	T	Seven times! Do you like it? //
289	Alisa	Yes, I like it.
290	Т	Ok! (.) ah (.) you've got six, right? Six? What's your name? Ut (.) Patira, would you come here, please? Your friends would like to know your answer. Tell me about your answer[To class]Listen to her answer! And then, I will ask you[to the class] to ask the questions.
291	Patira	[looks at the bingo sheet]I have ever been to England.
292	T	AhI have BEEN to// [rising tone]
293	Patira	I have been to England and (.) uh (.) I (.) I have eaten 'Tom Yum Kung' (.) uh (.) I have listened to pop music. I have visited to Phuket. Yes (.) I have played tennis.
294	T	Yes\\ [to class]You have to ask her questions[waits for a while – no questions from class] (.)[to Patira]Have you ever been to Phuket?
295	Patira	Yes, I have ever (.) I have ever been (.)
296	Τ	How many times have you been there?
297	Patira	Two time (.) twice time (.)
298	T	Twice (.) Ok, twice.
299	Ss	<laugh></laugh>
300	T	Now, next person! Ask her the question. (.) Any question that you like to ask her? Have you ever been to (.)? Have you ever eaten (.)? How many times (.)?
301	S6	Have you ever eaten "Tom Yum Kung"?
302	Patira	Yes, I have eaten "Tom Yum Kung".

```
.....Another student reports her work and answers the teacher's questions......
310
311
        Τ
                  ...
...
laughs>...
Now!...[to class]...
ask her the question. Ask her the question (.) uh (.) any

                  questions that you would like to ask? // (.)... [To a student in the front]... what did you ask?
                  Do you like to? //
312
        S7
                  ...((asks a question inaudible))...
        Cholada
313
                  Yes
314
        S8
                  Have you (.) have you ever been to Italy?
        Cholada
315
316
        Τ
                   ... [To a student near her] ... Why aren't you (.)? Why don't you ask? // ... [in a rising tone]...
317
        Ss
                  ... ((asks a question unheard to the class)) ...
318
        S8
319
        Т
                  How many times? She asked (.) how many times have you been to Italy?
        Cholada
320
                        ... [smiles]...
321
                  A lot?
        Cholada
322
                  No.
323
                  How many times? One?
        Cholada
324
325
        Τ
                  Only one. Thank you very much. OK\\
```

	Transcription convention
T:	Teacher speaks
Ss:	Students speak
S1, S2	Sutdent1, Student2, etc
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
//	Rising tone
//	Low tone
<laugh></laugh>	Laughing as part of the utterance
UPPER CASE	In a very loud voice / shouting / or emphasising
(())	Inaudible or unclear utterance
Grey area	to be further discussed in 11.5.2.3 in Chapter 11

It is evident that T1 promotes the students' language production by providing another opportunity for the class to engage in interaction. At #277, Alisa follows the patterns of the language items under study to report her experience in visiting two different countries. When the teacher requests 'Only one for each cross', Alisa selects one word from each of the categories of *place*, *music* and *sports* on her bingo sheet, and reports in #279. This performance reveals first, that Alisa grasps the meaning of the message sent from the teacher, and second, that she has assimilated the targeted language structure. The teacher's question at #280 seems to put Alisa purposefully into a casual social exchange. Their interaction from #280 to 289 demonstrates the teacher's dual roles of the *provider* of linguistic input and the *interlocutor*. The teacher recognises

Alisa's understanding and ability in expressing herself. The teacher's tolerance of the errors made by Alisa reflects that she obtained Alisa's meaning.

The next round comes to Patira who conducts a similar report. Again, the teacher extends a conversation with her by asking #294 and 296. Patira also makes some mistakes in her responses (#297). Interestingly, the teacher selects to repeat after the correct form (#298).

To promote student-student interaction, T1 offers equal opportunity for all to join in (#300, 311). S6, S7 and S8 volunteer questions to Patira and Cholada, (#301, 312 and 314). In #316, the teacher encourages one student in the front: 'Why aren't you (.) why don't you ask?' said in rising intonation, which causes laughter among the students. They may be amused at finding their classmate so directly singled out by the teacher to perform a difficult task. In response to the teacher's earnest encouragement, S8 makes a second attempt at a question to Cholada. Her inaudible question is repeated by the teacher in #319, and Cholada responds with a smile. Cholada's non-verbal response is significant and will be further discussed in 11.5.2.3 in Chapter on the aspects of culture and face-saving strategies as relevant factors influencing classroom interaction. To involve Cholada in the topic, the teacher poses two more questions to her.

It can be observed that the brevity of the students' report and their answers seems to originate from the rigid framework of the bingo game. The fixed structures ('I have been to... /I have played... / I have eaten...) seem to restrict the students in their possible attempts to go beyond the set linguistic boundaries and use the language more freely.

In other words, the task format hinders the students from generating longer utterances in conversational exchanges. This suggests that this type of tasks can be suitable to a certain stage of teaching such as involving the students to practise specific language items as they previously performed. However, at the output production stage where, ideally, the students are free to say whatever they want and choose the direction their conversation will take. The format of this task therefore needs to be revised.

At the interview, when T1 was asked about the limitation of the task format, her explanation came as follows: 'The target items are taken from the coursebook...The verbs used in this lesson were limited only to 'been' and 'seen', actually. In practice, I provided them with another three more verbs of 'have listened, have played, and have visited'. T1 added that all the teachers teaching the same course had to give priority to the coursebook and also to keep the same pace.

However, in the classroom interaction following this extract, the teacher assigns homework: composing sentences using the target structures from the words the students used in the game (see Appendix A: T1-ST, #341). She continues negotiating meaning with her students from #345-353, and involving them in small talk (#355-370) until class is dismissed. This reveals that T1 realizes the basic strategy behind a communicative language classroom in that it is important that the teacher involve putting students in social situations. Not all students participate, but interaction does not necessarily involve verbal participation only. As pointed out by Allwright & Bailey, 1991, some students who perform 'invisible participation' learn by 'eavesdropping', listening to others interact and enjoying the atmosphere.

# 8.4 Summary: Checklist of the teaching procedures, classroom management practices, and classroom resources of Teacher Student 1 (T1-ST)

From my discussion of the teacher's classroom practice, therefore, we may identify a checklist of teaching procedures, behaviours, and other classroom events that we can say constitute the teacher's practice of CLT in the classroom. This checklist is shown below.

# A. Classroom procedures

# 1). Presenting structure

	Classroom activities in structural lessons	T1
1	Presents models in the context of spoken language with a series of visuals.	✓
2	Presents the target form on OHP in mini-dialogues	✓
3	Gives models and asks Ss to read them out	✓
4	Conveys meaning through the visuals combined with the context	✓
5	Illustrates the explanation with several examples	✓
6	Gets Ss to exchange with T	✓
7	Gets Ss to summarize the form with the help of T	✓
8	Gives models and asks Ss to read them out	✓
9	Checks meaning and concept of the structure	✓
10	Elicits how the structure was formed.	✓
11	Highlights the form	✓
12	Gives instructions and checks Ss' clear understanding	✓
13	Explains the rules and how the structure is formed	✓
14	Relates casual chat to the target form	✓
15	Creates rapport and performs small talk	✓

# 2). Practice stage or controlled practice stage

16	Gets Ss to practise orally using the target structure after the presentation, cueing	
	with pictures from the computer	✓
17	Gets Ss to practise in chorus	<b>√</b>
18	Gets Ss to use the language through a game	✓
19	Gets Ss to practise different skills	✓
20	Gets Ss to move around, asking and answering questions among themselves in a whole-class activity	✓
21	Gets Ss to do whole-class activity (S-S interaction in a game of bingo)	✓
22	Monitors Ss by moving around checking their performance while they are doing pair/ group work or whole class activity	<b>√</b>

# 3). Production stage or Free – controlled practice

23	Moves from controlled practice to free practise through an activity	✓
24	Gets Ss to produce their own language by reporting their work in front of the class	✓
25	Establishes rapport by chatting / teasing	✓

# B. Classroom management

# 4). Giving instruction

26	Gives clear and brief instructions	✓
27	Checks Ss' understanding after giving each instruction	✓
28	Demonstrates how to get the task done before getting Ss to do it	✓

# 5). Language activities for communication

ĺ	29	Provides a language game of bingo, during which Ss move around, asking each	
		other for places visited, favourite food and music	$\checkmark$
	30	Provides opportunities for Ss' oral presentation	✓

# 6). Classroom interaction

31	T–Ss transaction	✓
32	Ss–Ss interaction	<b>√</b>
33	Students' nomination	✓
34	Voluntary behaviour	✓
35	T asks questions – Ss give(s) minimal response	✓
36	Opportunities for student talk in the target language	✓

# 7). Planning

37	Lesson plan arranged into presentation and practice (controlled and free)	<b>✓</b>
38	Lesson plan arranged into 3 phases: presentation, practice and production	
39	Well- sequenced lesson	✓
40	Activities relevant to age and level	✓
41	Provides variety of activities	✓
42	Provides practice in different language skills	✓

# C. Classroom resources

# 8). Materials, Tasks, and Teaching aids

43	Uses the computer, transparencies, and overhead projector and worksheets	✓
44	Uses commercial course book and supplementary tasks adapted by self	✓

## 8.5 Conclusion to Student Teacher 1 (T1-ST)

The analysis and observation show that T1 is moving away from traditional pedagogy with a gradual shift towards a more CLT methodology. She manages to present a structural lesson under the PPP paradigm by encompassing her students around the three dimensions of *form*, *meaning* and *use*, by making a gradual progression in linguistic repetitions targeting form, and then by moving to an activity focused on meaning.

T1 instigated student interaction and their use of the language through varied activities, to which different skills were incorporated. The selected language items were related to real life, providing opportunities for the students to interact verbally in the classroom. Later, these items were integrated to writing in the reading class, partly discussed in Chapter 9. The students were assigned active contributory roles within the communicative framework of learning, and engaged in both individual and collaborative work. This not only helped increase their motivation to work towards their goal, but also facilitated their learning. In interacting either within pairs, in groups, or with the teacher, they participated in both planned and unplanned discourse similar to what they will encounter outside the classroom. Additionally, the teacher provided a sociocultural advantage by allowing time for casual talk, a source of authentic language and rapport-building. The students were able to use the language in a communicative manner in certain situations, especially when the teacher provided an occasion for this in scenes of near-natural setting.

This brings us to the conclusion that T1 promoted progress in language learning by changing aspects of her teaching behaviour, integrating innovation to suit her large class, applying practical techniques, and trying them out in a pedagogical framework.

In the next chapter, we will explore the teaching and learning behaviours in T1's reading lesson.

# **CHAPTER 9**

## POSSIBILITIES IN CLT PRACTICE

## IN THE LESSON RELATING TO OTHER SKILLS:

# **QUALITATIVE ANALYSIS 4**

## 9.1 Introduction

This chapter is concerned with the last lesson conducted by Student Teacher 1. Following the methodology applied in the preceding chapter, Student Teacher 1's reading lesson will be investigated using the *pre-while-post* reading paradigm, from which a more general understanding of her classroom practice will be derived.

This chapter also draws a conclusion on the evidence of the changes in all the informants' teaching behaviours.

#### 9.2 Student Teacher 1: T1-RD

# 9.2.1 Background

#### 9.2.1.1 Classroom context

The lesson is performed in a well-equipped multi-purpose room offering spacious space in the front and at the back. Forty-eight Mathayom 4 (Grade 10) girl students are seated on chairs with small flip-over tops, lined up with aisles in the middle and on the sides. The participants to the lesson are of fair linguistic competence, according to the teacher's evaluation.

# 9.2.1.2 Lesson organization and teaching procedures

The reading lesson is divided into pre-, while- and post-reading phases of teaching. As the teacher wants to experiment on different ways of delivering a reading session, she switches from getting her students to read a text and answer questions to applying a jigsaw-reading activity. Before working in a pair and sharing information, student A and B are requested to work individually.

## 9.3 Analysis of classroom practice of Student Teacher 1 (T1-RD)

# 9.3.1 Pre-reading activity

#### 9.3.1.1 Setting a purposive reading

Student Teacher 1 details the purpose for this lesson this way: 'As I have taught the language item 'Have you ever...?' in structural lesson (T1-ST) before this, I then extended this by integrating them to reading, and using the same patterns of questioning about visiting places again. Apart from those places in Thailand, I think there are some other interesting places outside they should learn...' (Appendix C-T1-RD-intvw A).

The following extract demonstrates the teacher's management in setting a purposive reading activity and her strategies in minimizing her talk

## Extract 24

**Context:** The teacher starts her lesson by showing the learners a pictorial map of New York on the overhead projector (OHP), telling them they are visiting the city, and eliciting some information on places of interest.

```
Turn
1 T Now! We're going to start. Do you know New York (.) New York? //
2 Ss Yes
3 T Where is it?
4 Ss In America.
5 T In America. (.) Have you ever been there? //
6 Ss No
7 T Would you like to go there? //
```

```
8
      Ss
             Yes
9
              Good! (.) Because We're going to visit New York. (.) People in New York call it 'the Big Apple', the
             apple of New York.... [presents the map of New York on OHP]...(2) ... Sorry(.) ... [turns the map
             round to the right side.] ... This one is New York. New York is one of the most exciting cities in the
              world. They are Queens. What's this? //...[points the place on the map]...
10
      Ss
             Manhattan ...[read from the map]...
11
      Τ
              ...[points to the new place on the map]...
12
      Ss
             Brooklyn
13
      Т
             And what's about this one? ...[points on the map]...
14
      Ss
             Liberty Island
15
      Τ
             Liberty (.)? // ...[waits for the students to complete] ...
16
      Ss
             Island ...[with 's']...
17
      Т
             Island (.) island. ... [pronounces the word without 's'] ... There's no 's'. Say again!
18
              Island ... [without 's']...
      Ss
19
      Τ
             Say the name again!
      Ss
20
             Liberty Island
21
             Good! (.) And how about this one? //
      Т
22
             Staten Island (.) Staten Island
      Ss
23
             They are Queens (.) Manhattan Brooklyn (.) Liberty Island (.) and Staten Island (.) Yes? // They're in
             New York (.) OK? //... (2)...Coming here (.)...(point on the map on the OHP)... ur (.) there are a lot
              of places here as many as you want (.) shops (.) parks (.) and theatres (.) OK? // ... (2)... Look at
             the maps! You can see the number (.) no1 (.) 2, (.) 3 (.) and 4 (.) and 5 (.) 6 (.) 7 (.) and 8. There are
             several places in the map...(2)...Today! I would like to break you into pair (.) OK // (.) to do activities.
             We're going to visit these places. ...(2) ...First! This row (.) you are A (.) and this row. ...[ gestures]
              ...And this row (.) you are B. (.)And this row you are A. (.) This row you are B (.) OK? // (.) And this
             one (.) you are A. (.) This one you are B. (.) How about you? // ... [raises eyebrows]...
24
      Ss
25
      Т
             A (.) good! This one is A. And this one? (.) //
26
      Ss
27
      Τ
             How about this one? // (.) ■ B! OK! ... (2)... Who is A? (.) Raise your hands, please? (.) A (.) raise
             your hand.
28
      Ss
             ...[ put their hands up]...
      Α
29
      Т
             OK (.) How about B? //
30
      Ss
             ... [put their hands up]...
31
      Τ
             Good! A&B (.) you and your friends, OK? // (.) You are staying here ... [points to the place on the
             map]... at Stamford Hotel.
32
      Ss
33
```

Yes. You are staying here at the Stamford Hotel in Manhattan. And (.) you have three days to visit these places (.) and you have only three days to visit these places. (.) There are 8 places (.) but only 3 days to visit (.) 3 days to visit (.) one in the morning (.) and one in the afternoon. So! (.) You can choose only 6 places to visit. (.) ... (2) ... Now! What are you going to do (.) we have 8 (.) but choose only 6. ...(2) ... A! raise your hand again (.) A! OK (.) good! ...(2)... A! You are going to read information about the places number 1,2,3, and 4, OK? // (.) You are going to read information about these places (.) number 1,2,3,and 4. (.) At the back (.) Look at the back of this class. (.) ...(2)... Oh! I'm sorry (.) In front of the class. (.) You can see three pieces of paper that one (.) ...[points]... and that (.) and over there....[points at 3 different pieces of paper stuck onto the wall, the whiteboard, and another board near the window.]...

etc.

#### Transcription convention T: Teacher speaks Ss: Students speak pause of less than one second (.) ...[ italic ]... additional notes / classroom atmosphere/ non-verbal communication English translation $((\ldots))$ inaudible/ unclear utterance in a rising tone 11 in a low tone Grey area Scene setting

The teacher gets straight to the point by asking the students if they know and have visited New York. Once the response is obtained, the teacher informs that they are 'going to visit New York.' The teacher starts the lesson by giving the reason why they have to read this text (#9), then briefly introduces different kinds of places (#23), and sets the scene of the hotel they are staying at (#33). All this delivery of information can be understood as the teacher, in fact, setting the purpose of the reading activity for her students. In teaching reading in CLT, it is important that the students are first given a reason for reading, which is the most cogent reason for wanting to read (Doff, 1989; Harmer, 2001; Hubbard et al., 1991). The fact is that people read in order to obtain information. Reading is thus carried out for a purpose other than reading the language itself.

Another point to be raised is that, of all the informants observed, T1 is the only one who does not pre-teach any lexis items to her students. Here in this lesson, she emphasizes on the word 'island', and on the pronunciation of the silent 's', as in #7 and #9. At the interview, T1 explained that, '...there are some difficult words in the passage. However, I think students can guess from the context. Take 'skyscraper' as an example. There is a phrase of 'the highest building' nearby. So I think they know from that. There are some other difficult words, too, but despite the fact that they don't know the meanings, they understand the story, somehow. So I don't think I need to pre-teach

them. 'Her explanation reveals her perception of different aspects of teaching a reading lesson. She is able to see the importance of the meaningful context on the ground that an efficient reading can be achieved not by paying attention to all parts of the text or *every word* the learner comes across, but by concentrating on the significant bits, and skimming the rest. The learner could skip parts they know to be insignificant. They could also guess meanings from the surrounding text, or even ignore them (Harmer, 2001; Nunan, 1991; Ur, 1999). Realizing this, she applies CLT principles as to *when* to present the new lexis, and *when* to leave her students learn on their own.

The most crucial evidence of her adjusting her teaching behaviour is revealed at the interview after the observation of the lesson, as she says, 'I wanted to speak less – only instructed them how to do the jigsaw reading activity and let them work out on their own.' (Appendix C-T1-RD-intvw A). In this extract, it is evident that T1 avoids explaining from the start. She employs paralinguistic communication, pointing at each location on the map (#9, 13 and #21). Her gestures here are considered not only as display questions, but also as *prompts* or *cues* moving the students' focus from one place of interest to another, while she solicits some factual information. Secondly, these prompts are not used to get the students to display their knowledge, but to enhance their interest and narrow their concentration on famous places in New York. Pedagogically, they actually are 'specific questions' (Hubbard et al., 1983) preparing and leading the students to grasp some ideas on the reading text they are to work on in the next phase of the activity.

# 9.3.1.2 Giving clear instruction and checking understanding

Extract 25 demonstrates the teacher's giving clear instructions and checking her learners' understanding of the way to perform the task before letting them seek information on their own.

# Extract 25

**Context:** After breaking the students into A's and B's, the teacher sets a situation (highlighted in #33 in the above extract) where a pair made of A and B has three days to visit six different locations in New York. The first task assigned is for each member of a pair to separately gather information from different sources, read and take notes, and share it with her partner.

Turn		
35	T	Again! This is the last one. Give this one to A[to one students]( 2 mins)A! How many places are you going to read? //
36	Ss	Four
37	T	And how about B? (.) How many places? // (.)
38	Ss	Four
39	T	Four. (.) A! What numbers? What numbers of the places you are going to read? //
40	Ss	Number 1, 2, 3, 4.
41	T	1, 2, 3, and 4. How about B? //
42	Ss	5, 6, 7, 8
43	T	5, 6, 7, and 8. And (.) what are you going to write in? // [shows a slip]
44	Ss	Time
45	T	Times. What else? (.)Time and? // (.) Only time? // (.)
46	Ss	Days
47	T	Days! Anything else? // (.) Detail about each places, OK? // You can make notes as fast as you can. And after that (.) how many places can you choose?//
48	Ss	Six
49	T	Six places (.) OK (.) six places (.) and then how long (.) How long (.) have you got for reading for information?
50	Ss/T	Ten minutes
51	T	Ten minutes (.) ten minutes. (.) After that (.) we'll come back here again and talk to your partner, OK? // (.) Choose the places and write places (.) in this paper (.) OK? // After that (.) I'll call you to tell everybody where are you going to see, OK! (.) What time and what day (.) what else you have seen at the place (.) Are you ready? //
52	Ss	Yes.
53	T	OK! Start!
54	Ss	[Students promptly move out of their seats, and go separately to the front and the back to read the information assigned. There were provided with 3 pieces of information stuck on the wall in the front for A's and another three for B's at the back to read and take note. While reading, some students discuss, talk, jot down and fill out the small slips.]
		(11)
55	Т	It's time! One (.) two (.) and t-h-r-e-e (.)
56	Ss	[get back to their seats]
50 57	JS T	OK (.) A! (.) tell me the names of the places that you make notes.
Ji	ı	Or (.) A: (.) tell the the hatties of the places that you make hotes.

```
58
       Ss
               Central Park
59
       Т
               Anything else? //
60
       Ss
               Grand Central Station
61
               Next? //
       Τ
62
       Ss
                UN Headquarters
63
       Т
               And the last one? //
64
       Ss
               Empire State Building
65
       Τ
               Good! B! (.) Places? //
66
       Ss
               Washington square
67
       Τ
                Ah-hah? //
68
       Ss
               Chinatown (.) World Trade Center.
69
       Т
               And the last one // (.)
70
       Ss
               The Statue of Liberty
71
               Good! (.) Now (.) you have five minutes. (.) Talk to your partner. A talks to B (.) and B talks to A.
       Τ
               (.) and then (.) decide to choose six places agreed (.) Try to visit and try to fill out this paper (.) OK
               // And (.) that's OK. Start now! (.) When you talk to A (.) could you sit face-to-face (.) OK! Sit face
72
       Ss
                ... [Work in pairs, talking notes, sharing information, discussing, and planning their own itinerary
               for a trip1...
```

	Transcription convention
T:	Teacher speaks
Ss:	Students speak
S1, S2	Student 1, Student 2
(.)	pause of less than one second
[ italic ]	additional notes / classroom atmosphere/ non-verbal communication
( )	English translation
(())	inaudible/ unclear utterance
<i>II</i>	in a rising tone
//	in a low tone
(f)	fortis (loud) enunciation
text!	Calling for attention/ exclamation/ giving instruction
Grey areas	students do their individual and pair work on their own

After setting the scene and giving instructions in #33, the teacher, through the transparencies on OHP, demonstrates what kind of notes the students are to put down on their worksheets, and how to do this. Her clear demonstration reflects that she realizes the fact that *showing* what to do is more effective than *telling* what to do (Gower & Walters, 1995). In so doing, economy and precision are required to avoid time-wasting and uncertainty. The teacher's realization in giving effective instruction is confirmed by her checking the learners' understanding after each instruction is delivered (#35, 37, 39, 41, 43, 45, 47, and 49). A valid point is that she breaks her instructions down into short and simple segments (#71). As a result of this practice, the students are able to carry out their task successfully, and return to their seats

within the allocated time (#58-#70). This confirms not only that the students get the message conveyed, but also that they clearly understand each of the steps for working on the task. It indicates that the activity can be effectively performed when the teacher's instructions are comprehensible and understood.

## 9.3.2 While-reading activity

## 9.3.2.1 Students' learning for themselves

It has been mentioned above that, in this lesson, the teacher attempts to reduce teacher talk time by applying a jigsaw reading technique. It can be observed that the given situation, visiting six places in New York during a three-day visit, requires the students to learn for themselves and to use the language to complete the task assigned. At the beginning, they have to seek information on their own. They have to determine different strategies in approaching the submitted texts, including different rates of reading (Hedge, 2000:195). Up to this point, they have to exploit their scanning skill, searching rapidly through the text to find specific points of information and jot them down. This provides the participants with full opportunity to employ their reading and writing skills. At the later stage of the activity, each member of a pair has to work collaboratively, pooling and sharing missing information. In doing so, pairs clarify exactly what they are required to do. To serve the purpose of the reading activity, they are involved in discussing and agreeing on their own plan, and writing down the itinerary. The whole process of this activity therefore promotes the students' self-learning. One interesting issue, which is worth making note of, is that, at this stage, students might secretly talk in the L1. Even so, they still read their notes and write the programme in the target language. Furthermore, at the very end of the activity, they are to use the language in reporting their work to the class. According to

what has been observed during the activity, in spite of the great number of students, the teacher can be seen moving around, without any obvious intervention, to monitor and check the use of L2 in the learners' exchanges and discussions.

Apart from aiming to decrease the amount of her talk, the teacher has specific academic tasks in mind as she revealed at the interview: 'What I like in this activity was that students would have some kind of moving, not only clinging themselves to their seats. I wanted to get them to work on their own. I didn't want to translate for them. What I did was that I only informed the objectives of the task and let alone the rest to their own work. And, they could manage it nicely.' This suggests, firstly, that she realizes the importance of providing learning opportunities for her students. It can be seen that obviously, her students become active contributors to their own learning.

The second point which is worth noting here is the teacher's awareness of the fact that a reading lesson can be taught without a need for teacher's translation. Her explanation above reveals that, in Thai schools, most teachers of English, including herself, would spend most of their time translate for their students English phrases and expressions, or in some cases, the whole reading text. In this lesson, without the teacher's translation, it is evident that the students could extract specific information from the reading texts, even though these contained some new words.

It is often difficult to convince students of English as a foreign language that texts in English can be understood even though there are vocabulary items and structures they have never seen before (Harmer, 2001:153). This reading lesson, however, demonstrates that, to some extent, the students comprehend the text without the teacher's translation or explanation. They could extract the specific information

required by the tasks and do these successfully. This may result from the learners' employing the reading strategy of guessing the meanings from the context, and also from the teacher's decision in selecting appropriate texts for the learners to achieve the goals. Significantly, this practice promotes the learners' ability in reading a range of texts in English (Hedge, 1996:205).

Furthermore, the innovative teaching technique of a jigsaw reading activity can be challenging for the students, as it is based on a view of language learning different from that which students have experienced in the past. This suggests that the teacher is able to gauge her students' capacities, and select a learning activity with respect to their language learning (Tudor, 1996:253). In addition, the purpose of this reading is related to real life as the topic provides a simulation for the students to practice, should they travel abroad in the future, or it reviews the experience of other students who have travelled.

#### 9.3.3 Post-reading activity

#### 9.3.3.1 Classroom interaction

This extract demonstrates classroom interaction, both between the teacher and the students, and between the students and students. It also reveals the teacher and students' humour in the classroom discourse.

## Extract 26

At the post-reading stage, after the students agree on an itinerary, the teacher invites them to report their visiting schedule in front of the class. Six pairs volunteer, and while a few pairs are nominated by the teacher, the following segment is from the second pair.

Turn 99	S-5	[reads form the slip prepared] On Monday morning at half past nine (.) we will go to the
		Statue of Liberty (.) to have a boat trip to see magnificent view of the skyscrapers. (.) And afternoon at 1 pm. (.) we will go to the World Trade Center (.) where we can see the skyscrapers and shopping there(2) On Tuesday morning at half past nine (.) we will visit
		the Empire State Building. (.) We will see the view of Manhattan (.) from the skyscraper from (.) (()) Afternoon at 2 pm. (.) we will visit Grand Central Station (.) where we can taste the best burger and milkshake (2)And the last day (.) on Wednesday morning at 10 o'clock (.)
		we will visit Central Park and the Museum of Art. (.) We will play and relax (.) with the
100	Т	playground. (.) In the afternoon (.) we will visit Chinatown to eat a Chinese food[To the class]OK! Any questions you would like to ask her? // (.) Any questions do you want to ask her.
101	Ss	No!!![in a loud voice]
102	T	[To the class ]OK! Any questions (.) you would like to ask her? (.) Any questions do you
		want
103	Ss	to ask her? (.) // No:! (f)
103	T	No? // [To S5 and S6] I heard that you are going to the World Trade Centre (.) //
105	S5-S6	Yes. \\
106	T	What do you want to buy, then? What would you like to buy?
107	S5-S6	<laugh></laugh>
108	T	What do you want to buy, then? (.) What would you like to buy?
109	S5-S6	<laugh></laugh>
110 111	T S5-S6	Tell us what you'd like to buy.
112	33-30 T	A pair of shoes. \\ Could you tell me the brand name? //
113	S5-S6	Prada
114	Ss	<laugh></laugh>
115	T	PRADA! (f) That's very expensive. (f)
116	S5-S6	Yes. \\
117	T	(()) anything (()) Prada? //
118	S6	Maybe (.) just see it. \\[smiles]
119 120	Ss T	 Thank you your much () OKI alon your hands places //() // fhand alonging! Anyone along?
120	ı	Thank you very much. (.) OK! clap your hands, please. // (.) [hand clapping] Anyone else? (.) [points to the students at the back] I would like to (.) the one at the back! (.) [points to the students at the back] At the back. (.) Tell me about your visit. (.) Yes? (.) //
121	S7-S8	[come to the front]
122	S7	[reads] On Monday (.)
123	T	Where's your twin?[asks S7, raising her eyebrows]
124	Ss	 Solida tuina () right? // () Where is she? // () Where is she? // () OKL. If were to the
125	T	You're twins (.) right? // (.) Where is she? // (.) Where is she? // (.) OK! [turns to the mentioned student] You are next![to the one she calls the twin]
126	Ss	<a laughter="" loud="" very=""></a>
127	S7	[reads in very soft voice] On Monday (.) I will visit the Grand Central Station and the old
		railway station. (.)In the afternoon (.) I will visit Chinatown to have food. (.) On Tuesday (.) I will
		visit the Headquarters. (.) In the afternoon (.) I will go to the Statue of Liberty to take a boat to
		look at the East Rivers (.) [laughs]to Manhattan and (.)(())On Wednesday (.) I will go
		to the Empire State Building(()) In the afternoon (.) I will go to World Trade Center to go
128	T	shopping.  Go shopping \\ OK \\ both of you would like to go to Chinatown (.) right? // Good! (.) Tell me
120	•	about uh (.) food (.) [students say something inaudible to the class. T1 gets the message and
		puts her hand out to particular students]They say noodles.
129	Ss	Dim sum! (f)
130	S7	[thinking] Salapao!(a stuffed Chinese bun)

#### Transcription convention T: Teacher speaks Students speak Ss: S1, S2 Student 1, Student 2 pause of less than one second (.) ...[ italic ]... additional notes / classroom atmosphere/ non-verbal communication **English translation** ( ) $((\ldots))$ inaudible/ unclear utterance in a rising tone // in a low tone fortis (loud) enunciation To be discussed in 11.5.2.3 in Chapter 11

After MS5's report in #100, the teacher invites questions from the class. A declining 'No' is immediately made out loud at #101 and #103 when the teacher encourages enquiry, or, pedagogically speaking, student-student interaction. The teacher, however, accepts the response since, in genuine communication, turn taking and participation rights are unrestricted (Seedhouse, 1996). From this pattern of communication, the students' refusal may be explained in two possible ways. Here, from their own schooling experience, they realize the conventional patterns of classroom interaction, and understand that, if they accepted to interact with the presenters, there was an implicit expectation for them to use L2 during this interaction. This performance, in fact, makes some demands on the students' linguistic ability. Firstly, at a face-to-face situation, some students might feel uncomfortable in improvising their conversation in L2, since they may need some preparation beforehand. Not wanting to look embarrassed in class, they simply refuse the turn. This situation will be further discussed in Chapter 11 concerning face strategy (see 11.5.2.3). Secondly, they might not really have a clear idea of what to ask, since they too have read the text, and share the information with the presenters. Whatever the case may be, this indicates that, from their experience or from their frame of reference, they have learnt how and when to decline in classroom discourse.

They also realize that they have a right to refuse the turn, as it does happen in real life, in natural exchanges and social discourse.

To sustain classroom interaction and keep the learners involved in a more elaborate conversation, the teacher nominates S5 and S6, leading them into a talkative mode by inquiring about their shopping, in #110, and the brand name of the shoes they have bought, in #112. Once S5 and S6 announce the brand of the shoes, the class breaks out laughing since they all know that these shoes are fashionable ones among girls in school, and among the upper-middle class in Thailand. The teacher, again, expands the conversation by commenting that this brand is very expensive. S6's humorous answer, 'Maybe, just to see it!' provokes general laughter all over again. Despite her answer not being perfectly right in terms of grammar, S6 successfully gets her message across and she is well understood. Her humorous answer protects the *positive face needs* through an expression of self-deprecation or apologetic sentiments (Brown and Levinson, 1987), in which the source of her embarrassment (not having money to buy those expensive shoes) is changed into a subject of humour. Her answer, therefore, becomes a reason for genuine amusement.

The next pair, S7 and S8, is nominated to report. The teacher instigates another uproar when she asks S7, 'Where's your twin?', a question referring to a classmate who quite often might be seen accompanying S7. The laughter results from their surprise at the teacher's acknowledgement of her students' behaviours outside the classroom. The laughter is even louder when the girl is discovered, and the teacher nominates her to report her work at #125. After S7 finishes exposing her schedule, the teacher expands the conversation, asking the pair about food in Chinatown, in #126. Some students

participate in the conversation by giving out a kind of food. The teacher relays the message to the class that 'They say noodles.' Some students also contribute their turn by making a self-selection, offering 'Dimsum' to the conversation. S7 spends some time thinking before uttering 'Salapao', which creates big laughter among her classmates as it is a simple snack found everywhere, including in their school. The answer is funny since, to the listeners, the pair went a long way to New York simply to eat a Chinese bun easily found in their own country. Clearly, all the students are involved in the classroom interaction, and in a relaxed manner. Although not all the students perform their talk, they all share excellent rapport and classroom interaction when they positively react to their peers' answers and shout out some other ones. To the end of this lesson, the teacher invites volunteers, but also nominates students to report their travelling plan, getting them involved in a casual talk with herself and peers. Explicitly, the content of the students' language at this stage is generally meaningfocused. That is, they use language to express their personal interpretation, to understand the teacher and each other, and to make themselves understood. More importantly, they are able to use the language to convey and negotiate the meaning successfully.

In reporting their itinerary to the class, as in #99, it can be evident that the language generated by the students is partly from the reading text, and partly from their own work. However, close examination all throughout the process shows that, before their presentation in front of the class, they have been using different language skills to accomplish different tasks. One way or another, the task, as a tool and end product, helped them to prepare themselves for the last activity, the report. Through these three different tasks and activities, their reading ability and social interaction developed. As

the communication in the L2 takes place, they acquire knowledge of the second language.

As a matter of fact it is considered vitally important that students be trained in all the four main language skills, since, in real life, one skill cannot be performed without another. The jigsaw reading activity, one of the most fundamental in the area of CLT, with its information gaps, motivates the students to work on bridging those gaps in an appropriate way. As pointed out by various experts (e.g. Johnson, 2001; Littlewood, 1998), any exercise or procedure which claims to engage the students in communication should be considered in the light of it. Also, the relevancy or importance to the language learning is that the students are encouraged to share responsibility for the task with peers. This, not only helps increase the students' motivation in that they work for themselves, but also accommodates their learning. Gower and Walters (1995) mention that such responsibility usually aids the success with which students learn language. It is also emphasized by Vygotsky (1978, cited in Johnson, 1995:74) that learning is a dynamic social process which involves cognitive development. Instructions that focus on the learners' potential abilities, that create opportunities for the children to assume joint responsibility for learning that they could not be complete on their own, but only with the assistance of an adult, or a teacher, could contribute to cognitive development, and interrelates to learning. In this activity, in interacting either with the other member of a pair or with the teacher, the learners participate in both planned and unplanned discourse similar to the one they will encounter outside the classroom.

Most importantly, the pattern of communication in this extract contrasts sharply with the IRF sequence as mostly found in a typical classroom. The unplanned teacher-student exchanges can promote authentic teacher-student and student-student interaction. As Cadorath and Harris (1998:188) point out, 'when meaning and real life intervened in the drill, the authenticity of the language used by the teacher and the students also increased significantly, perhaps because of, not despite the students' high spirited playfulness.' They also allow the interlocutors to negotiate and introduce relevant topics with greater immediacy and flexibility than the coursebook can offer. Therefore, it can be concluded that this instructional design provides the *optimal condition* for second language learning. It is through meaning-focused interaction between themselves and the text, another student, and the teacher, and through participation in communicative activities, that students acquire a second language.

Regarding her plan in minimizing her talk, it is evident – as will be seen from the quantitative analysis in Chapter 10 – that she spends the least percentage of all the informants in this study on questions and explanations, while the students do their own learning and discussion with peers without the teacher's intervention. This proves that her goal of limiting teacher talk, and maximizing student talk is met. All these reflect this teacher's awareness of the importance of the students' exposure to L2, and of her teacher role as 'facilitator' at different stages. Her belief and practice show her conception of CLT and her professional knowledge as teaching and learning, which resulted from her right frame of reference and her expertise in teaching.

# 9.4 Summary: Checklist of the teaching procedures, classroom management practices, and classroom resources of Teacher Student 1 (T1-RD)

From this discussion of T1's classroom practice, therefore, we may identify a checklist of teaching procedures, behaviours, and other classroom events that constitute this informant's practice of CLT in the classroom. This checklist is shown below.

# A. Classroom procedures

# 1). Presentation stage or / pre-reading/ pre-listening

	Classroom activities in the lessons relating to other skills	T1
1	Shows a pictorial map on OHP and elicits expected words/phrases	✓
2	Demonstrates clearly on OHP how the activity is to be conducted, and checks Ss' understanding by eliciting	<b>√</b>
3	Conveys meaning through visuals combined with the context	✓
4	Gives instructions and checks Ss' clear understanding before getting Ss to work on their own	✓

# 2). Practice stage or while-reading / while - listening

5	Minimizes teacher talk by getting Ss to work by themselves	✓
6	Gets Ss to seek information, take notes, share information with partner, discuss and plan the itinerary for a trip	<b>√</b>
7	Monitors Ss by moving around checking their work and encouraging their discussion in L2	<b>✓</b>
8	Lets Ss learn by themselves without intervening	✓
9	Gets Ss to practise different skills	<b>√</b>
10	Employs a pair-work activity to promote Ss' interaction / discussion	✓

# 3). Production stage or post-reading / post-listening

11	Gets Ss to produce their own language by reporting their work in front of the class.	<b>✓</b>
12	Nominates a few Ss to read out their work	
13	Establishes rapport by chatting / teasing.	✓

# B. Classroom management

# 4). Giving instructions

14	Gives clear and brief instructions	✓
15	Demonstrates how to get the task done before getting Ss to do it	✓
16	Checks Ss' understanding after giving each instruction	✓

#### 5). Communication activities

17	Provides a jigsaw reading activity requiring reading, note taking, information		l
	sharing and discussion	✓	l
18	Provides opportunities for students' oral presentation	✓	l

## 6). Classroom interaction

19	T–Ss interaction	✓
20	T–Ss transaction	<b>√</b>
21	Ss–Ss interaction	✓
22	Students' nomination	<b>√</b>
23	Opportunities for student talk in the target language.	<b>✓</b>
24	Voluntary behaviour	✓
25	T asks questions – Ss give(s) minimal responses	✓

# 7). Planning

26	Lesson plan arranged into 3 phases: pre-, while- and post-reading		
27	No phases of teaching specified		
28	Well-sequenced lesson	✓	
29	Activities relevant to age and level	✓	
30	Provides variety of activities	✓	
31	Provides practice in different language skills	✓	

#### C. Classroom resources

## 8). Materials, Tasks, and classroom resource

32	Uses the overhead projector, pictorial map, reading texts and worksheets	✓
33	Uses commercial course book and supplementary tasks adapted by self	✓

## 9.5 Conclusion to Student Teacher1 (T1-RD)

It can be concluded from T1's practice that, to some extent, she applied some aspects of CLT pedagogy in her reading lesson. This suggests that T1 considers language teaching not primarily as a transmission of knowledge, but rather as the application of a pedagogical framework in which learners are able to engage in language activities with their own awareness of the process of language learning itself. The tasks and activities provided in the reading lesson promoted the learners as *joint negotiators*, thus helping them to perform a more active role within the group and within the teaching-learning procedures. Overtly, T1 was able to shift her teaching

style in a manner that moved her away from traditional teaching toward a more CLToriented definition of her methodology.

It is worth noting again that the checklist of T1-RD shown above has been earlier presented in comparison with the other informants in 7.11, in Chapter 7.

## 9.6 Evidence of changes in all four informants' teaching behaviours

The following checklist, Table 9.1 below, provides evidence of the four informants' teaching behaviours as to whether or not they were able to adapt to a CLT approach in the delivery of the observed lessons. It is summarized under four different headings (adapted from Gebhard, 1990:122), all found in *column A*, *Teaching Area*: 1) Setting up and carrying out the lesson, 2) Use of classroom space, 3) Selection of content, and 4) Treatment of Ss' language error.

At their interview, all the teachers noted that they had practised grammar translation before attending the TEFL course, a fact presented in column B. Column C contains annotations of the informants' teaching behaviours as they emerged during their practice, and seen as pieces of evidence on whether they adapted their delivery style or not.

Drawing comparisons between behaviour before the practicum, *column B*, and behaviour during the teaching project, *column C*, there is strong evidence that T1 dramatically adjusted aspects of her teaching behaviour as she applied meaning-oriented activities (column C, #5, 6, 11, 12, 13, 18). Her teacher-centred lecture was

found at certain steps of her lesson, her presence became less conspicuous at the later stages, and finally faded away at the output production stage.

Table 9.1 The teaching behaviours and the evidence of changes

A. Teaching	B. Behaviour	C. Pohaviour during the teaching project	T1	T2		T4
area	before the course	C. Behaviour during the teaching project	11	12	T3	14
		Teacher-centred lecture or teacher questioning		✓	✓	✓
		Individual seat work (working on exercise or worksheet)		✓	✓	✓
		3. Students copy the sentences on [board		✓		✓
1 Cotting up	Primarily teacher- centred lecture or	T-centred lecture less (more student solicits and reactions)	✓			
1.Setting up and carrying out the lesson	g teacher questioning	Whole-class activity (interviewing, asking for information, without T)	✓			
out the lesson		Pair-work activity (practising structure, sharing information, negotiating between members of a pair)	<b>✓</b>	NP	*	
		7. Group work			NC	
		8. Demonstration of the tasks	✓		NC	
		Comprehension check after delivery of instructions	✓	NP	NP	NC
		10. Ss sit in rows, teacher stands in front		✓	✓	✓
		11. Reorganization of chairs (face-to-face)	<b>√</b>	NP		
	Ss sit in rows; T stands in front; some arrangement of chairs into groups	12. Ss walk around the room asking and	✓			
2. Use of		answering among themselves				
classroom		13. Ss stand at board, reporting the result of their work	✓			
space		14. T moves around the room (monitoring)	<b>✓</b>			
		15. Use of space of the classroom (in the front, at the back)	<b>✓</b>			
	Primarily a focus on the study of	16. Focus on the study of the language item and vocabulary (or function in T3).		✓	✓	✓
	language itself (e.g. grammar pronunciation, vocabulary); some focus on functions	17 Work on exercise (homework)		✓		✓
3.Selection of content		18.The study of language is linked to 'real- life' content (e.g. orally asking and answering about the places they have visited)	<b>√</b>		NP	
		19. Extended activities (e.g. writing a story about places visited)	✓			
4.Treatment of Ss' language	No treatment, or treatment limited	20. Using emphatic stress at point of error	✓	✓	✓	✓
errors	to two basic strategies: 1) repairs sentences with corrections using emphatic stress at point of correction 2) writes corrections on board and	21. Stopping Ss at point of error and getting them to repeat after T		✓	✓	
		22. Correcting error and getting other Ss to help with correction			✓	
		23. Some adaptation to original error treatment strategies	✓			
		24.Treat error differently at different stages of teaching (e.g. explicitly and implicitly)	✓			

	lectures	25.Additional strategies used	✓		
Notes:	* - Specified in the lesson plan, but insufficient evidence in practice NP - Specified in the lesson plan, but not practised NC - Unclear or insufficient evidence				

Concerning T1's use of classroom space in both of her lessons, her students were to move around practising the structure, and to seek different pieces of information in another lesson. They were seated face-to-face during the pair-work activity. And the space in front of the class was taken up at the output production stage when they reported their work. Regarding selection of content, it was found that the study of language continued in both of her lessons, which were linked to real life content. Errors were treated explicitly at the practice stage, and implicitly or left untreated when the learners were in the flow of negotiating meaning.

The other three informants, T2, T3 and T4, appeared not to have changed much of their teaching behaviours, but maintained nearly the practice of teacher-fronted lessons (column C, #1, 2, 3, 10, 16, 20). In their lessons, practice of group and pairwork was not found, despite the fact that it was specified in T2's speaking lesson and T3's structural and reading lessons. Students in these three informants' classes stayed firmly glued to their seats, while the teachers constantly stood in front of the class. Only one student in T2-ST and T4-ST was nominated to work on the board.

In these three informants' lessons, meaning-oriented activities were not found. In the area of the selection of content, all the informants followed the exercises in coursebooks. On the surface, T3 and T4 attempted to provide some communicative activities in their lesson plans, and there were some tasks adapted for the use in T2's class. However, when the patterns of classroom interaction and the application of the

tasks were closely examined, the expected behaviours as specified in their lesson plans were not found.

Regarding treatment of students' language errors, T3 treated errors as in column 2, that is, in a traditional way, while T2 and T4's students had no opportunity to produce the language on their own; the students' errors and the teachers' treatment of their errors were, therefore, not found. It can be concluded that T2, T3, and T4 did not obviously adapt their teaching behaviours.

#### 9.7 General conclusion

It is obvious that only one student teacher, T1, marked a clear move towards CLT and changed her teaching behaviours in positive manners, especially in her attempt in minimizing teacher talk in her reading lesson, while maximizing student talk. Her practice reflects her acknowledgement of the significant accounts of CLT concerning what teaching and learning should be. On the other hand, the other three student teachers seem not to have changed. They put their knowledge into practice as a result partly of their personal perception and their own experiences and beliefs in ELT, which reveals a misinterpretation and misconception regarding the pedagogy of CLT.

In the next chapter, to supplement the interpretative analyses discussed above, we will explore in a quantitative manner the teaching and learning behaviours as found in all the lessons observed.

# **CHAPTER 10**

# POSSIBILITIES AND PROBLEMS IN CLT IN PRACTICE: QUANTITATIVE ANALYSIS 5

#### 10.1 Introduction

In response to the qualitative analyses of the previous four chapters, the quantitative analysis seeks to identify the characteristics of classroom interaction in order to discover the overall features of the teaching and learning habits that facilitated or hindered CLT. The numerical data obtained from these lessons could support the interpretative findings and more accurately demonstrate.

The analysis of the quantitative features of classroom interaction was conducted on data collected from all the eight lessons observed, and compiled by two coders, the researcher and a lecturer in the course. The low and high frequency of the teachers and learners' verbal behaviours were identified and quantified. This information was then analysed using the Interaction Analysis Categories (IAC).

#### 10.2 Analysis of the overall classroom interaction

In this study, the quantitative analysis of classroom interaction utilized the adapted IAC, or Interaction Analysis Categories by Nunan (1990), primarily Flanders' Interaction Analysis Categories, or FIAC (Flanders, 1970). The tally sheet of a category (as shown in Table 5.1 in Chapter 5), together with the transcripts of video recordings of the eight lessons observed, were used to code classroom interaction. The resultant coding of each lesson was converted into percentages and presented in two

groups: one pertaining to the structural lessons and the other, to the lessons relating to the other skills. The references to the entire data are provided in Appendix B-IAC.

#### 10.2.1 Coding reliability

To establish a coding reliability, the researcher (Coder 1 or C1) and a lecturer in the TEFL course (Coder 2 or C2) separately tallied the utterances on IAC tabular forms. The data from the two coders are shown in Appendix B-CRT, Table 10.0a: Overall percentages of classroom interaction in structural lessons, and Table 10.0b: Overall percentages of classroom interaction in lessons relating to other skills (see Appendix B-IAC).

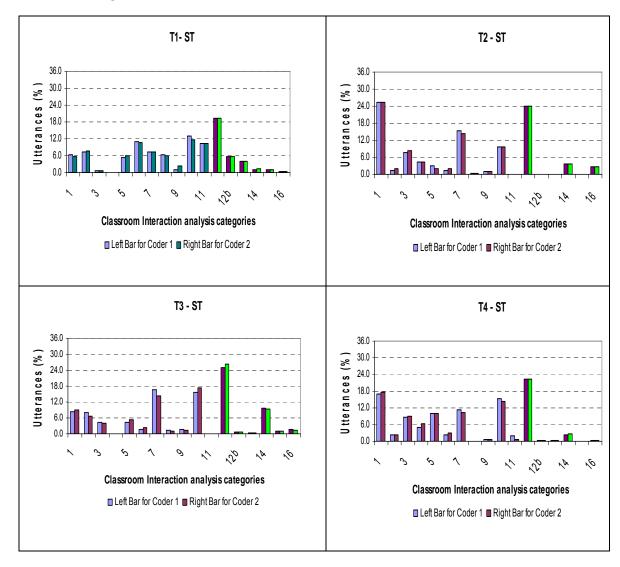
With regard to the reliability of the two sets of scores, the Pearson correlation coefficient was employed to test the degree of relationship between Coder 1 (C1) and Coder 2 (C2). The numerical data drawn from the two coders, and shown in Tables 10.0a and 10.0b, were analysed for their interrelated reliability, using the Pearson correlations (see Appendix B-IAC). The alpha level of .05 was established to indicate if relationships were statistically significant for the test.

# 10.3 Findings and discussion

#### 10.3.1 Overview of utterances in all lessons

Drawn from the statistical analysis (Appendix B-CRT, Tables 10.0a and 10.0b), the emergence of the utterances produced in all lessons, and presented below in Fig. 10a and Fig. 10b, revealed the following findings.





T1-RD T2-SPK 36.0 Utterances (%) Utterances (%) 30.0 24.0 24.0 18.0 18.0 12.0 12.0 6.0 1 N/A 6 Classroom Interaction Analysis categories Classroom Interaction analysis categories ■ Left Bar for Coder 1 ■ Right Bar for Coder 2 ■ Left Bar for Coder 1 ■ Right Bar for Coder 2 T3 - RD T4 - LST 36.0 30.0 Utterances (%) 30.0 Utterances (% 24.0 24.0 18.0 18.0 12.0 12.0 6.0 0 2 N, 1 N Q, 1 2 Classroom Interaction analysis categories Interaction analysis categories ■ Left Bar for Coder 1 ■ Right Bar for Coder 2 ■ Left Bar for Coder 1 ■ Right Bar for Coder 2

Fig. 10 b: Distributions of classroom interaction in the lessons relating the other skills

# 10.3.2 Correlation coefficient between Coder 1 and Coder 2

The statistical findings revealed high positive relationship between Coder1 and Coder 2. The correlation coefficient in all lessons analysed is presented in Appendix B-CRT. As seen in Table 10.1, which contains the correlation coefficients between the two coders, there was a highly positive correlation between Coder 1 (C1) and Coder 2 (C2). The correlation between the two sets of data reveals that the scores cumulated by C1 quite accurately predict the ones coded by C2.

Table 10.1 Overall mean and standard deviation scores on all lessons

Lesson	Coder	Mean	Std. Deviation	Pearson Correlations (2-tailed)	N
	C1	31.3529	28.07789	0.996	17
T1-ST	C2	31.7647	27.46254	0.996	17
T1-RD	C1	13.7647	14.80088	0.993	17
	C2	14.0000	14.30909	0.993	17
T2-ST	C1	25.1765	35.07890	0.998	17
12-01	C2	25.1765	34.86444	0.998	17
T2-SPK	C1	29.4118	36.44184	0.997	17
	C2	29.8235	36.36660	0.997	17
T3-ST	C1	19.3529	24.03108	0.993	17
	C2	20.5294	25.75635	0.993	17
T3-RD	C1	14.5294	20.10633	0.993	17
19-110	C2	14.5882	21.67100	0.993	17
T4-ST	C1	37.5882	61.16582	0.998	17
	C2	37.4118	63.58760	0.998	17
T4-LST	C1	37.5882	61.16582	0.998	17
14-L01	C2	37.4118	63.58760	0.998	17

# 10.3.3 Problems in CLT practice

# 10.3.3.1 Teacher talk in T2, T3 and T4's lessons

Findings in accordance with the qualitative analyses of the previous chapters were captured in the three informantsT2, T3 and T4, as detailed below.

- There were high percentages of display questions (category 1) and teacher's evaluation (category 10), which, in turn, corresponded to high percentages of students' minimal responses (category 12a) as in the IRF formats.
- The use of referential questions was rare (category 2).

- The second highest percentage of teacher talk occurred when the teacher was giving instructions (category 7).
- Teacher's explanation of explicit grammar rules was found in high percentages in T4, T2 and T3's structural lessons, respectively (category 3).
- Teacher's explanation on vocabulary was found in all of the three teachers' lessons (category 4).
- The explanation content was mostly found in T4's structural lesson and T2's speaking lesson (category 5).
- Checking students' understanding was found at very low percentages and there was even a complete lack of it in T4's structural lesson (category 8).
- Teacher's modification (category 6) and negotiation of meaning or clarification checks (category 11) were rare or not found, as in T3-RD.
- Praising was found at minimum in all classes (category 9).

# 10.3.3.2 Student talk in T2, T3 and T4's lessons

- Students in all the classes were found to give single brief responses prompted by the teachers' questions (category 12a).
- Students' responses in extended sentences were not found in most of the lessons, except for T3 and T4's, where one single utterance (under 1%) was found (category 12b).
- Student initiation was not found in any of the lessons (category 13).
- Student repetition, drilling or repeating after the teachers were found in all lessons (category 14).
- Interaction among students was not found in most of the lessons, except for one utterance produced in T3's structural lesson (category 15).

• Student silence was found in all lessons (category 16).

# 10.3.4 Possibility in CLT practice in T1's classes

#### 10.3.4.1 Teacher talk in T1's lessons

The findings in T1's classrooms are described below.

- Display and referential questions were used in similar proportion in both of T1's lessons (category 1 and 2).
- The teacher's explanation on content was found in both of T1's lessons, while explanation of grammar stayed at a minimum in her structural lesson. There was no vocabulary presentation in either of her lessons (category 4).
- Modification of teacher talk was found at a higher percentage in her structural lesson than in her reading lesson, and highest of all when compared to all the four informants (category 6).
- Instructions were given in significantly lower amount than with any other informants (category 7).
- Checking students' understanding reached the highest percentage of all the four informants (category 8).
- Praising was present in the structural lesson, with a very high percentage in the reading lesson (category 9).
- Teacher's negotiation of meaning with the students was found in both of her lessons, and at the highest percentages of all the four informants (category 11).

#### 10.3.4.2 Student talk in T1's lessons

- Students' interaction in the form of minimal and extended responses to the teacher's questions was found during T1's structural lesson, though extended responses were not found in her reading lesson (categories 12a and 12b).
- Students initiating turns and negotiating meaning with their teacher were found in both of T1's lessons, a significant result when compared to some other informants' lessons, in which student behaviours in this category were not present (category 13).
- Students' interaction with peers was found at a minimum in both of her lessons (category 15). 11
- Student silence was found at a minimum, less than 1% in the structural lesson and not present at all in the reading lesson (category 16).

# 10.4 Analysis of classroom interaction

To support the interpretative analyses of the previous chapters, in the following section, a comparative study of the statistical findings of the four informants is discussed. In view of this, the conclusions drawn from each category are conducted with a discussion in relation to the qualitative findings of the preceding chapters.

It is important to note that percentages for each of the informants' statistical data are given in sets of two: the first of these numbers always refers to the percentage as compiled by Coder 1, and the second number always denotes the percentage as

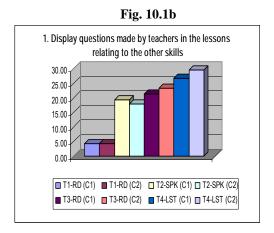
<sup>&</sup>lt;sup>11</sup> Due to the difficulty in quantifying the dynamics of T1's large class, student-student interactions in the wholeclass activity in her structural lesson, and pair-work activity in the jigsaw–reading in her reading lesson were not quantified in the IAC.

compiled by Coder 2. To facilitate reading, it has been resolved to drop the recurrent mention of these two sources in the text.

10.4.1 Analysis of category 1: Teacher asks a display question

1. Display questions made by teachers in structural classes

30.00
20.00
10.00
11.ST (C1) T1.ST (C2) T2.ST (C1) T2.ST (C2)
13.ST (C1) T3.ST (C2) T4.ST (C1) T4.ST (C2)



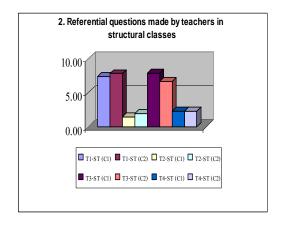
From the accumulated statistical data of category 1, it is evident that among the structural lessons, detailed in Fig 10.1a below, T2 performed the highest percentage of display questions, at 25.23% and 25.47%, while T4, the second highest, stands at 17.09% and 17.68%, and T1 shows the lowest percentage at 6.19% and 5.56% (average: 14.32, S.D.: 8.18).

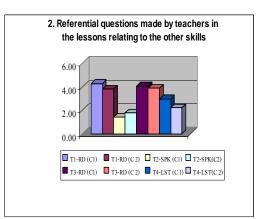
In classes relating to the other skills, as shown in Fig. 10.1b, it is obvious that T4 used display questions the most, at 26.92% and 29.72% in her listening class, the highest score of all. T3-RD stands at 21.46% and 23.26%, T2-SPK, at 19.40% and 17.95%, and T1-RD, the lowest, at 4.27% and 4.18%.

The above numerical data reveal consistent results as interpreted and discussed in the preceding chapters in that the lessons performed by T2, T3 (her reading lesson, in particular) and T4 (her listening lesson) were overwhelmingly dominated by these types of questions. This demonstrates that these teachers rigidly controlled students'

responses by requesting from them pre-formulated language items or the mechanical repetition of information. It is also evident that the heavy use of these display questions retained the learner's contributions to classroom talk, as this type of questions only elicits brief and correct answers. In other words, the teachers restricted students' language output. As a result, these lessons were less or even non-communicative. Unlike the three other informants, T1 employed this type of questions at its lowest percentage in both of her lessons. She also made more frequent use of other kinds of questions as will be shown in the following section.

10.4.2 Analysis of category 2: Teacher's use of referential questions
Fig. 10.2a Fig. 10.2 b





From the numerical data in category 2, it can be observed that T3 produced the highest percentage of referential questions, at 7.88% and 6.59%, while T1 tailed very close behind, at 7.32% and 7.78%. T4 obtained 2.26% and 2.27%, while T2 obtained the lowest percentages, at 1.40% and 1.87%, or a total of six utterances (average: 4.67, S.D.: 2.95). In the lessons relating to the other language skills, T3 made the best use of referential questions, at 4.05% and 3.88%, while T1 reached 3.42%, followed by T4 at 2.97%, and T2, at 1.40%. The specific findings of the numerical data included in this category are being discussed as follow.

# **10.4.2.1** Referential questions: genuine communication?

The above compiled numerical data illustrates that T1 and T3 employed more genuine questions than T4 and T2. While it is widely accepted that, rather than test the students' memory, this type of questions tend to solicit opinion or information unknown to the teacher, it must emphasized that the students in T1's classrooms, in some particular instances (to be discussed in Chapter 11), did not express themselves to the extent that she expected. From the observation in T3's classrooms, it was evident that her students neither expressed themselves nor interacted with herself or their peers. However, this researcher argues that the high percentage of referential questions offered by T1 and T3 had no direct implication on the students' interaction. Close examination at the providing input stage of teaching in T1 and T3 revealed that referential questions were, in fact, 'yes-no' questions, which offer only two choices for their students. For example, #21 in T1-ST (I have seen them at Mae Hong Son. Have you ever seen them?) and #5 in T3-ST (Have you ever played volleyball?) were meant to be models of the target structure. However, these two situations were different in their own right. T3 evidently did not use referential language to increase the students' interest and negotiation skills, but to illustrate the language structure of the present perfect. Moreover, close observation revealed that the model questions employed were not consistent with the function stated in the lesson plan, and the contexts she provided were not meaningful (as discussed in 6.7.1.2), and lacked internal consistency of form, meaning and use (as discussed in 6.7.3.3). In this sense, negotiation of meaning in her lesson was not promoted, despite the high percentage of referential questions.

Despite the similarity of T1 and T3's pedagogical purpose in their use of these two types of questions, T1's was particular in that her questions showed consistency with

the *function* of the present perfect tense (for an action performed in a time period extending up to the present), the goal the lesson was aiming for. It was observed in Extract 19 that T1 repeatedly asked questions in relation to the students' personal experiences of visiting different places. More importantly, the questions were presented in meaningful contexts through visuals, which, more or less, replicated the day-to-day world. Although T1's referential questions at the presentation stage of her structural lesson performed a pseudo-communication, the scenes set for the students, however, increased their interest and got them involved in the use of the target language, resulting in the students' producing new language items and, later in the lesson, using them properly.

T1 was found using genuine questions in conversing with her students, and this on different occasions. At the output production stage, Alisa volunteering to report her experience in the front of the class is a good example.

```
286 T1 And how about the place you visited? How (.) how many times have you visited Hua Hin?
287 Alisa Alright! Uhh (.) seven times.
288 T1 Seven times! // (.) Do you like it? //
289 Alisa Yes, I like it. \\
```

Also at some other moments through her lessons, from time to time, the teacher established contact with individuals and the class by engaging the students in short conversation (e.g. at #89: 'If you had a chance to go there, would you like to go?', #91: 'How did you go there?', and #280: 'How many times have you played tennis?'), by performing classroom management (e.g. at # 190: 'Could you turn on the light again, please?', and #290: 'Patira, would you come here, please? Your friends would like to know your answer'.), by asking for clarification (e.g. at #311: 'What did you ask? Do you like to...?'), and by making jokes (e.g. in #303: 'I saw you raised your hand a lot, but this time disappear.', and, in the same turn: 'You would like to

raise your hand?'). Consequently, it was found that her students produced more interactive classroom discourse than any others.

Regarding T2 and T4's use of referential questions, the results reveal that only a few were employed. It appeared that all these types of questions were made for classroom management (e.g. T2-ST, #45: 'Can you see it (picture)? It's small.' and T4-ST #85: 'Everyone! Finished? Sure?'). From this perspective, their referential questions neither created opportunity for their students to use the language, nor stimulated a genuine classroom interaction, but only called for the learners to supply answers with a 'yes' or a 'no'.

The statistical results are consistent with the interpretative findings detailed in the previous chapters, which claimed that T2, T3 and T4 heavily and continuously used traditional formal question-and-answer reviews. It was also found that these three informants' questions called for specific answers, which were committed to memory. This practice, in fact, puts the students into the obvious threat of having less opportunity of consolidating their understanding (Mercer & Swan, 1996). They had little opportunity to develop and practise their own ways of using the language as a tool for thinking, reasoning, arguing and explaining. Significantly, it can be observed that only T1 employed more referential questions than display questions in her lessons. In addition, of all the informants, she is the one who made use of questions the least.

# 10.4.2.2 The distribution of the teacher's questions

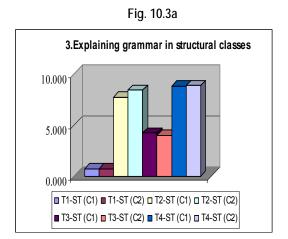
In the areas of the teacher's attention spread and opportunities offered to the students, it was found that T1's questions were cast to the class and to individuals in good proportion, in both of her lessons. An example of this is taken from the IAC tally form of her reading lesson (Appendix B/IAC-T1-RD): concerning display questions, we find 18 turns in which they are posed to the class, and 10 of them in which the questions are addressed to individuals; added to this, referential questions to the group were found in 10 turns, and to individuals in 14 turns. This indicates that, despite teaching a large class, T1's attention was distributed among as many students as possible. This action offered opportunity for her students to practise using the language. In addition to encouraging her students to produce more interactive classroom discourse, she also increased their involvement by arranging activities engaging them to work for themselves at various stages (a 'bingo game' in her structural lesson, and a jigsaw reading activity in her reading lesson). This kind of classroom management made them feel they had contributed to the lessons.

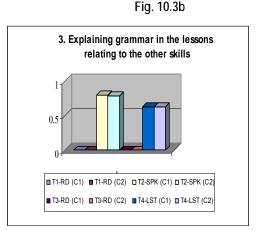
On the contrary, it was found that the other three informants spread very little attention to their students' performance. As shown in the IAC tally form (Appendix B/IAC-T2-ST and T2-SPK), T2 poses display questions to the whole class in 106 turns, and in only 6 turns to individuals. In her speaking lesson, display questions for group elicitation totalled 97 turns, and only two turns include display questions directed at individuals. Only a few of the referential questions in each lesson were posed to the whole class.

Similarly, most of T3's display questions were delivered to the class as a whole. Only 4 turns out of 28 include display questions meant for individuals. In her reading class (Appendix B/IAC-T3-RD), it was found that she asked display questions to individuals in 17 turns, and in 36 to the whole group. Only one referential question was cast to an individual, while the rest were for the whole class. T4 was found asking display questions in all 68 turns, and in 9 for referential questions to the whole class in her structural lesson. In her listening lesson (Appendix B/IAC-T4-LST), 168 turns include 'yes-no' questions and 'or' questions for group elicitation. Only 4 turns include the same cast to individuals.

All these suggest that turn-taking behaviours of individuals were not encouraged in T2, T3 and T4's lessons. The teachers' mismanagement of questions provided inadequate speaking opportunities to their students. Besides, they deprived the learners of useful involvement in classroom activities and of well-needed interaction.

10.4.3 Analysis of category 3: Teacher explains a grammatical point





Drawn from the statistical data gathered from the structural classes, it can be observed that T1 explained grammar the least of all, at 0.75% and % 0.74, while T4 ranked the highest of all, at 8.79% and 8.84 %, followed by T2, at 7.71% and 8.41%, and T3, at

4.24% and 4.01%. Grammar explanation was also found in T2's speaking class, at 0.81% and 0.79%, and T4's listening class, at 0.63% (for both C1 and C2), while T1 and T3 did not give any explanation on grammar in their reading lessons (Appendix B/IAC).

The numerical data above demonstrate that the three informants T2, T3 and T4 gave a greater amount of information and grammatical rules to their structural classes than T1. Additionally, it was found that T2 also explained grammatical points in her speaking lesson (Appendix A/T2-SPK, #87, #268-X272), and that T4 did the same in her listening lesson (T4-LST, #487-497). This revealed that T2 and T4 were concerned with grammar even in the lessons relating to other skills. Opposed to this, T1 and T3 did not explain any rules of grammar in their reading lessons.

The very low percentage of T1's explanation in this area shows that she did not rely only on explaining, but also on other teaching techniques. From the observation, T1 supported her presentation by employing different techniques to facilitate her amount of explanation, for example, visuals combined with contexts, situations and transparencies. T3 was also found using simple drawings to support her presentation.

# 10.4\(^1.4\) Analysis of category 4: Teacher explains meaning of vocabulary item

Fig. 10.4a

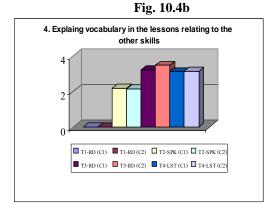
4. Explainin vocabulary in structural classes

10.00

5.00

11-ST (C1) 17-ST (C2) 12-ST (C1) 12-ST (C2)

13-ST (C1) 13-ST (C2) 14-ST (C1) 14-ST (C2)



The results in this category reveal that T1 and T3 introduced no new lexical items in their structural class, while T4 made the greatest attempt at explaining vocabulary, at 5.03% and 6.31% (average: 2.47, S.D.: 2.72), followed by T2, at 4.21% (for both C1 and C2). In T3's reading class, 3.24% and 3.49% are the percentages of her talk time accorded to new lexical items, while T4 stands at 3.13% and 3.14% in her listening lesson, and T2 at 2.20% and 2.17% in her speaking class.

The results above reflect different practices among the four informants concerning the selection of new vocabulary words to be introduced. Obviously, T1 did not present any new words in either of her lessons, since they were considered known lexical items to her students; and according to T1, those unknown words could be deduced from the facts in the reading text.

In contrast, T2 and T4 considered necessary the explanation of all the new lexical items found in the texts or even in the exercises. As demonstrated in Extracts 1 and 2, for example, but also in others, T2 disrupted her own lesson by checking the meaning of every word she came across. T3 introduced some vocabulary in her reading lesson. However, it was found that she presented vocabulary items in the wrong context and

incorrect connotation (Appendix A: T3-RD, #1-41). T4 was uncertain about which words to teach, as demonstrated and discussed in Extract 9. She departed from her lesson plan simply to explain some more simple lexical items, such as bag, handbag and briefcase (at T4-ST, #41-60). She also selected, for pre-teaching, the vocabulary from the pre-listening task, which was designed for the students to guess and work on by themselves (T4-LST, #65-77).

More importantly, an examination of this category reveals the fact that, despite the TEFL course providing the same criterion in selecting the new vocabulary to preteach (Willis, 1993:114, and others), the three informants seemed to apply this criterion differently.

# 10.4.5 Analysis of category 5: Teacher explains point relating to the content/ theme/ topic/ procedure of the lesson

The numerical data in this category, as shown above, reveal that T4's chosen teaching technique, giving explanations, in her talk ranks as high as 10.05 % and 10.10%. T1 stood at 5.25% and 6.11%, T3 at 4.24% and 5.44%, and T2, the lowest, at 3.04% and 2.10%. In classes relating to the other skills, T2 offered explanations at 8.00% and 7.50% in her speaking class, while T4 offered them at 6.42% and 6.76% in her listening, T1 at 5.98% and 7.11%, and T3 at 2.02% and 1.55% in both their reading lessons.

5. Explaining content in structural classes

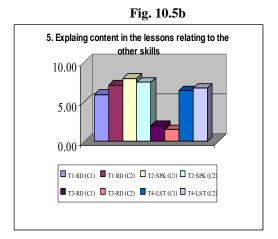
15.00

10.00

5.00

11-ST (C1) T1-ST (C2) T2-ST (C1) T2-ST (C2)

T3-ST (C1) T3-ST (C2) T4-ST (C1) T4-ST (C2)



This corresponds with T4's number of explanations in her structural lesson, as shown in Extract 11, and throughout both lessons in which T4 relies on the lecturing mode. T1 and T3 spent far less time on explaining lesson content than T4 did. T2, who had the least talk time devoted to explanations, was found having some difficulties in delivering her message and presenting the target form, as in Extract 3, where, at a critical point, she switches into the mother tongue.

# 10.4.5.1 Teachers' explanation

Drawn from Categories 3, 4 and 5 coded by the researcher (C1), Tables 10.2a and 10.2b below illustrate the overall percentages of the teacher's use of explanations in three areas. The findings reflect the teachers' teaching behaviours and their preferred teaching techniques.

Category	T1-ST	T2-ST	T3-ST	T4-ST	Avg	S.D.
3. Grm	0.75	7.71	4.24	8.79	5.37	3.64
4. Vcb	0.00	4.21	0.00	5.03	2.31	2.69
5. Ctn rlt	5.25	3.04	4.24	10.05	5.65	3.07
Total (%)	6.00	14.95	8.48	23.87	13.33	7.98

Table 10.2a: Overall percentages of teacher's explanations in structural lessons

Category	T1-RD	T2-SPK	T3-RD	T4-LST
3. Grm	0.0	0.80	0.0	0.63
4. Vcb	0.0	2.20	3.24	3.13
5. Ctn rlt	5.98	8.00	2.02	6.42
Total (%)	5.98	11.00	5.26	10.17

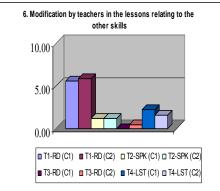
Table 10.2b: Overall percentages of teacher's explanations in lessons relating to other skills

The numerical data above confirm that explaining is T4's most preferred teaching technique in her structural lesson, where she made it as high as 23.87% of her talk time. This is in line with her observed classroom delivery in that, in her teaching, she kept explaining simple lexical items and grammatical rules, as noted in 6.11.2.2. T2 also shared some of these characteristics, especially in her speaking class, where she relied heavily on vocabulary and memorised chunks of language, and where her students were required to recite the dialogue from memory (Appendix A: T2-SPK, #218-267). More interestingly, both T2 and T4 were found explaining grammar in a class relating to other skills. This demonstrates their orientation towards traditional teacher-fronted lessons, and their understanding of the teacher's role as transmitter of knowledge, imparting the knowledge about the language to students. Regarding T1 and T3's incidence of classroom explanations, it can be observed that they stand at significantly lower percentages in both of their lessons. The numerical data above reflect that these two teachers also applied some other teaching techniques rather than relying too heavily on explanations.

# Analysis of category 6: Teacher modifies her own talk

6. Modification by teachers in structural clasess

Fig.10.6b



0.00 □ T1ST (C1) □ T1-ST (C2) □ T2-ST (C1) □ T2-ST (C2) ■ T3-ST (C1) □ T3-ST (C2) □ T4-ST (C1) □ T4-ST (C2)

Fig. 10.6a

15.00

10.00

5.00

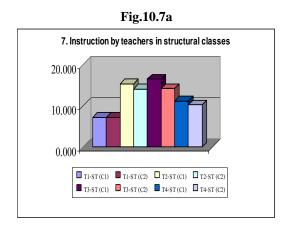
In speech modification, the numerical data reveal that T1 obtained significantly high percentages for simplifying her talk in both of her lessons. In her structural lesson, it reached as high as 10.88% and 10.74%, while the other three informants performed significantly lower (average: 4.29, S.D.: 4.05). T4 made it at 2.26% and 3.03%, T2 at 1.40% and 1.87%, and T3 at 1.82 % and 2.29%. In 10.6b, on the lessons relating to the other skills, T1 made it at 5.56% and 5.86 %, while T2 lowered at 1.2% and 1.18%, and T4 at 2.19% and 1.57%. Speech modification was not present in T3's reading lesson.

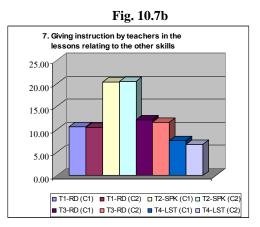
Depending on each informant's individual teaching style, the amounts of speech modification differ greatly. It is observed that T1 reached the highest score of speech modification in both of her lessons, and is found to provide simplification of input in certain areas, such as in explaining and demonstrating how to get the task done (T1-ST, #168-189, and T1-RD, #33), checking the students' understanding when setting up an activity (T1-ST, #196-225; T1-RD, #23-33), paraphrasing and breaking down her instructions into short simple sentences (Extract 19).

Interestingly, T2, T3 and T4 seemed not to rely on modification at all. Rather, they were found to employ a great amount of questioning and explaining (as detailed above). The data provided by the accumulated score of this category is consistent with classroom observation in the sense that T1 attempted to help her learners understand what was being said by modifying her talk. This indicates that T1, to some extent, was trying to facilitate the students' learning. On the contrary, T2 and T4 rested their teaching styles on explaining. T3 was found repeatedly reading instructions out of the texts without simplifying or providing alternative expressions, as shown and discussed in Extract 14, and in Category 7 below.

# 10.4.7 Analysis of category 7: Teacher gives instructions

The bar graphs below show the highest percentage of teacher talk allotted to giving instructions in T3's structural class, at 16.67% and 14.33%. T2 follows at 15.42% and 14.25%, with T4 at 11.31% and 10.35%, and T1, the lowest of all, at 7.32% and 7.22%. In the lessons relating to the other skills, T2 obtained the highest percentage in her speaking class at 20.40% and 20.51%, totalling 102 utterances of instructions, while T4 stood at 7.67% and 6.76% in the listening class, and T1 at 10.68% (25 utterances out 234) and 10.46% in her reading lesson.





Along the line of Category 6 above, the results are here also consistent with the occurrences that emerged during classroom observation. It was found that T2 gave excessive and mixed-up instructions in both of her lessons (e.g. #174-176X and #282) and language modification was rarely found in her talk, as described in the above Category 6. Similarly, T4 made a lengthy turn on instructions (T4-LST, #65), while T3 gave inadequate and unclear instructions in her reading lesson (T3-RD, #57-63), where the students seemed not to understand them, and she read the exact words out of the text a few times without adapting her language.

It is evident that T1 gave significantly less instructions. This is due to the fact that, in both of her lessons, she supported her instructions by demonstrating on the OHP how to perform the tasks (T1-ST, #196-225; T1-RD #33). While explaining, T1 requested examples from her students (T1-ST, #196-225; T1-RD, #55-70), by which their understanding could explicitly be demonstrated. In her reading lesson, she also modified her instructions by breaking them down into segments, using short, simple and clear statements. Additionally, she carefully checked for understanding and confirmed with her learners the correct procedures of each activity (Appendix A: T1-RD, #23-33, #35-53 and #55-70).

The goals of instruction in the structural lessons were different from those of the lessons relating to the other skills, and, as a consequence, the strategies adopted by the four teachers to achieve these goals also varied. However, it is evident that T1 did not rely only on explaining, but employed different strategies to support her instruction as described in the analysis of the next category.

10.4.8 Analysis of category 8: Teacher checks understanding

Fig. 10.8a

8. Checking understanding after giving instruction in structural classes

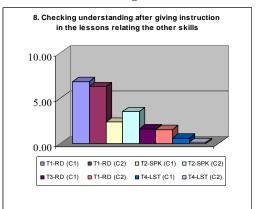
10.00

5.00

T1-ST (C1) ■ T1-ST (C2) ■ T2-ST (C1) ■ T2-ST (C2)

T3-ST (C1) ■ T3-ST (C2) ■ T4-ST (C1) ■ T4-ST (C2)

Fig.10.8b



The accumulated data in this category, checking the students' understanding after giving instructions, reveal that T1 display the highest percentages at 6.19% and 6.11% in her structural lesson, and in her reading lesson, at 6.84% and 6.28 %. The other three informants placed significantly less emphasis on this technique. In structural lessons, T3 performed at 1.21% and 1.15%, and in her reading lesson, at 1.62% and 1.55 %, while T2 obtained 0.23% and 0.47%, and in her speaking lesson, 2.40% and 3.55%. Behaving differently, T4 did not check understanding in her structural lesson, and obtained, in her listening class, a significantly low percentage of 0.63% and 0.16 %.

It is evident that the analyses in categories 6, 7, 8 and in some others are closely related. The statistical data accumulated from the previous categories supports the findings in this category in that T1's clear instructions were partly aided by her checking understanding after giving instructions. Indeed, closer observation revealed that T1 made her instructions short and clear, and always checked for understanding after each set of her instructions, as found in T1-ST (#168-189, #196-225, #226-265). She employed all the crucial elements of instruction: modelling, eliciting,

demonstrating and exemplifying, as demonstrated in Extracts 21 and 22, and shown elsewhere in Appendix A.

In the course of preparing her jigsaw reading activity in T1-RD, and after giving directions (at #23) and arranging pair work, T1 checked understanding in #24-30, #57-63, and #65-70. Once again, in #33, where the complicated steps of the jigsaw reading activity were delivered, she gave different instructions in segments, in parallel with assuring the learners' understanding. At the end of the turn, T1 also supported these directives by demonstrating with an example of written work on the OHP. Before leaving her students working on their own, to clarify the task to all, T1 performed a comprehension check through group elicitation during #57 to #71. Again, at the post-reading stage, before inviting her students to report their work, T1 demonstrated how to do this by giving a brief example (#77). Her continual checks and demonstrations result in a low percentage of teacher talk later in the activity. Significantly, but not surprisingly, the activities run smoothly in both lessons.

In contrast to T1, the other three informants scored exceptionally low percentages on this vital technique of teaching. Evidently, there was no checking for understanding in T2 and T4's structural lessons. The underlying principle of checking understanding is to ascertain that instructions given are clear and adequate, as these may affect the students' performance at a later stage in a lesson. The students' performance in the four informants' lessons reflected whether or not this principle was applied as part of the teachers' technique of classroom delivery, as will be discussed below (in 10.4.10.1).

# 10.4.9 Analysis of category 9: Teacher praises

The teacher's praises, here, as observed in the classroom, consisted of words or gestures expressing approval or acceptance of the students' ability or achievement of a task. This category is, therefore, closely related to the students' performance and to their engagement in language activities.

Fig. 10.9a

9. Praising the students' performance in structural classes

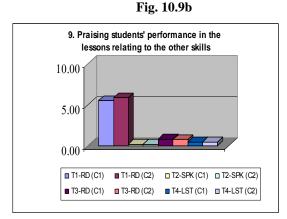
2.50

2.00

1.50

□ T1-ST (C1) □ T1-ST (C2) □ T2-ST (C1) □ T2-ST (C2)

□ T3-ST (C1) □ T3-ST (C2) □ T4-ST (C1) □ T4-ST (C2)



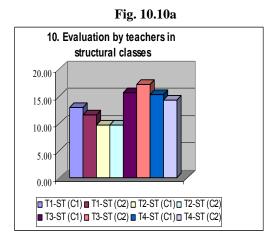
In the structural classes, T3 and T1 obtain 1.52% and 1.43%, and 1.13% and 2.22%, respectively. T2 obtain 0.93% (4 utterances out of 428) and T4, 0.50% (2 utterances out of 398). In classes relating to other skills, T2, T3 and T4 also obtain very low percentages: 0.20% (for both C1 and C2), 0.81% and 0.78%, and 0.47 (for both C1 and C2), respectively, while T1 offered the highest number of praises at 5.56%.

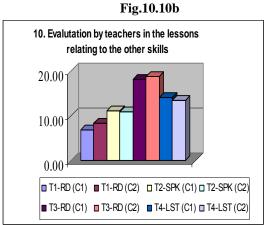
It is evident that the instances of teacher' praises in response to the students' performance were minimal, especially in the structural lessons. An interesting reflection on this data is that it demonstrates the students' limited opportunity of performing or getting involved in any kind of activity which elicits praise. On the basis of the percentages found in their structural lessons as compiled in Fig. 10.9a, it can be said that T1 and T3 provided some opportunities for their students to perform well in the language activities. However, figures are not always clear-cut indications of a given situation. From close observation, it appears that only T1's students were

given such opportunities at the production stage and obtained her praise (e.g. T1-ST, #290, 303, 324, 350). It is evident that they were praised for their performance in presenting their work at the production stage. Significantly, in Fig.10.9b, only T1 praised the most. It was also observed that she praised her students for presenting their work at the post-reading stage (e.g.T1-RD, #86, 98).

In contrast to T1, T3, who achieved a slightly higher percentage on giving praises, as shown in Fig. 10.9a, provided positive feedback to her students in a manner different from that of T1, even though she offered fewer utterances. It was found that praises were extended to individuals as in #61, where MS2 gets complimented for informing his teacher that 'Picture wrong (.) wrong (.).', and also in #258, for the student's *self-repair*. Similarly, in T2's classes, only a few students who responded to the teacher received positive reinforcement. The exceptionally low percentage of praising obtained by T4 reveals a comparable situation. In #75, T4 thanked her students for correcting her wrong spelling, a recognition of their help, and in #204, for their unexpected answer. The results in this category reveal that the majority of students did not get praised as they had little opportunity to perform the language activities.

10.4.10 Analysis of category 10: Teacher evaluates the students' responses





This category deals with the prominent feature of the teacher giving feedback to the students' responses, including accepting and rejecting their ideas or the suggested information. It is, therefore, an element of the question and answer review of the IRF format employed in each class.

The numerical data in this category reveal that, in the structural classroom, T3 gave the highest percentage of evaluations at 15.76% and 17.19%, while T4 reached 15.33% and 14.39%, T1, 12.95% and 11.67%, and T2, 9.81% (for both C1 and C2) average: 15.33, S.D.: 14.39). In the lesson relating to other skills, T3 made it at 18.22% and 18.99%, T4 at 14.24% and 13.52%, T2 at 11.20% and 11.05%, and T1 at 6.84% and 6.69%.

The data revealed the discourse conventions of IRF format in the teachers' evaluation. It is discovered that T3 achieves the highest percentage in this area as a result of the way she treated her students' significant errors (Extracts 7 and 8). T4, who is very close to T3 in terms of frequency, was found mostly evaluating her students' correct responses by echoing their utterances. T2, who used a very high percentage of display questions, gave little feedback. This reveals that, within one turn (e.g. Extract 4, #174), T2 utilized different questions, alternating with explanations and instructions. In the process, her continual questions provided no wait-time for her students to process the message and make appropriate responses. Her feedback to or evaluation of her students was, therefore, minimal.

Offering the fewest questions of all, T1's feedback also remained low. Her minimal feedback in her reading lesson resulted from her teaching technique during the jigsaw-

reading activity, in which she provided meaningful contextual situations for the students to discuss and help them plan an itinerary on their own. She kept her talk discreet, and involved her students in self-learning.

# **10.4.10.1 IRF** formats and the teacher's explanation

Taking into account the significant elements of teacher talk in the IRF format (Categories 1, 2 and 10) and the teacher's explanations (Categories 3, 4 and 5), it was found, as shown in Tables 10.3a and 10.3b, that T4 obtained the highest percentages at 58.54% of the teacher talk time in her structural lesson, and 54.30% in her listening class. T2 obtained 51.40% in her structural lesson, and 43.00% in her speaking lesson. T3 obtained as high as 48.99% in her reading lesson, and 40.61% in her structural lesson. T1 obtained the lowest percentages, 32.46% and 20.51%, in her reading and structural lessons, respectively.

	T1-ST	T2-ST	T3-ST	T4-ST
T- Questions	13.51	26.64	16.36	19.35
T-Explanation	6.00	14.95	8.48	23.87
T- Evaluation	12.95	9.81	15.76	15.33
Total %	32.46	51.40	40.61	58.54

Table 10.3a: Overall percentages of Teacher's questions, explanation, and evaluation in structural lessons

	T1-RD	T2-SPK	T3-RD	T4-LST
T- Questions	7.69	20.8	25.51	29.89
T-Explanation	5.98	11.00	5.26	10.17
T- Evaluation	6.84	11.20	18.22	14.24
Total %	20.51	43.00	48.99	54.30

Table 10.3b: Overall percentages of Teacher's questions, explanation, and evaluation in lessons relating to the other skills

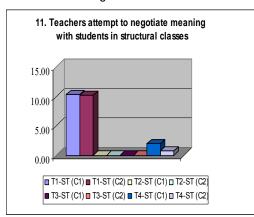
The data above reveal results consistent with the observation, in that T1 obtained the lowest percentages of the prominent IRF formats related to teacher talk and

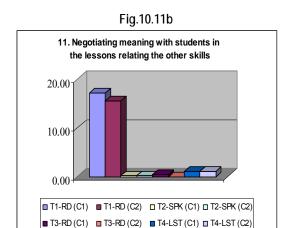
explanations. The numerical data in her reading lesson show an interesting result in response to her intention of limiting teacher talk (Extract 25). It is found that her speech was limited to the periods of her lesson involved with setting the activity and checking understanding. More interestingly, it is evident that T1 specifically turned her attention on the *while-* and *post-reading activity*, during which she requested her students to read different pieces of information (#54), share them with their peers (#71), discuss and plan an itinerary (#73), and report their work to the class (#88-176). All these reflect that, in T1's reading lesson, her students were accountable for their own learning

It is also discovered that, on the contrary, the other three informants obtain significantly higher percentages in these areas, as most of their lessons were characterized by the IRF cycles and explanations. T4's talk was as high as 58.54% and 54.30%, mainly due to her effort in getting her students to display the grammatical rules and factual information obtained from the texts. T2 and T3 follow the same patterns, although they were encouraged to conduct the lessons of different skills.

# 10.4.11 Analysis of category 11: Teacher attempts to negotiate meaning with students







The numerical data in this category differ greatly. Evidently, T1 attempted to negotiate meaning with her students at the highest percentage, reaching 10.32% and 10.19% in her structural class (average: 2.01, S.D.: 0.76). T4 obtained a low percentage of 2.01% and 0.76%, while T2 and T3 did not make any attempts to negotiate meaning. In the lessons relating to other skills, T1 again obtained the highest percentage in her reading lesson at 17.95% and 16.74%, while T4 stands at 1.10% and 1.10% in her listening lesson. Only one utterance out of 500 was found in T2's speaking class, keeping her percentage at 0.20% (for both C1 and C2), and one utterance out of 247 was coded in T3's reading class at 0.40% (for both C1 and C2).

T1's attempts in providing her students with opportunities to negotiate meaning were observed. As mentioned before, she took different roles, as an interlocutor of equal status with her students. At the students' reports in both of her lessons, she put great effort in getting the students involved in the topics by stretching the conversation (e.g. Extracts 26 and 27, and T1-RD, #86, 94, 106). By doing so, she pressed her students to produce the language appropriate to her questions and allocated turns. Both parties confirmed their interpretation by performing comprehension check or clarification

request. To some extent, the negotiation of meaning, aimed to make output more comprehensible, occurred. Furthermore, the attention spread and turn distribution were directed to the class as a whole as well as to individuals, as discussed above, which resulted in a balanced distribution of the students' responses. Significantly shown in the tally sheets (Appendix B1), T1's students made more frequent contact with her and with their peers than students in the other informants' classes. To some extent, this was caused by T1's attempts in promoting interaction oriented towards clarification of meaning.

Pica & Doughty pointed out that the low level of classroom negotiation is usually due to the fact that teachers tend to ask display questions, and that the need to negotiate is therefore greatly reduced (1986, cited in Nunan, 1989). Significantly, this suggestion is consistent with the results of the high frequency of teachers' display and yes-no questions in T2, T3 and T4, as discussed above in 10.4.1.

#### 10.4.12 Analysis of category 12a and 12b: Learner answers question

This category was divided into two different types of responses: minimal responses (12a) and lengthy responses (12b). These two categories reflect the students' participation, turn distribution and possibilities in interaction. Additionally, they reflect the teacher's classroom management and control over classroom interaction.

Fig. 10.12aa

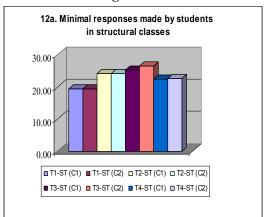
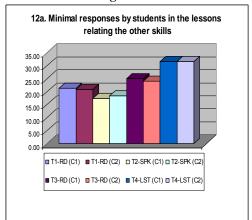


Fig.10.12ab



The numerical data in the first set of this category (students' minimal responses) in 10.12aa reveal that T3's students offer the highest percentage at 25.15% and 26.36%. T2's students follow with 24.07% (for both C1 and C2). Then come T4's students at 22.36% and 22.47%, and T1's X at 19.32% and 19.26%. The average score stands at 22.88X (S.D.: 2.57). In 10.12ab, T4's students obtained the highest percentage at 31.61% and 31.76%, while T3's students reached 25.10% and 24.03%, T1's students, 21.37% and 20.92%, and T2's, 17.60% and 18.54%.

Fig. 10.12ba

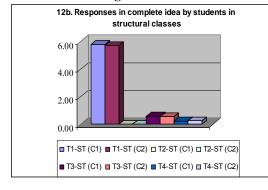
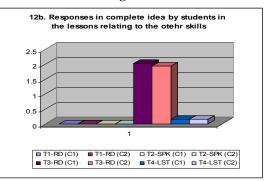


Fig. 10.12bb



It can be observed that results in this category differ dramatically. Significantly, the highest percentage of students' responses in complete ideas or lengthy turns in 10.12ba is found only in T1's classroom, at 5.82% and 5.74%. Unlike T1's students, those in T3 and T4's lessons stand exceptionally low; and those in T2's did not construct any utterances as long as a sentence or a lengthy turn. It is observed that the

percentages 0.30% and 0.57% result from only one single utterance offered by T3's students (T3-ST, #223: 'I have been to Phuket.'). In the same manner, 0.25% (for both C1 and C2) in T4's results from only one utterance (#48: 'I don't know.'). In classes relating to the other skills, or category 12b, the students in T1-RD and T2-SPK did not offer any responses to the teacher in sentence form, while the students in T3-RD are compiled at 2.02%. Interestingly, only one utterance was made in T4-LST (# 351: 'I don't know.'), which gives her 0.16% for this category

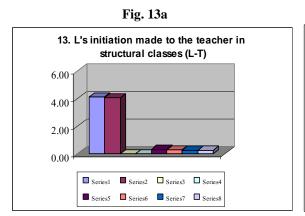
The numerical data collected in categories 12a and 12b illustrate the structured recurrence of basic sequences taking place in teacher-student interaction. As can be seen from above, a great amount of students' responses in most of the classes were delivered in the form of short answers. This supports the fact that most classes were rigidly restricted by IRF sequences. In addition, it was evident that limited choices were offered in T4's class. Similarly, students in T2 and T3's lessons were tightly controlled and overwhelmed by the same patterns. Obviously, in T2, T3 and T4's classroom, the teacher's questions were an instructional tool for their teaching.

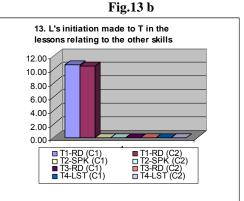
Regarding T1's learners' extended responses in category 12b (Fig. 10.12bb), it is easily noted that the result, 0%, does not represent the same situation as in the other three informants' classes. Following her intention to reduce teacher talk, T1 left her students sharing information and discussing among themselves. Without the teacher's questions for reading comprehension, her learners' answers were not found. Significantly, it was found that the students interact more with the text and their partner at the while-reading stage, and interact with the teacher at the post-reading stage. Interestingly, T1's students provided a few turns of humorous replies, which

created laughter and contributed to a relaxed class atmosphere (Extract 26). These reflect that the group's attention was firmly sustained and that they shared the classroom events. Although not all the students performed their talk or made a self-selected response, there classroom participation and rapport building became prevalent when they reacted at those answers with laughter.

## 10.4.13 Analysis of category 13 Learner initiates the turn to the teacher.

The students' initiation reveal their involvement, turn-taking behaviours, volunteering, bidding behaviours, and their overall contribution to the classroom interaction by asking questions, suggesting ideas, providing information to the teacher, performing clarification checks, and generally attempting to negotiate meaning with their teacher.





Obviously, this crucial aspect of classroom interaction is hardly found in most of the classes, except in T1's. Among the structural lessons, students in T1's class initiate the turn at a mere 4.13% and 4.07%. Students in T3's classes obtain a low percentage of 0.30% and 0.57%, and T4's classes remained both at 0.25% (for both C1 and C2), which represents one utterance made in each class (average: 1.16%, S.D.: 1.82). It is

found that students' initiation was missing in T2-ST. Likewise, in Fig.13b, the students' in T1's reading class initiate turns at 10.68% and 10.46%, the highest percentages of all, while the students in some other classes did not make any kind of initiation at all.

The above numerical data paints an accurate picture of traditional classroom interaction in T2, T3 and T4's classes. The patterns of teacher-student interaction in these classes were significantly different from those in T1's. In T4's structural class, out of a total of 398 utterances of classroom talk, the only one initiated by her students was their help in correcting her wrong spelling (T4-ST, #74). Similarly, a student in T3's structural lesson also made one initiating turn, informing the teacher that she was matching the wrong picture with the model sentence (T3-ST, #60). Significantly, no students' initiations were found in T2's lessons.

The six lessons under the supervision of the three informants T2, T3X and T4X, did not exhibit any occurrence of students' initiation, clarification check, or repair in the classroom discourse, but were made up mainly of students sitting quietly, giving short answers when asked.

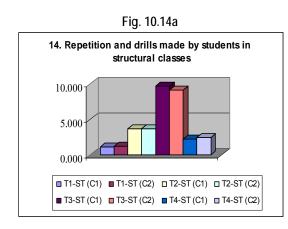
Differently, the students in T1's structural lesson were found initiating turns to the teacher, as previously demonstrated and discussed (see 8.3.2.2). It was also found that a student requested clarification of information.

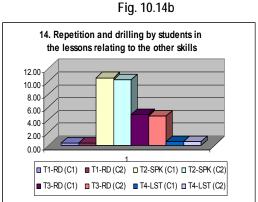
126 S1 What is it? 127 Τ ...[looks confused] ... What is it?... 128 Ss ... <laugh>... 129

Oh, you asked what is it? It's Mae Yah Waterfall.

The students' biddings were found all through the lesson and most significantly in Extract 19, in which they displayed their knowledge of the world. The students' volunteering is found in both of the lessons, as demonstrated in Extracts 23 and 26.

## 10.4.14 Analysis of category 14: Learner repeats/ drills/ reads out.





The numerical data reveal that, among the structural lessons, T3's students obtain the highest percentage of drilling or repeating after the teacher, at 9.70% and 9.17%, which is much higher than the average score (4.19, S.D.: 3.38). The students in T2 and T4's classes obtain 3.74% (for both C1 and C2), and 2.26% and 2.53%, while those in T1's obtain the lowest percentages at 1.13% and 1.30%, a result much below the average. Among the group of students in the lessons relating to the other skills, the students in T2's speaking class obtain a significantly high percentage of repetitions at 10.60% and 10.26%, the highest of all. T3's students obtain 4.86% and 4.65%, while T4's and T1's students obtain 0.63% (for both C1 and C2) and 0.43% and 0.42%, respectively.

In most of the structural lessons, repetition was found at low percentages, while drilling was not found at all. Repetition served different pedagogical purposes in each lesson.

Significantly captured in T3's lesson, the students were required to repeat after the teacher during the establishment of the target form (T3-ST, #44-58), and the treatment of the individuals' error, as previously discussed in Chapter 6. T2, aiming at phonological practice, required the students to repeat after her while pre-teaching vocabulary (e.g. T2-ST, #5-9, #27-29). A few utterances were also repeated at group elicitation (e.g. T2-ST, #141, 147, 297). Repetition in T4's lesson was found during the replay of the recording during which the teacher and students attempted to extract specific information (e.g. #104-111). T1's students were found reading out the forms shown on the OHP in #239.

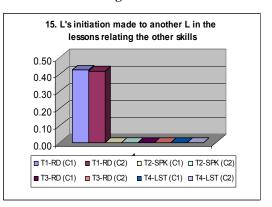
An interesting event was captured in T2's speaking lesson, where the students were frequently controlled and interrupted, asked to read the dialogue promptly and loudly (#166-214), then unrealistically asked to recite it from memory (#215-217). This suggested that T2 framed her students in a rehearsal situation, not a speaking lesson. The high percentage of repetitions in this category suggests teacher-led interaction.

Typically, student drilling is one of the basic techniques of oral practice performed at the controlled practice stage of a lesson through a teacher's cues or prompts, for the purpose of establishing a new language structure in the students' mind. While in the process of repetition, students have an opportunity to concentrate on pronunciation problems and structural errors (Doff, 1989). More importantly, this technique is more suitable to beginners (Hubbard et al, 1991). This category reveals the students' behaviours and the teacher's tight control.

## 10.4.15 Analysis of category 15: Learner initiates the turn to another learner

Fig.10.15a

Fig. 10.15b



Note: 1. \*\*\* Learner-learner interaction in whole class activity in Ts' structural lesson and a small group work in T1' reading lesson were inaccessible and not counted in this category.

The numerical data above reveal a significantly small number of student initiation of turn to peers, at 0.94% and 0.93% in T1-ST, and 0.91% and 0.86% in T3-ST. In lessons relating to the other skills, only 0.43% of student initiation is found in T1's reading class, while none was performed in the three other teachers' classes.

Significantly, the data depict student initiation in T1's lessons only. It is found that she exerted a great effort in encouraging her students to interact with peers in both her lessons. Due to the task constraint (as discussed in 8.3.3.2), social interaction in certain areas appeared to be pseudo-communication, as students cast a few questions built up from the language learned. In her reading lesson, students also produced both plan and unplanned verbal interaction with the teacher and peers (see 9.3.3.1).

Regarding student initiation in T3's lesson, it is discovered that the five utterances produced were, in fact, peer correction, help offered to one of their classmates to fix

his error (discussed under Extract 6). This event, therefore, does not represent real communication.

It is obvious that, in the lessons where the students were tightly controlled by the teachers and the content, student initiations, either directed at the teacher or at peers, were not found. It can be said that this type of interaction rarely or never occurred in classes where the language activities were not set up for the learners to use the language on their own. This also depends largely on the pedagogical purpose, the content and the rules of speaking. The numerical data reflect the limitations of communicative language activities, the students' linguistic competency, the classroom culture, and a range of social and cultural norms that are specific to Thai schooling, and which will be further discussed in Chapter 11.

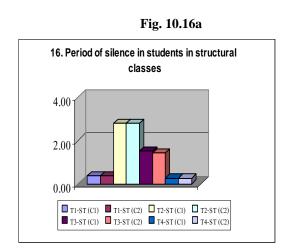
It is worth noting again that the students' individual contacts during the language activities arranged by T1 in both of her classes were inaccessible and not coded. Due to the previously noted constraints, the learners' interactions or initiations among themselves were inaccessible. The opportunities created for classroom interaction in both of T1's lessons were also taken into account in a qualitative manner, as previously described above (Extract 22). These reflect T1's attempt at shifting her technique from a teacher-centred to a more learner-centred one.

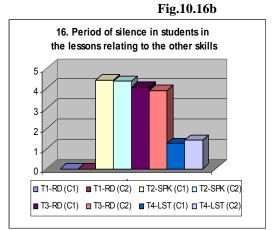
Similar to category 13, student-student interaction <sup>12</sup> is a co-production between two parties. This category reveals classroom participation patterns, the likes of students' involvement, turn-taking behaviours, attempts at negotiation of meaning, and their

<sup>&</sup>lt;sup>12</sup> Due to the inaccessibility of T1's large class, the data in this category consists only of the clearest audible utterances.

contributions in the areas of suggesting ideas, offering and asking for information, and answering questions. It also reflects classroom management, possibilities and opportunities to speak openly.

## 10.4.16 Analysis of category 16: Period of silence or confusion.





Periods of silence as coded in this category differ from class to class. In T2 and T3's classroom, there were periods of silence or confusion at 2.80% (for both C1 and C2), and 1.52% and 1.43% in their structural lesson, while 0.38% and 0.37%, and 0.25% (for both C1 and C2) were found in T1-ST and T4-ST, respectively (average: 1.23, S.D.: 1.10). In classes relating to the other skills, students in T2-SPK were silent 4.40% and 4.34% of the time, 4.05% and 3.88% in T3-RD, and 1.25% and 1.42% in T4-LST. Student silence was not present in T1's reading class.

Silence in T2's structural and reading lessons, as previously demonstrated, was captured after the teacher's casting broad questions (e.g. #61 and #242), lengthy explanations, alternating with question and instruction (#71), and setting up a language activity (Extract 5). The students' silence could have resulted from their

unfamiliarity with the task being worked on, or from a lack of confidence in their using L2 (T2-SPK, #91-160), or their avoidance of participation, or all of the above. In T3's structural classes, it is found that the students' quietness occurs during her checking grammar concepts (e.g. T3-ST, #63, 69, 107), and her getting the students to read out their own sentences (e.g. T3-RD, #91-125), a reflection of their state of confusion along with their low level of linguistic competence. In T4's listening lesson, the predominant silence captured resulted from her authoritarian role and use of power, a situation that will be discussed in Chapter 11. Student silence in #350 and #355 resulted from their correct answer differing from the teacher's and being rejected. They found themselves in difficulties and reluctant to argue with T4's wrong feedback. This issue will be fully discussed in Chapter 11.

On the contrary, there were only two turns of silence found in T1-ST (#74, cast to an individual student, and #143, cast to the whole class), a result of the little wait time provided. Silence in T1-RD was not found.

The students' silence in this category revealed various possible reasons e.g. the students' confusion, the low linguistic competency, confidence, social norms, and cultural issues.

#### 10.4.17 Classroom atmosphere

The coding of laughter noted at the bottom of the IAC forms was not quantitatively analysed. This was taken into account as a reflection of the classroom atmosphere and the teacher's rapport with the learners. Significantly, laughter was mostly found in T1's lessons. There were 19 and 13 turns of student laughter in T1-ST and T1-RD,

respectively. In T2's lesson, one turn of laughter was found in each lesson. In T3-ST, 5 turns were found, but none in her reading lesson. For T4, 4 and 7 turns of student laughter were found in her structural and listening lessons.

T1 obviously created a relaxed atmosphere in her classroom, through her jokes and occasional teasing. This sustained the students in the classroom interaction (e.g. T1-ST, #59, 78, 149, 155, 171, and T1-RD, #123, 147). In addition, she created more natural patterns of communication, getting her learners involved in casual talk.

#### 10.5 Conclusion

The statistical data coded and analysed in this chapter revealed that T1 employed both display and referential questions in both of her lessons. In the area of teacher talk, T1 obtained the lowest percentages of the prominent IRF formats, and the highest percentage in speech modification. There were clues that she used open-ended questions to get the students involved in the topic and to encourage them to produce more interactive classroom discourse by inviting them to conversation. The teacher was found minimizing her talk through the use of teaching aids and activities, especially in her reading lesson. The numerical data revealed that T1 allocated turns to both individuals and the whole class. Concerning student talk, it was found that the students made self-select turns, bidding and volunteering information. At a certain stage, they contributed turns, and negotiated meaning with the teacher and peers at higher percentages than any another classroom. Student repetition or reading out was found at a minimum. In addition, they were found engaged in pair work, whole class activities and games, all tools for interaction.

These findings also support the ones drawn from the qualitative analysis concluding that T1's practice was relevant to CLT in that she concentrated more on the learners' potential abilities and created opportunities for them to use the language. The application of teaching techniques, communicative tasks, and her classroom arrangement demonstrate movement towards a communicative approach.

Opposed to this, the statistical data reveal that T2, T3 and T4 produce high percentages of teacher talk and rely largely on a lecturing mode of teaching. All of them solicited student's feedback mostly through display questions. Classroom transactions were found to be characterized by high frequency of the IRF/E format. There are no statistical data on turn allocation or request for learners to negotiate. T2 relied heavily on vocabulary and memorized chunks of language. Teacher modification floored at low percentages. Furthermore, communicative activities promoting the use of the language were absent from her lessons.

The student choral responses in the three informants' classrooms reached high percentages. There were no clues of student initiations directed at either teachers or peers. There were also low statistical data of the students reformulating utterances or carrying out their own tasks. Volunteering and involvement in communicative activities were not found. Only a few students made contact with the teachers. Classroom interaction, especially in T2 and T3's lessons, reflected the students' insufficient knowledge and their lack of skills in communicative competence.

In conclusion, the instruction in T2, T3 and T4' lessons remained teacher-fronted, a fact demonstrating constraints in implementing CLT. On the part of students,

classroom participation was greatly limited and, therefore, resulted in poor performance in language learning.

However, some parts of classroom interaction reveal social and cultural influences, a process investigated in depth in Chapter 11.

## **CHAPTER 11**

## SOCIO-CULTURAL DIMENSIONS

## IN CLASSROOM INTERACTION:

## **QUALITATIVE ANALYSIS 6**

#### 11.1 Introduction

The purpose of this chapter is to understand how social and cultural agents frame the production and interpretation of messages in the classroom. This chapter, therefore, deals with the second problematic of this research, and attempts to explore the factors contributing to successful or unsuccessful implementation of CLT. This investigation also expands its scope into the specific possibilities of CLT implementation in Thai schools. This study chooses to hone on these predominant aspects, because of their correlation to society's influence over the classroom, which influence, it shall be argued, is a key in helping us better understand the nature of classroom interaction.

This chapter, proceeds in drawing information and meaning culled from the previous data. This new set of data will enrich our understanding of the socio-cultural dimension of classroom interaction and practice.

#### 11.1.1 Definitions

For a better understanding of the line of thought delineated in this chapter, a few terms need be defined.

Culture of learning, developed from Cortazzi & Jin (1996:169), refers to teaching and learning as influenced by society's expectations, attitudes, values and beliefs relative

to quality teaching and learning, and relative to broader issues on the nature and purpose of education.

Safe talk, developed from Chick (1996) and Chick & Hornberger (2001), refers to the manner in which teachers and students preserve their dignity in classroom interaction, and in which there is considerable teacher talk while students receive and carry out instructions. This type of classroom dynamics renders both participants more sociable, and less inclined to learning.

Humourous talk is any utterance or combination of utterances produced by participants in co-constructing meaning that invites laughter or amusement.

## 11.2 Some conceptual considerations

# 11.2.1 Thai social contexts: The Thai traditional teaching and learning approach

Several authors claim that the preference for didactic instruction in many ELT programmes has been attributed to ancient ethno-religious practices (Holliday, 1994; Dudley-Evans and Swales, 1980, cited in Canagarajah, 1999:108). Similarly, it has been assumed that Thai teaching and learning approaches have partly been derived from the traditional ways of teaching Buddhism and other subjects in Buddhist temples. According to O' Sullivan and Tajaroensuk (1997), the pedagogical technique in Thailand is a 'reproductive approach' in the sense that it requires the students to memorize information and to follow the procedures set by teachers. This can be traced back to the first schools in Thailand initially set up in the temples, with monks as the

first teachers delivering knowledge to learners (Simon, 1990; http://www.mahidol.ac.th/thailand/thailand.html).

Education in the temples was primarily concerned with ethical and religious instruction. Influenced by Buddhism, in which knowledge is sacred, teaching involved memorising religious texts related to Buddha's precepts. These monks were addressed as 'prá khruu' or 'prá ajarn' when teaching novice monks and community members, and as 'gurus' or revered teachers when teaching spiritual and intellectual matters. At the temple or community school, boys were taught how to read and write Thai and Pali, and how to do simple arithmetic. To pass down knowledge across generations, the monks carried out their mission, focusing on memorisation, imitation, recitation and repetition. The students, as the recipients of knowledge, thus learned by absorbing knowledge from textbooks and teachers. Interestingly, teaching and learning in Thai schools today seem to share remarkable continuity with the culture of teaching and learning in the temples.

#### 11.2.2 The status of teacher and students

Derived from *guru*, *khruu* and *Ajarn* are the Thai terms for teachers. These two terms describe the teacher as 'a person who spreads knowledge and he who teaches disciples' (Simon, 1990, citing Rachabanditsthan, 1982). Teachers, as *givers*, are, therefore, expected to teach and transmit knowledge to students, the *receivers*. Like monks, the teachers are highly respected in communities and villages.

In addition to imparting knowledge, teachers are also expected to dedicate themselves to students' development. They are culturally considered as the second most respected

persons to parents, and figures of moral goodness (Mulder, 2000). Their dedication to all matters concerning their students is culturally valued as *bunkhun* (beneficence and benevolence). The quality of *bunkhun* rendered by parents, teachers, but others too, is considered pure, unfailing and gratuitous. One who benefits from *bunkhun* should acknowledge and appreciate it, and return it appropriately. Perceiving teachers as *bunkhun* and authority, Thai students, in turn, are expected to show total obedience or submission to them, as well as gratefulness and respect (Klausner, 1993; Mulder, 2000; Simon, 1990). An expression of this is the *wâi khruu* ceremony annually held for teachers in all Thai educational institutes, including universities, for students to demonstrate their respect to their *ajarn*.

Such hierarchical relationship between teachers and students, however, lends itself to the actual teaching and learning as well. The students believe that the teacher, a *repository of knowledge*, possesses *a priori* knowledge (Mulder, 2000). This situation has led to the lack of students' questioning and criticism, a major hindrance in the Thai educational context (Mulder, 2000; Wilson, 1995). In the meantime, students are constrained by their subservient roles and this problem remains unaddressed. They tend to feel isolated from their teachers, a fact resulting in their lack of confidence in negotiating meaning with them. This situation seems to deter classroom interaction and may interfere with learning and CLT practice.

### 11.2.3 Face-saving

Generally speaking, all cultures are concerned with *face-saving*, protecting one's pride. In Thailand, it is extremely important to public dignity, power, and standing in society (O'Sullivan and Tajaroensuk, 1997). Social hierarchy and public dignity

create a high concern for *image*, especially for *negative image*. In a similar vein, while losing face in any way is thoroughly avoided, causing people to lose face is considered embarrassing or even distressful. It is widely recognized that teachers do not desire to be challenged, as it may threaten the knowledge they have. They also rarely challenge their students (Mulder, 2000; Wilson, 1995).

# 11.2.4 The social norms and expectations of Thai teachers and learners

Social norms dictate that the ideal Thai teachers and learners are to perform both the social and academic roles given below.

## 11.2.4.1 Expected of effective Thai teachers

- Be a knowledgeable source of information as experts in their field (Klausner, 1993; Mulder, 2000)
- Be an encouragement for their students in acquiring and retaining knowledge (Simon, 1990; Klausner, 1993)
- Be kind, gentle, friendly and approachable (Knox, 1999; Cooper, 1992)
- Be available to students who prefer to ask privately or out of class (Knox, 1998; Klausner, 1993)
- Be concerned about their students' well-being, providing them with opportunities for consultancy of all kinds, including helping them deal with personal problems (Knox, 1999; Mulder, 2000)
- Be role models (Knox, 1999; Mulder, 2000)

#### 11.2.4.2 Teachers' roles in the academic structure

- deliver knowledge and facilitate its understanding (Simon, 1990) Knox, 1999)
- Explain every point in the clearest way (Simon, 1990; Mountford, 1986)
- Prepare lessons and make them interesting (Knox, 1999; Mountford, 1986)
- Understand students (Knox, 1999; Mountford, 1986; Mulder, 2000)
- Take good care of students and discipline them (Mulder, 2000)
- Be approachable (Knox, 1999, Mulder, 2000)

## 11.2.4.3 Expected of effective Thai learners

- In return for the teacher's dedication and *bunkhun*, Thai students are to give back unqualified respect, loyalty and support. (Mulder, 2000; Cooper, 1992)
- In consideration of the teacher's higher status and seniority, the students are to avoid offending them. (Crammer, 1998; Klausner, 1993; O'Sullivan and Tajaroensuk, 1997; Simon, 1990; Mulder, 2000)
- As students' knowledge is considered much less valued than that of the teacher, students are to carry out all instructions. (Simon, 1990; Wilson, 1995)
- Students are to avoid direct criticism or disagreement, both regarded as an affront to the superiors' personal composure. (Mulder, 2000; Klausner, 1993)
- It is considered inappropriate for students to negotiate, give instructions to, and confront the teachers. (Crammer, 1998; Klausner, 1993; O'Sullivan and Tajaroensuk, 1997; Simon, 1990; Mulder, 2000)

- Learner talk in class is an indication of a lack of teacher control. To demonstrate respect and discipline, silence must always be observed.
   (Cooper, 1992; Mountford, 1986)
- Students are to work hard and develop a good character (Knox, 1999)

## 11.2.4.4 Students' roles in the academic structure

- Receive what is taught and imparted (Mountford, 1986; Simon, 1990)
- Respect and obey the teacher (Crammer, 1998; Klausner, 1993; Wilson, 1995; Knox, 1999)
- Listen silently and calmly with attention and concentration (Simon, 1990;
   Mountford, 1986)
- Follow the teacher's instructions (Simon, 1990; Mountford, 1986)
- Respond when asked (Crammer, 1998; Klausner, 1993; Wilson, 1995)
- Take notes on the teacher's instruction (Wilson, 1995; Knox, 1999)
- Retain knowledge (Simon, 1990; Wilson, 1995; Gebhard, 1982)
- Apply knowledge in assignments and exams (Simon, 1990; Wilson, 1995;
   Knox, 1999; Gebhard, 1982)
- Seek and extend their knowledge (Ministry of Education, 1991)

## **11.2.5** Safe talk

The wealth of literature on classroom interaction concerning *teacher volubility* and student *taciturnity* confirms they are a dominant practice worldwide (Chick & Hornberger, 2001). In unfavourable social and political contexts, teachers and students may opt for interactional *safe talk* which serves important social functions, but does not necessary facilitate learning (Chick & Hornberger, 2001:42). It refers

mainly to the authoritarian structure in which teachers do most of the talking, and the students respond in chorus.

Most observers point out that the educational consequences of such interaction are unfortunate in that the social and political contexts make teaching and learning a hazardous experience for teachers and learners (MacDonald, 1988, cited in Chick, 1996). In this culturally specific situation, higher status speakers maintain their dignity through volubility while lower status speakers remain taciturn, employing avoidance of talk, termed 'deference politeness' by Scollon & Scollon (2001). In an inauspicious situation, both parties tend consistently to give priority to the social function of discourse over its academic function. Through this shift, the teachers and students preserve their dignity by hiding the fact that little or no learning is taking place. Safe talk is therefore a face-preserving strategy which teachers and learners work towards to prevent losing face.

#### 11.3 Classroom interaction analysis: Findings and discussion

From the patterns of communication that emerged from all the lessons observed for this research, two main aspects of culturally-specific interactional styles, as performed by the four informants, can clearly be defined. The following analysis, therefore, is divided in two main parts:

- a) PART I: Inadaptability to CLT practice: T2, T3 and T4.
- b) PART II: The possibility of or adaptability to CLT practice in T1.

Within these two parts, the discussion of the findings will be presented in two sections: teacher culture and student culture.

## PART I: INADAPTABILITY TO CLT PRACTICE: T2, T3 AND T4

## 11.3.1 Teacher culture: Teacher's safe talk

This part of the chapter demonstrates how the teaching behaviours of T2, T3 and T4 promote *reproduction* and *rote learning*, as these informants take on the role of *reproducers* and *transmitters of knowledge*, effecting the lesson content and transferring it to the receivers.

## 11.3.1.1 Nature and functions of T2's talk: Reproduction approach

Extract 27 illustrates T2's application of the reproduction approach and the students' familiarity of her practice.

# Extract 27 (T2-SPK)

**Context**: The stated goal for this lesson is to request the students to ask for prices by using 'How much/ many...?'. T2 starts by explaining the meaning of 'customer' and 'buyer', and working on a shopping list on page 70, a gap-filling exercise.

Turn	1	
43	T	[searches through her documents and takes a picture of a woman out] Suppose you are(()) No, no (.) you are a customer (.) in a stationary section (.) a customer (.) [sticks the picture on the left top of the BB next to 'customer = buyer']Next! (2)[looks at her lesson plan for a while] I want you (.) to (.) fill in the blank (.) fill in the blank on page 70. Everybody! Open your book on page 70 (.) column 6 (.) column 6 (.)(()) column six?  / [turns to the BB and draws a rectangle on the left on the B/B and writes 'shopping list' on top of it] This is a (.) Can you tell me what is this? What is this?  /[keeps on writing]Can you tell me what is this? It's a (.)  /
44	Ss	[read] shopping list
45	T	Shopping list! One (.)[writes number one in the rectangle] paper? // [turns round to the students for their answer]clip (.)[continues writing]Two? //[turn to the students]hah? Postcards[writes #2 on the list] postcards and three? //
46	MS1	File cover (I)
47	Ss	File cover
48	T	File cover \\ [repeats SS and adds in the list] In a shopping list \\ you put in the price[points to the space provided on the BB] How much is this? Hah? \( \text{![fills the price and reads it through while writing]} \)six (.) per (.) box (.) How much is this? Five bath per each[points] It's (.) a (.) It's a clue (.) clue (.) It's '@'. It's a quotation of 'each each'. You know each (.) each (.) file cover? \( \text{!!} \)
49	FS1	Four (.) four (.)
50	T	How much is this? (f)
51	Ss	Four each
52	T	Four Baht each \\[writes on the BB] Fill in the blank! What are you (.) what are you going to do? (.) What are you going to do? (f)

```
... [quiet] ...
53
      Ss
54
      MS1
                Copy
55
      Τ
                Fill in the (.) blanks or column (.) or column six on page (.) //... [raise her eyebrows] ...
56
      FS2
                Seventy
                 .......[The students are practicing the assistant and the customer dialogue.] .......
69
                   ...[nods and waves her hand to get GS1 to speak up]... hello. And next! (.) And next! (.) May I (.)
        Τ
                  Help you? Everybody! (.) You! (f) you (f) say (.) ah you say 'hello' (f)
70
        Ss
                   Hello (f)
71
        Т
                   Hello (.) Can I help you? (f) //
72
                   Hello (.) Can I help you? (f) //
        Ss
73
        Τ
                   Hello (.) May I help you? (f) //
74
        Ss
                   Hello (.) May I help you? (f) //
75
                   Or good morning (.) can I help you? (f) //
        Τ
76
        Ss
                   Good morning (.) can I help you? (f)
166
           Ss/L
                       Good...
167
           Т
                     Hel...
168
           Ss/L
                     ... [read on the BB]... Good afternoon, may I help you? //
                     Good afternoon (.) May I help you? //
169
           Т
           Ss/L
                     Good afternoon (.) May I help you? //
170
                     Louder! (f) Louder, please (f) Good afternoon (f) may I help you? (f) //
171
           Т
           Ss/L
172
                     ... [In a louder voice] ... Good afternoon (.) May I help you? (f) //
173
                     ...[gives a signal to the students on the right] ...
           Ss/R
174
                     I need some paper clips. (f)
175
                     Customers say (.) //
           Ss/R
176
                     I need some paper clips. (f)
177
                     I need some paper clips. Salespersons say (.) //
           Т
178
           Ss/L
                     How many do you need? (f)
```

......Repeat three cycles of the dialogue up to turn # 267......

Transcription convention				
T	Teacher speaks			
Ss	Students speak			
MS1, FS2	Male Student 1, Female Student 2			
Ss/L	Students on the left half of the classroom			
Ss/R	Student on the right half of the classroom			
(.)	A pause of less than one second			
(2)	A pause of 2 seconds			
[Italic]	additional notes / classroom atmosphere/ non-verbal communication			
	the point of the overlapping utterances			
(())	Inaudible/ unclear utterance			
<i>jj</i>	In a rising tone			
//	In a low tone			
(I)	Lenis (quiet) enunciation			
(f)	Fortis (loud) enunciation			
Text!	Calling for attention/ exclamation, giving instruction			
Grey area	The teacher's instruction being analysed in this extract			

It can be observed that the teacher assigns the students 'to fill in the blank on page seventy' of the coursebook. However, she starts writing 'shopping list' on the board and copies the exact text of a gap-filling exercise from the book. It seems to the observer that she is now demonstrating how to fill out the blanks. She initiates the first item and pauses, turning round to the class, signalling the need for the students to complete her utterance (#45). However, it appears that she does not wait for their reaction, but completes her own utterance by writing 'paper clip' on the board, and moves on to the next item, requesting the information. Again, without waiting, she adds 'postcard' on the list, and draws the learners' attention to the following item. She continually asks and fills out the blank for her students (#46, #48). When it comes to #52, the entire work has been done. Still, she instructs her students to 'fill in the blank', and performs an immediate comprehension check, posing, 'what are you going to do?'. MS1's answer, to 'copy', reflects his familiarity with the classroom practice. The teacher does not accept this, but reaffirms the same instruction. Up to this point, however, the only work left for the students is indeed to copy the work performed by the teacher, as MS1 perceives in #53. It is equally clear that the teacher promotes the *reproduction approach*, and fully adopts *rote learning*.

From this extract, this research maintains again that the students failed to display genuine understanding, but simply called out the information, and copied T2's work. Teacher talk here is, in fact, characterised by *contextualization cues* (Chick, 1996), delivered to move the students towards the end of the lesson by drawing their attention to each bit of information. T2 manages to bring her students along from start to finish through *safe talk*, which supports her social role and helps her cover the lesson (Chick, 1996). Student tallk, or, in fact, the student's parroting, only signals their participation as demanded by the teacher, not their understanding. It can be concluded that T2 imparts knowledge, and manages her classroom through the use of safe talk.

#### 11.3.1.2 Nature and functions of T3's talk

As previously demonstrated in Chapter 6 and 7, T3 models the role of teacher as the transmitter of knowledge, a role she is familiar with. This research argues that T3's language functions demonstrate a *face-saving* strategy, in place to ease her status-related concerns. Tracing back Extract 14, in which T3's students find it difficult to compose questions, it appears that she deals with a *face-saving* situation by covering their failures, herself looking for the requested information in the reading text (#89, 99). Through this practice, she manages to move her students forward to the next step and, consequently, to the end of lesson. Like in T2's lesson, the language functions in T3's serve, mainly, the pedagogical purpose of covering all the steps of teaching. In fact, it serves the face-saving social function useful for the teacher and her students. Most importantly, it reveals her promotion of the *reproduction approach*.

#### 11.3.1.3 Nature and functions of T4's talk

Referring to the analysis in Chapter 6, it can be seen that T4's talk shares characteristics with the previous two teachers: for the most part, T4 imparts knowledge to the receivers. Similarly, the language used in her talk, firstly, serves a pedagogical purpose, and secondly, reflects the social status of the teacher as transmitter of knowledge, and promotes *safe talk*. As previously demonstrated, T4's class is driven by a series of different kinds of display questions as exemplified in the three short extracts below.

Example 1 #75 T .... It costs \$ 500, 000. That means (.) ...
#76 SS expensive

Example 2 #167 T And this... computer today, fast? //
#168 SS Yes

T4 prompts the students with cues of conventionalised classroom language: 'right?' (#67), 'yes or no?' (#171), 'understand?' (#212), which are not genuine checking for students' understanding. Rather, as pointed out by Chick and Hornberger (2001), this type of classroom language constitutes a ritualistic *pseudo-checking*, with the concomitant convention that the only possible response is affirmative; in other words, the desirable answers are implicitly preformulated by the teacher. The students' chorusing, thus, does not reveal their understanding of the lesson, but their participation.

### 11.3.2 Teacher's role of reproducer of knowledge and practice

In her self-report, T2 explained why she herself completed the shopping list for her students: 'I wanted them to fill the right things in the right place first. They can change or use it later.' This reveals that T2 believes that the whole of her work only consists in offering a model to her students. Later in this speaking lesson, T2 asks her students to recite the dialogue on the board, and, after she has erased it, she requires them to recall and recite all from memory (Appendix A: T2-SPK, #226-270). She explained, '...while doing that they could see those sentences and speak (read – the researcher) out. I then...uh...when they memorised them all, I then erased them out...' (Appendix C: IntwA-T2). This reveals not only her justification in conducting a speaking English lesson through recitation, but also her positive attitude toward rote learning, her encouragement of the imitation, memorisation, and reproduction practice.

On the subject of T3's composing the target questions for her students in Extract 14 (Chapter 7), the only reason given to this was due to her students' low level of linguistic competence.

Regarding T4's account on the reasons why she offered to her students all the simple sentences using comparative adjectives, in her self-report she comments, 'Actually, I planned to get them work out on their own. I don't know why I did it for them...I don't know. I was confused...I wrote everything for them on the blackboard'. (Appendix C: IntwA-T4). T2 and T4's reports are largely concerned with reproduction approach and traditional ways of teaching.

The techniques of these three informants as illustrated above, first of all, reflect the scene generally found in most Thai classrooms where students are *force-fed information* (Maurice, 1985). Thai teachers tend to work hard for their students for the reason that 'if they are not teaching all the time, they think they are not teaching properly' (Mountford, 1986). Teachers take themselves and their task very seriously, considering students as 'empty vessels' while the teachers themselves are a 'repository of knowledge' (Shamim, 1996; Mulder, 2000). Not placing much faith in the students' ability to take responsibility for their own learning, the teachers make sure that every piece of knowledge is explained and transferred to their students. Reciprocally, their students are tacit 'receivers', reproducing the language model set by the teacher. More importantly, this practice reflects the teachers' little awareness of how to stop dispensing facts, information and explanation, and how to try and get the learners to work things out for themselves and learn through doing.

This lends weight to the argument sustained by this research: actual teaching, in Thai schools, is partly influenced by the traditional culture of delivering knowledge where methodologies and the dominant roles of the teachers offer little space for students to be responsible for their own learning. Students do not take any risk or do not struggle

to use the L2 in communication. There is no negotiation of meaning, no need for clarification, and no confirmation checks. Linguistic accuracy is emphasized, while communicative competence is ignored.

## 11.3.3 Teacher as sole source of authority: social power and face

Another socio-cultural aspect of classroom interaction emerging from this study is teacher authority, characteristically concerned with teacher's power and credibility.

## 11.3.3.1 Teacher's unequal attention to student contributions

The display of power in the extract below is manifested through the teacher's seeming lack of desire to attend to individual contributions.

## Extract 28 (T3-ST)

**Context:** This extract takes place in T3's structural lesson, in which she is showing pictures to revise the target structure.

```
Turn
81
      Τ
                In the past (.) We talk about experience or thing that you've done already in the past (.) right? // Yes?
82
      Ss
                Yes \\
83
      Τ
                OK! (.) And now \\ ...[picks up a picture of a boy kicking a ball and shows it to the class]...
      MS3
                ...[speaks up]...FOOTBALL! (.) PLAY FOOTABLL! (f)
85
                I would like to ask you again. Have you ever played football? //
      Т
86
      MS1
                Yes (.) I have. \\
                ...[speaks up]... NO! (f)
87
      MS3
88
                Yes \\ I (.) //
      Τ
89
      Ss
                Yes. I have. \\
90
      Τ
                I have \\ (.) Who // (.) Who have never played football? (.) Nawat? //
91
      MS3
                ...[speaks up]... NO! ...((...))...
                ... ((...))...
92
      Nawat
93
      Τ
                ...[looks at Nawat]... Never? // (.) OK! never mind! And (.) and (.) tell me! (.) uh (.) What sport have
                you ever played? // NAWAT! (.) ONLY NAWAT! (.) What sport have you ever played?
94
      NW
                Swim
95
                Swim? // (.) Swim? // Swim? //
                Volleyball (.)
96
      NW
97
                And volleyball \\ OK! (.) Good! \\ (.)...[turns over her note to the next page and reads quietly]... OK!
                now (.) copy down in your (.) notebook. I give you two minutes to copy down these sentences. \\
```

Transcription convention T: Teacher speaks Students speak Ss: MS1, MS2 Male student 1, male student 2 Pause of less than one second ...[Italic]... Additional notes / classroom atmosphere/ non-verbal communication Phonetics for Thai names of places or a minority of people  $((\ldots))$ Inaudible/ unclear utterance In a rising tone In a low tone Calling for attention/ exclamation, giving instruction Text! BOLD UPPERCASE In a loud voice / shouting

It is evident in this extract that T3 ignores all MS3's contributions. This occurs while T3 is summarizing how to use the target form. In #83, she initiates 'OK! (.) And now \\', marked as a calling for attention and topic shift, and shows the picture of a boy kicking a ball. MS3, a quiet student who seems not interested in the lesson, abruptly calls out #84 in a loud voice. This is considered irrelevant, as the teacher has not completed her turn. Paying no attention to this, T3 continues asking the class in #85. While MS1 gives a positive response, MS3 gives out 'No!' in contrast and in a loud voice. The teacher repeats only MS1's contribution, signalling her acceptance. This suggests that MS3's utterance is rejected. Ignoring MS3, T3 poses #90 as a new topic and directly nominates Nawat. MS3 exclaims 'No' in a loud voice and utters something inaudible. Looking fixedly at Nawat, the teacher makes a confirmation check, and continues her talk with him by posing a new question in #93. In an emphasizing voice, the teacher expands her order explicitly to 'NAWAT! (.) ONLY NAWAT! (.)'. This renders MS3 completely quiet.

It would be accurate to say that MS3's contributions are unappreciated by the teacher. The reason for the rejection of MS3's contributions in #84 and #87 might be first of all, their irrelevancy to the structure being revised. This is supported by Allwright & Baily (1991) who affirm that, pedagogically, a teacher may reject a learner's utterance simply because it is not what she wants. However, another important point to be

raised is that classroom interaction in this extract is virtually performed between the teacher and just a few active students, namely MS1 and Nawat. Secondly, and more importantly, these students respond to fit in a cycle of IRF formats, in normal audible volume, while MS3's utterance in #84 violates the classroom culture, as it has been delivered loudly. His responses seem to be marked and perceived by the teacher and the class as not taking part in the lesson, but as attracting attention. Perceiving this as inappropriate classroom manner, the teacher employs different strategies in controlling his conduct, first, by being selective, allocating the turn directly to Nawat. Still, MS3 insists in #91 again. In #93, which is an explicit rejection made to MS3, the teacher, then, enforces her order and limits MS3's involvement by specifying the respondent in an emphasizing clear low tone. MS3's following silence reflects his acknowledgement of the rejection.

It can be observed that the range of practices by students, who occupy a lower status, can be constrained by the *power* of the higher status, the teacher (Foley, 2001). Within the Thai social structure, where a student has to execute instructions, MS3's conduct is inappropriate and challenges the *power* of the teacher. He is, then, punished by the teacher by being ignored and isolated from classroom interaction.

## 11.3.3.2 Teacher's credibility

This segment will illustrate, first, how T4 exercises her power, and second, how she saves her face or credibility after giving a wrong feedback to the students, while the students are thrust into difficulty and avoid the confrontation. This evidence supports the teacher's demand for total obedience and submission.

## Extract 29 (T4-LST)

Context: Having been assigned to listen to an interview of six people speaking on what they usually carry in their bags, the students listen to the recordings three times in order to fill information into the slots provided. The teacher, then, solicits all the answers from the students and writes these replies into the slots on the whiteboard. In the process of giving feedback, she replays the recording and pauses at a crucial point, allowing the students to extract the information and compare with the answers on the board.

```
Turn
329
                   .... OK! Person 3 \\ We don't know what his name (.) We know Mr. TER (f) ... [Tape played] ...
                   {{Person 3 (.) Interviewer: Mr. Webster? }} - {{Webster: Yes.}}... [Tape paused]...
330
         MS1
                   WEBSTER! (f)
331
        Τ
                   Webster \\ Good! Mr (.) ...[looks around]...
332
         Ss
                   Webster (f)
333
        Τ
                   Webster \\ Can you spell? //
334
         Ss
                   Webster (f)
335
                   Webster \\ Can you spell? //
        Τ
336
                   W-E-B-S (.)
337
        Τ
                   W-E-B-S (.) ...[fills in the slot on B/B]... Webster \\ Webster \\ right? // His name is Mr. Webster
                  \\...[Tape played]... {{Webster: Yes.}} - {{Interviewer: Uhm (.) I'm collecting some information
                  for a book...and uh... could I ask you a question? }} - {{Webster: All right} - {{Interviewer: Could
                   you tell me (.) uhm (.) what do you usually carry in your briefcase? }} - {{Webster: Hmm (.) let
                   see (.) uhm (1) Papers to read. }} ... [Tape paused]...
338
         Ss
                   Paper to read (f)
339
         Τ
                                    Something to read
                   That means (.)
340
         Ss
                                    Something to read
341
                   ...[Tape played]...{{Webster: (.) and a couple of pens, of course (.)}} - {{Interviewer: Okay,
                   something to read and something to write with...And?}}... [Tape paused]... Yes? Something to
                   read and (.) //
342
         Ss
                   Something to write (f)
343
                   Something to write \\ (.) and what are something to write with?
344
         Ss
345
                   Pen \\ OK, right? // Mr. Webster (.) something to read and something to write...[Tape played] ...
         Τ
                   {{Interviewer: And?}}- {{Webster: And an umbrella in case it rains.}}...[Tape paused] ... And? (.)
                   //... [to the class in a rising tone]....
346
         Ss
                   Umbrella! (f)
347
         Τ
                   And? (.) //
348
         Ss
                   Umbrella (f)
349
                   Right? // AN UMBRESLLA? // (.) AN UMBRESLLA? //...lin rising tone1... OK! \\ ...lrewinds the tape
                   and starts at the same point]... {{Interviewer: Something to read and something to write with?
                   And? }}-{{Webster: And an umbrella in case it rains.}}... [Tape paused]...And (.)? // Huhh? // (.)
                   And? (.) // And? (.) // ...[looks around, asking in a rising tone]...KEYS! (f) (.) RIGHT? // (.) RIGHT?
                  // (.) NO? // (.) NO? // (.)...[in a rising emphasizing tone]...
350
         Ss
                   ...[quiet]...
351
         MS1
                   I don't know. ...[in an uneasy manner]...
352
                   ... [rewinds the tape and starts at the same point]... [Interviewer: Something to read and
                   something to write with? And?}} - {{Webster: And an umbrella in case it rains.}}... [Tape paused]
                   ... ((...))... KEY RING! (f) (.) That means (.) KEYS! (f) (.) Understand? // KEYS (f) of ring that
                   mean KEYS! (.) Understand? // KEYS! (f)
```

353	Ss	[quiet for a while] Keys? (I) //[softly speaking captured by audio-recording]
354	T	Look at on (f) (.) [points to W/B] Webster keys (f) No (I) (.) that means (.) [quiet for some
		time] Right? // OK \\ [Tape played] {{Interviewer: An umbrella! Anything else? }} [Tape
		paused]Anything else? (.) Anything else? // (.) [Tape played] {{Webster: No, that's about it!}}
		[Tape paused]
355	Ss	[quiet]
356	Τ	[plays the tape a bit forward and pauses] // {{Interviewer: Well, thanks for the information.}}
		[Tape stopped]That's OK. \\ That's all for Mr. Webster. \\ OK![continues playing tape for
		person 4].

	Transcription convention
T:	Teacher speaks
Ss:	Students speak
MS1,	Male student 1
(.)	Pause of less than one second
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
(())	Inaudible/ unclear utterance
{{Text}}	Tapescripts
jj	In a rising tone
//	In a low tone
(f)	Fortis (loud) enunciation
Text!	Calling for attention/ exclamation / giving instruction\
S-P-E-L-L	Pronouncing the constituent letters of a word\
<b>BOLD UPPERCASE</b>	In a loud emphasizing voice
Grey area	The repeated utterances from the recording and the students' correct
. —	answers

The crucial point, in this segment, is illustrated by the two different answers extracted from the recording: 'umbrella' (#346 and #349) by the students, and 'keys of ring' by the teacher (#349, 352). In fact, 'umbrella' had previously been given to the teacher and noted in the slot on the whiteboard by the teacher herself in #222 to #224. However, during the feedback session, it seems that the teacher does not accept this answer. She makes double *clarification requests* in a rising tone. When the students insist with 'umbrella' (#348), the teacher utters 'Right? AN UMBRESLLA?' in a loud, emphasized voice. She immediately replays the recording and pauses at the deciding moment where Webster says, '...and the umbrella in case it rains.' While the voice from the recording proves that the students have obtained the correct answer, it seems that T4 does not hear the same thing. She looks around the class, asking 'And (.)? // Huhh? // (.) And? (.) // And? (.) // in a loud voice, reflecting her confidence and *power*. Immediately, she indicates the answer to this as 'KEYS!' in a low emphasizing tone. This is followed by

the questions 'RIGHT? RIGHT? NO? NO?', posed in a rising emphasizing tone directing for the students' repairs.

In fact, the teacher herself wrongly interprets 'in **case** it **rains**' as '**key rings**' in the stream of the linking sounds between 'case' and 'rains'. However, her manner and tone mark her confidence in providing the correct feedback and suggesting that all the students themselves fail to grasp the right answer. Her glances around the class implicitly challenge those who can provide a different answer from her evaluation, and also reflect her power. Obviously, the students are silenced, as the situation seems too threatening for them to produce different answers from the teacher's feedback (#350). Being coerced by T4's question at #349, where an adjacency pair is needed, a male student (MS1), takes a self-selected turn, breaking the spell of silence by saying, 'I don't know.' His facial expression and tone explicitly reflect the uneasy situation he is facing.

MS1's reaction is probably perceived by the teacher as not fully accepting her feedback, which is threatening to her credibility and pride. His uncertain manner requires the teacher to prove her evaluation. The teacher, thus, rewinds the cassette to the contentious point for the third time (#352). Yet again, clearly differing from the recording, the teacher insists on providing 'KEY RINGS!' as the correct feedback, and in an especially heavy tone. And she elaborates: 'that means(.) KEYS! (f) (.) Understand?// KEYS (f) of ring that mean KEYS! (.) Understand? KEYS! (f)'. Her forceful voice and tone reflect her confidence and power, and force the hearers to agree with her. The overemphasizing tone tap into the symbolic value of the institutional role and expected social approval of the authority, which signal the demand for *total obedience and submission* 

(Klausner, 1993). The fact that students are aware of where the real power lies makes the class quiet. On the surface, it illustrates their acceptance and submission. But tellingly, at the end of #353, one of the audio recordings, secretly captures a student asking himself softly, 'Keys?', in a rising tone. This indicates his doubts about the teacher's feedback.

The second meaningful event in this extract emerges in #354, where the teacher turns round to check the students' work previously noted on the whiteboard and realizes her mistake. She utters 'No (I) (.) that means (.)' in a soft voice, and is quiet for a short while. Her manner suggests that she is in a state of confusion when she discovers her own mistake. Interestingly, the teacher utters 'OK!' in a low tone to mark the topic shift, and moves to the next part of the recording. Coincidently, the interviewer's voice in the recording repeats Mr. Webster's previous answer, and 'An umbrella!' is clearly heard all over the room, reconfirming T4's mistake to the whole class. The teacher simply lets this contentious item die, and carries on with the next part, casting to her students the interviewer's question at the end of #354. Significantly, the students still remain silent. Their typical silence here will be discussed in 11.3.2.2 below.

At the interview, the teacher confessed, 'I was confused. I actually listened to the tape many times and didn't realize that this point would become my own problem. When tape was played in class, I got stuck and could not get it right. I then ' $\frac{1}{3}$ ' /mûa/ (insisted her own idea despite not knowing for sure) somewhere around 'in case of the rain'... a key of ring or something. I ' $\frac{1}{3}$ ' something like that. I...it's good that this part had no effect on the last part...But at that moment I got stuck and didn't get the right word. I just let it go that way.' This indicates that the teacher, in fact, had already realized her mistake before #354, but to save her face, did not make any kind of amendment. This extract reflects

that, in Thai culture, teachers can exercise power. Here, T4 assumes the role of 'guru' and endorses the 'teacher-disciple tradition' (Canagarajah, 1999) over the students' asymmetrical knowledge. Her playing ignorance of her mistake is, in fact, an attempt to protect her face. Mindful of this, the students stay quiet and avoid any kind of confrontational argument, aware that the teacher's *power* must be acknowledged as expected by social norms and face-saving strategies. This situation reflects that the leader, in this case, the teacher, is always right, purely by virtue of her standing. The subordinates, the students, tend to display unquestioning acceptance of their knowledge of the teacher's status (Cooper, 1990; Klausner 1993; Mulder, 1996).

Various events displaying the teacher's *face* are found in the other two informants' lessons. For instance, T2 secretly helps MS2 with his work at the blackboard (T2-ST, #100), and T3 whispers the answer to her students who echo her answer back (T3-ST, #67). Outwardly, it seems that the teachers safeguarded the students' *face*, preventing them from making mistakes in front of peers and in front of the observer. However, this practice also saves the teachers' *face* in the sense that it keeps the lesson running smoothly. It is highly possible that the observation itself is threatening and a potential source of tension for the teacher afraid of making mistakes and losing face.

This study argues that the practice of secretly helping, does not fit CLT practice or any kind of effective teaching methodology. The problem lies in the fact that help secretly offered by teachers is not constructive. Rather, it discourages the students from being engaged in their own learning. In other words, secret help is destructive to language acquisition, as the learners are only obeying the teachers' command. In the

meantime, teachers are employing the reproduction approach to learners through the wrong concept of face-saving.

#### 11.3.4 Learner culture

This part of the chapter will attempt to explain the reason behind the presence of little involvement and low performance among students in all the three informants' classes. The most crucial feature found in all classes is student's reticence, for which reasons are not clear-cut. As cultures and classroom contexts are complex and varied, possible explanations to this phenomenon lie, firstly and largely, in the socio-cultural context of language learning, and secondly, but only partly, in the students' insufficient linguistic competence which will be here treated first.

## 11.3.4.1 Learners as receivers of knowledge

One of the most crucial factors contributing to EFL student reticence in this study is insufficient linguistic and communicative efficiency. It is evident that the students have not been taught sufficient ways of expressing themselves in unplanned conversations or negotiation of meaning. With little knowledge of the patterns of communication in the target language, students lack negotiation skills, especially during face-to-face interaction. In the process of teaching and learning, the students in all the three informants' classes observed were offered no opportunity to express themselves, discuss, or interact in the L2.

This study, thus, argues that *safe talk* as practiced by the three informants is, in fact, a key device in limiting students' opportunity in learning and using the target language effectively. Consequently, this practice results in linguistic and communicative

inefficiency in the L2. In the process, this has resulted in the students' low participation and, consequently, their overall taciturnity.

#### 11.3.4.2 Learners as unequal participants

The findings also reveal that students' passivity and reticence, as demonstrated in Extract 29 (T4-LST), are entrenched in certain socio-cultural factors deriving from hierarchical status, and producing *politeness strategies* interrelated with the social norms of interaction, as shown below.

#### 11.3.4.2.1 Avoidance of confrontation

As demonstrated above, T4's students are quiet even when she gives the wrong feedback and exercises power over them. This occurrence requires the students to avoid any confrontation with the teacher. It has been noted that Thai social values encourage avoidance of open opposition or criticism in discussions, even in discussions of academic nature. Supported by Klausner (1993), Mulder (2000:46) makes it clear that 'Thai society values smooth interaction and avoidance of conflict; when everybody knows his place and behaves accordingly.'

#### 11.3.4.2.2 Face-saving for the higher status: politeness strategy

Kershaw (1998) claims that 'Thais find seeing another person losing face...as embarrassing, even distressful. Causing someone else to lose face is the ultimate discourtesy'. In this sense, T4's students, who avoided debating and demanding the right answer in Extract 29, submitted to their teacher's authority in order to protect her pride in front of the American co-teacher and the researcher present at the back of the class. In Thai classrooms, the implication of questions being asked or statements argued about is

that 'the teachers had not done a good job' (Crammer, 1998:8). T4's students expressed their respectful politeness to their teacher by keeping quiet. MS1, the only one taking a self-selected turn, simply said that he did not know the correct answer. In regard to the teacher's credibility, this utterance was, in fact, a polite strategy, an ideal face-saver. Not wanting to bring a face-threatening topic to debate, he simply declared, 'I don't know.'

This research argues that these significant cultural concepts deprive students of opportunities for critical thinking or appropriate evaluation, and that the ensuing practices limit classroom interaction. On one hand, they adhere to social norms and add to classroom etiquette; on the other hand, they promote strong reluctance of and avoidance in classroom interaction. In CLT implementation, it is the teacher who promotes, in the students, the participatory roles and communicative skills crucial to language learning. However, the three informants T2, T3 and T4, in this study, are mainly concerned with their negative face, which seem to create barriers to communication in the L2.

## 11.3.4.3 Learners as reluctant participants

Another crucial reason for the students' reticence in this study is the reluctance to participation in classroom interaction, the evidence of which has been captured in T4's structural lesson by one of the audio-recorders placed, for the purpose of validity check, out of the audio range of the video camera.

## Extract 30

**Context:** At the lead-in stage, T4 is inviting examples of technology from her students. The turns are mostly taken by a small group of active students, bidding

most of the answers, while the majority sit listening quietly. Among the quiet students, S1, S2 and S3 make their secret contributions to the lesson.

Turr	ıs	
13	T	Do (.) do you know the word 'technology'? Technology (.) in Thai (.) we call เท็คโนโลยี /théknoloyii/ (.) right? // It's the same. (.) And can you tell me some technology that you know in your life? // Can you tell me some technology that you know in your life? // For me (.) com (.)    puter (.) For me (.)
14	Ss	com puter
15	T	Good! Computer (.) [writes 'computer' on the W/B] Computer and (.) //
16	S1	Sky train (I) [speaks softly and inaudible to the T]
17	Ss	Cellular phone (f)
18	T	Good! Cellular phone \\ [writes 'cellular phone' on the W/B]
19	S2	Satellite (I) (.) satellite (I) (.) [inaudible to the T]
20	T	Anything else? (.) //
21	S2	Satellite (I) (.) Satellite (I) (.)[inaudible to the T]
22	Τ	Technology! you know? // (.)[raises her eye browns]
23	Ss	(())
24	T	Uhh (.) something machine? (.) Answer machine for telephoning. Right? // (.)[puts 'answer machine' in the list]
25	Ss	Answer machine
26	T	Answer machine \\ That means when you // (.) when you are not at home (.) and someone call
		you (.) you can use answer machine. But we call 'answering machine' (.)[adds 'ing' in the middle ]That
07	0-	means you're absent and leave some message (.) understand? (.) // And anything else? (.) //
27 28	Ss	Internet
20 29	S2 T	Satellite (I) (.) Satellite (I) (.) [inaudible to the T]  Good! Internet \\ [puts 'internet' in the list on the W/B]
30	S2	Satellite (I) (.) satellite (I) (.)[inaudible to the T]
31	32 T	usually come with (.) // [points to the top of the list]
32	Ss	computer
33	T	Computer \\ (.) Anything else? (.) // Technology, huh? (.) //[raises her eye browns and looks
		around ] Huh? (.) //
34	Ss	Sky train
35	T	Sky tech \\ [puts 'sky tech' on the list]Right? //
36	Ss	Sky train! (f)
37	T	OK \\ sky train \\ [looks around for an eraser] Uhh (.) Sky train! \\ OK, sky train \\ [corrects it to 'sky train']
38	Ss	[some arguments for the right word from the students on the left and Aj. Gordon who doesn't think that a sky
		train is some kind of technology]
39	T	Hah? (.) // Sky train? (.) // No? (.) //[laughs] Ask Ajarn Gordon. What does it call? Ask Aj. Gordon. (.)[nods to an American teacher]
40	S3	Sky train! ha! ha! (.)[laughs] Electric train! (.) Electronic train! (.)[speaks softly captured by
40	00	audio-recording]
41	Gor	Huh? // What? // Sky train! (.) They had sky train one hundred years ago. They had them in
71	don	Chicago University one hundred years ago. Not new now!
	4011	omorage of the figure ago. Her for home

	Transcription convention
T: Ss: S1, S2, S3 Ajarn Gordon (.)[Italic] (()) // Text! Grey area	Teacher speaks Students speak Student 1, Student 2, Student 3, etc. An American co-teacher Pause of less than one second Additional notes / classroom atmosphere/ non-verbal communication Inaudible/ unclear utterance In a rising tone In a low tone Calling for attention/ exclamation / giving instruction Unheard utterances

Invited to give examples of technology, the students synchronize 'computer' in #14. S1 contributes his answer with 'sky train' in a soft voice in #16, which is unheard by the class, but captured by the audio recording. The active group's clear and loud bidding in #17 is immediately evaluated by the teacher. Similarly, in #19, S2 offers 'satellite (.) satellite' in a low tone. His contribution unheard, the teacher urges the class for more examples by posing #20. While all the class is silent, thinking, S2 mumbles 'satellite (.) satellite' again. His suggestion again inaudible, the teacher makes a clarification check with the class in #22, raising her eyebrows as a request for more propositions. She elaborates on the students' answer, gives explanations and solicits for more items (#26). While the active group offers the 'internet', S2 is still whispering the same 'satellite (.) satellite' over again. However, the teacher accepts the active group's answer and keeps it in the list. S2 bids his answer softly for the fourth round before giving in (#30). When 'sky train', the same word bid softly by S1, is bid by the active group in #34, the teacher notes it on the board immediately. Evidently, 'sky train' captures the students' attention, as this type of transport is new in Bangkok. Some students discuss the best English term to be used to describe this means of transportation. Secretly captured by the recording in #40, S3 laughs at the term 'sky train' used by his peers. He softly utters 'electric train' and 'electronic train' to himself.

The evidence as revealed by the audio recording shows that, in fact, some students, here S1, S2 and S3, were participating in the classroom discourse, but in their own humble way. While the more extrovert class members always got turns and evaluation from the teacher, these three students stayed ignored. Interestingly, while S1 gave up after the first contribution (#16), S2 patiently continued bidding for the teacher's evaluation. This suggests that he was attempting to participate in the classroom event, and wanted to display his knowledge, but was too reluctant to do it in a too obvious way. Significantly, these three students lacked confidence. One possible reason for this may be the fact that firstly and maybe most importantly, they had little or even no opportunity to practise conversational interaction, as described above. The fear of making mistakes was not the cause of this shyness since these turns did not require any kind of linguistic complexity. However, the reason might be pieced up from two possible factors, namely the *in-group relationships* and *modesty*. As it happened, only a few students made contact with the teacher, participated in the lesson, and took most of the turns, while the majority remained quiet. During observation, S1, S2 and S3 stayed unnoticeable and adhered to the premise of a group-orientated culture as of the majority of quiet learners. These secret contributions are meaningful in that they show the three students' reluctance to make themselves explicitly different from the majority. In other words, they employed the politeness strategy or positive face for ingroup relationships (Foley, 2001). Secondly, and more importantly, this behaviour can be culturally explained by pointing that Thai society holds humbleness and reserved manners, such as being polite, in high regard, and discourages attracting attention or showing off in public (Cooper, 1993). Moreover, it is considered inappropriate to outshine fellow students by performing better than them. In public, one may be reluctant to stand out from the group by expressing views and opinions,

providing information, or raising questions, unless invited or encouraged to. It is important that smooth integration and harmonious relationships be maintained within a group. Affected by these psycho-social values, S1 and S2 lacked confidence in participating fully in classroom interaction.

At this point, it can be concluded that the reluctance to engage - or even the absence of engagement - into classroom events, derives from a cultural concern about what is deemed socially acceptable and appropriate. Humbleness and in-group relationships could limit or even obstruct the students' oral performance.

In regard to T2's students, it is worth noting here that little evidence of the learners' culture was captured. This is due to the fact that her students had no opportunity to participate in any kind of communicative language activities and were not engaged in the classroom interaction.

#### 11.4 Conclusion to inadaptability to CLT practice

In Part I of this chapter, findings have revealed, among T2, T3 and T4, some common teaching behaviours—closely associated with traditional ways of teaching and the cultural concept of face-saving. The informants have been found to carry on the role of teachers as transmitters of knowledge, and they have also used their authority to protect their pride, especially when their credibility was at stake. The expectations that the social norms put on group interaction and hierarchical relations reinforce inequalities between students and teachers. Thus, T2, T3 and T4's teaching tools are deemed culturally inappropriate and conflicting with CLT methodology: they do not encourage the students to adopt an active role as speakers in an English classroom

offering communicative language activities; and they do not prepare the students to become responsibly engaged in their own learning experience; which have made them reluctant to participate in classroom interactions and events. In all classes, *safe talk* helped both teachers and learners to preserve their social roles, but it also contributed to little learning and, therefore, proved to be a hindrance to CLT implementation.

### PART II: POSSIBILITIES OF CLT PRACTICE: T1

Despite the failure of the three informants in implementing pedagogical innovations, T1's teaching practice seems to have promoted classroom interaction and to have moved towards CLT. This raises this important question: how did this successful teacher use her cultural resources to create and facilitate a culturally appropriate CLT methodology? In this section, we will discuss the findings of our analysis relating to T1's classroom (CLT) practice.

### 11.5 Findings and discussion

#### 11.5.1 Teacher culture

The findings in T1's lessons reveal little evidence of cultural constraints in routine interactions. In addition, and not surprisingly, the students are found to have adopted more active roles in classroom events. These results merit further investigation. T1's *modus operandi* deals with cultural resources facilitating interaction and producing a culturally appropriate CLT methodology.

### 11.5.1.1 Taking different roles

T1 adopted roles different from the predominant teaching and learning culture that normalises teachers into *givers* and students into *receivers*. In her structural lesson, discussed in Chapter 8, she assumes several roles: as an *informant* and a *presenter*, at the beginning of the lesson, as she shares a personal anecdote about places she has visited; as a *controller* while getting the students to practise language forms verbally; as a *monitor* while the students are engaged in the language activity; as a *coordinator* in promoting student-student interaction; as an *interlocutor* when putting up an egalitarian role; and, last but most certainly not least, as the *creator of a relaxing atmosphere*. In her reading lesson, she starts her role-playing as a *controller*, setting up procedures at the pre-reading stage, and follows this up as a *participant-observer* at the while-reading stage, where the students are engaged in a jigsaw-reading activity during which she fades away gradually. She also plays the role of a *facilitator* in both of her lessons, helping the learning process by providing different activities, setting rules, and letting the participants discover the language on their own.

T1 also plays one of the most crucial roles of all, one of a *friend*, a very *kind sister*, or a *fellow-conversationalist*, as earlier demonstrated in Extract 20 and as depicted in the two extracts below. This role-playing narrows down the social gap between the teacher and the students.

# 11.5.1.2 Acknowledging the students' identities and individual differences

# 11.5.1.2.1 Easing threatening situations

At the post-reading or output stage, during which the students are assigned to report their work in front of the class, T1 eases some of the students' anxiety by giving examples and inviting volunteers to report their work before recruiting others.

# Extract 31

Students A and B are assigned to read different pieces of information. At the while-reading stage, they share the information, discuss and plan their own itinerary. Later, they are invited to report their work in front of the class.

Turn	l	
77	T	OK (.) now (.) I need the volunteers to tell your friends about the places that you would like to visit. Anyone, anybody! OK \\ when you tell your friend (.) you can say (.) we are visiting (.) [moves hands from left to right] place and time or (.) Monday (.) Tuesday (.) Wednesday. And after that (.) tell us about your visit (.) for example (.) I see something there (.) or what are you going to do there. OK? // (.) Anyone would like to tell us about that?
78	Sx	((asks the teacher an inaudible question to the recording))
79	T	Yes, time and date [to one student in the front](3) [to the class]Anyone else? // Don't be shy! (.) Anyone would like to tell us about the places that introduce us to visit. // Ready? // Nobody? //
80	S1 -S2	[A couple of the students on the third row volunteer the report.]
81	T	OK, good! [To the class] Clap your hands! [hand clapping] (5) Listen to them! (.) Listen to them! (.) OK? // They are going to speak.
82	S-1	I (.) wish (.)
83	S-2	On Monday morning, we will go to Washington Square at 11 a.m. to shopping. Afternoon, we will go to Grand Central Station. At noon (.) eat lunch and milkshake and burger (.) at noon. Tuesday morning (.) we will go to the World Trade Center at 11 a.m. (.) to visit the second tallest building in the world. Afternoon (.) we will go to Chinatown at [shows the slip to her friend to help read]
84	S-1	at (.) ch (.) cha (.) chur (.) chin (.) uh (.) [trying to read her handwriting]
85	S-2	p.m.
86	T	One? //
87	S-2	At one p.m. \\ to eat Chinese food. And Wednesday morning (.) we will go to the Statue of Liberty at 10 a.m. to take a photo with a Statue of Liberty. Afternoon (.) we will go to the Empire State Building at 8 pm. To visit(())
88	T	Very good \\ I heard you are going to Chinatown to eat food (.) right? // Could you give the example what you will have (.) what you want to order?
89	S-2	Noodle
90	Т	Noodles \\ OK \\ Thank you very much [T and class clap their hands for being the volunteers.] The next one? // (.) Anyone else? // I know (()) Good! [to the new volunteers]
91	S3-S4	[The new pair of volunteers from the third row stand up and come to the front.]
92	T	Oh (.) do you want the microphone?[hands a microphone forward to the pair in a teasing manner and holds back]
		<ss' laughter=""></ss'>

And say louder, please // ...[to the volunteers]....

	Transcription convention
T: Sx: S1, S2 (.) (5)[Italic] (()) // Text! Grey area	Teacher speaks One student in the front row close t he teacher Student 1, Student 2 Pause of less than one second Pause of 5 seconds Additional notes / classroom atmosphere/ non-verbal communication Inaudible/ unclear utterance In a rising tone In a low tone Calling for attention/ exclamation/ giving instruction Student's making clarification

It can be observed that T1 does not leave the last stage of reporting the plan to the students. While inviting volunteers, she gives some examples of *what* and *how* to report, starting from the place, 'you can say we are visiting (.)', followed by days, as well as some descriptions in #77, and then encourages the class to volunteer the report in #79. In response, the first pair, S1 and S2, volunteers their work in front of the class. It can be observed that the teacher does not correct any language error except for a clarification check in #86. When the report is done, the teacher expands the conversation by asking more about their plan. In #90, the second pair of volunteers comes out to the front. It can also be observed that the class laugh when they see the teacher playfully offering the microphone to the pair (#92).

Learners are individuals and varied in their personalities. It may well be true that in a large class, the teacher can never fully identify each student's learning styles. The individual differences among them are diverse as there are psychological, cognitive or attitudinal factors which influence the way in which learners perceive and interact with their language study (Skehan, 1991). From this extract and the one below, this research argues that T1 is well aware of her students' diversity. Within the *input-practice-output production*, represented in this research by *PPP* and *pre-while-post* frameworks, in which the *output* stage is crucial to language teaching and learning in

that the students produce their own language, this could be threatening to some of the students, particularly to the shy and quiet ones who admire the social value of humility and passivity. It seems that T1 realizes the cultural values and sensitivity of students while transferring the class attention to them. To provide opportunity for those introvert learners to use the L2 at this crucial point, it is evident that T1 gradually eases the students' anxiety. It is found that T1 does not abruptly impose the leading role on the students. She prepares them by giving an example in #77, and by partly demonstrating what and how to report first. This helps to guide the students as well as build up their confidence in the use of the L2 in public. Secondly, the teacher sets off by inviting volunteers to speak first, those more confident in their use of the L2 and who possess better linguistic competency.

After five pairs of volunteers, T1 nominates one unconfident pair, S11 and S12, as in Extract 32 below, where they display lack of confidence in the use of the L2 in public. This reveals that T1 realizes individual differences among learners. She provides the pair plenty of examples before offering an opportunity for them to develop their own communicative skills.

In #151 (Extract 32 below), one of the nominated students, S11, is nervous at reporting. She starts the plan in a voice too soft to be heard by the class. It may be observed that T1 does not command for a louder volume or does not pressure the pair in any way. Instead, she moves closer to listen and nod, giving positive feedback (#152). Her close attention and nodding may be considered warm support for S11, whose lips and voice are now shaky. In #153, S7, the former volunteer, makes a request for louder reporting. Instead of relaying S7's message, T1 requests her to pose

the question directly to S11. Here, it is obvious that the teacher serves the academic purpose of encouraging student-student interaction, rather than putting S11 into a more threatening situation. In #159, where S11 starts her plan on a wrong day and creates huge laughter in the class, T1 supports her by suggesting some other days, in #162. However, reading from the prepared scripts, S11 repeats her mistake, which creates a bigger laughter. To this situation, T1 asks 'How about Monday (.) Tuesday (.) and Wednesday?', causing S11 to smile in a very shy manner when realising the point. The teacher does not correct the other mistakes emerging in her report in #167. In addition, in #172, she helps clarify 'coat' as 'clothes' for S11.

Tudor (2001) defines individual differences as variable, context specific, and amenable to change. T1's practice reveal her attempts to help her reticent students to gain more confidence in talking or, at least, trying out their *explanatory talk* in the L2 in public. As pointed out by Tudor (2001), an oral production activity may represent for a student a welcome opportunity to express her personality and/or to experiment with her ability to use the L2 on her own. For another student, S11 for example, the same activity may be stressful and threatening as she may feel that she has not yet 'learned properly'.

## 11.5.1.3 Providing humorous talk

Humorous talk and its predominant features are captured in both T1's lessons, reaching as high as 19 turns in her structural lesson and 13 in her reading lesson (Appendix C-IAC). She directs laughter, not towards students, but towards an extension of meaning and language function, as is evident from Extracts 20, 21, 26 and 32.

In classroom interaction, instances of humour between the teacher and students serve several social functions. They express and strengthen solidarity, and contribute to social cohesion (Vinton, 1989). They function, especially in unequal encounters, as a means by which superiors maintain their position, but also as socially acceptable strategies by which subordinates challenge superiors (Austin, 1990). They serve to express politeness (Brown and Levinson, 1987), or construct different types of power relations and particular aspects of the many potential meanings of a humorous utterance.

In class, humorous talk creates a pleasant atmosphere and warm relationships, one of the most important affective elements of an effective learning environment (Doff, 1989; Edelman, 1992). Recommended educational approaches, then, consist primarily in trying to maintain a relaxed, though focused, atmosphere that offers options for learning in individually satisfying ways. The old paradigm of students as empty vessels waiting to be filled with knowledge has given way to the constructivist belief that students continuously build knowledge based on their prior experiences and on new information. The idea of a fixed level of intelligence has given way to a more flexible perception of gradual intellectual development dependent on external stimulation (Edelman, 1992). Thus, apart from the various roles of facilitator, consultant and coordinator, the teacher must also be a creator of atmosphere. It is important that students remain individuals with unique motivations and reactions; they should not be expected to fit automatically into a mold (Beebe, 1983). Humorous talk can change perception. Positive humour is beneficial not only in creating an atmosphere of warmth and friendliness, but also in easing up cultural blocks in a hierarchical system, and in promoting good rapport and harmony. The essence of humorous talk can be categorized as a possibility rather than an obstacle in creating exchanges in the classroom. Humorous talk as found in T1's lessons contributes to the cultures of teaching and learning. It eases cultural constraints, through, for example, the concealment of power relations between the teacher and students.

### 11.5.1.3.1 Creating supportive rapport and addressing cultural constraints

In addition to the data analyzed in Chapters 8 and 9 where T1 developed a warm relationship with her classes through her casual talk, it is also evident that she created a relaxed atmosphere and rapport in both of her lessons. The extract below reveals teacher-student interaction and T1's attempts to ease up the students' anxiety.

### **Extract 32** (T1-RD)

**Context:** The students are involved in reporting their work and engaged in laughter at the output or post-reading stage. Some more quiet students are nominated to report on their work.

```
Turn
140
         S10
                 .... [takes turn reading out of the slip]... Afternoon (.) we will visit the State of Liberty ...((...))... of the
                skyscrapers....(2)...On Wednesday morning (.) we will visit Central Park and Museum of Art. (.) There
                 ...((...))...of art collection...((...))... Afternoon (.) we will visit Washington Square to stop (.) and relax (.)
                and (.) uh (.)
141
         Τ
                ...[nods]...
142
         S10
                 ... [nervous looking and lacks confidence]...
143
                Which place would you like most? // (.) Both of you like very much or see very much? //
144
         S9
145
         Τ
                Chinatown! \\ (.) Why? //
                We love Chinese food...[smiles]...
146
         S9
147
         Ss
                 ... < laugh> ...
148
         Τ
                Oh! You love Chinese food. (.) OK! Thank you very much.... [To the class]...Do you want to ask? (.)
                // I would like to (.) ask the last one at the back. (.) Come here, please? OK? //
                            ... [S11 and S12 are coming to the front to report their work.]....
                 ... You worry about the test (.) right? // (.) And don't worry! (.) Miss Suchitra will let you pass.
149
         Ss
                 ... < laugh> ...
150
         Τ
                OK? (.) // ... [looks at S11 and S12]...
                 ...[Both are obviously nervous. S11 is shyly reading from the slips with a very soft voice, which is
151
         S11
                inaudible.]....
         S12
152
                .... [comes closer to listen to their reading and nods from time to time]...
         Τ
153
         S7
                 ...[To S11- S12]... Speak louder, please. //
154
                Say that again! \\ ...[raises her eyebrows to one student in the middle]...
         Τ
         S7
155
                Speak louder, please. //
```

```
156
        S11
                ... [a bit louder]... Afternoon (.) we visit (.)
158
        Τ
                 What day? (.) What day?
159
        S11
                Thursday
160
        Ss
                ... <laugh>...
161
        S11
                ...[turns round and hides her face shyly]...
162
                Thursday? // My (.)... ((...))... Monday (.) Tuesday (.) and Wednesday.
        Τ
163
        S11
                [listens to the T and starts over again] Thursday afternoon (.)
164
                Thursday again!!
165
        Ss
                ... <big laugh> ...
166
                 How about Monday (.) Tuesday (.) and Wednesday?
        Т
167
        S11
                ...[turns away with shyness]...Monday afternoon (.) we visit Washington square. Tuesday morning (.)
                we visit the World Trade Center to shopping. And Wednesday af (.) ... [looks at the T uncertainty] ...
                uh (.) at museum art (.)
168
        Τ
                Anything else? //
169
        S11
                No \\
170
                No? // You (.) you are going to present that again (.) You want to go shopping. (.) What do you like to
                buy there?
                           ... [says something inaudible] ...
171
        S11
                Coat? // Ok! clothes (.) Could you suggest us the brand name (.) Could you suggest us the brand
172
        Τ
                name you would like to buy at World Trade Center?
173
        S11
                ... ((...))...
                ... <laugh> ...
174
        Ss
175
        Τ
                Cheap or expensive? //
176
        Ss
                Cheap ...[in soft voice]...
177
        Τ
                Cheap or expensive? //
        Ss
178
                Cheap
179
        Τ
                You want to buy ... [inaudible] ... another brand name better. Thank you very much...[hand clapping]
```

T: Teacher speaks Ss: Students speak S1, S2 Student 1, Student 2 (.) Pause of less than one second[Italic] Additional notes / classroom atmosphere/ non-verbal communication	Transcription convention			
(Text) English translation (()) Inaudible/ unclear utterance // In a rising tone \\ In a low tone (f) Fortis (loud) enunciation Text! Calling for attention/ exclamation/ giving instruction Grey areas laughter	Ss: S1, S2 (.) [Italic] (Text) (()) // (f) Text!	Students speak Student 1, Student 2 Pause of less than one second Additional notes / classroom atmosphere/ non-verbal communication English translation Inaudible/ unclear utterance In a rising tone In a low tone Fortis (loud) enunciation Calling for attention/ exclamation/ giving instruction		

Following Extract 26 in Chapter 9 where the class is engaged in a relaxed atmosphere and big laughter, it can be observed here that the teacher spreads her attention to some quiet students, nominating them to participate. Noticeably, S10 and S11 lack confidence while reporting their work in front of the class. It can be observed that the teacher's nodding at #141 and her move towards S11 to get a better grasp of her talk at #152 are her encouragement and support, acted to increase the learners' sense of security and confidence in delivering their talk in public. Her consolation at #148

reveals her concerns about their worry of a French test to be had in the afternoon. It establishes empathy and promotes rapport and diffuses the tension of the situation.

#### 11.5.2 Learner culture

#### 11.5.2.1 Students' involvement

As demonstrated in Extracts 19, 20, 22, 26, and many others, the students' active involvement can be traced through their enthusiasm in participating in language tasks and activities. The motivational level and expectations for success of those tasks (the bingo game, the jigsaw-reading activity, pair-work) offer students behaviour movement and interaction which lessen the rigid rule of silent listening set by Thai social norms. More importantly, their involvement is not forced by routine elicitation from the teacher.

#### 11.5.5.2 Students' initiations and volunteering behaviours

Interesting aspects of the students' initiations and volunteering behaviours are significantly captured only in T1's lessons (see Extracts 19, 20, 21, #276, 290, at the production stage of her structural lesson, and at #80, 91 in her reading lesson). The explanation to this results from T1's expertise in organising language learning activities as well as creating a relaxed atmosphere. In addition, it could partly have resulted from the appropriate linguistic environment provided by the school, as described in the school background in 8.2.1.1. To some extent, the students are more exposed to the target language formally and informally than those students from public schools where native speakers of English are rare or not available. The students in T1's classroom are therefore more confident in volunteering information and interacting with her.

### 11.5.2.3 Some students' avoidance of participation

Despite the fact that the least reticent and most enthusiastic learners are found in T1's classes, significant features of students' avoidance of participation in classroom events are found in two extracts from her lessons.

As noted in Extract 23 in Chapter 8, #320, Cholada avoids answering S8 and the teacher's questions, but prefers to smile to fill the gap. This is considered a strategy to manage her feelings of anxiety, or to hide discomfort or embarrassment (Williams, 1992). This can be explained through her response 'yes' made to S7's question 'Have you ever been to Italy?' in #314. When further enquiry is made by S8 on the number of times she has been there, Cholada avoids answering by producing only a smile. Thais tend to reply to people by smiling, a way of not answering an uncomfortable question on particular situations. The interlocutor will then realize the discomfort and avoid asking the question again (Williams, 1992). In her effort to get her students more talkative, and to meet her pedagogical objectives, T1 relays the message by asking, 'She asked (.) how many times have you been to Italy?' Still, Cholada smiles without producing any response. Despite the typical smile indicating her avoidance, the teacher, attempting to sustain the conversation, breaks the social norms by inserting 'A lot?' (#321). Again, Cholada says 'No'. In her attempt to get Cholada involved in the topic, the teacher takes the only opportunity left open by producing the question 'How many times? (.) One?' To bring the interaction to an end, Cholada simply utters 'yes'.

Students' avoidance is also found in the reading lesson, in Extract 26, #103, where the teacher attempts to create student-student interaction at the post-reading stage. After the report from the second pair of volunteers, T1 offers the floor to the class in #102.

However, the proposed opportunity is abruptly and loudly turned down by some students. It can be interpreted that the teacher's invitation, in fact, threatens the students' *image* and their confidence since it predicates a future turn or act from their part during which they will have to formulate appropriate English questions and use them fluently and publicly.

In some cases, the students tend to avoid unplanned interaction if chances allow it. This seems to reflect features of Thai classroom discourse, exhibiting Thai learning culture, and the existence of the *face-saving* tradition.

### 11.6 Conclusion

Nevertheless, the findings in Part II show that T1 has fewer cultural constraints when incorporating CLT into her classroom practice. Taking individual differences and sensitive issues into account, she eases the learners' anxiety over image and dignity and maintains their identity in threatening situations. Through CLT activities, humour and polite strategies are employed to ease the barriers and lessen asymmetrical distribution of social power among the participants. Teacher talk reveals, on one hand, the temporary removal of power and authoritarian rule, and, on the other hand, the decrease in the cultural constraints in routine interaction. Favourable roles of active learners are also encouraged. T1's practice reflected her realization of socio-cultural constraints and her attempts in encouraging her students to cross cultural barriers.

#### 11.7 General conclusion

On the basis of the data analysed in the previous five chapters and in this chapter, it seems clear that, in the given social contexts, the student teachers T2, T3 and T4 tend

to opt for interactional practices that serve important social functions, but which do not facilitate learning. These three informants' practices maintain normative behaviours in producing pedagogical methods typical of traditional teaching and learning. The occurrence of routine pedagogical interaction reflects the social status of the teacher, as the 'giver', and the students, as the 'receivers', of knowledge. The teachers maintain an authoritarian role, less threatening for their infallible image. The lack of non-pedagogical conversations reflects the distant relationships between the teachers and their students.

The students, as the receivers, did not negotiate meaning but performed verbal exchanges following the expected norms of interaction within classroom discourse pattern, giving responses to the linguistic choices offered by the teachers, and executing instructions. The analyses come to the conclusion that the social values and traditional patterns of classroom communication reflect teacher-centredness and the teacher as a figure of authority, a situation which constrains the students' use of language during classroom learning. These three informants' techniques did not create the optimal conditions for students to interact in this kind of EFL context, and thus, have hindered CLT practice.

Unlike the three informants, T1's adaptability to different roles and occurrences of non-pedagogical conversation and humour lessened cultural barriers. Within the given social values, the figure of authority is removed. A relaxed atmosphere facilitates student negotiation of meaning and, thus, interaction. To some extent, the technique used by T1 creates the optimal conditions for CLT teaching methodology.

It can be concluded that, while the Thai national English curricula claim to be based on the theoretical premise of learner-centred instruction - that is, the teachers utilize and integrate the students' participation in order to tailor their lessons and activities to meet predetermined learner-oriented goals, the EFL Thai teachers, as demonstrated in this study, struggle in their attempts to implement this innovative methodology. Articulated through a shared cultural background, the teachers and students model their ways of communicating to the patterns of social interactions deemed appropriate within their own specific culture. The socio-cultural values sensitive to the teachers' authoritarian role, power, and image work as social constraints impeding the students' free-flow action in the classroom, and limit success in acquiring the English language for communicative purposes.

## **CHAPTER 12**

### DISCUSSION AND CONCLUSION

#### 12.1 Introduction

Research in this study has been conducted using the framework already reviewed. The findings highlight the differences in CLT implementation between, on the one hand, the three informants T2, T3 and T4, and T1 on the other hand. In this chapter, these findings are summarized and key issues are presented.

The purpose of this study was to investigate the classroom participants' actual behaviors in relation to language teaching methodology. Specifically, this research intended to find out answers to the following questions:

- 1) Do Thai teachers undergoing a re-training programme in language methodology show evidence of implementing the approach in their classroom practice?
- 2) What factors contribute to successful or unsuccessful implementation?

## 12.2 The research findings

With regard to the analytical framework reviewed in Chapter 5, as well as the pedagogical framework known and described as *input-practice-output production*, the findings and the discussion on the four informants are presented in 12.2.1 and 12.2.2 in response to research question one, while 12.2.3 is dedicated to research question two.

## 12.2.1 On the problems of CLT in practice

## 12.2.1.1 Failure of implementing communicative lessons

The findings revealed that, in the structural lessons, the teachers focused specifically on pronunciation, vocabulary (T2 and T4) and grammatical rules, concentrating on the presentation of the target forms (T2, T3 and T4). The students in all classes of these three informants lacked contextualized examples of new language items, which examples would have helped them define the rules being discussed and grasp their appropriate meanings and use. Language practice as promoted by these three teachers indicated insufficient input provision. During the lessons, they produced extensive teacher talk, something consistent with the teacher-centeredness the researcher observed in the classrooms. They maintained traditional language teaching methodology characterized by over-directed and teacher-dominated lessons, and learners' minimum participation. The underlying principles of the PPP paradigm or providing input-practice-output production, characterized by the transition from reception to production, or from learners' understanding to learners' doing, were not actuated. The students lacked the opportunities to explore grammar in context, and were not involved in discovering the three elements of form, meaning and use, despite the fact that these dimensions would enable them not only to produce accurate grammatical structures, but to use them to express appropriately different communicative meanings (Larsen-Freeman, 2000; Nunan, 2001). The current language teaching theory views as highly desirable a dual, simultaneous focus on form and accuracy as well as meaning and fluency (Seedhouse, 1997); the evidence revealed a lack of fluency among the students, an indicator of under-developed and under-promoted communicative competence.

With respect to the lessons relating to the other skills (T2's speaking, T3's reading, and T4's listening lessons), the findings reveal similar practices and results despite focusing on different skills. The teachers depended largely on texts from the course books. The instructional materials used in each lesson were adjusted and tailored to suit each teacher's teaching styles, which mostly facilitated explaining and eliciting.

### 12.2.1.2 Lack of communicative language activities

The language activities consisted mostly of materials which necessitated learning through repetition and accurate reproduction, where oral responses and minor slot-and-filler variations were required. The language activities and instructional materials in T2's speaking lesson, as well as exercises taken from the CLT-based packages in T3's reading and T4's structural and listening lessons, were found adapted in a way to suit the teachers' styles of classroom delivery. The exercises were clearly detailed word-by-word and supported by the teachers' feedback, all on the blackboard. There were no communicative language activities, such as pair-work, group work or roleplay, involving the students in L2 interaction. Thus, the lack of negotiation of meaning was prevalent.

### 12.2.1.3 Lack of opportunity for the students to use L2

In all lessons, question-answer formed the main pattern of classroom interaction. It was found that the three teachers did all or most of the work for their students who were therefore deprived of opportunities to practice or produce the target language. The students' involvement in producing L2, as could have been observed in self-selection, turn-taking, volunteering information, face-to-face conversation, or two-way communication, did not happen. This deficiency not only indicates that little

communication occurred, but also that the students were not using the language to learn ways to communicate.

## 12.2.1.4 Lack of an informal linguistic environment

It appeared that, among the three informants, language use delivered in English was only typical of formal instruction. In the classroom, the students lacked exposure to an informal linguistic environment (e.g. requests for help or clarification, casual talk, chitchat) within which linguistic discourses occur through natural exchanges (Krashen, 1997; Nunan, 2001; Rampton, 1999).

It can be concluded that these teachers constantly slipped back to the conventional format of rote learning, despite attempting to apply the innovative CLT approach in their teaching projects. The findings strongly confirmed that, despite being under a retraining programme in communicative language methodology, *communicative competence* was not promoted in T2, T3 and T4's classrooms. These teachers misinterpreted the very nature of CLT and did not implement this innovative approach in their classroom practice.

### 12.2.2 On the possibilities for CLT in practice in T1

## 12.2.2.1 An attempt at CLT practice

Within the framework of *input-practice-output production*, the findings revealed that T1 introduced new language items in context, allowing the students to explore the *form* of grammatical structures, their *meanings* and ways to *use* them. The students were then involved in discoursal contexts using the target forms, and practised them orally before being moved to the guided *practice* stage. They were also led into the

output production stage, producing the new language through whole-class activities set for participative interaction. Some of them took a further opportunity to use L2 by reporting their work. The findings revealed that the teacher gradually progressed from a form-focused activity at the presentation phase to a meaning-focused activity at the practice and production phases (Larsen-Freeman, 2000), in which the communicative values were made clear by the contexts, and linguistic and practice input provided.

Regarding her second lesson, the findings revealed that T1, who wanted to experiment on different ways of teaching reading skills, attempted the jigsaw-reading technique, an information-gap activity. The lesson covered the three phases of *pre-while-* and *post-reading* and integrated writing and speaking skills. The teacher was the *facilitator* at the pre-reading stage, where she introduced the activity, set the scene, managed the pairs, organized the procedures, and gradually left all the work to the students at the while- and post-reading stages. She directed again at the last stage to organize the students' report time, employing different strategies as well as playing various roles to promote the students' output production and classroom interaction. This indicates that T1 attempted to shift her technique from a teacher-centred to a more learner-centred delivery.

## **12.2.2.2** Use of communicative activities

The students' motivation and involvement were promoted by the communicative language activities. Also in the reading lesson, the students engaged in an information-gap activity which required information sharing, discussion, and negotiation with peers. Through these activities, the students were placed in social situations where they retrieved the language they had acquired to meet their

immediate needs. The classrooms were found dynamic as the students played active roles in different language activities.

## 12.2.2.3 Provision of L2 opportunities for the students

It appeared from the interactional evidence that, at a certain stage, the students made choral and individual responses to the teacher's prompts and cues. In certain circumstances, with scaffolded help from their teacher, they had opportunities to interact with the teacher and peers. The findings revealed that the students participated in the classroom events by taking initiatives such as asking the teacher, taking self-selected turns, and volunteering information to facilitate classroom interaction. The lesson conducted revealed the teacher's attempt in bringing the conversation on topics outside the classroom for the students to make use of the language they had acquired in class. This situation constitutes a powerful incentive for further learning (Candlin & Mercer, 2001). The evidence suggests that the students were given opportunities to develop different kinds of language skills.

# 12.2.2.4 Realization of the need for change

It could be argued that one of the most important contributions of this study as related to CLT involves helping teachers realize the need for self-adjustment and change. As already shown in the preceding chapters, T1 considered the need to adapt her former ways of teaching. Her reflection during the interviews and in her self-evaluation notes indicates analytical thinking, as she identified the problems that occurred in her lessons, for her to remedy in her next lesson. Teachers themselves are in the best position to examine their own teaching techniques (Richards & Lockhart, 1996), and the realization of this necessity of adaptation is the starting point for them to develop

their pedagogical knowledge, teaching techniques, and sensitivity to students' difficulties. It is also the starting point of teacher development: to want to learn about the current knowledge, skills, and attitudes, and to be willing to apply these in their classroom.

More importantly, it is argued here that professional growth is essentially made up of two kinds of knowledge, namely, 'received knowledge' and 'experiential knowledge' (Wallace, 1991). With her receptivity to innovative methodologies, coupled with her understanding of the different components and dimensions of teaching, T1 experimented on these two kinds of knowledge, and integrated theory into practice, as she demonstrated by her use of various language activities. Consequently, she internalised a more learner-centred teaching on the basis of sound CLT principles. Specifically, it could be argued that she took on different roles in certain situations and thus, demonstrated her ability to implement CLT (cf. Nunan & Lamb, 1996; Richards & Lockhart, 1996).

The findings attest the fact that T1 has the potential to develop her teaching practice based on CLT. She moved away from a teacher-centred to a more learner-centred view of pedagogy.

#### 12.2.3 On the aspects of social context and culture

## 12.2.3.1 Enactment of teacher's authority and power in T2, T3 and T4's lessons

The findings reveal that the three informants T2, T3 and T4 were firmly attached to their role as sources of authority and power. They presented themselves as *disseminators* of information and *controllers* of all student activities. In return,

students submitted to their authority and superiority. They complemented their teachers' roles by being passive listeners, reticent about participating in classroom events, and dependent on their teachers for information and direction. Within this frame of reference, the teacher role played itself through *safe talk* in which only discrete and manageable sets of statements prompted the students to react. In such practice, the students displayed little understanding of lessons and topics. They performed their social roles of obedient learners.

#### 12.2.3.2 Silent and submissive learners

Silent learning formed one of the most obvious behaviours found in all classrooms. The absence of questions and little contact with the teacher are not always an indication that the teacher clearly presented the lesson. They can also point to the respect students feel for the teacher, and signal a distance between the two statuses. There is evidence of students' submission to the teacher's power at critical events within the hierarchical system.

It is argued, here, that the students' reticence is complex and indecisive. It is perhaps true that the unequal distribution of talk is due to the asymmetrical distribution of social power and knowledge between teachers and students, evident in most educational institutions throughout the world (Chick & Hornberger, 2001). Firstly, however, it can be argued that the hierarchical system and the traditional forms of behaviour, where model students are expected to concentrate on studying by listening respectfully to the teacher, largely decrease the chances for students' interaction in the classroom. Secondly, the coercive forms of teacher's power and students' submission to power seem to represent psychological pressures originating from both parties

(Corson, 2001). The teacher maintaining her image impoverishes students' interaction and, consequently, their creative thinking. Yet again, the third factor for students' reticence is their own 'face-saving' distance resulting from a self-awareness of their lack of L2 competence. The fourth factor is politeness, one more factor related to the 'image' code of cultural behaviours. The fifth factor is 'humility', considered appropriate in a collectivist system deterring students from expressing themselves in public, so as not to outshine others.

# 12.2.4 On the resistance to change in T2, T3 and T4

The reasons for the three informants T2, T3 and T4's inability to change are complex. Up to this point, it can certainly be argued that, firstly and perhaps most importantly, their difficulty, or even resistance, to innovation stemmed from unfamiliarity with the new paradigm. Furthermore, for some teachers, images of teachers and teaching originate from their own memories and experiences as students. These include a repertoire of teaching strategies with which they felt comfortable when on the receiving end of it, as students, assumptions about how students learn based on their own learning styles and strategies and a bias toward certain types of instructional materials of which they came across as learners (Johnson, 1995). As a result, it can be argued that the teachers lacked insight into the underlying principles of CLT, and lacked knowledge and skills in developing and applying these new teaching techniques to their outdated classroom practice. In addition, in implementing innovation, both gains and losses for teachers are to be expected. Retraining and learning new skills, common factors of innovation, take time and effort. Both time and physical and mental efforts constitute huge losses for teachers (Kennedy & Kennedy, 1996). As innovation places a huge demand on them, the possibility of imposed change can constitute a *threat* to the teachers and their teaching culture. The three informants in this research may not have been able to accommodate too many changes at the same time, as the changes involved represented a major shift in beliefs and practices (Kennedy et al., 1999).

Yet again, it can also be argued that the transfer of retraining was unsuccessful. The student teachers were not adequately prepared for the fundamental changes in behaviour required by the innovative methodology. Insufficient attempt was made by the institute to convince these student teachers. Instead, a *coercive change* involving imposed top-down decision-making was adopted (Kennedy & Kennedy, 1996). The student teachers were, thus, forced to implement a methodology they were not certain of, despite the fact that they continued using time and energy after implementation to find a way to subvert the change. While engaging in innovation, it was possible that their belief would change in the process. It is also highly possible that they could not see the relevance of the innovation to their situation (Edwards, 1999).

However, the teachers' non-susceptibility or resistance to change could equally well be the consequence of the disjunction between the teachers' perceptions, derived from the social values and culture of the wider community, and the specific culture brought about by the innovation. However, this suggests that experience alone is insufficient for professional growth. Their practices here indicate misunderstanding, miscommunication, misinterpretation and misapplication of CLT principles.

### 12.2.5 T1's strategies in removing the authority figure and power

The findings reveal some basic strategies T1 employed in promoting communicative competence. Firstly, she involved her learners in social situations where they were required to communicate via the language activities. Secondly, she set up an egalitarian situation where participants took part in lessons equally. Thirdly, she enacted the role of 'fellow-conversationalist' to create a friendly relationship and ease the students' difficulties in negotiating with her. Fourthly, she used 'humorous talk' to create a positive and communicative climate. And lastly, in threatening situations, she offered psychological support, especially to the linguistically less competent students, so as to foster their confidence in using L2.

## 12.3 Implications of the study

# 12.3.1 Implications to this study: the context-oriented approach

While one of the widely accepted benefits of CLT is an emphasis on communication, its universal relevance is questioned. There have been debates on its pedagogical and cultural appropriateness. In the case of English language education as offered in Thailand, where the new methodology is totally alien nature, the impact of the innovation has its effect throughout the whole host ecology of culture, on one hand, and the compatibility of educational innovation, on the other (Holliday, 1996). Based on the findings in this study, I argue here that implementing the Western approach of language teaching, which is tailored to a specific context, needs to realize the culturally specific values of the construction of roles, relations, and identities between teachers and students. In this study, the findings revealed not only the teachers' misconception of CLT, but also their resistance to innovation. Within a different social context, the teachers' resistance was due to their unfamiliarity with Western

pedagogy, materials, and programme. Significantly, their difficulties reveal the conflicts between the cultural context of their language teaching techniques and the cultural context of the target language. The implication of the study suggests that the effective implementation of an innovative pedagogy lies not only in its intrinsic potential, but also in the appropriateness of its use.

It is widely accepted that language learners learn best in teaching and learning environments that are harmonious with their learning styles and expectations – something greatly influenced by culture. Based on the findings and on the realization of the need for different environmental contexts, my proposed alternative paradigm is a context-oriented approach, which is fundamentally an adaptation of the existing Communicative Approach. It focuses primarily on the integration of the cultural differences of the social contexts of the target language and of the language in which the teaching and learning take place. This approach enhances understanding by taking cross-culture-sensitive features into account. The teachers' experiences, which they built within specific contexts, reflect their needs. In accordance with numerous experts (Bax, 2004; Holliday, 1996; Kumaravadivelu, 2001), this study suggests that teachers first recognize problems with CLT implementation, realize the primacy of the contexts and of several factors in language learning and teaching, and consequently put forward an adaptation of the dominant CLT approach.

By the term 'context' used at a macro-level, I refer to a socio-cultural context defined by the social environment within which English language education is performed, and which is shaped by the wider society and its specific conditions, such as culture, social values, attitudes, beliefs, power structures, and various environmental factors (e.g. politics, economy, educational system), all of which, in turn, affect classroom practice; and at a micro-level, it is referred to the classroom context in which the language teaching and learning take place.

The context-oriented approach is proposed at two levels, the macro- and micro-levels, and on various aspects as follows.

# 12.3.1.1 The proposed context-oriented approach

# 12.3.1.1.1 Teaching philosophy

The context-oriented approach emphasizes the acknowledgement of the socio-cultural context as it affects ELT. It recognizes the teacher and the learners' respective identity and culture, as well as the context within which the language teaching and learning take place, in relation to their flexibility in dealing with the cultural differences. The importance of the language as a tool for communication is not denied. It is essential that the aim of foreign language learning be equated on the aspects of communicative competence and sociolinguistic competence, which are indicated by an ability to use the language appropriate for a given social context. The awareness of the cultural aspects of communication and language are focused on to promote the teachers and learners' ability in interpreting them at both national and individual levels. The language taught includes structures, functions, notions and situations. Teaching methods, materials and learning styles stem from and are specific to local and national contexts. As it is widely accepted that knowledge of the target socio-cultural conventions governing linguistic behaviour and underlying surface forms seems central to the acquisition of socio-linguistic awareness in L2 and that the sensitivity of the potential impact that socio-cultural mind frames have on ELT (Holliday, 1996; Rubdy, 2000; Yu, 2006, citing Sifianou, 1992), the EFL teacher, through a systematic teaching of socio-pragmatic and pragma-linguistic knowledge, can help learners express themselves more appropriately and prevent them from unintentionally causing offense or misunderstanding.

#### 12.3.1.2 Socio-cultural awareness

It is widely accepted that it is impossible to teach English without teaching its culture as language and context are interlinked, and as context is the medium in which language and culture interact (cf. Byram, 1991; Kramsch, 1993; Valdes, 1986). In implementing the proposed approach, firstly and most importantly, the awareness of cultural differences should be raised. Despite the debates around which culture should be introduced, L1 or L2, I argue that these difficulties do not mean that the culture of the target language should be ignored or left to unconscious processes. It is essential that Thai learners, who tend to struggle between their meaning of a message and the one of native speakers, realize the presence of cultural differences and the possible ensuing conflicts. More importantly, it is emphasised that making learners aware of the target language norms does not imply the necessity to agree with them. Rather, this gives learners the opportunity for cross-cultural understanding. It also allows them to express both their understanding of the Thai culture and L2 culture. Instead of ignoring the individual and creating cultural stereotypes, such a view of language and language teaching should generate more diversity within the international use of English. In attempting to implement the proposed approach, considerations at the mentioned two levels are to be taken into account and they are proposed as follows.

#### At the macro-level:

- It is necessary that the Ministry of Education, educational institutes, and EFL teachers investigate their specific needs and consider how the curriculum could be improved and refined to suit local needs. Considerations and suggestions can be made as to how the cultural constraints can be overcome and how the teaching of cultural awareness can be approached in a systematic way as applied to the Thai environment.
- Curriculum developers, material and textbook writers, and those involved in making decisions on teaching and learning methodology should consider more essential features of communication in the target language.
- Materials including cross-cultural interaction, negotiation procedures, and broader contexts at the discourse level should be included.
- Materials should encourage learners to reflect on comparisons between cultures and to form their own perspective on them, through materials drawn from English cultures, cross-cultural materials involving outsiders' observations on English culture, and locally produced (Thai) English materials (Baker, 2003).
- As communication in any L2 takes place in a 'third place', it is necessary
  that within Thailand teacher training courses, materials and course content
  reflect such uses of English.
- As the majority of non-native speaking teachers of English are themselves far from being communicatively competent in the language, it is important that EFL teachers, who teach the rules of speaking, learn more about the cultures of the target language or about English-speaking countries, be given more overseas training opportunities to broaden their cultural

horizons, and get exposed to cultures different from their own. This would help promote an understanding of cultural differences and foster effective communication.

- Comprehensive courses on cultural awareness, significant socio-cultural issues affecting second language teaching and learning, and the role of classroom activities should be provided for pre- and in-service EFL teachers.
- All curriculum concerns, project possibilities, and decisions are mediated through the teachers' knowledge of the context as formed in their particular classrooms, the EFL programmes within their schools, their school community, national policy, parents and students' needs, etc. The knowledge of these contextual factors shape the way the teachers interpret the various pieces of the curriculum, which interpretation enables them to evaluate how these contexts affect their work and what functions they serve, and link them to classroom practice.
- The course should provide a very detailed guideline on how to choose appropriate textbooks that will facilitate intercultural communication teaching and learning. It is necessary that EFL teachers be trained to identify instructional principles in order to select the relevant supporting materials.
- At the same time, it is recognized that principles derived entirely from research and theory might not always blend well with the school teaching and learning culture. Here, situation analysis is needed to identify the constraining factors that might hinder the application of theory-driven principles (Richards, 2005).

#### At the micro-level:

- The teacher may integrate into the local culture the new elements introduced by the course or the project, since the aim is to produce knowledge which can be adopted by local participants.
- A realization of the different cultural contexts can be promoted through comparative analyses of the target culture and the local culture. The well-trained teacher, consulting diverse resources, can introduce students to selected primary sources (e.g. movies, novels, articles) and encourage their comparative study of L1 and L2 culture (e.g. English-speaking cultures, people and their cultural behaviours, patterns of communication, values and attitudes). Learners are provided with proper information, attitudes, and post-contact explanations in conducting intercultural communication in order to raise their interest in the target culture.
- Learners are provided with a specific course or a comprehensive choice of extra-curricular activities on the target language or English-speaking cultures. At the same time, it must be recognized that any set of working principles so derived must be compatible with the local context.
- The course should provide a very detailed guideline on how to choose appropriate textbooks that will facilitate intercultural communication teaching and learning.

#### 12.3.1. 3 Content

 The teachers, as cultural mediators, incorporate in their teaching many cross-cultural pragmatic analyses in order to address their learners' possible communicative problems (Canale & Swain, 1980) and consider providing the learners with a concrete example of cross-cultural miscommunication in the classroom.

- To develop the learners' *communicative competence* and *socio-linguistic competence* of the target language, teachers should be knowledgeable of not only what linguistic forms native speakers use to express themselves, but also of the proper use of these forms, which is the language use or the knowledge about communicative norms, values, and presuppositions of one's own and the target culture.
- Instructions include formulaic expressions, non-verbal communication,
   para-linguistic features, and differences in communication style, all of which aid the appropriate interaction.
- Despite declarations to the contrary, cultural imperialism is unfortunately still alive and well in many western attitudes to the East. It is time for West to meet East and East to meet West on equal terms. Such an approach could bring surprising results to both.
- It is important that the teachers examine classroom texts and teacher's manuals to identify the assumptions about language and language learning underlying these materials and the manner these assumptions lead to particular decisions about culturally sensitive issues, syllabuses and exercise types.
- The use of selected authentic texts<sup>13</sup> can be integrated in teaching reading and speaking skills. The way the language is used in non-pedagogic natural communication promotes the learners to respond with appropriate behaviours. For the reading skill, it requires the readers to adopt the

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<sup>&</sup>lt;sup>13</sup> A text that was created to fulfill some social purpose in the language community in which it was produced (Little & Singleton, 1988, cited in Kramsch, 1993:177)

communicative reading strategies of native speakers (e.g. getting clues from the context, recognizing authorial intention and acting upon it), and for the speaking skill, it requires spoken exchanges which are socially appropriate to the setting (Kramsch, 1993).

- To promote the learners' communicative competence and sociolinguistic competence, the well-equipped teachers can introduce some selected informal conversations where the purpose of communication is not to convey information, but to maintain social relationships. This type of competence in effect requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance (Savignon, 1983).
- It is important that EFL teachers integrate the cultural dimension of the language in the materials they use in class (e.g. coursebooks, authentic texts) by providing background information to the materials and getting the students to explore the cultural implications of, for example, metaphors.

## 12.3.1.4 Language activities

• To overcome the cultural barriers, social values, and norms for appropriate classroom behaviours, the teachers can arrange and engage the learners in different kinds of language activities such as *cooperative learning*, *pair work*, *group work*, *simulations*, *role plays*, *games*, *problem-solving*, *open-ended discussion*, and so on. Such activities not only enhance opportunities

for the use of the target language in communication and neutralize the conflicts by allowing equal contributions and directing exchange, but they also increase the students talk in L2 while they themselves draw on their linguistic resources in a non-threatening situation (cf. Pica & Doughty, 1987; Richards, 1996; Tsui, 1995). More importantly, activities of this sort change the learning environment and create a less hierarchically and socially restrictive atmosphere and less unequal relationships between the participants. They also alleviate the learners' feeling of being alienated in the process of learning a second language and its culture alongside their culture (Crockall & Landlis, 1992; Ellis & Sinclair, 1989; Fernandes et al., 1990).

- In providing the communicative language activities mentioned above, it is important that EFL teachers select or even create the appropriate contexts and conditions to be used in a diverse range of situations. These conditions should support culturally appropriate means for the students to communicate with L2 language data learned in the classroom, instead of each other in L1.
- The teacher should plan learning based more on activities and less on teaching activities. It is necessary to provide the learners with a variety of learning tasks focusing on different linguistic and communicative language points.
- The role of teaching materials varies. In one specific setting, the teachers might employ authentic materials selected from the media, and in other situations the teachers might use well-designed sets of materials. In both

settings, the students are expected to acquire the language forms, meanings, functions, and social contexts.

## 12.3.1.5 Teachers and students' roles

#### At a macro-level:

- Awareness of the need for a change in the teachers and learners' roles can be raised at the teacher training course; the teachers should possess a flexibility of role that allows them to act as *facilitators and cultural mediators*, and recognize the learners as *active participants*.
- As facilitators in the language classroom who manage the classroom
  activities, the teachers can also create a climate conducive to language
  learning (Richards, 2005), and as cultural mediators, promote cultural
  differences and flexible mindsets among learners.
- It is necessary that EFL teachers plan learning based more on learner-centred activities and on fewer teaching activities. Fundamentally, this focus changes the nature of the interaction of talk. Once teachers step out of the role of *lecturer* and into the role of *facilitator*, more genuine help can be given to individuals and groups who need it.
- perform, to analyse and discuss their multiple functions, and to consider the appropriateness of these different roles, workshops and seminars on teacher and learners' roles can be held for the teachers. Using videos and tasks on teachers and learners' roles, the participants can individually record and trace the changes of roles which occur in the classroom events.

#### At a micro-level:

- It is necessary that the teachers disregard their *authoritarian role* so as to reduce anxiety or inhibition in the foreign language classroom. The teachers can create an ideal classroom atmosphere by employing techniques such as making non-academic conversations, casual talk or humorous talk, all of which generate close relationships with the learners and a breakdown of cultural blocks
- To get the students cross over the cultural restrictions and rule-conflicts, the teachers can breakdown the cultural blocks by creating the contexts and appropriate conditions for learners to use the target language through communicative language activities and can also neutralize these conflicts by allowing equal contributions and directing exchanges. The students are encouraged to play the role of *joint negotiators* within group and classroom activities.
- Another crucial role to play is helping the learners to become autonomous and make them realize that they, too, must take responsibility for their learning. One way in which this can be done is for the teacher to create an environment in which responsibility is shared.
- Learners are expected to take *active roles* in their own learning and the role of *joint negotiator* and/or *equal interlocutor* in language activities and communicative events, typically in small groups. Such roles increase the learner's learning and amount of talk.

## 12.3.2 Teacher education and teacher development

One may also ask questions pertaining to the kind of factors involved in the change in the teacher training course. These questions can be expanded into four issues: firstly, whether or not teacher training is successful; secondly, whether or not a teacher's personality and individual qualities are factors obstructing change, as previously discussed, something exemplified by T1 who insightfully realized her necessity to adapt and so adjusted her technique, while the other informants did not; thirdly, whether or not a clear awareness of the importance of implementing CLT has been raised into the student teachers' mind; and fourthly, whether or not the decision to implement CLT is a top-down decree, imposed by authority and forced on the teachers.

The findings revealed in this study are being discussed below and the implications to these areas will be proposed in 12.3.2.5.

### 12.3.2.1 Reflective teaching

Throughout the course at the institute, while *reflective teaching* was encouraged, and opportunities for it provided in the form of a diary or self-evaluation notes, seminars, and discussions, the findings gathered from the informants' notes - especially from T2, T3 and T4's - do not reveal much of their criticism of their own practice. Mostly, the informants expressed their satisfaction with their lessons, with little critique of their own performance. Paradoxically, from the three informants' inability to adapt, it may be concluded that the *reflective approach* provided by the institute is not sufficient for some participants to realize the necessity for change. In other words, it

may not have been appropriately practised as claimed. Interestingly, T1, however, revealed different results, which will be discussed in 12.3.2.4.

## 12.3.2.2 The student teachers' role

It could also be argued that the student teachers are not adequately prepared for the radical changes in behaviour required by innovative methodology, especially the integration of the target culture into the CLT practice. This is due to the fact that both the course instructors and student teachers are alien to the target culture. They both maintain their own cultural beliefs concerning teaching and learning. While it is desirable that learners should be active in their classroom, the researcher argues that most student teachers appear to be passive practitioners (despite the fact that they are also required to be active in their classrooms) and dependent on the course instructors, who, in their delivery, also remain teacher-centred, enacting the role of traditional knowledge providers, rather than attempting novel teaching strategies. In addition to the reasons discussed in 12.2.4, another possible reason for the lack of changes in the three informants' teaching technique involves their being less self-reflective in the course, at seminars and at the practicum. They shared little of their teaching problems and experience with peers and supervisors. In other words, they themselves were passive recipients. As a result, they gain little insights through reflective practice. In contrast, however, T1 demonstrated different results, which will be discussed in 12.3.2.4.

## 12.3.2.3 Diversity of backgrounds, contexts, and attitudes

It could also be argued that the different backgrounds and the environment within the three informants' institutions (including the less linguistically competent students, especially in T2 and T3's classes, the fellow teachers in the same course, the school policy and administration, the syllabus, the school resources) have constrained their practices. It should be noted that one informant, T2, had a different educational background, while T4 expressed, at the interview, an unfavourable opinion towards conducting CLT. T2's academic background and T4's unappreciative opinion may explain their practices. They may have had tacit beliefs about teaching and learning language that emerge from complex social and individual influences. The informants therefore paid special attention to certain areas of teaching. As pointed out by Freeman & Richards (1996), teachers' previous learning, knowledge, and belief about teaching serve as a powerful determinant of teachers' perceptions and practices, and these are often resistant to changes. The strength of conventions obliges them to continue behaving the way they always do.

### 12.3.2.4 The teacher development: T1

# **12.3.2.4.1** Motivation and positive attitude

Intrinsic motivation is one of the most essential factors in teacher development. It appeared that T1's experience of struggling with English while studying at high school in a neighbouring country was a great encouragement of her study of English at college level. After her graduation, as previously mentioned in 8.2.1.2, T1 took a temporary job as an EFL teacher at the present school as she was awaiting for a well-paid job. Interestingly, she discovered her preference for the teaching career after her students' success and the parents' appreciation of her teaching. T1 felt that she had achieved her goal.

It is an axiom of most motivational theories that motivation is strongest when the urge to engage in a behaviour arises from within rather than from outside pressures (Harmer, 2001), as this sets personal meaningful goals and enables people to change. Evidently, at the interviews T1 confirmed her determination to make teaching her career and to change her teaching style (as previously discussed in 12.2.2.4) an oftenseen move confirmed by various experts (Farrell, 1998; Pennington, 1995; Richards & Lockhart, 1996) who state that teacher change and development requires an awareness of a need to change. And this awareness for change can be brought about by *reflection*, a key component of teacher development as will be mentioned below.

### 12.3.2.4.2 Reflective teacher

In terms of teacher growth, it is evident that T1, before attending the MA course, had participated in some workshops and seminars held by various institutes and made a school visit to England. At the seminars of the institute, she engaged in the discussion on the success and failure of the lessons, the problems encountered, the students' reactions, and the points to be improved in the future. It appeared that, through the process, she became internalized and more aware of the complex issues involved in language teaching by sharing what she experienced with other participants. Richards & Farrell (2005: 24) pointed out that seminars and workshops, in countries where English education is provided, are directed towards the collaborative exploration and resolution of problems. They can be the most powerful and effective forms of teacher-development activity as they provide teachers with input from experts, offer practical classroom applications, support innovations, develop collegiality, and most importantly, raise teachers' motivation. Teachers can share problems and concerns

with colleagues or other teachers from different schools. The activities T1 engaged in therefore arouse her enthusiasm for teaching.

It could be argued that this teacher, as a positive and active learner in the field, received her knowledge and developed her craft through her reflection over educational theories acquired from the teacher training courses, her own reading, her past teaching experience and at the practicum, through her sharing at seminars, her journals, and her understanding of the principles and values underlying the teaching profession.

In conclusion, the teacher personal development in this study can be comprised of the subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials, and career advancement (Richards & Farrell, 2005).

# 12.3.2.5 The proposed action research

In view of the student teachers' resistance, this research would encourage an exploration of the teachers' particular problems in practice, and, therefore, propose an *action research* or *self-reflective enquiry* to be undertaken by the participants – as teacher-researchers in their own classroom and social situations.

Action research refers to teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practices (Kemmis & McTaggart, 1988, cited in Richards & Lockhart, 1996). Action research typically involves small-scale investigative projects in the teachers' own classroom, consisting of a number of phases which often

recur in cycles, namely *planning*, *action*, *observation* and *reflection*. In favour of classroom ethnography, this researcher proposes the investigation of particular problems in the individual teachers' classroom in order to understand and, perhaps, to solve some concrete problems of their own. As Kemmis & McTaggart (1988) point out, through action research, teachers can improve the rationality and justification of their own social or educational practices, and the situations in which these practices are carried out. It is crucial that the process of exploring teaching help achieve a better understanding of the problems in ELT, and also lead to a richer conceptualization of the teaching and learning processes. Through exploring classroom processes and the nature of teaching in class, the teachers develop their skills in second language teaching, and consequently, and more importantly, bring about changes in their own practice.

Moreover, the implication of this study also extends into suggesting a further investigation of the teacher trainers in the courses provided at the institute. Paradoxically, not only have the student teachers continued practising traditional roles, but the training course instructors themselves may also have succumbed to the culturally-laden process of transferring innovative methodologies. While action research is usually proposed for the student teachers to investigate their own problematic of teaching, this self-observation technique is also relevant to course instructors, especially on crucial issues related to the role of the teacher trainers in transferring innovation, and in practising the reflective approach in the delivery of the program, related to the agenda or crucial issues obtained at the reflective teaching seminars, and related to the reflections being descriptive or critical, and so on.

# 12.3.2.6 The proposed investigations at teacher training level

The investigations are proposed at two levels as follows.

### At the institute level:

- emphasize the weak areas of the reflective approach, for example, by introducing different techniques to the investigation of classroom delivery (e.g. conducting lesson reports, action research) or by encouraging the investigation of the teachers' beliefs (e.g. attitude towards teaching and learning, or teacher roles reflecting a teaching approach or method). These courses lend weight to the training process itself, which may be insufficiently organized.
- learning means memorizing grammar and vocabulary might spend most of their teaching time on these activities. It is contended that EFL teachers who believe this might request that their future students spend most of their time on these activities (Peacock, 2001.) Thus, course instructors or EFL teacher trainers should try to eliminate any detrimental beliefs in their teacher students or trainees before they start the course. This practice might change the teachers' belief during the course.
- An investigation of roles raises and addresses issues related to both classroom behaviours and the underlying value systems and attitudes held by individuals and groups that support them. This can reveal the more accessible level of other influences on the teacher-learner relationship such

- as the learning tasks mediated, the nature of the language data being worked upon, and the physical organization of that setting (Wright, 1990).
- Teaching projects and discussion, and brainstorming by graduate students and instructors would help them turn their weaknesses into strengths. All these could help the teacher students to *redefine* the principles of innovation and research findings in their own terms, and modify, tailor, or perhaps ignore, some of the new techniques, to meet their needs in their own classes.

# At the in-service teacher training level:

- Projects should be arranged to encourage EFL teachers to capture the intricacies of the social and psychological processes of the classroom which help the teachers identify the reality of the classroom and its relevance.
- The awareness of the intercultural communicative differences should be raised and the teaching of culture should be integrated into normal English lessons and be an overt part of the lesson.
- To promote the teacher's knowledge of the layers of contexts, the teacher training programme needs to incorporate community wishes, social environments and their constraints, and needs to be aware of the influences of the different social contexts at play.

Lastly, despite the fact that the following proposition is beyond the scope of this study, I would like to argue that CLT implementation in Thai schools will be hindered if the MOE's systems of evaluation and the national university entrance examinations

remain unchanged, testing only such linguistic abilities as vocabulary retention, understanding of grammar rules, and reading comprehension, without evaluating aural and oral abilities. Hence, the backwash effect of such limitations will uphold a situation in which learners' communicative competence is ignored. The only changes appear to be the new centralized 2001 English curricula to be carried out in the near future, which requires that EFL teachers implement educational innovations and elaborate accounts of change within the framework of the national curriculum framework and local needs. The teachers however are left to their own practice, most of which remains the same.

## 12.4 Limitations of the study

As evidenced by the preceding chapters, the number of post-graduate students participating in the training course is always minimal. The data collected from the four informants who volunteered for this study is thus also limited. In addition, the six-week teaching project the informants engaged in, as well as the home schools' calendars, restricted the school visits and classroom observations. The collected data, therefore, does not amount to sufficient information to posit general statements on the overall practice of Thai teachers.

Additionally, and more importantly, it is obvious that all the lessons observed for this study were conducted in English as required by the course at the institute. In reality, in most of Thai schools, English courses are mainly conducted in the mother tongue. The collected data therefore reflected this situation.

## 12.5 Recommendations for further study

This study has revealed other areas of investigation which could be taken up in future research. A similar descriptive study of classroom interaction could be conducted as follows:

- a) The teacher initiates classroom investigation through a classroom action research: The teacher could, firstly, select an issue to be examined in detail (e.g. the teacher's lengthy explanations), then select a suitable procedure for collecting information about the topic (e.g. videotaping), analyze the information collected, and decide what changes are necessary. The teacher could, therefore, develop an action plan to bring about change in classroom behaviour (e.g. use different eliciting techniques to promote students' interaction), observe the effects of the action plan (e.g. by recording lessons and analyzing the teacher's behaviours), reflect on its significance, and lastly, initiate a second cycle of action, if necessary.
- b) A study of behavioral changes in teaching: This research would yield valuable information on teacher development among post-graduate student teachers. Through classroom observation combined with other research techniques, experienced student teachers may conduct a study exploring their own teaching behaviours before the course and during the practicum or teaching project. The student teachers could collect the information with a video cam and then analyze their tacit behaviours in need of change. Such a study could bring insights into crucial features required by innovative methodologies.
- c) A study for change and development: Much can be learned about teaching through self-inquiry since teachers themselves are in the best position to

examine their own techniques. They are encouraged to collect information about their delivery style, either individually or through collaboration with a colleague, making decisions about their teaching, deciding if initiatives need be taken, and selecting which strategies to implement.

- d) A study of the practice of the input-practice-output production model: At the teaching practicum or the teaching project, student teachers could conduct research on the practice of the PPP or pre-while-post paradigm, analysing what aspects each phase could cover and in which manner. This could bring significant input provided by the teacher and output produced by the students.
- e) A study of teacher talk: Transcripts of classroom interaction could be investigated for types of teacher talk, such as questions, instructions or explanations that construct or obstruct students' interaction. This could offer the teacher insights in delivering teacher talk and in encouraging students to produce their own language.
- f) A study of student talk: Transcripts of classroom interaction could be studied for students' initiatives in the classroom. This could yield information on the frequency of opportunities offered to the students to use L2 in communication.
- g) A study of communicative activities: Teachers could study a collection of communicative activities used in classroom interaction. This may enable the teachers to relate communicative functions to social contexts needed in communication.

h) The next stage in the teacher development process may be to take learner behaviour as its focus and, through an analysis of the social values of learning and the expected roles of learners, guide it towards a more contemporary model of classroom interaction.

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## **APPENDICES**

# APPENDIX A

## TRANSCRIPTS OF ALL LESSONS OBSERVED

## I. Transcripts of four structural lessons

## 1. STUDENT TEACHER 1: T1's structural lesson (T1-ST)

Turn		
1	T	I would like to use the pictures on the computer to show everyone because I (.) ah (.) I would show you about my travelling. Do you like travelling?
2	Ss	Yes.
3	T	I (.) do. So I'll show you places which I went last year. Could you (.) somebody help me to turn off the light, please? [The light is switched off. The teacher presents the first picture of the sunflower plantation on the screen]OK (.)Look at this! Do you know this place?
4	Ss	Yes (f)
5 6 7 8 9	T Ss T Ss T	What do you call this place? Sunflowers (f) I mean the place. What do you call this place? Sunflowers (f) The place (.) the place (.) Garden? Somebody says 'garden'? [looks at the student in the front row to the left]I have been there twice. I have been there twice. It's called 'Thoong Thaantawan'[the well-known sunflower plantation in Lopburi] Do you know that?
10	Ss	Yes (f)
11	T	Where is it?
12	Ss	Lopburi (f)[a province in Thailand]
13	Т	Lopburi \\ Have you ever been there?
14	Ss	Yes. No.
		Yes. No [mixed answers]
15	T	Somebody says 'yes', somebody says 'no'. OK, <u>I have been there twice</u> . I went there last month. It's very beautiful [presents the second picture of the Long-necked Karens, the tribal people from Burma living by the boarder of Thailand.] What's that?
16	Ss	Mae Hongson[a province to the North]
17	T	Look at the people who sit on the row. What do you call that?
18	Ss	กะเหรี่ยง (f) / karieŋ / (Karens)
19	Τ	'karien' // Only 'karien' // Look at their necks.
20	Ss	กะเหรี่ยงคอยาว karìen kh :ya:w (The long-necked Karens)
21	T	กะเหรี่ยงคอยาว \\ karien kh : ya:w/กะเหรี่ยงคอยาว \\ karien kh yaaw (.)The long necked karens. I have seen them at Mae Hongson. Have you ever seen them?
22	Ss	Yes No Freiding
23	Т	No[mixing]
23 24	Ss	Somebody says 'yes', somebody says 'no'. OK good \\ [clicks 3 <sup>rd</sup> picture]What's that?
2 <del>4</del> 25	T	ตลาดน้ำ (f) / tàlàat náam/ Floating market (f)
26	Ss	Floating market, floating market. In Thai you say (.)
27	T	ตลาดน้ำ (f) / tàlàat náam/
	Ss	ตลาดน้ำ (.) floating market. <u>I have been there many times</u> . <u>Have you ever been there?</u> No.
28 29	T	No? // You stay in Bangkok near (.) ah (.) floating market, but you have never been there. (.) Here next![presents the fourth picture]What's that?
30	Ss	Doy Suthep (f)[a temple in Chiang Mai]
31	T	Doy Suthep \\ Where is it?
32	Ss	Chiangma [a province to the north of Thailand]
33	T	In? // (.)
34	Ss	Chiangmai (f)
35	Т	In Chiangmai, in Chiangmai \\ Have you ever been there?
36	Ss	Yes no[mixed answers]
37	T	Yes \\ (.) somebody says 'yes', somebody says 'no'. Natha (.) [looks around for the student called Natha.] (.) Where are you Natha? Have you ever been there?
38	NT	No.

```
39
         Т
                 No? // Would you like to go there?
40
         NT
                 Yes, I (.) um (.) I would like (.) I would like to go there.
41
         Τ
                 Ah (.) Orn (.) Oracha ... [reads out the name from the name list. Oracha puts her hand up to answer
                 her calling]...Have you ever been there?
42
         NT
43
         Τ
                 How many times have you ever been there?
44
         NT
                 One.
45
         Τ
                 Just once. Do you like it?
46
         NT
47
                  ...[presents the 5th picture on the screen.]...Yes, OK (.) and next (.) what's that?
         Т
48
         Ss
                 Waterfall
49
                 Waterfall (.) What is the name of the waterfall? What is the name of this waterfall?
                 ((...)) ... [shouting overlapping the teacher's voice]...
50
         Ss
51
         Τ
                 Some say Sarikaa... [a waterfall] ... or Wang Ta Krai ... [a resort ]... In Chiang Mai, Mae Yah Waterfall
                 \\Have you ever been there?
52
         Ss
                 ...[ looks at the student name list and selects one]... Uhh (.) Wariya (.) Wariya (.) Have you been there?
53
54
         WY
                 No.
55
                 Would you like to go there?
         Т
56
         WY
                 ... [nods]...
57
                 Good, very interesting place....[presents the 6<sup>th</sup> picture.]...And this one (.) very famous place.
         Τ
58
         Ss
                  เขื่อน (f).../khùan/- [dam]... เขื่อน (f) .../khùan//- [dam]... ... <laugh>....
59
         Т
                  Khùan? // ...[dam?]...
60
         Ss
                  ...<laughter>...
61
         Т
                 What do you say 'khùan' in English?
62
         Ss
                 Dam (f)
63
                 Good! what is the name of this dam? \\
         Τ
64
         Ss
                  khùan Phumiphon (f)
65
                  No, not khùan Phumiphon
         Τ
66
         Ss
                 pàa sàk chonlasìit
67
         Т
                  pàa sàk chonlasiit \\ Good! Have you ever been there? // ...[points to the student sitting in the middle]...
68
         Ss
                  No (.) ...<laughter>...
                 No \\ OK, I have never been there. (.) I have never been there (.) but I'd like to go there and (.) Saithip (.)
69
         Τ
                 Saithip (.) Where are you? Have you ever been there? //
70
         ST
71
                 Yes (.) How many times have you been there? \\
72
         ST
                 One
73
         Т
                 Only one \\ Do you like it? //
74
         ST
                   ...[quiet] ...
75
         Τ
                 Is it beautiful? //
76
         S
                 Yes (.) yes (.)
77
         Т
                 Yes \\ yes \\ you say only yes \\ (.) yes \\ (.) yes \\ (.)
78
         Ss
79
         Τ
                 everybody knows the place. (.) Where is that?
80
         Ss
                 Baang Pa In (f)... [The Summer Palace]...
81
                  Baang Pa In \\ (.) Where is it?
         Т
82
         Ss
                  Ayudhaya province (.)
83
                 OK, Ayudhaya (.)... I have been there many times. Umm (.) ... [looks at the name list]... Pijitpan (.) Pijitpan
         Τ
                 (.) Have you ever been there?
84
         PP
                 Yes \\
85
                 How many times have you been there? \\
         PΡ
86
                  Only one \\
87
         Т
                 Only? //
88
         PP
89
                 Only one (.)OK \\ (.) If you had a chance to go there, would you like to go? //
         Т
         PΡ
90
91
                 Yes, OK \\ (.) How (.) how did you go there?
         Τ
         PP
92
93
         Т
                 By car \\ (2) And, (.) next place (.) the famous place as well. ...[clicks the new picture]...
94
         Ss
                  /phrâ thîi nân wîmaam měk/ (f) ... [The Wimarnmek Teakwood Mansion]...
95
                  phrâ thîi nân (.) ...[waits for the students to complete the palace's name]...
96
         Ss
                 / wîmaam měk/ ...
97
         Τ
                 Where is it?
98
         Ss
                  /krunthêp/ (f)... [the Thai term for 'Bangkok' used in Thailand]...
99
         Т
                  In? //
```

```
100
         Ss
                  In Bangkok ...[laugh]...
101
         Τ
                  In Bangkok. \\ (.) Yes \\ (.) in English \\ (.) it's the same. \\ Is it beautiful?//
         Ss
102
103
         Τ
                  I like it. \\ (.) I have been there many times. ... [looks for a name in the namelist]...(3) Uhh \\ (.) Kornthong
                  (f) Have you ever been there?
         K
104
105
         Τ
                  Would you like to go there? //
         Κ
106
107
         Τ
                  It's a very interesting place. (.) ... [To another student]... Nathida (f) Have you ever been there? ... [points to
                  the picture]...
108
         Ss
                  ... <laughter>...
109
                  Natthida (.) Natthida (.) Your name is Natthida?
110
         Ν
111
         Τ
                  Have you ever been there? (.) No (.) No? // (.) Would you like to go there? //
112
         Ν
                  Yes, and (.) Cholada (f) Have you ever been there?
113
         Т
114
         Ch
115
                  No (.) wow! (.) I think this place is very interesting place. Students should go there. There are a lot of
                  interesting things in there Pra Thinang Wimarnmek... [The Wimarnmek Teakwood Mansion]...Now! (.)...
                  [searches for the pictures by clicking back and selects to present the third one]... (13) ... ur (.) I'd like you to
                  (.) do you know (.) ask about this place (.) how many times have you been there or how (.) which place(.) I
                  have never been there. Ask me the question that I asked you...[points at the picture and nods to get the
                  students to make a question1 ...
116
         Ss
                  Have you ever been there? (f)
117
                  Have you ever been there? Could you say the name of the place?
118
         Ss
                  ... [in chorus]... Have you ever been to Doy Suthep? (f)
                  Yes, I have. \\
119
         Τ
120
         Ss
                  How many times? (f)
                  How many times? //(.) Could you ask me a complete sentence?
121
         Τ
122
         Ss
                  How many times have you been there? (f)
123
         Τ
                  How many times have you (.) //
124
         Ss
                  been there? (f)
125
         Τ
                  been there! (.) OK. Ah (.) twice! I heard somebody say I have gone there. You can hear that I didn't say I
                  have gone there. Because if you say 'I haven gone there.' It means that you are still there. And you have not
                  come back yet. OK? But I use 'I have been there.' It means that I have gone and come back. OK? // (2)
                  ...[clicks the mouse for another picture and makes a gesture to the students to ask her some
                  questions.]...Ask me (.) whatever you would like to know?
126
         S1
                  What is it? \\
                  ...[looks confused] ... What is it? //
127
         Т
128
         Ss
                  ... <laugh>...
129
         Τ
                  Oh! You asked what is it? It's Mae Yah Waterfall.
130
         Ss
                  Have you ever been there? (f)
131
         Τ
                  Have you (.) //
132
         Ss
                  Have you ever been there? (f)
133
         Т
                  Have you ever been there? Yes, I have. \\
134
         Ss
                  How many times have you been there?
135
         Τ
                  How many? (.) // ...[raises her eyebrows]...
136
         Ss
                  times have you been there? (f)
137
                  OK! I've been there once, just once (.) Next place... (5) ...[clicks the mouse for the picture of the
                  dam.]...Ask me the question. \\ ... [nods to the students]...
138
         Ss
                  ... <laugh>...
                  What is it? \\ ...[nods and waits for the students to ask]... (.) Paa Sak Cholasit Dam. Where is it? It's in (.)
139
         Τ
140
         Ss
                  Lop (.) Lopburi
                    Ratburi
                   Saraburi...[mixed answers]...
141
                  Saraburi, good! \\... [nods and waits for the answers] ... (.)
                  Taak ... [a province]...
142
         S2
                  Have (.) uh (.) have you ever (.) been (.) there? ... [nods at her Ss to ask more]... No (.) I have never. I have
143
                  never been there, but I would like to go there....[clicks the next picture of Bang Pa In Summer Palace, and
                  looks around for the questions]... Ask me a question. \\...[clicks the next picture of Bang Pa In Summer
                  Palace, and looks around for the question from her students]... (2) Ask me a question! \\
         Ss
                  ... [look at the picture and the teacher's gesture]... Have you ever been there?
144
145
         Τ
                  Have you ever been there? // Yes, I have. \\
146
         S3
                  Do you like it? //
147
         Τ
                  Yes, I like it. \\
148
         S3
                  Is it beautiful? //
149
                  Yes // it's very beautiful. //...[in a rising voice of emphasizing]...
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150
          Ss
                   ...<laugh>...
          S4
                   How you go there?
151
          Τ
152
                   Ah (.) I went there by car.
          S4
                   Who do you go with? Who did you go with?
153
          Τ
                   Who did you go with? (.) My friends! Not my mother! \\
154
155
          Ss
                   ...< big laugh> ...
156
          Т
                   And then? // (.) Yes? //
157
          S5
                   Do you like your friends?
158
          Τ
                   Yes, very much. I like them very much. And I went there many times. The reason's that I like it, so I went
                   there many times.
159
          Ss
                   YES! ... [in a very loud voice]...
160
                   ...<laughs>... I know. Wait a minute! ...<laughs>...(19) ... [shuts the computer down ]...OK, every time that
                   you use the computer and want to (.)...
161
          Ss
                   shut down
162
                   So you have to go back again. (.) ... [pulls out an overhead projector table to the front]...! will (.)
                   (13)...[arranges the equipment]... Now \\ next one (.) I would like you to play (.) play (.) the game. Have
                   you ever been... have you ever played BINGO game before?
163
          Ss
                   Yes (f)
                   Do you like it? //
164
165
          Ss
                   YE::S:: (f)
                   OK \\ ... [laughs] ... always say 'ye::s::' (f)....[Two students help arrange the OHP table in the
166
                   front.]...(11)...[T shows a transparency]...This is the worksheet that I will give you (.) you (.) the BINGO
167
          Ss
                   Yes (f)
                   In the BINGO sheet, you (.) ur (.) There are five headings here...[points at each column on the OHP] ...
168
                   'foreign country', 'food eaten', 'music type', 'domestic place visited' (.) and 'sport played'. And first, you will
                   fill in your information in each box. OK, for example, for the country, you will write the name of the country
                   which you have been. If you have ever been to (.) any places, you can think by yourself, OK? // For example,
                  America (.) uh (.) Singapore (.) ...[writes the countries in the bingo grids]...

Hong Kong (.) Chile (f).... [overlapping of different countries]...

Japan (.) England (f)
169
          Ss
170
          Т
                                                CHILE!! // (f)... [ in a surprising tone]...
171
          Ss
                   ...<laugh>...
172
          Τ
                   Chile \\ (.) and for 'food eaten' you will write five (.) words for the food which you have eaten, for example,
                   hotdog, pizza (.) you like it, I know (.)
173
          Ss
                   ... <laugh>...
174
                   Hamburger or maybe (.) you can write 'sômtam' ... [a Thai favourite dish of papaya salad]...here! ... [points
                   at the box on the bingo grid]... but write in English. And 'music type'...[points at the third column] ... music
                   type, only four words for music types, which you have listened to. For example, jazz pop
175
                   Pop (f) pop (f)... [shouting]...
          Ss
176
          Τ
                   Pop \\
                   Classic (f) rock (f) ...[overlapping of mixed answers]...
177
          Ss
178
                   Classic, rock? //
          Τ
179
                    Country, rock for life (f). ... [overlapping]...
          Ss
                    Country, yes? // What else? What did you sav?
180
          Τ
181
          Ss
                   Rock \\ pop rock \\ Can you dance? Can you dance?
182
          Τ
183
          Ss
                   Ahh!! OK, next one (.) is the domestic place visited and the places, which (.) um (.) um (.) you have visited in
184
                   Thailand, for example, Rayong, Pattaya, Bangsaen, Cha-um... And (.) 'sports played' ...[points at the last
                   column on the transparency]... You write the sport which you have played (.) tennis
185
          Ss
                   Skate (f), ice-skate (f) ...[mixed answers overlapping]...
186
          Τ
                   Skate \\ ice-skate \\
187
          Ss
                   Golf (f)  golf (f)
                            GOLF!! (f) ...[in a loud rising tone]...
188
          Τ
189
          Ss
190
                   You play golf? // ... [in a rising tone]... I cannot play it. \\ OK \\ (f) At first, I'll give (.) the (.) the worksheet
                   and then I (.) ur (.) I give you only five minutes or maybe I 'll give you 10 minutes early (.) I will start again to
                   fill in your information. But remember when you fill in your information; don't show it to your friends (.) don't
                   show it to your friends. \\ ... (12) ... [switches off the OHP and gives and gives out the sheets for the
                   students to fill in the boxes. T walks around.]...(2) ...[To a student]... Could you turn on the light again,
                   please? // ... To the class]... Don't show it to your friends. \\ (.) Keep it secret. \\ (.) Think by yourself. \\ (.)
                   You cannot copy your friends. \\ (.) ...(10) ...
191
                   ...< laugh>... ...[Ss fill in the grid and work quietly, while the teacher walks around to monitor students, then
          Ss
                   switches the projector off and arranges the equipments.]...
192
          Τ
                   ...[To one student] ... First, country \\ (.). If you have never been to any places (.) you can think by yourself.
                   \\ (.) (6) ... [walks around, monitoring] ... (Second \\ (.) for the food that you have eaten, you can write \\ (.)
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...((...))... (26)... Have you finished yet? //
193
         Ss
194
         Τ
                 Hello // (f) (.) somebody (f) ...((...))... raise your hands. \\ (.). How do you ask me the questions? \\ (.).
                 How (.) how (.)...((...))... (2 mins) ...Have you finished? // (.) Yes? // (.) Yes? // Ready? // (.)
                 Yes no
195
         Ss
196
         Т
                  ...(1.5 mins) ...OK //(.) ready? //... I will tell you how to play game. (.) how to play game. (.) uhh (.) Look at
                 this example here\\ (.) for example (.) you have filled the information for each box already...(58) .../shows a
                 form with some information filled in the boxes on the OHP1...This one is my information. I'll show the
                 example (.) ah (.) for example (.) when you play this game (.) you have to walk around this class (.) walk
                 around this room (.) and then you ask the questions to your friends. For example (.) for the first one (.)
                 America. (.)...[points to the first box on the OHP]... Here! \\ (.) uh (.) I would like to know about the answer
                 from my friend. What (.) what the question can I ask? What question can I ask? If (.) you would (.) ur (.) I
                 would like to know the answer America (.) What question can I ask my friend? //
197
         Ss
                  What (.) which (.)
198
                 Ah (.) which country // (.)
         Τ
199
         Ss
                  Which country have you (.)
200
                 Which country have you (.)
         Τ
201
         Ss
                 ever been (.)
202
         Т
                 Have you (.)
203
         Ss
                 ever been (.)
204
                 OK! (.) your friend can say America (.) but this time I will (.) uh (.) let you to ask Yes/No question. Easier! It's
                 yes /no guestion. (.) You can ask your friend ' Have you ever been to America? Have you ever been to
                  America?' If your friend says, 'yes', you can put a cross here....(60) ... [marks a cross in the first box ] ... But
                 if your friend says 'no' (.) you have to walk around again and ask this question to another person. Ok \\ (.)
                 for example \\ (.) the first one says 'yes'. And how can you bingo? (.) How can you bingo? (.) You can
                 bingo this way \\ (.) ...[points] ... right? //Or this way\\ (.) ...[points]... or like this \\ (.) ...[points at the grids
                 on OHP showing how the connecting grids form a bingo]... So if I would like to bingo this line \\ (.) so next
                 question I have to ask my friend (.) 'Have you ever eaten// (.) ?'
205
         Ss
                 ever eaten hotdog?
206
         Τ
                 Hotdog \\ (.) OK (.) if she says 'yes' (.) I can put a cross. And next (.) I have to ask this question...[points
                 to the third column]... What (.) what question can I ask? // Have you // (.) ?'
207
         Ss
                 Have you
208
         Τ
                 Have (.) y-o-u- (.)
209
         Ss
                 Have you ever listened to jazz music?
210
                 OK (.) have you ever (.)
211
         Ss
                 listened to jazz music
                 listened to jazz ? //... (2)... If she says 'yes' (.) put a cross again (.) And next question \ (.) the question you
212
         Τ
                 have to ask (.)... [points at 'Rayong']...
213
         Ss
                 Have you ever been to Rayong?
214
         Т
                 Have you ever visited // (.)
215
         Ss
                 Have you ever visited to Rayong?
216
                 If she says 'yes' \\ (.) I put a cross \\ (.) ...[demonstrate]... And how about the last question? ||
         Т
217
         Ss
                 Have you ever played tennis? //
218
         Т
                 Have you ever played tennis? // If she says 'yes' again (.) I can put a cross. (.) This means that I can // (.)
219
         Ss
220
         Τ
                 If you can match the answer in a line like this (.) this way (.) this way (.) ... [points at the grids and shows the
                 connecting direction on OHP]...or this way (.) it means that you can (.)
221
         Ss
222
                 Bingo\\ (.) When you bingo, you can shout and say (.)
                 BINGO::!! (f) ...[ in a loud voice]...
223
         Ss
                 BINGO!! (f) OK. And then, you can go on like this again. I will find the one who gets bingos the most. You
224
         Τ
                 can bingo as many times as you can.
225
                 ... [get excited to play the language game and start to make noise. Some students turn
         Ss
                 round and start asking questions and taking note]...
226
         Τ
                 Tell me again, how many questions do you have to ...[shouts]...DON'T START NOW! (.) DON'T START
                 NOW! (.) DON'T START NOW! (.) How about the first question? Tell me again.
                  ...[from the teacher's examples on OHP]...Have you ever been to America?
227
         Ss
228
                 Have you ever been to (.)
229
         Ss
                 America
                  Or (.) dot (.) dot (.) You can put the name of the countries. (.) we would like to ask. And how about
230
         Τ
231
         Ss
                 Have you ever eaten (.) dot (.) dot (.) dot (.)
232
         Τ
                 how about 'music type'?
233
         Ss
                 Have you ever listened to (.)
234
                  ...[unclear] ... you put the name of the type of music (.) and next one? //
         Τ
```

005	_	11 12 12
235	Ss	Have you ever visited Rayong?
236	T	Have you ever visited Rayong? (.) Have you ever visited Rayong? (.) And the last one
237	Ss	Have you ever played tennis?
238	T	OK (.) this is the question that you can ask your friend[T presents a transparency of the forms
		focused.](9)OK (.) read it together. The first one (.)
239	Ss	[read the forms shown on the screen]
		Have you ever been to?
		Have you ever eaten?
		Have you ever listened to?
		Have you ever visited?
		Have you ever played?
240	T	But you don't forget to say the last one[draws a long line pointing upwards] the high sound because
240	ı	this one is the question. For example (.) have you ever been to America? // [moves her hand up high to
		show the high pitch of tone at the end of the question] OK (.) you have to say high sound at the end of the
		sentence because it's a question(4)Remember! Again! (.) you can ask one question for one student
		for one person. You can ask one question for one person (.) OK? // (.) For example (.) I ask her (.) [points
0.4.4	_	at one student in the front row]a question. (.) Again! (.) can I ask her a question again? //
241	Ss	No.
242	T	No. (.) I have to change. (.) I have to walk around to ask the question. (.) Don't forget! (.) When you bingo (.)
	_	what do you say? //
243	Ss	[unclear] <laugh> bingo (.)</laugh>
244	T	What do you say? // (.)
245	Ss	BINGO! (f)
246	Τ	And when you bingo, you can (.) ur (.) play again. You can play again, you can play (.) uh (.) go
		on playing until the time's up. I'll give you 10 minutes. I'll give you 10 minutes to play the game. I would like
		(.)
247	Ss	[get excited and make a loud noise]
248	Т	[tries to say something over the students' noise]LISTEN TO ME! LISTEN! 'When you play the game
		(.) when you play this game (.) don't (.) sit (.) down (f) You have to stand up. (f) You have to stand up. (f) You
		have to stand up. (f) So then you can go around (.) walk around (.) ' (()) Are you ready?
249	Ss	Y:E:S:!![in a loud voice]
250	T	Tell me again how many questions do you ask your friends?
251	Ss	Five questions (f)
252	T	What's the first question?
253	Ss	Have you ever been to (.)?
254	T	OK! Next? // (.)
255	Ss	Have you ever eaten(.)?
256	T	OK! Next? // (.)
257	Ss	Have you ever listened to?
258	T	
259	Ss	OK, next question? Have you ever visited (.)?
260	T	The last one!
261	Ss	Have you ever played (.)?
262	T	OK! Are you ready? //
263	Ss	YE:S:!!Yes!![in a loud voice]
264	T	[unclear]
265	Ss	YE:S:!![in a loud voice]
266	T	Yes    yes    (.) OK    START NOW!
<mark>267</mark>	<mark>Ss</mark>	[Students promptly stand up and excitedly move around, answering and asking questions,making a cross
		on the box when the expected answer is obtained, then moving around for the new person, trying to get
		their questions answered and get the bingo from connecting boxes. During the activity, the teacher walks
		around, trying to slip herself in to different areas, monitoring and listening to their talk.]
268	T	[ moves around and lets them do their task for ten minutes ](10 mins)[To the microphone] OK!
		Stop now! (f)Time's up. (f) Please go back to your seats. (f) Stop! Time's up. (f) Go back to your seats. (f) (5)
		Stop! (f) Don't write anything now. (f) Time's up. (f) (5) OK! Now (.) Do you find the one who gets 'bingo'
		most? // Who can play the bingo only one?
269	Ss	[no hands up]
270	T	Two? // Three? //
271	Ss	[a few hands up]
272	Τ	Four? // (.) Five? //
273	Ss	[a few hands up]
274	T	Six?//
275	Ss	[no hands up laugh ]
276	T	Six? // Six? //[looks around] Six or five? // OK! I (.) I (.) saw someone who can put a cross every box. (.)
		Who's that? (.) Who's that? (.) How many bingos have you got? (.) Twelve? // (.) OK! Clap your hands for her
		please. // (.) (28)[hand clapping]What's your name? // Alisa // oh! (.) Alisa (.) Could you come here
		please? // OK (.) and take your bingo sheet here and then I would like you to tell your friends about your

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answer that you have got in the complete sentence (.) for example (.) the first on 'England' you can say (.) 'I
                  have been to England'.
          ΑL
                  I have been (.) to England. I have been to the United States of America.
277
278
          Т
                  Only one for each cross.
279
          ΑL
                  Oh! OK. I(.) ... < laughs>... I have eaten pizza. I have listened to (.) I have listened to pop music. I have
                  visited (.) to Hua Hin (.) visit (.) uh (.)OK (.) and I have played tennis. Ok (.)
280
          Т
                  OK (.) ah (.) How many times have you played tennis? //
281
         ΑL
                  Twice a week.
282
          Τ
                   Twice (.) a (.) Well, I asked you that (.) ...((...))... past to present (.) yes? // Which (.) ... ((...)) ... and it
                  means that and how often do you play (.)
283
          ΑL
284
                   And you play tennis many times (.) ...
285
          AL
                  Yes (.) yes many times
286
          Τ
                  And how about the place you visited? // (.) How (.) how many times have you visited Hua Hin? //
287
          AL
                   Alright! Uh (.) seven times.
288
          Τ
                   Seven times! Do you like it? //
                   Yes (.) I like it.
289
          ΑL
290
                  And (.) next one, who's got ten? When I ask somebody to read the sentences, nobody wants to raise your
                  hands... < laughs>... Ok! (.) ah (.) you've got six, right? Six? What's your name? Ut (.) Patira, would you
                  come here, please? Your friends would like to know your answer. Tell me aboutYour answer... [To class] ...
                  Listen to her answer! And then, I will ask you to ask the guestions.
         PT.
291
                  ...[looks at the bingo sheet] ... I have ever been to England.
292
                  Ah...I have BEEN to //... [rising tone]....
          Т
293
          PT
                  I have been to England and (.) uh (.) I (.) I have eaten / tômyam kûn / uh (.) uh (.) I have
                  listened to pop music. I have visited to Phuket. Yes (.) I have played tennis.
294
         Τ
                  Yes \\ ... [to class]...You have to ask her questions...[waits for a while - no questions from class]....[to
                  Patira] ... Have you ever been to Phuket?
         РΤ
295
                  Yes, I have ever (.) I have ever been (.)
296
                  How many times have you been there?
          Т
297
          РΤ
                  Two time (.) twice time (.)
298
                  Twice Ok, twice.
299
          Ss
                  ... <laugh>...
300
          Τ
                  Now, next person! Ask her the question. (.) Any question that you like to ask her? Have you ever been to
                  (.)? Have you ever eaten (.)? How many times (.)?
301
          S6
                  Have you ever eaten ' tômyam kûŋ'?
302
          PΤ
                  Yes, I have eaten 'tômyam kûn'.
303
          Τ
                   Ur (.) Ok \\ thank you very much. Now (.) next one (.) who have got three? // Three? // I saw you raised
                  your hand a lot (.) but this time disappear...<a href="laughs">...Four (.) // four (.) // four (.) // ? You would like to</a>
                  raise your hand? // or (.) OK! (.) ...[turns to the student in the front]...Come here (.) please. Four? // (.)
                  What's your name? // (.)
304
          S
                  Cholada
305
          Т
                  Cholada (.) OK! (.) Tell me your answer.
306
          Ch
                  I have been to Italy. (.) I have eaten steak. I have listened to pop music. I have visited to Hua Hin. I have
                  played swim.
          Т
307
                  OK! (.) I have (.) // ... [raises her eyebrows] ...
308
          Ss
                   ...<laugh> ...
309
          Ch
                   I have been played swim.
310
          Ss
                   ... <big laughs>...
311
                  ...<laughs>... Now (.) ...[to class]...ask her the question. Ask her the question (.) uh (.) any questions that
                  you would like to ask (.)... [To a student in the front]... what did you ask? Do you like to (.) //?
312
          S7
                  ...(( asks a question inaudible))...
313
          Ch
314
          S8
                  Have you (.) have you ever been to Italy?
          Ch
315
                  ... [To a student near her] ... Why aren't you (.)? Why don't you ask? // ... [in a rising tone]...
316
          Т
317
          Ss
318
          S8
                  ... ((asks a question unheard to the class)) ...
                  How many times? She asked (.) how many times have you been to Italy?
319
          Τ
          Ch
320
                             ... [smiles]...
321
                  A lot? // (.)
          Т
322
          Ch
                  No.
323
                  How many times? One? //
         Ch
324
325
          Т
                  Only one \\ Thank you very much. (.) OK! (.) (5) ...[switches the OHP and presents a dialogue on the
                  transparency]... (12) ... Now (.) look at this dialogue. (.) Look at this dialogue. (.) This is the dialogue that I (.)
                  I (.) asked you and you answered. I would underline this one \\ ...[underlines the question].
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A: Have you ever been to Doi Suthep?

A: Have you ever visited to Bang Pa In?

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B: Yes, I have.
                                                                                   Yes, I have.
                  A: How many times have you been there?
                                                                                   How many times have you visited there?
                                                                               Α.
                  B:
                                                                                   Three times.
                  Ok (.) look at this sentence. Look at this sentence (.) ...[points to the third]... Tell me the pattern of these
                  sentences (.) Hah? // (.)
326
                  Have you ever been (.)? //
         Ss
327
                  ...[repeats and writes what the students say]...Have (.) you (.) ever (.) been? (.) Or this one (.) ...[make a
                  cross]... we can see (.) we can plus (.) not only 'been'. Can we use another verb? //
328
         Ss
329
                  visited or any (.) any verbs. This one we can say (.)
330
         Ss
                  past participle
331
                  You know that verb 3 is a past participle. (.) And how about the answer? // (.) How can you answer this
                  question? //
332
          Ss
                  Yes (.) I have.
333
         Τ
                  ...[repeats and writes on TP]... Yes \\ I (.) have (.) been (.) and ?// (.)
334
         Ss
                  No (.) I haven't.
335
         Т
                  No (.) I (.) haven't. And how this sentence? // What the pattern of this sentence? //
336
         Ss
                  How many times have you been (.)?
337
                  ...[repeats and writes on the TP]...How (.) many (.) times (.) have (.) you (.)plus? //
338
         Ss
                  Past participle
                  Past participle or Verb 3 (.) How about the answers? // You can say (.) once (.) twice (.) three times (.) four
339
         Τ
                  times (.) four times (.)... [waits for the answer]...
340
         Ss
341
                  It's up to your answer. Ok (.) this is the pattern that you ask and answer the question with your friends (.)
                  OK? // (3) Ah (.) your homework today (.) I would like you to write the sentences with your answer that you
                  can write in your worksheet.
                                           ...[switches off the OHP and shows the bingo worksheet]...
                  For example (.) for the first answer 'England', so the sentence that you write in your exercise book is 'I have
                  been to England.' (.) OK? // (2) And then (.) 'I have been to Australia', OK? // It's up to your answer. And
                  how about the next one? 'I have eaten...something that you write in your worksheet (.) OK? // This is your
                  homework. Write the complete sentences about your answer. (4)Tell me! (.) How many sentences do you
                  write in your exercise book? //
342
         Ss
                  Twenty-five (f)
343
         Τ
                  Twenty? //
344
         Ss
                  Twenty-five (f)
345
                  Twenty-five sentences. (.) Twenty-five sentences(.) OK? //
         Т
346
                  Twenty-four, twenty-four!!
         Ss
347
                  Ah (.) yes (.) twenty-four (.) because we have got 'FREE' here. You don't write anything for free (.) OK? So
                  (.) you will write twenty-four sentences in your exercise book. OK! (.) When (.) you give it to me?
348
         Ss
                                                  ...((...))...
349
                  When can you send your homework? //
         Τ
350
         Ss
                  On Wednesday
351
                  On Wednesday (.) good! On Wednesday (.) on Wednesday (.) OK? // Ah (.) I would like you to send your
                  homework to the leader. Who's the leader? //
352
         Ss
                  ...[One student in the front puts her hand up.] ...
                  Could you help me to collect the exercise book and put them on my table on Wednesday (.) on Wednesday
353
         Τ
                  OK? Any questions? (.) Any questions? // (.)
354
         Ss
355
                  No \\ OK (.) ur (.) Have you ever watched concert in Bangkok? //
         Τ
356
         Ss
                  No
357
                  Really? //
358
         Ss
                  Yes
359
         Τ
                  Yes \\ How many times have you watched? //
360
         Ss
                   many times yes never... [ overlapping of different answers] ...
361
                  Somebody says 1 have never.' (.) but somebody says 'many times'. OK (.) have you ever played tennis? //
362
          Ss
363
         Τ
                  Yes, Ok! yes \\ (.) Most of you play tennis. \\ Because I (.) I heard somebody say 'I have played golf.' (.)
                  Have you ever played golf? //
364
         Ss
                   .... < laugh> ... No! (f)
365
         Τ
                  You changed your answer suddenly.
                  Yes (.) yes (.) one (.) one.
366
         S
367
                  How many times have you played?
368
         S
                  One (.) one.
369
         Т
                  Once (.) just once? // OK (.) good! OK (.) any questions? //
370
         S
                  No (.) no (.)
371
                  See you again on (.)
```

372	Ss	Wednesday
373	Τ	Wednesday \\ The leader, say 'Thank you' for me, please. //
374	Sx	All stand up, please!
375	Ss	Goodbye and thank you Miss Chuleeporn (.) Miss Koolathip (.) Miss Nongyao (.) and Miss Aurapan
376	NY	Bye-bye
377	Ss	Bye- bye

#### -Class dismissed-

	-Class dismissed-
	Transcription convention
T:	Teacher speaks
Ss:	Students speak
(.)	pause of less than one second
(f)	length of gap/silence in seconds
[ italic ]	additional notes / classroom atmosphere/ non-verbal communication
1 1	phonetics for Thai names of places or a minority of people
( )	English translation
1	the point of the overlapping utterances
(())	inaudible/ unclear utterance
//	in a rising tone
//	in a low tone
(f)	fortis (loud) enunciation
<laugh></laugh>	laughing as part of the utterance
Grey areas	A language activity

## 2.) STUDENT TEACHER 2: T2' structural lesson (T2-ST)

Turn		
2	T	Today we'll study about (.) structure (.) structure (.) uh (.) Last week (.) last week, you have just learned about order that is[inaudible] And this week, today, I'll start the new (.) the new thing (.) uh[inaudible] Please, listen (.) listen to me! You know (.) cultivate (.) cultivate (.) cultivate (.) mean (.) prepare (.) to prepare (.) to prepare the land to prepare (.) to grow to grow[inaudible]on it. It (.) it is (.) it is similar as grow. Do you know cultivate? What does it mean, you know? Again (.) again (.) cultivate (.) It's similar as grow. It's the same meaning as grow. You know prepare (.) you prepare the land (.) you prepare the land (.) to grow (.) to grow the plants (.) to grow the plants on it. You know what does it means? Cultivate, you know? It's similar as grow (.) grow. What does it mean grow? Grow (.) what does it mean? [inaudible]
3	FS1	เพาะปลูก/ pɔ´plùuk /เพาะปลูก / pɔ´plùuk /
4	T	Hah? (.) Hah? (.) You grow plants. What does it mean grow? (.) เพาะปลูก… /pɔ´plùuk/
5	M2	เพาะปลูกครับ {{pɔ´plùuk, miss}}
6 7	T Ss	Here! (.) Repeat after me 'cultivate'! (f) Cultivate (f)
8	T	Cultivate! (f)
9 10	Ss T	Cultivate (f)  Consistent for competing on her deak for a while then turns round to the B/B and writes 'cultivate', in the
10	ı	[searches for something on her desk for a while, then turns round to the B/B and writes 'cultivate' in the middle.]Next (.) next (.) Do you know raise (.) raise (.) It means (.) it's similar as (.) It's similar as rise (.) to rise. Raise (.) it means (.) ahh (.) to (.) bigger or higher. Do you know raise (.) hah (.) raise?[Turns to ss on the front left and raises her eyebrows]
11	Ss	(())
12	T	Please speak louder (f) please speak louder (f) (.) It means (.) ahh (.) it means (.) it's similar as grow (.) grow. What does it mean grow?
13	FS1	เพาะปลูก /pɔ´plùuk/
14	T	Very good! Can you spell grow(.) grow(.) grow(.) Can you spell?[Turns round to B/B and writes 'cultivate = grow']
15 16	FS1 T	G-R-O-W
10	ı	Very good, very good (f) grow! (f) Raise (f) raise (f) Do you know raise?// Raise (f) it's similar as grow. What does it mean raise?[looks around for the answer]You know it [walks to the B/B and points at grow']'It's the same meaning[underlines 'grow'] It's similar (.) it's the same as grow (.) meaning its meaning (.) uh (.) meaning (.) meaning is the same as grow. Do you know raise? Raise, you know? Huh? (.)[walks to the ss on the left.]
17	S1	(())
18	T	Very good![Turns to the B/B and about to write something, then stops, turning round to the same student] Please speak louder when you answer to me[writes 'raise' on the BB while saying something inaudible] about it. Repeat after me! Raise!
19	Ss	Raise
20	T	Raise (f)

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21
        Ss
                   Raise (f)
                   ...[nods]...raise \\ raise \\ Next! (f) ... [searches for her note, reading it twice ]... You know (.) mine (.)
22
        Τ
                    mine? It means as dig...[acts out in a manner of digging]...dig up (f) dig up (f) dig up (f) dig up (f) dig up. What does it
                   mean, mine?...[turns round for the answer, then points at her bracelet on her wrist]...Silver (f) silver (.) is mine (.) is
                   mine (.) is mine. What does it mean mine? You know mine?... [looks at ss on the left as encouraging them to speak
                   up]...It's similar as dig up (.) dig up...What does it mean?... [turns to the right with her palm up for the
                   answer]...What does it mean mine? What does it mean mine?... [to the left]...Hah? (.) Hah? (.)
        FS1
23
                    ...((...))...
24
                   Very good! (f) (.) Can you spell mine? Can you spell mine? //
        Τ
25
        S2
                     ...((...))...
26
                   Everybody! Repeat after me! Mine (f)
        Т
27
        Ss
                   Mine (f)
28
                   Mine (f)
        Т
29
        Ss
                   Mine (f)
30
                   Next! (f) next! (f) bring up (f) bring up (f) It means (.) uh (.) It means to produce (.) to produce (.) Do you know to
        Т
                   produce? (.) Uh (.) example (.) the rice (.) the rice is bring up (.) is bring up in the central area of country the most.
                   Do you know bring up? Bring up is the same as (.) uh (.) pro (.) produce (.) produce (.) produce. You know
                   produce?
31
        Ss
                   ปลูก (f) ปลูก (f).../plùuk/...
32
                   Hah? (f) Hah? (f) ...[looks around for the answer]...You say (.) ...[hands to one student]...
        Т
33
        MS2
                   ปลูกข้าว .../ plùuk khâaw /.... [grow rice]...
34
        Т
                   ปลูก \\ .../plùuk/... produce ผลิต.../phalìt/...Everybody (f) (.) Repeat after me (f) \\ Bring up \\
 35
        Ss
                   Bring up
                    ...[writes 'bring up' on B/B]... Next! (.) next! (.) You will know (.) ...[touches her blouse]... What is it? Ahh (.) cotton!
 36
        Τ
                    (.) Do you know cotton? It's the same as (.) It means the thread (.) uh (.) the thread (.) the thread or clothes (.)
                   Cotton (.) Do you know cotton? Hah? //
 37
        Ss
                    ...((...))...
 38
        Т
                   Hah? //
 39
                    ผ้าฝ้าย (.) ผ้าฝ้าย (.) /phâa fâay/ ...{{cotton}} ...
        Ss
 40
        MS3
                    ...((...))...
 41
        Т
                   No! It's ... Hah?
 42
        Ss
                   ผ้าฝ้าย (.) ผ้าฝ้าย (.) /phâa fâay/ ...{{cotton}}...
                   Very good! Can you spell? (.) Can you spell cotton? // ... [walks quickly to the B/B to write something then changes
 43
        Τ
                   her mind, walking back to the desk, searching for word cards]...
 44
                   C-O-T-T-O-N
        Ss
 45
                   C-O....[sticks the word card on the B/B, then turns round to ask]... Can you see it? It's small (.) ... [removes the
        Т
                   card, then writes 'cotton' instead]... Cotton! Everybody! Repeat after me! Cotton!
 46
        Ss
                   Cotton
 47
                   That's good! Everybody (.) uh (.) listen! (.) Listen to the situation! (.) Listen! ...(3)... [reads] ...Wichit is studying in
        Т
                   M.4. He has to write a report of social subject. He wants (.) he wants to explain to his friends about the natural
                   resources on the map. (3) Again! ... Wichit is studying in (.) M4. ... [in a low voice]... The same (.) here! (.) The first
                   question is the same here. ... fin a loud voice as normal]...He has to (.) he has to write a report of social subject. He
                   wants to (.) uh (.) the natural resources on the (.) on the map. Please (.)... [stops for a short while]... Answer my
                   questions! (.) What is Wichit doing? What is Wichit doing? ... [looks around for the answer]...
        FS1
 48
                    ...((...))...
 49
                   Please speak louder (f) Please speak louder (.) What is Wichit doing? (f)
        Т
 50
        FS1
                   He's studying...((...))...
 51
                   Hah? //
        Т
        FS1
 52
                   He's studying. (f) ...[in a loud voice]...
 53
                   Very good! ... [nods and waves her hand to the same student to speak up again.]... Again, please. //
 54
                    He's studying. (f)
        FS1
                    Very good! He's studying in (.) in (.) ? // M2, M3, M4? // (.)
 55
 56
        MS2
 57
        Т
                   M4 (.) very good! (f) The same to you. What does he do? What does he do? (f) He's (.) ... [waits for a short while]...
                   Again (.) again (.) what's he doing? (f)
 58
        Ss
                   Studvina
 59
                   Studying \\ and? // And? // (.) ... [points to her mouth]... speak or (.) // and talking and talking about (.) // about the (.)
        Т
                   // about the (.) // ... [acts out as if sketching something the B/B]... about the (.) // about the (.) // ... [waits for the
                   students to complete1...
 60
        Ss
                   Man
 61
                   Very good! (f) About the map! (f) And (.) I ask you (.) What does he do?
        Т
 62
        Ss
                    ...[quiet]...
 63
                   And I ask you (.) What does he do? He (.) he wants to (.)... [moves her hand up and down over her face]...
        Т
 64
        FS1
 65
        Т
                   Very good \\ (f) ...[points the girl who answers]...He wants to (.)
        MS3
 66
                   Explain
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67
        Т
                   Explain \\ (.) explain (.) \\ to (.) ? // (.) To whom? // To (.)? //
 68
        Ss
                   To his friends
 69
                   Uhm \\ to his friends \\ to his friends\\ What (.) what does he explain about? About (.) about the (.) natural
        Τ
                   resources on the (.) on the map. Do you understand? //...[turns to the other side] ...Do you understand? // Uh (.)
                   where is (.) where is the natural resources shown? Where is the natural resources shown? (.) It is shown on the //
                   (.)... [raises her eye browns]... on the // (.)?... [points to B/B where she sketched a map on] ... on the // (.)?
 70
        MS4
                   Man
 71
        Τ
                   On the map! \\ Very good (f) on the map! And next, I will (.) give you (.) give you (.) uh (.) ... I will (.) uh (.)
                   distribute the sheets (f)...[A school announcement is made through the loud speakers .].... (13)...[To a boy students
                   on the right]...Come here, please. ...[hands over a bunch of W/S, and arranges a few bunches to another three
                   students to pass over to their classmates.]...(5) ... Everybody! Who (.)... [gives out worksheets]... has a worksheet
                   already. You look at it. You look at it. ... [walks to her desk and reads something for a while]... uh (.) you look at the
                   map. You look at the map. You look at the map in her hand, I will ask you. (.)... [looks at the map in her hand,
                   moving her fingers across the page.] ... Uhm (.) you know (.) you know?// ...[points to the top of the map in her left
                   hand]... Where is it? Where is it? It's (.) it is (.) it's in the (.) in (.) //
 72
        Ss
                    ...[quiet]...
 73
                    ...[rushes to the B/B, drawing two lines crossed each other in the middle]... Where is it? // Where is it? // (f) ...[point
        Τ
                   to the topmost]... It's in the (.) in the (.) // ... [waits for the answer]...
 74
        Ss
                   The North
 75
        Т
                   The North ... [writes 'N' on top of the line and points to the right end]...
 76
        Ss
                   The East
 77
        Τ
                   Where is it? (f)
 78
                   The East
        Ss
 79
                   East! (f) ... [writes 'E' on the right, then points to the left]...
        Т
 80
        Ss
                   West
 81
                   West ... [writes 'W' on the left, and points to the bottom]...
        Т
 82
        Ss
                   South
 83
        Τ
                   South \\ ... [writes 'S' at the bottom of the line, and draw another two lines cross the first two]...Uh (.) Where is it?
                   Hah? // ...[points]...
 84
        Ss
                   Northeast
 85
        Τ
                    Northeast ...[writes at the end of the line]... Where is it? ...[points]...
 86
        Ss
                   Southeast
 87
        Τ
                   That's good! (.) And where is it? //...[writes]...
 88
        Ss
                   Northwest
 89
                   It's (.) //
        Τ
 90
        Ss
                   Northwest
 91
        Т
                   And (.) where is it? ...[points]...
 92
        Ss
                   Southwest
                   It's (.)... [writes]...Southeast (f) \\ ... [looks at the W/S for a while]... Look at the sheet! (f) Number 1 (f)(.) number 1
 93
        T:
                   (f) (.)... [writes 'The grapes are cultivated in the farm.' on the B/B]... Everybody! (f) Please answer me. What is the
                   subject? What is the subject?
 94
        MS2
                    ... [inaudible]...
 95
                   Hah? //
        T٠
 96
        MS2
                    ...((...))...
 97
        T:
                   Louder, please. (f) You (f) (.) Please come here. Please (.) come here and you underline the subject.
 98
        MS2
                    ... [comes to the front]...
 99
                   Underline the subject. Underline the subject.
        Τ
                    ... [MS2 turns round and asks the T in Thai. T explains to him softly and points at the subject of the sentence]...OK
100
        T:
                   \\ OK \\ ... [gives signal to MS2 to finish underlining the expected word]...
101
        MS2
                    ... [underlines the subject and the object]...
                   Subject (f) subject only (f) (.) only subject! \\ Only subject! Only subject! \\
102
        Т
103
        MS2
                    ... [erases the lines under some other words]...
104
                    Thank you \\ (.) Anuwat (.) Anuwat (.) Are you sure? Are you sure? //
        MS2
105
                    Yes (I)
                   Very good! Please clap your hands for him! (f)
106
        Т
107
        Ss
                    ...[hands clapping]...
108
        Τ
                   It's (.) please (.) uh (.) before (.) grapes (.) the grapes...(5)... [points back to the sentence on the B/B]...Do you
                   know the grapes?...[back to her desk, searching for a picture and shows it to the class]...The grapes (.) Do you
                   know? // What does it mean the grapes? You know? // What (.) grapes? What is it?
                   องุ่น (.) องุ่น (.) องุ่น.../?anun/...
109
        Ss
                   The grapes (f) What is it?
110
        Т
111
        Ss
                   องุ่น (f) .../?aŋùn/ ...
112
                    ... [nods]...That's good! \\ That's good! \\ ... [reads her note for a short while, then point to the blackboard]...You
        Τ
                   know?... [reads her note again, then points]...This (.) this is the subject (.) the subject, you know? (.) Ah (.) this is
                   passive form (.) ahh (.) This is passive form. (.) ครูขออนุญาตพูดไทยไดไหม (.) {{May I speak in Thai?}}... The
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grape is the subject ประธานเป็นผู้ทำ ใช่หรือไม่ (.) ใช่หรือไม่ (.)... {{The subject is the doer, isn't it? Isn't it?}}...

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113
        S1
                   ใช่ \\ /châi /... (yes)...
114
        Т
                   Very good! In passive form (.) in passive form (.) we don't need to know (.) we don't need to know thesubject (.) the
                   subject (.) do that (.) the subject do the action. Do you understand? This is (.)...[points]... the subject of passive
                   voice. This subject (.) not (.) not do this \\...[points at the verb]...Do you understand? //
115
        Ss
                   Yes
                   ... [underlines verb phrase]...You look at your sheet. Number1 (.) number1 (.) uh (.) You look at your(.) order of the
116
        Τ
                   form...[reads out]...Make sentences in passive forms with the first (f) ...[inaudible]... Can you // (.) can you read it?
                   // Can vou read it? G-R-A-P-E-S (.) Hah? //
                   Grapes (f)
117
        Ss
118
        Τ
                   Grapes! \\ (.) verb (.) verb (.) cul (.) cultivate! (f) Grapes cultivate (.) uh(.) ou ... [looks at her W/S for a while]... You
                    look (.) you make the sentence. You make the sentence. Why (.) uh (.) you make the Sentence (.) with this (.) with
                     this (.) uh (.) with this the region (.) with the region on the map (.)... [moves her hand around the map]...You
                    understand? // You (.) understand? // For example (.) number1 (.)...[points to the blackboard]... the (.)
119
        Ss
                   the grapes (f) ...[read from the blackboard]...
                   the grapes \\...[points]... the grapes is plural (.) plural (.) The grapes are plural (.) ...[points at 'are']...
120
        Τ
121
        Ss
                   ...[nods and points at 'cultivated']...are!
122
        Т
123
        Ss
                   cultivate
124
        Τ
                   cultivate in the (.)
125
        Ss
                   farm
126
        Т
                   ...[nods]...You can choose. You can choose. You can chooses in your sheet...[points at the W/S]...grapes. You (.)
                   you (.) you (.) look at the symbol of grape. You look at the symbol of grape \\ ... [draw a symbol of grapes into the
                   map on the blackboard]... Do you understand? You understand? // Next! Number2 (f) (.) number2 (f) (.) sheep (f)
                   you know sheep? //
127
        Ss
                   Yes (.) yes (.)
                   Very good! (f) ... [searching for a picture on her desk, and smiles shyly while showing a picture to the class...]... I
128
        Т
                   draw it myself. ...((...))...
129
        Ss
130
        Τ
                   Sheep (.) verb (.) verb? // Raise?//
131
                   Raise
        Ss
132
                   Raise (f) (.) raise (f) (.) You know raise. \\ You know raise \\ (.) ... [moves to the map on the B/B]... You choose the
        Τ
                   region. You choose the region, and you (.) ... [waits for the students to complete]...
133
        MS2
                   Make a sentence
                    ...[nods]... You make a sentence in passive form. | Can (.)
134
        Τ
135
        Ss
                     The sheep (.) raise ...((overlapping of voices))...
136
                   Can you? Can you? //
        Т
137
        Ss
                    ... [voices mixed up]...
138
                   Hah? // Can you make the sentence? // ... [gets ready to write on the B/B]...
139
                   The sheep
        Ss
                   The (.) // ... [writes 'The sheep' on B/B]...
140
        Τ
141
        Ss
                   The sheep (.)
                   The sheep \\ (.)
142
        Τ
143
        Ss
                   Is (.)
144
        Т
                   The sheep is (.) singular (.)...[points at 'The sheep']... is (.) is (.)
145
        Ss
                   raise
146
        Τ
                   raise \\ ...
147
                   In the northwest
        Ss
148
        Τ
                   The (.) uh (.) ...[points to the map]... the region (.) the region (.)
149
        Ss
                   Northwest
150
                   What is the symbol of sheep? ...[draws a symbol on the map]...
151
        FS1
                   Northwest
                   The region? // In the (.) //
152
        Т
        Ss
                   Northwest
153
154
        Τ
                   Very good! (f) ... [writes 'The sheep is raised in the Northwest'. On the B/B]... Next! (f) (.) Next! (f) (.) Number three
                   \\ (.) Number three \\ (f) cotton (f) (.) Can you? \\ (.) Can you? \\ ... [nods at a student in the middle]... Can you make
                   a sentence? \\
                   The cotton
155
        Ss
                   The cotton (.) //
156
        Т
157
        Ss
                   Is grown
158
        Τ
                   ...[walks to the B/B, about to write, then changes her mind]... Ahh (.) I (.) I (.) I (.) want you to (.) I want you (.) I
                   want you (.) I want you to do (.) ah (.) to practise individual. When I point someone, you answer to me (.) OK? //
                   You? // You? // ... [points at one student in the middle]... Make sentence (.) You look at your sheet number three (.)
                   and make this sentence (.) make this sentence. Number three (.) number three (.) Please speak louder (.) please
                   speak louder (
159
        MS4
                                   ..[about to say something]...
160
        Т
                   Hah? // I can't hear(.) I can't hear (.) Please speak louder. (f)
        MS4
                   The cotton
161
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162
        Т
                   The (.) the (.) //... [writes on the B/B]...
163
        MS4
                   The cotton
164
        Τ
                   The cotton!
165
        MS4
                   Is grown
                   Is or are, hah? (.) // Hah? (.) //
166
        Т
167
        MS4
                   Is grown
168
                   Hah (.) hah? (.) //
        Т
        MS4
169
                   Is grown
170
                   Is (.) is grown (.) is grown (.) and? (.) //
171
        Ss
                   In the south
172
                   Grown (.) grown (.) ... [writing]...What region?.... In the (.) in the (.) //?
        Т
173
        MS4
174
                   And next! (f) ...[to the class]...You (.)you close (.) you close at the number (.) the number of (.) the in the number (.)
        Τ
                   ...[inaudible]...and look at (.) look at the map (.) look at the map (.) look at the map and look at the symbol (.) look at
                   the symbol of the map. I (.) I (.) want you to (.) to make the sentences...((...))...Please (f) (.) please (f) (.) please
                   close ... [inaudible] ... [folds the bottom part up to cover part of the W/S] ... Please close below \\ (3) Ahh (.) next! (f) (.)
                   you (.) you (.) at the back (.) at the back (.) at the back (.) at the back (.) You (.) you make one sentence. You make
                   one sentence \(\( \).) Goats! (f) (.) Goats! (f) (.) Do you know goats? Do you know goats? Do you know goats? Do you
                   know the symbol of goat? Do you know the symbol of goat? ... [walks to her desk, searching for a picture]... Goat!
                   (f) What does it meant, goat?
175
        Ss
                   แพะ (.) แพะ (.) แพะ (.) ... /phæ/...
176
        Τ
                    ...[points to one student]... Can you (.) can you make a sentence in passive form (.) in passive form? You look at
                   the symbol on the top and make the passive form. Make a sentence in passive. \\ Stand up, please. You! (f) ...
                   [points] ... Aww!... Your friends! (f) (.) Your friends (.) help her \ Can you help her? Can you help her? Can you help
                   her? Goat! \\ You (.) you look at the word at the symbol and make the sentence, please.
177
        Ss
                   The goats (I)
178
                   The (.) the (.) //
        Т
179
        Ss
                   The goats (f)
180
        Τ
                   The (.) the goats (.) \\ ... [writes]...
181
        Ss
                   Are
182
                   Yes (.) yes (.) the goats are (.)
        Τ
183
        Ss
                   Bring up
184
        Т
                   Are (.) //
185
        Ss
                   Bring up (.) bring up (.)
186
        Τ
                   The goats are (.) //
                   Bring up (.) bring up (.)...
187
        Ss
188
                   You (.) you need to change bring in (.) in pass (.) in passive (.) in passive form (.) in past participle (.) bring? // (.)
        Т
189
        Ss
                   Brought
190
                   The goats are brought up \\ (.) Where? Where? //
        Т
                   In the West (f)
191
        Ss
192
        Τ
                   In the (.) //
                   West \\
193
        Ss
194
        Т
                   Hah? //
195
                   West \\
        Ss
196
        Т
                   In the west \\ ... [writes 'The goats are brought up in the West' on B/B]...Good! One more (.) one more sentence.
                   One more sentence.
197
        FS1
                   ข้าวสาลี ... / khâaw saalii /
198
        Τ
                   Hah? // Again, please. (.) //
        FS1
199
                   ข้าวสาลี .../ khâaw saalii / ..
                   Please speak louder! (f)
200
        Т
        FS1
201
                   ข้าวสาลี .../ khâaw saalii / (f)
202
                   Very good! Wheat! (f) ... [to G1]... Then, can you (.) can you make a sentence, wheat? // ... [to the class]... Do you
        Τ
                   know wheat? What does it mean?//
203
        Ss
                                                 ...[quiet]...
204
                   ...[turns to G1]... Your friends want to hear.
        Т
205
        FS1
                   ...[speaks in a louder voice]... ข้าวสาลี ... / khâaw saalii /
206
        Т
                   Very good! Very good!...[to G1]... Can you? Can you?
207
        FS1
                   ... ((...))...
208
        Τ
                   ...[looks at her W/S]... The wheat ...[writes]... The wheat is (.) The wheat is (.) plant (.) plant (.) ...[continues
                   writing]... past (.) past participle (.) Where? Where?
209
        FS1
                   In the
210
                   In the (.)
        FS1
211
                   East
212
                   In the? (.) //
        Т
213
        FS1
                   East
                   Hah? //
214
215
                   Northeast
        Ss
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216
        Τ
                   Huhh? //... [looks at her W/S]... Uhh! (.) in the northeast (.)... [writes]... In the east or northeast? In the east or
                   northeast? // ...[points at the map and writes the symbol]...
217
        Ss
                   Northeast ... northeast
218
                   It's ... [inaudible]... Next! (f)... [reads her note for a while, about to speak up, then moves to the B/B] ... You know //
        Τ
                   (.) ... [underlines parts of the sentences]... This is the form of (.) This is the form of passive (.) passive form. Do you
                   understand? This is the form of passive form...uhh...What is passive form? What is it?
219
        Ss
                    ...[quiet]...
                   It's (.) //
220
        Τ
221
        Ss
                    ...[quiet]...
222
                   Subject (.)...[writes 'S' on the B/B and looks at the students on the front left for their answer]... Subject (.) plus (.)
        Τ
                   plus (.)...[writes]...
223
        FS1
                   Verb
224
                   Verb (.) what verb? //
225
        FS1
                   Verb to be
226
                   Verb (.) verb to be (.) is or (.)
        Т
227
        FS1
                   Are
                    Are! (.) plus (.) ... [turns back from the B/B to the ss.]...
228
        Т
229
        Ss
                    Verh
230
                   Verb! (.) past participle (.) past participle (.) past participle (.) and (.)... [writes] ... This is ... [inaudible] ... the
        Т
                   passive form. (12)... [The school announcement is being made out loud .] ... This is form (.)...((...))... verb to be (.)
                   verb to be (.) was and? //
231
        MS2
                   Were
232
                   Were! \\ Then (.) I use this (.) ... [searching for her teaching materials for a while, then shows up a word card]... I use
        Т
                   this. You know what is it? What is it? The...
233
        Ss
                    ... goats...
234
                   ...[shows the second card]...
        Τ
235
        Ss
                   ...[read out]... bring up
236
        Τ
                    ...[nods and repeats what the ss said, then shows the third card]...When I ask the year (.) when I ask the year (.)
                   [sticks three cards on the B/B]... I ask the year (.)...[sticks the third card]... This passive (.) this passive (.) you can
                   change (.) ... [erases the B/B]... you can write it (.) you can write it (.) You can copy down the sentence passive
                   form in your notebook (.) in your notebook (.) ... [points to the sentences on the B/B]... You notice the verb of (.)
                   verb to be (.)...((...))... [points to another two sentences on the B/B]... This is the past (.) the past (.)... [underlines
                    'were' and 'was']... verb to be (.) you change was or were. You notice (.) notice the (.) subject (.) the subject.
                   Understand? // ... [underline 'The goats' and 'The copper']... [** Note: The goats were brought up. - The copper was
                   mined.]
237
        Ss
                    Yes
238
        Τ
                   Please look at in your book (.) Please look at in your book (.) freads her note, about to say something, then arranges
                   her stuffs on the desk for a while]... Number 1 (.) you look (.) you look (.) uh (.) at number 1 (.) number 1 (.) order
                   (.) order supplies (.) order supply (.) order! What does it mean, order?
239
        FS1
                    ...((...))...
240
        Т
                    Verb (.) adjective (.) or adverb? // (.) It's (.) You look at (.) You look on page (.) on page sixty (.)
241
        Ss
                   Sixtv-five
242
                   Sixty (.) sixty-five. You look at your book on page sixty-five. Everybody! (f) You look at I (.) I (.) uh (.) I'll give the
        Τ
                   sample. I'll give the sample... [erases the B/B and writes: He takes a telephone call.] ... What(.)
                                     ...[ The bell rings, signifying the end of the lesson.]...
                   Can you (.) can you tell me about the passive form? //
243
        Ss
                     ...[quiet]...
244
                   Passive form is (.) // it can make from active (.) active (.)...[writes 'I took a telephone call yesterday.']... You know
        Τ
                   // (.) when I (.) ... [writes 'A telephone call was taken.' on B/B]... This is (.) this is (.)... [points at yesterday']... adverb
                   of time in the past (.) and this (.) this verb (.)...[points] ... change to be change to (.) verb (.) verb past simple tense,
                   you understand? // Past simple tense (.) past simple tense. Is this passive form? //...[points at the sentence she's
                   just finished]... This is passive form? // This is passive form?// This is passive form?// Yes or no?//
245
        MS2
                    Yes \\
                    ...[turns to S2]... Yes or no? //
246
        Т
        MS2
247
                   Yes \\
248
        Τ
                    ...[points to B/B]... You (.) you (.) you look at passive form. You look at this sentence (.)...[points to another
                   sentence on the left]... And you look at this sentence. Is this passive form? //
249
        FS1
                   No
250
        Τ
                   Yes or no? //
251
        Ss
                   Nο
252
        Τ
                   No! \\...[points 'I' at the beginning of the sentence]... This is not verb...
253
        MS<sub>5</sub>
254
                   It's subject. It's a person...[writes 'Active voice' in
        Т
                   front of the sentence.]... Active voice (.) it's an (.) it's an active voice ... [erases the B/B]...active voice (.) active
                   voice (.) Subject is a person (.) I or somebody (.) Then you change active to passive (.) you change active to
                   passive (.) what (.) what verb (.) what verb (.) ah (.) what verb you put it in the subject? What verb? Can you tell me
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what verb you put in the subject?

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255
        FS1
                   The telephone
256
        Τ
                   Very good! (f) The (.)
        FS1
257
                   Telephone
258
                   The (.) the (.) ...[underlines the phrase]...
        Т
259
        FS1
                    Telephone
260
        Τ
                   The telephone (.)
        FS<sub>1</sub>
261
                   Call
262
        Т
                   You put it in the subject of passive...[starts to write]...The (.)
263
        Ss
                   Telephone
264
                   Telephone
        Т
                    call
265
        T/Ss
266
                    ..
You use (.)
267
        Ss
                    ...((...))...
268
                    Verb to be (.) What verb to be you use it (.) you use it? Hah?//
        Т
269
        MS2
270
                   This is singular noun or plural noun? Hah? This is singular noun or plural noun? ... Hah?//
        Τ
271
        Ss
272
        Τ
                    It plus 's' or not (.)plus 's' or not? (.) Not (.) 's', singular noun. What verb to be to use it? (.) Hah? // (.) Hah? //
273
        Ss
                    ...[quiet]...
274
                    ...[turns to G1 for answer]... 'ls' or 'was' or 'were' or 'are'? // (.) Hah? //
        Т
275
        Ss
                   was (.) was (.)
276
        Τ
                    ...[writes]...That's good! (.) was (.) was (.)...[points to the verb 'take'] ...You change (.) you change (.) this verb into
                   past participle (.) was taken (.) When? (.) When? (.) Yesterday. You understand? The telephone call was taken
                   vesterday. This is passive... [writes 'Passive Voice' in front of the sentence]... in past (.) passive voice. Do
                    you understand? //
        MS2
277
                    Yest
278
                    ...[says to herself]... yesterday (.)
        Т
279
        MS3
                    It was (.)...((...))...
280
        Т
                   Hah? //...[turns around to the B/B, correcting her writing.]... It was taken...
281
        MS3
                    ...[says something inaudible]...
282
        Τ
                    You know // (.) uh (.) I want you to (.) I want you to (.) work in pairs (.) work in pairs (.) ... flooks back at the B/Band
                   points]... Do you understand // (.) do you understand active and passive form? I want you to work in pairs (.) uh (.)
                    ...[looks back and reads those sentences on the B/B for long]...If (.) uh (.) to work in pair(.)to work in pair (.) and you
                   (.) you talk with your friend. You talk with your friend. You write (.) you write two sentence (.) you write two sentence
                   (.) on the board, OK? // You (.) ah (.) one sentence (.) one sentence (.) one sentence. You write active form and
                   passive form for one sentence (.) uh (.) Listen to me! (f) Listen to me! (f) Work in pair.(f) I want you to work in pair
                    (.) work in pair with your friend, do you understand? // (.) Work in pair (f) ... [looks to the left]... Then, I want you to (.)
                   ah (.) ...[thinking]...to share (.) I want you to share the idea with your friend. I want you to (.) to do (.) to make the
                   sentence (.) to make the sentence in (.) active and passive voice (.) in active and passive voice (.) for (.) uh... freads
                   her note]...one (.) one (.) level (.) one level (.) you two (.) uh (.) you make the two (.) uh (.) you make two
                   sentences. Do you understand? // (f)
        Ss
283
                   Yes \\
284
        Τ
                   Now! Please listen to me! (f) You understand? // What (.) what (.) you need (.) uh ((.) what you want to do? What
                   do you want to do? What do you want to do? What do you have to do? What do you have to do? Hah? // (f)
                    ...[quiet]...
285
        Ss
286
                   To work in? (.) (f) //
        Τ
287
        Ss
                    ...[quiet]...
288
                   Work in? (.) (f) //
        Т
289
        Ss
                    ...[quiet]...
290
        Т
                   Work in? (.) //
291
        Ss
                    ...[quiet]...
292
                    Hah? (f) //
        Τ
293
        Ss
                    ...[quiet]...
294
                   Work in...[shows two fingers up]...
        Т
295
                   จับคู่ (.) จับคู่ (.) ... [a two matched pair] ...
        Ss
296
        Τ
                    You work in (.) //
297
        Ss
                    จับคู่ (f) /jàbkhûu/ ... (matching)...
298
        Τ
                   Ahh \\ (.) จับศู \\ (.) work in (.) pairs. Then, and then (.) and then (.) work in pair (.) you (.) make (.) (f) //
299
        S1
300
        Τ
                   Uh\\ (.) you make a sentence \\ in \\ (.) in active voice and \( / (.) \) Passive voice \\
                                                                                          Passive voice \\
301
        Ss
                    ...[nods]... passive...Oh! The time's up! The time's up! I'll give you to do the homework. In this...[points at the W/S
302
        Τ
                   in her left hand]...Ah (.) you look at your book on page 65. Everybody! (f) You (.) look at on the board and you
                   write it in your notebook. And (.) you (.) ah (.) you do it ... [points to the W/S]... f or your homework. You do this for
                   your homework (.) number 1 to number // (.) Number eighteen! \\ Do you understand? //
303
        Ss
                    Yes \\
```

### -Class dismissed-

	Transcription convention
T:	Teacher speaks
Ss:	Students speak
FS1	Girl student
MS1	Male student (etc)
(.)	pause of less than one second
{text}	translation from Thai to English
[ italic ]	additional notes / classroom atmosphere/ non-verbal communication
1 1	phonetics for Thai names of places or a minority of people
(())	inaudible/ unclear utterance
//	in a rising tone
//	in a low tone
(f)	fortis (loud) enunciation
text!	Calling for attention/ exclamation, giving instruction
BOLD UPPERCASE	In a loud voice / shouting

## 3). <u>STUDENT TEACHER 1: T3's instructional lesson (T3-ST)</u>

Turn		
1	T	Look at this and listen! I've (.) New Year's Day (.) during New Year's Day (.) I've been to Pukradueng. I've been to Pukradueng several times. I've climbed the mountain. I've climbed the mountain. I've met alo19t of people there. It has a cold weather on that date. So I put sweater on to make warm. And I never20had shower
•	0	when I was there. OK? // (.) Have you ever been there?
2	Ss	Yes (f)
3	T	Have you ever been there?
4	Ss	No
5	T	Who (.) who (.) have been there? Who have never been to Pukradueng? Yes? And who has neverbeen th25ere? (.).Oh! Never mind, never mind (.) OK, listen continue (.) ah (.) yes, look at this picture[shows a stick figure of a boy hitting a ball] I've played volleyball several times. I've played volleyball several times. Have you ever played volleyball?
6	Ss	Yes
7	Τ	Yes (.) Yes, I have. Who (.) who has never played volleyball?
8	Ss	No, nobody.
9	T	Good! //[looks at her note on the podium]and (.) uh (.) Have you ever worn[won/the researcher] a competition?//
10	Ss	Yes
11	T	[holds the same picture of a boy hitting a ball in her hands] Competition? // (f)
12	Ss	Yes \\ (f)
13	T	Yes // (f)[points at the same picture] competition! // (.) Have you ever worn?
14	Ss	Yes \\ (f)
15	T	Yes \\ very good// (f) OK, next \\ and this (.)\\[shows word on a piece of A4 paper read as 'papaya salad']Uhh (.) I like Papaya Salad (.) [glances at the note]I have had it three dishes a day. And // (.) have you ever had papaya salad?
16	Ss	Yes
17	T	Yes \\ I (.) Yes, I have. \\
18	Ss	<laugh></laugh>
19	T	Good! (.) OK \\[shows the same piece of paper with papaya salad written on]OK \\ please ans (.) answer me again (.) Have you ever had papaya salad?
20	S1	Yes, I have. \\
21	T	Yes, I have \\ OK\\ [writes the question 'Have you ever had papaya salad?' on the W/B and repeats the words all through]Have (.) you (.) ever (.) had (.) papaya (.) salad? Answer (.) answer me again. Yes or no//
22	Ss:	Yes, I have.
23	T:	Yes, I have \\ [writes the answer under the question] or I have had papaya salad, (.) right? // [adds the full form of answering on the W/B] I have had papaya salad. (.) [A new student comes in] And, answer me again [shows the picture of a boy hitting a ball] Have you ever played volleyball?
24	Ss	Yes, I have.
25	T	Yes, I have \\[writes as well as and repeats it along] 'Have you ever played volleyball?'OK, answer again. Yes // (.)
26	Ss:	Yes, I have.
27	T	Yes, I have. (.) [writes down the answer under the question] Good! good! (.) or you can say (.) //
28	Ss	I have had (.)
29	Τ	I have (.) [looks at the students]
30	Ss	had
31	T	I have (.) [stops and thinks for a while]

```
32
         Ss
                  Volley (.) volley ball (.)
                   Played volleyball (.) ... [Another student knocks on the door and walks in] ...(10) OK (.) OK (.) uh (.) let see
33
         Τ
                  (.)... [shows a slip of paper with 'won a lottery' written on] ... Have you ever worn a lottery?
34
         Ss
35
         Т
                  YES? // (.) ...[with surprise]...
36
         Ss
                  ...<laughter>...Yes (.) yes
37
                  Everybody? //
         Т
38
         Ss
                  < laughter>...sometimes
39
         Τ
                  Yes? (.) Who (.) who never (.) who have never worn [won] a lottery? Nobody?
40
         Ss
                  Nobody
41
                  Oh (.) very lucky!
         Т
42
         Ss
                  ...<laughter>..
43
                  But (.) me! (.) I have never worn [won] a lottery. I have never worn a lottery. (4) OK! (.) [writes down a
         Τ
                  question 'Have you ever won a lottery? under the first four sentences and sticks a slip of 'won a lottery on the
                  left of the sentence.]... (5) OK? // For me (.) No, I haven't. Or I have never worn a lottery. OK\\ ... [writes down
                  the answer in both short and full forms]...(3) OK\\ ... [takes the first two pictures on the podium and puts the
                  picture of a girl hitting a ball to the left of the first question 'Have you ever had papaya salad ?' and the slip of
                  'papaya salad' to the left of the second question 'Have you ever played volleyball ?']...(2 mins) OK \\ repeat
                  after me. \\ ... [reads the sentences and the answers shown on the board]... Have you ever had papaya
                  ...[in chorus] ... Have you ever had papaya salad? (f)
44
          Ss
45
         Τ
                  Yes, I have.
46
                  Yes, I have. (f)
         Ss
47
         Τ
                  I have had papaya salad.
48
         Ss
                  I have had papaya salad.(f)
49
         Τ
                  Have you ever played volleyball?
50
                  Have you ever played volleyball? (f)
         Ss
51
         Τ
                  I have played volleyball.
52
         Ss
                  I have played volleyball. (f)
53
                  Have you ever worn [won] a lottery? //
         Τ
54
          Ss
                  Have you ever worn a lottery? // (f)
55
         Т
                  No, I haven't. \\
56
         Ss
                  No, I haven't. \\ (f)
57
         Τ
                  I have never worn [won] a lottery.
58
         Ss
                  I have never worn a lottery. (f)
59
                  OK \\ and (.) answer my question. \\
         Т
60
         MS2
                  Teacher! Picture wrong (.) wrong! (.)...[points at the two pictures stuck next to the wrong sentences]...
61
                  ... [looks at the pictures on the W/B and swaps them to the right places]... OK \\ Sorry (.) Thanks (.)... [looks at
         Τ
                  the note on the podium]...OK \\ (.) ah (.) did you get the ability test? Yes // (.) yes or no?
62
         Ss
63
         Т
                  When (.) when (.)?...[quiet] ... (6)...When? Can you tell me or can you remember? When (.) when did you
                  get the ability test?
64
         MS3
                  On (.)
65
         Τ
                  ... [raises her eyebrows and puts her two palms out for the answer, then whispers 'last week' quietly to the
                  students 1 ...
66
         Ss
                  Last week
67
         Τ
                  Last week \\ good! And (.) ... [reads the note] ... Have you gotten the ability test already?
68
         Ss
69
                  Yes \\ So you have (.) you have (.) gotten (.) ability (.) test. OK? And can you tell me (.)... [turns to the W/B
                  and moves her hand around the sentences on it] ... What kind of structure? What kind of the structure?...
                  [underlines some words i.e. 'Have- ever had , Have -ever played, Have -ever won] ...
70
          Ss
                  ...[quiet]...
71
         MS<sub>1</sub>
                  Past perfect tense (f) //
                  Present (.) | Perfect tense
72
         Т
73
                                Perfect tense
          Ss
74
         Ss
75
         Τ
                  There are two parts, verb to have and past participle verb, right? OK\\ we call present perfect tense
                  (.)...[writes 'Present perfect tense' on top of those sentences]... (4) And we use it to talk about experience in
                  the (.) in the (.) //
76
         MS1
                  New Year (f)
77
         Τ
                  ...[raises her eyebrows and waits]...
78
         FS2
                  Past
79
                  ...[nods]...past \\
80
         MS1
                  Oh, really? (f) ...[looks surprised]...
81
         Т
                  In the past (.) We talk about experience or thing that you've done already in the past (.) right? // Yes? //
82
         Ss
83
         Т
                  OK! (.) And now \\ ...[picks up a picture of a boy kicking a ball and shows it to the class]...
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84
         MS3
                  ...[speaks up]...FOOTBALL! (.) PLAY FOOTABLL! (f)
85
         Т
                  I would like to ask you again. Have you ever played football? //
86
         MS1
                  Yes (.) I have. \\
87
         MS3
                  ...[speaks up]... NO! (f)
                  Yes \\ I (.) //
88
          Т
89
          Ss
                  Yes. I have. \\
90
         Т
                  I have \\ (.) Who // (.) Who have never played football? (.) Nawat? //
         MS3
91
                  ...[speaks up]... NO! ...((...))...
92
         NW
                  ... ((...))...
93
                  ...[looks at Nawat]... Never? // (.) OK! never mind! And (.) and (.) tell me! (.) uh (.) What sport have you ever
                  played? // NAWAT! (.) ONLY NAWAT! (.) What sport have you ever played?
94
         NW
95
                  Swim? // (.) Swim? // Swim? //
         NW
96
                  Volleyball (.)
97
                  And volleyball (.) OK \\ good! ...[turns over her note to the next page and reads quietly]...OK \\ now (.) copy
                  down in your (.) notebook. I give you two minutes to copy down these sentences. (20) I give you 3 minutes
                  only. ... [reads the note at the podium] ...(2 sec)
                  ...[one students goes out]... (1.2 mis) OK \\ Have you finished?
98
         Ss
                  Nο
99
         Т
                  ...[a new student comes in]... (50 sec) OK \\ Have you finished? //
100
          Ss
                  Yes, OK.
                  Yes? // OK! Now (.) ah (.)... [looks at her note]... Have you ever played bingo game? //
101
102
         MS<sub>1</sub>
                  Yes. I have.
103
         Т
                  Yes? //
                  Yes, I have.
104
         Ss
105
                  Oh! OK (.) Now...[ a new student comes in]...! (.) I would like you to play BINGO game... [glances at her note
         Τ
                  at the podium for a short while and comes to the front]...OK, sit in group of four, sit in group of four! (f) And
                  pass the worksheet to your friends...(6)... [gives out the W/S]...Sit in group of four!... [There is no movement
                  among students. All the seats are screwed in long row.]...OK! pass the W/S to your friends. OK? // (.) Yes? (.)
                  // OK? // Everybody gets the W/S? Who (.) who haven't got this \\... [shows the W/S] ... Who (.) Who haven't
                  got (.) OK\\ pass to (.) your friends (.) quickly. OK! (.) And now look at the W/S, OK?//...[reads the note at the
                  podium]... ah (.) Bingo game (.) Bingo game (.) ah (.) Look at the situation, OK?// I suppose (.)...[reads from
                  the W/S]... 'You have been to the southern part of Thailand several times, and you have been several
                  provinces. You've played sports and you have a lot of food there.' OK, Look at in the W/S and situation, right?
                  OK (.)...[reads]... instruction (.)... 'Write about your experiences (.) in group of four (.) that you've done in the
                  table'. understand?
106
         MS1
                  What are you going to do now?
107
         Т
108
         MS<sub>1</sub>
                  ...((...))...
109
          Ss
                  ...[quiet] ...
110
         Т
                  What're you going to do?
111
         MS4
112
         Τ
                  Write \\ (.) your experience ... [reads]... that you have done in (.) in (.)
113
         Ss
114
         Τ
                  in the table \\ OK? // In group of four...[A new student comes in]...I'll give you 5 minutes, OK? // Do you want
                  the example? //
         MS4
115
                  ...[quiet]...(6) ...Yes
                  Suppose (.) uh (.) provinces (.) I have been to (.) Ranong, OK? If (.) if (.) your friend in your groupbeen to
116
                  Rayong (.) Ranong (.) sorry\\, you write Ranong in the table, right?// OK \\ Five minute... [A new student
                  comes in] ...OK\\ group of four... [to a student in the front]... please sit with your friend in group of four, right?
                  // Ah (.) group 1 (.)...[arranges the students into group]... You are group 1...[moving her hand suggesting the
                  group ]... These are group 2 (.) group 3 (.) group 4 (.) 5 (.) 6 (.) 7 (.) 8 (.)...((...))... OK? // ...[back to the
                  podium, revising her notes for a short while] ... (8 mins) ...
117
         Ss
                  ...[talk in Thai among themselves]...(45)...
                  Who (.) who haven't got this? (.)...[shows W/S in hand and walks back to the podium and explains again]
118
         Τ
                  ...Write about your experience that you have done in the southern part of Thailand. ...[T walks around for a
                  short while and back to the podium and reads her note]... Have you finished? // (3 mins)...
119
          Ss
                  No (.) OK \\ (.) In your group (.) OK? // Your group (.) you write about (.) your (.) experience that you have
120
         Τ
                  done in the southern part of Thailand... [back to the podium and reads something for a while]...(3 mins) ...[
                  students work individually for a few minutes ] ... OK // (.) have you finished? // (6 mins)
121
         Ss
122
                  Yes? Yes? // (2.5 mins) ... [reads her note at the podium for a short while and then walks around] ... (3 mins)
                  OK \\ now (.) listen to me (.)listen to me (.) ah (.)A volunteer of each group (.) stand up to ask everybody in the
                  class 'Have you ever been...? (.) or Have you ever played...? (.) Or have you ever had...?' according to
                  experience that you complete in the table, OK ? // Are you OK? // (3) OK \\ listen again! (.) A volunteer of each
                  group stands up and asks anybody in the class (.) about the experience that you complete in the table (.) in the
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W/S (.) OK? // And (.) if (.) if (.) if everybody says 'Yes, I have.', You circle the table. Look like this...[draws a
                 grid of 12 slots on W/B]... (2 mins) OK \\ suppose (.) suppose (.) I ask you 'Have you ever been to...Pattani?'.
                 If in your W/S write Pattani, you say 'Yes, I have.', and then you circle ... [makes a circle in the slot behind the
                 province], right?
123
         Ss
                  Yes
124
         Τ
                 And only (.)... [a few more students come in] ... one question in his group. The next group ask (.) any
                 question (.) and then another group ask (.) OK? // If (.) if (.) if you (.) you complete the line in (.) ... [draws a
                 horizontal arrow I and ... [draws a diagonal arrow] like this (.) and like this (.) you (.)
125
         MS1
                 BINGO! (f)
                 Bingo (.) right // (.) understand? //
126
127
         MS1
                 Yes
128
                  Yes (.) OK (.) Are you ready? //
129
         MS1
                 Yes
130
         Τ
                 Yes or no? //
131
         Ss
132
         Τ
                 OK (.) Group 1 (.) Any person in group 1(.) Stand up and ask anybody.
133
         Ss
                  ... [two students in group 1 stand up]...
134
                 Only one (.) only one person (.) Everybody (.) listen!
         Τ
         FS1
135
                 Have you ever been Phuket before?
136
         Ss
                 Yes (.) I have.
137
                 Yes, I have. \\ You (.) circle in your W/S. OK, sit down. Thanks. Group 2 (.) group 2 (.) who? (.) // group 2 (.)
                 ask everybody... (3)...any question that you want to ask?
138
         FS2
                 Have you iver been Krabi?
139
                 Have you ever (f) been to Krabi? Have you?
         MS3
140
                 Yes
                 141
         Т
142
         MS1
143
         Τ
                 Circle in your W/S \\ Group 3, group 3 (.) Watcharin (f) You're OK? // (.) Stand up \\
         WR
144
                 ... ((...))...
145
         Τ
                 Lauder, please //
146
         WR
                 Have you ever played basketball? (I)
147
                 Ask everybody, ask everybody! Have you ever (.)
         Т
         WR
148
                 ...[smiles shyly] ... played basketball?
149
                 played (.) ? //
         WR
150
                 basketball
151
         Τ
                 Basketball? No, no? // OK \\ group (.) next group (.) Group 4 \\ group 4 \\! Stand up, please.
                  ... [Another student turns up.] ...
152
         MS1
                 Have you ever played beach volleyball?
153
                 Have you ever played beach volleyball?
         Т
154
         Ss
                 Yes (.) yes (.) yes
                 Yes? // (.) ahh (.)OK (.)Circle in your W/S. Who (.) who (.) give you ... [inaudible] ... Everybody! OK (.) OK! the
155
         Τ
                 next group, the next group, group 5 (.) 5 (.) Everybody \\ any person //
156
         MS4
                 Have you ever been Hua Hin?
157
                 Have you ever been TO (f) Hua Hin?
         Τ
158
         Ss
                 Yes
         S
                 BINGO!
159
         Т
                 Yes! Nawat bingo. OK \\ OK \\ (.) Would you like to play more? // Would you like to play more? // (.) [quiet for
160
                 a while ]... Bingo? // Nawat? // And would you like to play more? //
161
         Ss
                 Yes \\
162
                 One more time? //
163
         Ss
                 Yes (f)
                 OK (.) the next group \\ Next group \\ (.) Stand up! Ask your friends \\
164
         Τ
165
         MS5
                 Have you ever (.) have you ever played swimming? //
166
                 Have you ever (.) Have you ever played (.)
         Т
         MS<sub>5</sub>
167
                 swimming
168
         Τ
                 Swimming! NO! Not ever played swimming. (f)
169
         MS<sub>1</sub>
                 ...[helps correct his friend's English structure] ... swim (.) swim (.)
170
         MS<sub>5</sub>
                  ...[looks around and listens to MS1 and friends near him] ...
171
         Ss
                  Swim (.) (f) swim (.) (f)
172
                 Have you ever (.)?
         Т
173
         MS5
                 Have you ever played (.)
174
                 Not 'played'! (f)
         MS5
175
                 Not played
176
         Т
                 Yes \\
177
         MS1
                 ...[tries to help MS5]... Have you ever swim?
178
         Т
                 swim (2) swim (.) swam (.)
179
         MS6
                 SWUM! (f)
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180
         Т
                 swum \\ OK? //
181
         MS5
                 Have you ever played swim?
182
         Τ
                 Not PLAYED \\
         MS5
183
                 Not played \\
184
         Ss
                 ...<laugh>...
185
         Т
                 Have you ever (.)?
                 ...[try to help MS5] ... swim (f) swim (f) swim (f)
186
         Ss
187
         MS5
                 swim (I)
188
                 Not swim \\ (.) past participle \\
         FS3
189
                 ช่องที่สามแล้ว! \\... (Now, it's verb 3 /past participle) ...
190
         Ss
                 swam (f)... swam (f)
191
         MS6
                 SWUM! (.)
         MS6
192
                 swum (f) swum (f) swum(f)
193
         Т
                 Anyone can tell (.) can help him? // Swim (.) swam (.)
194
         Ss
                 swum! (f)
195
         Τ
                 SWUM! Have you ever (.) ? //
196
         Ss
                 swum
                 ...[to MS5]... say it!
197
         Т
198
         MS5
                 swum (f)
199
         Τ
                  ...[to the class]... Have you? // (.) Have you?//
200
         Ss
                 Yes
201
                 Yes (.) and who (.) who will get BINGO! Nobody (.) OK (.) The next group (.) the next group (.) the next
                 group (.) the last time (.) the last time (.) I will stop the game (.) OK //
202
         MS7
                  ...[stands up]...Have you ever played ...?
203
                 FOOD! (f) Nobody asks about food! (f)
204
         MS7
                 ...[stops and turns his palm up as not knowing what to d, then studies his BINGO chart for a while to make
                 new question]... Have you ever have ... เอีย! (oops!) had...
205
         Т
                 Have you ever HAD (f)
                 Had (.) uhh (.)
206
         MS7
207
                 Had ? (.) //
         Τ
                 Uhh (.) ... [looks around]... fried rice! \\
208
         MS7
209
         Τ
                 Fried rice! \\
210
         S
                 BINGO!! (f)
         Т
                 Nawat! \\ Double bingo! \\ OK (.) OK (.)... [to the class]... please clap your hands. ...[inaudible] ... OK\\ ...
211
                 [hands clapping]... (4) ... And Nawat (.) Nawat (.) Can you tell your friends about your experience that you
                 bingo? // OK (.) stand up!
         NW
212
                 Wah! ...[exclaimation]...
                  <laugh>
213
         Ss
214
         Τ
                 Stand up! (.) hah? // (.) You (.) you get bingo and can you tell everybody about the experience that you
                 write (.) have been (.) have played (.) have had (.)
215
         NW
                 OK (.) I am...(( ...))... working at the (.) hotel. I visit (.) go to the (.) uh (.) province every year and the fee,
                 course fee, the (.) the company pays for me... [smiles at the teacher]...
216
         Ss
217
         Т
                 Only and (.) your experience in your worksheet. Where have you been?
         NW
218
                    [turns to his friends]...Hah? //
219
                 Where have you been? (.) Where have you been?
                 ...[To Nawat]... in your worksheet (I)
220
         MS1
221
         NW
                  ...[ looks around checking with his friends and looks at his Bingo slip]... yeah!
222
                 You have been to (.)
223
         NW
                 Yeah (.) I have been to Phuket.
224
                 Phuket.
225
         NW
                 And Krabi
226
                 Krabi
227
         NW
                 Hua Hin (.) and sport (.) I'm swim.
228
                 You have been (.) //
         Т
229
         NW
                 Swim
230
                 Sorry, you have (.) //
         Т
231
         NW
                 been sworm
                 SWUM \\
232
233
         NW
                 swum
234
         Τ
                 And (.)? //
         NW
235
                 ... [turns round to look at a friend]... And (.)
236
         MS1
                  ...[to Nawat]... beach volley ball!
237
         NW
                 beach volley ball (.) and I have (.) uh (.) has fried rice.
238
         Т
                 ...[walks to the podium, turns over and looks at her note for a short while]... Is that all?
         NW
239
                           ...[nods]...
240
                 OK, sit down...[walks to the front]...OK, (.) And (.) and (.) ... [walks back to the podium and take a picture of a
         Τ
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boy kicking a ball, holding it in her hand]... OK, ask again, ask again (.) ah (.) if you want to talk about your
                  experience, what question can you ask? If you want to ask someone (.) have done something already in the
                  past, what question can you ask?
241
         Ss
                  Have you ever (.)
242
         Т
                  Have you (.) ever (.) Have you ever (.) OK \\ If you want to ask about place (.) you will ask about (.) Have you
                  ever (.)
243
         Ss
                  been
244
                  Been! \\ Good! And you want to know about (.) about (.) food. What question can you ask?
         Τ
245
         Ss
                  Have you ever (.)
246
                  Have you ever (.) //
         Τ
247
         Ss
                  had
                  Had \\ Ok (.) had something \\ had seafood // had fried rice or papaya salad // OK? // If you want to ask about
248
                  sport (.) play sport, (.) have you ever (.) //
                  Have you ever played (.)
249
         Ss
                  played \\ (.) such as football // volleyball // OK? // And (.) answer (.) the answer (.)
250
         Τ
251
         Ss
                  Yes, I have.
252
                  Have you ever ... ? //Yes, I (.) //
         Τ
253
          Ss
                  Yes, I have. \\
254
                  And (.) something that you haven't done (.) no (.)
           Т
          Ss
255
                 No(.) I haven't.
256
           Τ
                  Or something that you never done (.) never done (.)
257
          Ss
                 I have never.
258
           Т
                  I have never (.) good! OK \\ very good! OK (.) I will break 5 minutes (.) OK? //
259
          Ss
260
           Τ
                  Ah (.) If you want to go to the toilet, you can. Five minutes? //
261
          Ss
                 Yes (.) yes
```

Transcription convention	
T:	Teacher speaks
Ss:	Students speak
MS1, MS2	Male student 1, male student 2
(.)	pause of less than one second
[ italic ]	additional notes / classroom atmosphere/ non-verbal communication
1 1	phonetics for Thai names of places or a minority of people
(())	inaudible/ unclear utterance
jj	in a rising tone
//	in a low tone
text!	Calling for attention/ exclamation, giving instruction
BOLD UPPER	CASE In a loud voice / shouting

### 4.) STUDENT TEACHER 4: T4's structural lesson (T4-ST)

Please // please // on time (.) on time!

-Class dismissed-

262

Turn		
1	T	OK (.) are you ready? // Are you ready? // No? // OK (.) next unit. You finished Unit (.) five (.) right? // And we will start just a little (.) just a little. (.) (2) What unit will we start?
2	Ss	[no answer]
3	T	We've finished Unit (.) //
4	Ss	Five
5	Τ	And then we will start unit (.)
6	Ss	Six
7	Τ	Six, only just a little. Are you hungry? //
8	Ss	YES!!!
9	T	<laughs> Later (.) later (.) [inaudible] go ahead (.) OK ? // And (.) look at the topic! What page? Can you tell me what page for Unit 6?</laughs>
10	Ss	Thirty (.) three
11	Τ	Uh-huh, thirty-three (.) yes, thirty-three. What's the topic? What is it?
12	Ss	[read from the book]Technology
13	T	Do (.) do you know the word 'technology'? Technology (.) in Thai (.) we call (.) /théknoloyii/ (.) right? // It's the same. (.) And can you tell me some technology that you know in your life? // Can you tell me some technology that you know in your life? // For me (.) com (.)    puter (.) For me (.)
14	Ss	com puter
15	Τ	Good! Computer (.) [writes 'computer' on the W/B] Computer and (.) //
16	S1	Sky train (I) [speaks softly and inaudible to the T]

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17
        Ss
                  Cellular phone (f)
                  Good! Cellular phone \\ ... [writes 'cellular phone' on the W/B] ...
18
        Т
19
        S2
                  Satellite (I) (.) satellite (I) (.) ... [inaudible to the T]...
20
                   Anything else? (.) //
        Т
21
        S2
                   Satellite (I) (.) Satellite (I) (.) ...[inaudible to the T]...
22
        Τ
                   Technology! you know? // (.) ...[raises her eye browns]...
23
        Ss
                   ... ((...)) ...
24
        Τ
                  Uhh (.) something machine? (.) Answer machine for telephoning. Right? // (.)...[puts 'answer machine' in the list]
25
        Ss
                  Answer machine
26
                  Answer machine \\ That means when you // (.) when you are not at home (.) and someone call you (.) you can
        Т
                  use answer machine. But we call 'answering machine' (.)... [adds 'ing' in the middle ]... That means you're absent
                  and leave some message (.) understand? (.) // And anything else? (.) //
27
        Ss
                  Internet
28
        S2
                  Satellite (I) (.) Satellite (I) (.) ... [inaudible to the T]...
29
                  Good! Internet \\ ... [puts 'internet' in the list on the W/B] ...
        Τ
30
        S2
                  Satellite (I) (.) satellite (I) (.)...[inaudible to the T]...
31
                  usually come with (.) // ... [points to the top of the list] ...
        Т
32
                  computer
        Ss
33
        Τ
                  Computer \\ (.) Anything else? (.) // Technology, huh? (.) //...[raises her eye browns and looks
                   around ] ... Huh? (.) //
34
        Ss
                  Sky train
35
                  Sky tech \\ ... [puts 'sky tech' on the list] ... Right? //
        Т
36
        Ss
                  Sky train! (f)
37
                  OK \\ sky train \\... [looks around for an eraser]...Uhh (.) Sky train! \\ OK, sky train \\... [corrects it to 'sky train']...
                   ...[some arguments for the right word from the students on the left and Aj. Gordon who doesn't think that a sky
38
        Ss
                  train is some kind of technology]...
39
        Τ
                  Hah? (.) // Sky train? (.) // No? (.) // ... [laughs] ... Ask Ajam Gordon. What does it call? Ask Aj.
                   Gordon. (.) ... [nods to an American teacher] ...
                  Sky train! ha! ha! (.) ...<a href="mailto:lectric">lectric</a> train! (.) Electronic train! (.)...[speaks softly captured by audio-
40
        S3
         US-
                  Huh? What? Sky train (.) They had sky train one hundred years ago. They had them in Chicago University one
41
         со-Т
                  hundred years ago. Not new now!
42
        Ss
                   That's OK!! I think...((...))... understand? And (.) what about TV? Yes, TV is a kind of (.) Technology
43
        Τ
                  or...((...))... one of technology. There a lot of technology in the world. And, is it important // (.) technology?
44
        Ss
                  Technology is important for our lives. OK, and look at your (.) on page 33. I would like you to look at the pictures
45
        Τ
                  on page 33. How many pictures can you see?
46
        Ss
47
        Т
                  Two. Do you know what are they?
48
        S4
                  I-don't-know!
49
                  Uhh (.) don't know, OK. I will introduce you. The first picture, you know? Look at the title at the bottom under the
        Τ
                  picture. The E-N-I-A-C
50
        Ss
                   อ๋อ ...[an exclamation signifying understanding]...
                  Yes, you see? The (.) first (.) ... [read together] ... | first computer
51
        Τ
        T/Ss
52
53
                   This is the first computer. Different from modern or computer today, right?
        Τ
54
        Ss
55
                  Yes, this is very very ... [puts two hands far apart gesturing the size] ...
        Т
56
        Ss
57
                  And, the second picture, you know? What is it?
58
                  Television
        Ss
59
                  Yes, television. The first television! We call that ... [reads]... 'televisor'. The first day we call 'televisor'. And that
        Т
                  come from the inventor that means someone who built the first television, understand?
60
        Ss
                  Yes
61
        Т
                  Who (.) someone who make the first television. His name is (.) Baird.
62
                  Baird
        Ss
63
                  He come from Scotland. OK, and now (.) you saw the first (.) the first picture of the first computer and the
        Т
                  picture of the first television. OK!
                  Now, I would like you to ... [something falls down and makes a loud noise] ... OK, ... I would like to look at the
                  sentences on the top of the pictures. Can you see? // The sentences (.) how many sentences?
64
        Ss
                  Eight
65
                  And I would like you to (.) think which sentences for first computer, and which sentences for first television. It's
                  mixed up, understand? // OK, look at the vocabulary first. Look at the first sentences (.) 'weigh' (.) W-E-I-G-H.
                  You know // what does it mean 'weigh'? (.)... [writes 'weigh' on the W/B and turns to the class]... I'm very thin.
```

I'm very thin. I weigh only thirty - eight kilos... [sounds of surprise from students] ... uhh (.) uhh (.) just a little.

OK, \\ the word 'weigh'... [reads] ... 'It weighed 33 metric tons.' Look at 'metric ton', you know what does it mean? (.) Metric that means (.) // 66 Ss One thousand (.) thousand 67 Metric that means one thousand, right? // Т 68 Ss 69 One thousand, understand? // One thousand ton, right? // Т Ss 70 One thousand kilograms! (f) 71 One thousand kilograms (.) Metric ton that means 1,000 kg. Oh! Sorry \\... [writes 1,000 km on the W/B, then erases] ... not kilometre - kilograms. OK? // metric tons that means one thousand kilograms. 72 Ss Heavy \\ 73 Heavy! \\ Yes, very very heavy. And the first sentence said it weigh (.) it weighed 33 metric tons. And OK, look at Τ the word 'screen' \... [writes 'screen' on the W/B] ... When you see the television, then you will (.) you will see the screen of the television. This call screen \... [draws a big square then a bit smaller one inside writes 'screen' in the middle]...Screen \\ ...[nods twice to students]... That maybe (.) picture, OK? // Screen of picture or maybe the frame (.) But (.) in this sentences (.) small screen that means small frame (.)... [moves two hands to form a square as a TV screen] ... They are different meaning on screen. But in this sentence (.) screen means frames. It had a very small (.) It had a very small (.) screen. \\ That means very small frame. \\ And then ...[reads]... It only weighed 10 kilo. The next one...[reads] ... 'It cost \$500,000... very very expensive. You know cost? What does it mean 'cost'? That means 'price' ... [writes 'prize' on the W/B] ... price, right? // Price, for me, (.) understand? // C \\ C \\ C \\ P-R-I-C-E \\ (f) 74 Ss 75 Oh! Sorry! \\ (.) ... [corrects the spelling] ... Sorry \\ 'price' .OK, thank you (.) It cost that means (.) its price and money. That means about something about money. OK, it cost \$500,000. That means very very (.) expensive 76 expensive Ss 77 And the next one \\ ... [reads]...'It's smaller than a suitcase'. Suitcase \\ ... [moves two hands in the air to form a Τ rectangle shape of a suitcase]... you know? // That means a kind of bag, understand? // ... [lifts something in the air] ... The businessmen always or usually carry suitcase (.) or maybe you go outside Bangkok (.) you can put your clothes in. (2) And the last sentences (.) look at the word 'built' ... [writes 'built' on the W'B] ... Built is the past form of the word 'build'. \\ ... [writes 'build' on the W/B] ... That means 'make or do something', OK // (2) Now, you know all of these sentences and then think ... [taps her fingers on the side of her head] ... and think which sentence could be for the first computer. And which one could be for the first television. Write the sentence under the picture. For example... [reads the example shown in the book] ... ' The ENIAC - the first computer' (.) look at the first one ... [reads] ... 'It weighed 33 metric tons.' Look at the picture and think (.) OK? // 78 Ss 79 OK! Five minutes (.) enough? // Finished? // ... [raises her eye browns to her surprise] ... Finished? // 80 Ss Yes. OK! Very quickly! 81 Т 82 <laugh> Ss 83 Т OK! And then look at the answer (.) OK? 84 Ss 85 Everyone finished? // (.)Sure? // Τ 86 Ss 87 Sure! OK (.) now (.) look at the first one 'It weighed 33 metric tons'. That for (.) for (.) Т 88 Ss the first computer 89 For the first computer (.) And now (.) we don't know anything. That means - YOU - tell me. Which one for the Τ first computer and which one for the first television. Now (.) I'm so lazy (.) tired (l)... [in a tired voice]... I need your help. Help! (.) ahh (.) OK? // ...(1)... You should come and write the sentences on the board (.) for me (.) 90 Ss PLEASE! OK (.) very tired! The same? 91 ...[erases the board and prepares two columns ]...OK! ... If you think which sentences could be for the first Τ computer (.) write on this side. And if you think which one could be for the first television (.) write on this \\ OK? // PLEASE! (.) help me! 92 Ss ... <laugh> (l)... 93 Please! Please students! (.) ...[cleans the board and turns round to the students] ...(3) Nobody? Т 94 Ss 95 OK (.) Come! One! Help me! Nobody? // ... [looks around and nods to the student by the window] ... There are 8 Т sentences. The first sentences (.) That's OK \\ no need to write. Note it on your book. And the next one (.) ... [reads] ... 'It had a very small screen' or something like this. You think if it for computer or first television. (.) ... เร็ว! ... {{hurry up!}}... ...[Two girls come to the front and write in each column] ... 96 Ss 97 OK! (.) She's come from the first group, and she comes from that group. And I need one from this ...[points]... and one from this (.).. [points]... not finished (.) and need one more! That means two persons from each group...[points to the first row by the window] ... come only one // need one more (.)... [points to the second row and puts up two fingers] ...two \\ This! ... [to the third row] ... two \\ And this! ... [to the fourth row] ... just a little students only one now, OK? //

...[students from each group come to the board and write down the selected sentences]...

98

Ss

Understand // 'weigh'? (.) I weigh ONLY thirty - eight kilo. Understand? // Very very thin. Skinny. OK? // And (.)

99 T If your sentences are not the same that you write yours on your board, if you think sentences for the first computer, you can write for computers today (.) not...((...))...

.....[ ( 20) working ] ......

Any sentence? // All of the sentences we have (.)  $\underline{OK! \ Check!}$  The first one we start (.) we only to write (.) The second one...[reads]... 'It was smaller than a suitcase', OK! ... [reads the sentences on the W/B which are written by the students]... 'It only weighed 10 kilograms. No \\ ... [nods and looks around]... How many students come? (.) Ahh (.) OK! ....((...))...[nods to a male student who is coming to correct the wrong sentence]... And number 4, 'It cost \$ 500,000.'...ah (.) OK! \\...[nods and continues reading the sentence on the W/B]... 'It was bigger than a small house.' (.)  $\underline{NO}$  (.)  $\underline{Huhh?}$  //... [waves to the student at the board to go on correcting the wrong sentence] ...[inaudible] ... 'It was bigger than a small house', right? OK!... and 'It was smaller than a suitcase.' Where is it? No (.) And it cost \$ 1,000. It was built in 1946.' (.) That's OK. Are you sure?

100 Ss Yes

T Yes? // I'm not sure. (.) Check the answer (.) OK! Listen to tape again! Listen again! ...[Tape played] ... Unit 6 Page 39. Activity 2 The ENIAC, the first electronic computer ...

...[Tape played] ... << Unit 6 Page 39. Activity 2 The ENIAC, the first electronic computer The first electronic computer was very big, much bigger than computers today. In fact, it was bigger than a small house. It was also heavy. Together all of the computer parts weighed 33 metric tons. And when it was built in 1946, it cost \$ 5000,000 – and that was a lot of money back then. >>... [Tape paused] .....[announces to class] ... Next one for the first television! ....[tape played]... <<This is called the first computer >>...[Tape paused] ....((...))... computer (.) true? // (.) Understand?OK! Next one for the first television!

... [Tape played]... << The first television was different from the TVs we have today. It was, for example, smaller than a suitcase and it weighed about 10 kilos. The screen on this TV was also very small – about the size of a postage stamp. And was it expensive? Well, the first TV was built in 1926 and it cost about 100 American dollars, which was a lot of money then. And you also had to put the TV together yourself. >> ...[tape paused]...

...[ to the class]... The ENIAC (f)... (3) ...Check again! When you think it's true on the right column (.) tick 'true' on your book and when you think they on ...((...))... OK? //

Listen and check on the board. If you think it's right (.) check right on your book. Check (.) it again...... [Tape played]... << The first electronic computer >>... [Tape paused] The first electronic computer. That means for (.) that side, OK? // The first computer(.) Look at the sentences that you (.) Write on the right column or not.... [Tape played] ... << The first electronic computers were very big, much bigger than computer today. In fact it was bigger than a small house. >>...[tape paused]...... [repeats after the tape] ... In fact it was bigger than a small house. That's right or wrong? //

102 Ss Right

T ....[Tape played]...<<u>It was also heavy. Together all of the computer parts weighed 33 metric tons.</u>>> ...

[paused] ... [repeats the tape] ... It weighed 33 metric tons, right? ...[tape played]...<<u>It was built in 1946.</u>>> ...[paused]

104 T/Ss ... [together] ... | It was built in 1946... [Tape played] ... < It cost \$ 500,000.>>... [Tape paused]...

105 T/Ss | It cost \$500,000.

That means the first computer finished....[Tape played]... << And that's a lot of money at that time. Baird's televisor >> ...[paused]... [explains]... Televisor that means the first television....[Tape played] ... << Them first television. The first television was different from the TVs we have today. It was, for example, smaller than a suitcase. >> ... [Tape paused]...

107 T/Ss ... [repeat the tape] ... | Smaller than a suitcase.

T ....[Tape played]... << and it weighed about 10 kilos. >> ...[Tape paused]...[repeats the tape] ... About 10 kilo. It weighed only 10 kilos....[Tape played]... << The screen on this TV was also very small. >> ...[Tape paused] ... The screen is (.) ...

109 T/Ss very small

The screen is very small....[Tape played]...< The first television was built 1942. And was it expensive? Well, the first TV was built in 1926 and it cost about 100 American dollars. >>...[Tape paused]...

111 T/Ss And it cost about 100 American dollars.

T Right? // (.) ...[Tape played]...<< which was a lot of money then.>> ... [Tape paused] ... That was a lot of money at that time (.) \$100 (.) And now how much for Baht? (.)

113 Ss ...((...))...

114 T [...writes on the W/B] ... but for at that time (.) very ...((...))... 36-37 up and down.

And now (.) you know (.) the first computer and the first television. It's different from computer today and different from television today. OK (.) I would like you to look at (.) The first of (.) sorry (.) the picture of the first computer (.) and think ... [points to the side of her forehead] ... Do you know computer today? (.) Yes or no? (.)

115 Ss Yes

116 T Yes (.) it's not big (.) small!

117 Ss Small

```
Т
118
                  And I would like you to think about the different (.) things that are not the same for the first computer and
                  computer today (.) understand? //
119
        Ss
                  Yes.
                  But look at (.) for this! ... [cleans the B/B]... OK // understand? // Think for the first computer and computer
120
        Т
                  today.(.) different or the same (.)Think! fast or slow (.) and then size (.) big or small (.) and then price (.)
                  Understand? // Think about it what the difference. What are the same (.) computer today and computer (.) uh (.)
                  and the first computer (.) OK? // Sorry! (.)...[erases the wrong part on the B/B]... sorry! (.) I would like you to
                  think about the first computer and the computer today. (.) What are not the same (.) understand? // Look at the
                  computer! And when you finish come complete the chart on the board (.).../draws a table of comparison
                  between the 'First computer' and 'Computers today', and writes four different headings in each column ie.
                  speed, size, price, and weight] ...OK! (.) I would like you to think about what are not the same by using your
                  (.)... ((...))... Think! Look at the 'speed' that means fast or slow, and size (.)
121
        Ss
                  big or small
122
                  Big or small! And price (.)? //
        Т
123
                  expensive or cheap
        Ss
124
                  Huhh \\ expensive or cheap (.) \\ And weight (.) heavy or not heavy (.) Understand? // OK \\ tell me (.) Use only
        Т
                  adjective! You know 'adjective'? (.) //
125
        Ss
                  Yes \\
126
                  Look at your sheet! (.) OK \\ The first computer (.) what about the 'speed', fast or slow?
        Т
127
        Ss
                  Slow
128
                  ... [writes 'slow' in the slot.] ... and for the computer today (.) ? //
        Τ
129
        Ss
130
                  ...[adds 'fast' into the slot].... and then the 'size', the first computer (.)? //
        Т
                 big
131
        Ss
132
                  OK, very very (.) //
133
        Ss
                  big \\ (f)
134
                  And for 'computers today' (.)
        Τ
135
        Ss
                  Small
136
                  Yes, small \\ (.)... [writes 'small'] ... or not big. \\ Some small or some not very big (.) Understand? \( \ll \... \) (2) ...
        Τ
                  And price (.) How much? // The first computer said 'It cost $5000,000.' That means (.)
137
        Ss
                  Expensive
138
                  ...[adds 'expensive' in the price column]...or very expensive (.) OK! And computer today (.) very very
        Τ
                  expensive?
139
        Ss
                  No \\ (f)
140
                  Some cheap and that means not expensive. (.)... [writes cheap' in the slot]... And weight! (.) Those computers
        Τ
                  are smaller than a house. That means very (.) //
141
        Ss
142
                  Heavy \\ (.) very heavy \\ ... [writes 'very heavy' in the column] ... And computer today (.) heavy or not? |/
        Ss
143
                  Not
144
                  Not (.)
        Т
145
        Ss
                  Not heavy
146
                  Not (.) not very heavy\\... [writes in the column]...(.) or for (.) maybe you know (.) notebook (.) computer
        Т
                  notebook (.) That's not heavy. You can say light (.)... [adds 'light' into the list]...Light opposite to the word
                  'heavy' (.)... [makes face of carrying heavy stuffs]...Light! Maybe you can lift it. (.) This is the difference from the
                  first computer and computers today. I would like to make a sentences to describe about these. OK, look
                  at...((...))...I would like to write the sentences to tell about speed. I would like to make a sentence about the first
                  computer, comparing with computers today. That means I will tell you about the first computer (.)... [writes 'the
                  first computer on the W/B]...The first computer...((...))... look at the speed, slow or fast? //
147
        Ss
                  Slow
148
        Т
                  Slow \\ computer today is (.) //
149
                  || Fast
        Ss
                  Fast (.) Fast \\ (.) That means (.) first computer (.) was (.) slower (.) than (.) computers today... fwrites the first
150
        Τ
                  sentence while talking with the students]... The first computer was slower than computers today. (.) ... [writes
                  the second sentence and reads it along.] ...And look at the size! I can write the sentences. (.) | The first
                  computer (.)...[ points and writes while repeating it through]...
151
        Ss
                  The first computer was (.)
                  bigger than_(.)
152
        Ss
                  Very big but computers (.) today (.) //
153
        Т
154
        Ss
                    ...[about to say something]....
155
                    small \\(.) OK! (.) You can write. \\... [points at the first part of the sentence on the W/B and continues saying
                  j...was bigger than computer today. (.) ... [completes the second sentence on the W/B and reads out]...The first
                  computer was bigger than computers today. \\... [writes the first half of the third sentence] ...And for the price (.)
                  I can write or I can say (.) The first computer was (.) // ... [looks back at the students] ... | more expensive
156
        Ss
                  more expensive (.)
157
                  .... [nods and speaks out ] ... expensive \\ And computers today not expensive. That means the first computer
                  was more expensive than the computer today (.) And for (.) 'weight' I can say (.)... [writes a long] ...The (.) first
```

(.) computer (.)... [To the class] ... heavy or not? //

```
158
        Ss
                  heavy
159
        Τ
                  Heavy small \\ very heavy small \\ But computer today not very heavy. We can lift it. (.) OK \/... \[ [back to the
                  unfinished sentence and completes the second half] ... That means (.) The first computer was (.)
160
        Ss
                  heavier than computers today.... [highlights the comparison by underlining ...- er.... than ...] That means – in
161
        Τ
                  your opinion - which one do you like? First computer or computer today?
162
        Ss
                  Computers today
163
        Τ
                  Computer today. And which one is good for you now?
164
                  Computer today
        Ss
165
                  Computer today! (.)That we can say (.) ...[turns to the W/B to write the fifth sentence without saying anything]
        Т
                  ...Computers today are better than the first computer.... [reads the sentence to the students after finishing
                  writing]...That I can say (.) Computers today are (.)... [stops to underline the comparative adjective] ... better
                  the first computer. (.) That means good, understand? // ... (2)... OK! look at these and answer my
                  question. Can you tell me (.) uh (.) Was the first computer fast? Yes or no?
166
        Ss
167
                  And this (.) computer today fast? ...(.)..
        Т
168
        Ss
                  Yes.
169
        Τ
                  That means (.) 'The first computer was slower than computers today' (.) right? // (.)
170
        Ss
171
        Т
                  Yes! OK (.) the next one (.) answer my question (.) was the first computer big? // Yes or no? //
172
        Ss
173
        Τ
                  And (.) my computer today very very big? //
174
        Ss
175
        Τ
                  That means (.)... [points to the second sentence on the W/B and reads it along with the students] ... The first
                  computer was bigger than the computer today (.) right?
176
        Ss
                  Yes.
177
                  How much? // Do you remember? //
        Т
178
        T/Ss
                  ...[Together] ... Five hundred thousand dollars
179
                  And computer today (.) Are computers today very very expensive? //
        Т
180
        Ss
                  No
181
        Τ
                  No. (.)That means (.) //
182
                  the first computer was (.)
        Ss
183
        T/Ss
                  ... [points at the fourth sentence on the W/B and both T/ss read out together] .. | more expensive than
                  computers today
184
        Τ
                  And (.) ... [inaudible] ... look at these sentences! (.) Was the first computer (.) was the first computer very very
                  heavy? //
185
        Ss
186
                  And (.) are computers today very very heavy? //
187
        Ss
                  NO.
188
                  That means (.)
189
        T/Ss
                  ... [in chorus] ... The first computer was heavier than computers today.
190
        Т
                  And you told me you think you like computers today because it's good for you. That means (.) //
191
        T/Ss
                  ...[points at the sentence to read along] ...[T/Ss in chorus] ... Computers today are better than the first
                  computer.
                  And then look at this sentences and think about the clue for make comparative adjectives (.) ... [writes 'compare'
192
        Τ
                  on the W/B] ... Do you know the word 'compare'? //
193
        Ss
194
                  (.) And today! we will learn the form for comparative adjective. You can make comparative adjective by this
        Т
                  clue (.) by this clue (.) ... [points to the sentences on the W/B]...Look at the first one! If for normal adjective (.)
                  when you would like to make comparative adjective, you can put (.)
195
        Ss
                  E-R (f)
                  E-R \\ or add E-R at the end of that adjective like this (.) 'slow' (.) and 'slower'. (.) But for some adjectives that
196
        Τ
                  end with 'E', for example (.) 'save' (.) no need to put 'R' again. You can put (.) Oh! Sorry! no need to put 'E-R'
                  (.) \\ You can put only 'R' at the end of adjective. It will be (.)
197
        Ss
                  saver (f)
198
        Τ
                  saver \\ That the first clue... [points to samples on the W/B...] ... And look at the sentences! (.) That's the
                  same? // || no \\
                  no \\ (f)
199
        Ss
200
        Τ
                  For some adjectives that you pronounce only one (.) That means big (.) fat (.) something like this. Pronounce
                  only one time! One syllabus [syllable- the researcher], you have to add the last letter or double the last letter,
                  and then put 'E-R' . That 'big' ... [circles around 'bigger'] ..., you have to put 'G' and add 'E-R' . And look at this
                  one! ... [points to 'expensive']... EXPENSIVER? // (f) NO! (f) For (.) //
201
        Ss
                  Three syllables
202
                  Yes \\ You have to put 'more' in front of that adjective (.) right? // You make comparative adjective. Can you give
        Т
                  me some of the examples for the three syllabus? (.) 'expensive' (.) can you think some words like this? (.) //
203
        Ss
                  beautiful (.) beautiful (.)
204
                  Good! (f) good (f) That means when you would like to make comparative sentences ... ah ... comparative
        Τ
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```
around 'heavier' and 'more' in another sentence above] ... Heavier comes from the word 'heavy'. (.) So some
                  adjectives that end with 'y' (.) you have to change 'y' to 'i' (.)
205
        Ss
                   and - e-r(.)
206
        Τ
                  And add '-e-r' like this (.) And for (.) some different from this group (.) example - 'better', you have to change.
                  That means you have to remember by yourself. Good (.) no (.) 'gooder'. You have to change to (.)
207
        Ss
208
                  better! (.) and some more examples, remember? //
        Τ
209
        Ss
                  bad
210
                  ... [writes 'bad' and 'worst' on the W/B] ... bad (.)
        Т
211
        Ss
                  ... [read] ... bad - worse- worst ...
212
                  Worst! (.) Understand? And 'much' (.) 'many' (.) 'more' (.) ... [writes 'much, many = more' on the W/B] ... or
        Τ
                  something like this. There are some words that you have to remember. It change ... understand? Didn't have
                  any reason - if change. And this is (.) are (.) the clues for making comparative adjective, understand?
213
        Ss
                  Yes
214
                  Now! I write the sentences (.) ... [points to the chart on the right of the W/B] ... to describe the first computer.
        Т
                  And now (.) I would like you to write sentences to describe computers today. That means (.) should begin with
                  'computers today' (.) understand? // For example (.),.. [to the class] ... Can I clean the board? //
215
        Ss
                  ...((...))...
216
                  ... flooks around and decides to erase the right part] ... Something like this \\ ... [writes the first half of an
        Τ
                  example - Computers today are ...] ... For example (.) remember? // You told me the difference from the first
                  computer and computers today. ... [points to the first sentence on the left and reads] ... The first computer was
                  slower than computers today. That means computers today are (.) //
217
        Ss
                  Faster (.)
218
                  Faster than (.) // ... [continues the half-finished sentence] ... The first computer (.) faster (.) than (.) the first (.)
        Τ
                  computer. OK! (.) this is for example. \\ You have to write sentences to describe computers today compared with
                  the first computer like this. \\ That means you have to begin with computers today. (.) Understand? //
219
        Ss
220
        Τ
                  Then (.) and then come and write. (.) OK? // ... [smiles and nods] ... OK! OK!. ...[laughs] ... And you (.) sleepy? //
221
        Ss
                  No
222
                  No? // Sure? (.) //
        Т
223
        Ss
                  Yes \\
224
                  OK \\ homework? Better? // (.) Better? //
        Т
225
        Ss
226
                  OK, now (.) I would like you to write the sentences (.) to describe computers today. (.) Understand? //
        Т
227
        Ss
228
                  Look at that word and write! Then write the sentences to tell about computers today (.) like this (.) OK? // OK \\
        Т
                  Finish! Enough? // OK? Understand? //
229
        Ss
                  Yes \\
230
        Т
                  Are you hungry? //
231
        Ss
                  YES::: (f)
232
                  Yes \\ Are you tired? //
        Τ
233
        Ss
234
        Т
                  Would like to have some lunch?
235
        Ss
                  Yes \\
236
                  OK \\ finished today! You can go. \\
        Τ
```

adjective, you can put 'more' in front of the word 'beautiful', OK? // (.)... [points to the five sentences on the W/B] ... (2) ...How many the words? One (.) two (.) three (.) and then look at the word 'heavier' (2)... [circles

	Transcription convention	
T	Teacher speaks	
Ss	Students speak	
US-CoT	an American co-teacher (observing class)	
(.)	pause of less than one second	
{{texts}}	English translation	
< <texts>&gt;</texts>	sounds from the recording	
[ italic ]	additional notes / classroom atmosphere/ non-verbal communication	
//	in a rising tone	
//	in a low tone	
(I)	lenis (quiet) enunciation	
(f)	fortis (loud) enunciation	
text!	Calling for attention/ exclamation	
UPPERCASE:::	in a loud voice	
Grey area	utterances secretly made by students and unheard by the teacher	

### II. Transcripts of four lessons relating other skills

#### 5. STUDENT TEACHER 1: T1's reading lesson (T1-RD)

```
Turn
         Т
                  Now! We're going to start. Do you know New York (.) New York? //
1
2
3
4
5
6
         Ss
         Т
                  Where is it?
                   In America.
         Ss
                   In America. (.) Have you ever been there? //
         Τ
         Ss
7
         Т
                  Would you like to go there? //
8
         Ss
9
                   Good! (.) Because We're going to visit New York. (.) People in New York call it 'the Big Apple', the apple of New
                  York.... [presents the map of New York on OHP]...(2) ... Sorry(.) ... [turns the map round to the right side.] ... This
                  one is New York. New York is one of the most exciting cities in the world. They are Queens. What's this?
                  //...[points the place on the map]...
10
         Ss
                  Manhattan
11
         Τ
                  ...[points to the new place on the map]...
12
         Ss
                  Brooklyn
13
                  And what's about this one? ...[points on the map]...
        Т
14
         Ss
                  Liberty Island
15
         Τ
                  Liberty (.)? // ... [waits for the students to complete] ...
16
                  Island ... [with 's']...
         Ss
                  Island (.) island. ... [silent 's'] ... There's no 's'. Say again!
17
         Τ
18
         Ss
                   Island ... [without 's']...
19
                  Say the name again!
         Т
20
         Ss
                  Liberty Island
21
                  Good! (.) And how about this one? //
22
                  Staten Island (.) Staten Island
         Ss
23
                  They are Queens (.) Manhattan Brooklyn (.) Liberty Island (.) and Staten Island (.) Yes? // They're in New York
                  (.) OK? //... (2)...Coming here (.)...(point on the map on the OHP)... ur (.) there are a lot of places here as many
                  as you want (.) shops (.) parks (.) and theatres (.) OK? // ... (2)... Look at the maps! You can see the number (.)
                  no1 (.) 2, (.) 3 (.) and 4 (.) and 5 (.) 6 (.) 7 (.) and 8. There are several places in the map...(2)...Today! I would
                  like to break you into pair (.) OK // (.) to do activities. We're going to visit these places. ...(2) ... First! This row (.)
                  you are A (.) and this row. ... [ gestures] ... And this row (.) you are B. (.) And this row you are A. (.) This row you
                  are B (.) OK? // (.) And this one (.) you are A. (.) This one you are B. (.) How about you? // ... [raises
                  eyebrows]...
24
         Ss
                  Α
25
                  A (.) good! This one is A. And this one? (.) //
         Т
26
         Ss
27
                  How about this one? // (.) | B! OK! ... (2)... Who is A? (.) Raise your hands, please? (.) A (.) raise your hand.
28
         Ss/A
                  ...[ put their hands up]...
29
                  OK (.) How about B? //
         Τ
30
         Ss/B
                  ... [put their hands up]...
31
                  Good! A&B (.) you and your friends, OK? // (.) You are staying here ... [points to the place on the map]... at
        Т
                  Stamford Hotel.
32
         Ss
33
                   Yes. You are staying here at the Stamford Hotel in Manhattan. And (.) you have three days to visit these places
                  (.) and you have only three days to visit these places. (.) There are 8 places (.) but only 3 days to visit (.) 3 days
                  to visit (.) one in the morning (.) and one in the afternoon. So! (.) You can choose only 6 places to visit. (.) ... (2) ...
                  Now! What are you going to do (.) we have 8 (.) but choose only 6. ...(2) ...A! raise your hand again (.) A! OK (.)
                  good! ...(2)... A! You are going to read information about the places number 1,2,3, and 4, OK? // (.) You are
                  going to read information about these places (.) number 1,2,3,and 4. (.) At the back (.) Look at the back of this
                  class. (.) ...(2)... Oh! I'm sorry (.) In front of the class. (.) You can see three pieces of paper that one (.)
                  ...[points]... and that (.) and over there....[points at 3 different pieces of paper stuck onto the wall, the
                  whiteboard, and another board near the window.]...OK! You are going to read different information....(2)... A!
                  makes notes (.) makes notes about the dates (.) the times (.) when you can visit (.) and what else can you see in
                  each place (.) And (.) B! Your turn B! (.) B you are going to read information about the places number 5, 6, 7,
                  and 8 at the back. (.) OK! (.) Look at the back (.) you can see the pieces of paper on the wall (.) on the desk (.)
                  and on the curtain. (.) A (.) B (.) work in pair and you make notes about the date (.) times (.) place (.) what you
                  can see (.) and what else you see for each place. I will give you example (.) here ! (.) You will get a worksheet
                  like this! ...(2) ... [shows a worksheet with 4 columns on the OHP]...(2) ... and make note (.) Monday (.) Tuesday
                  (.) Wednesday. Only 3 days you visit each place and then you make notes. Which place you visit on each day
                  and what else you can see (.) OK? // (.) You have only 10 minutes (.) 10 minutes to (.) read and make note.
                  ..(13)...And after that (.) come back and talk to your partner, A talks to B, OK, A talks to B and choose 6 places
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that you can visit. ...[presents another worksheet on OHP] ... (3)...Again! write it in this piece of paper (.)
                  ...[points at the w/s on OHP]... Monday (.) morning (.) where are you going? // (.) Afternoon (.) where are you
                  going (.) What time of your visit (.) OK? // (.) And then (.) You can write in details – what else can you see from
                  the places. And first (.) I will give you worksheet. (2) ... [gives out the small slips to students]... This one is for
                  making notes. Where are you A (.)? B(.)?
34
                  .... [say something inaudible and laugh].. A (.) A (.)
         SS
35
                  Again! This is the last one. Give this one to A. ..[to one students]...(2 mins) ...A! How many places are you
        Τ
                  going to read? //
36
         Ss
37
                  And how about B? (.) How many places? // (.)
         Τ
38
         Ss
39
                  Four. (.) A! What numbers? What numbers of the places you are going to read? //
40
                  Number 1, 2, 3, 4.
         Ss
41
         Τ
                  1, 2, 3, and 4. How about B? //
42
         Ss
                   5, 6, 7, 8
43
                  5, 6, 7, and 8. And (.) what are you going to write in? // ... [shows a slip]...
         Τ
44
         Ss
                  Time
45
                  Times. What else? (.) Time and? // (.) Only time? // (.)
         Τ
46
         Ss
                  Days
47
         Τ
                  Days! Anything else? // (.) Detail about each places, OK? // You can make notes as fast as you can. And after
                  that (.) how many places can you choose?//
48
         Ss
49
                  Six places (.) OK (.) six places (.) and then how long (.) How long (.) have you got for reading for information?
         Т
                   50
         Ss/T
                  Ten minutes (.) ten minutes. (.) After that (.) we'll come back here again and talk to your partner, OK? // (.)
51
                  Choose the places and write places (.) in this paper (.) OK?// After that (.) I'll call you to tell everybody where are
                  you going to see, OK! (.) What time and what day (.) what else you have seen at the place (.) Are you ready? //
52
         Ss
                   Yes.
53
                  OK! Start!
        Т
                  [Students promptly move out of their seats, and go separately to the front and the back to read the information
<del>54</del>
         Ss
                  assigned. There were provided with 3 pieces of information stuck on the wall in the front for A's and another three
                  for B's at the back to read and take note. While reading, some students discuss, talk, jot down and fill out the
                  small slips.]
        Τ
55
                                           ... (11 mins) ...
                  It's time! One (.) two (.) and t-h-r-e-e (.)
56
         Ss
                           ... [get back to their seats]...
57
                  OK (.) A! (.) tell me the names of the places that you make notes.
58
                  Central Park
         Ss
59
         Т
                  Anything else? //
60
                  Grand Central Station
         Ss
61
         Т
                  Next? //
62
                   UN Headquarters
         Ss
63
         Τ
                  And the last one? //
64
                  Empire State Building
         Ss
65
         Т
                  Good! B! (.) Places? //
66
                  Washington square
         Ss
67
                   Ah-hah? //
         Τ
68
         Ss
                  Chinatown (.) World Trade Center.
69
         Τ
                  And the last one // (.)
70
         Ss
                  The Statue of Liberty
71
                  Good! (.) Now (.) you have five minutes. (.) Talk to your partner. A talks to B (.) and B talks to A. (.) and then (.)
        Т
                  decide to choose six places agreed (.) Try to visit and try to fill out this paper (.) OK // And (.) that's OK. Start
                  now! (.) When you talk to A (.) could you sit face-to-face (.) OK! Sit face to face.
         Ss
<mark>72</mark>
                  ... [Work in pairs, talking, discussing, and taking notes].
73
         Т
                  ... [To one student] ... Could you move your chair here? // ...(2 mins) ... Please talk to your friend in English (.)
                  OK? // (.)
                                             ... [walks around and talks to particular student when asked]...
74
         S1
                   ...((...inaudible question...))...?
75
         Τ
                  Yes ? // What else? (.) and what else you see? // ... [explains something to another student, then moves around
                  the front and explains something to some small groups to the front.] ... (3 mins) ... Have you finished? //
76
                  Yes! NO! Not yet. ...[different answers overlapping]...
         Ss
77
                  Someone says 'no' (.) OK (.) one minute left. ...(3)... Don't forget to write what can you see there (.) and what are
        Т
                  you going to do with your friends there (.)
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... [Walks around the front]....

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right] ... place and time or (.) Monday (.) Tuesday (.) Wednesday. And after that (.) tell us about your visit (.) for
                  example (.) I see something there (.) or what are you going to do there. OK? // (.) Anyone would like to tell us
                  about that? //
<mark>78</mark>
         Sx
                  ...((...asks the teacher an inaudible question to the recording ...))....
79
                  Yes (.) time and date (.) .....fto one student in the front] ...(3)... [to the class]...Anyone else? // Don't be shy! (.)
                  Anyone would like to tell us about the places that introduce us to visit. // Ready?// Nobody? //
80
        S1 -
                  ... [A couple of the students on the third row volunteer the report.]...
         S2
81
         Τ
                  OK (.) Good! // ... [To the class] ... Clap your hands! ... [hand clapping] ... (5) ... Listen to them! (.) Listen to
                  them! (.) OK? // They are going to speak.
                  I (.) wish (.)
82
         S1
83
         S2
                  On Monday morning, we will go to Washington Square at 11 a.m. to shopping. Afternoon, we will go to Grand
                  Central Station. At noon (.) eat lunch and milkshake and burger (.) at noon. Tuesday morning (.) we will go to the
                  World Trade Center at 11 a.m. (.) to visit the second tallest building in the world. Afternoon (.) we will go to
                  Chinatown at ... [shows the slip to her friend to help read]...
         S1
84
                   at (.) ch (.) cha (.) chur(.) chin (.) uh (.) ... [trying to read her handwriting]...
85
         S2
                  p.m.
86
                  One?//
         Τ
         S2
87
                   At one p.m. \\ to eat Chinese food. And Wednesday morning (.) we will go to the Statue of Liberty at 10 a.m. to
                  take a photo with a Statue of Liberty. Afternoon (.) we will go to the Empire State Building at 8 pm. To visit.
                  ...((...))....
        Τ
88
                  Very good \\ I heard you are going to Chinatown to eat food (.) right? // Could you give the example what you will
                  have (.) what you want to order?
89
         S-2
90
         Τ
                  Noodles \\ OK \\ Thank you very much. ... [T and class clap their hands for being the volunteers.] ... The next
                  one? // (.) Anyone else? // I know ... ((...)).... Good! ...[to the new volunteers]...
         S3-
                  ...[the new pair of volunteers from the third row stand up and come to the front.]
91
         S4
92
        Τ
                  Oh (.) do you want the microphone? ...[hands a microphone forward to the pair in a teasing manner and holds
                  back]...
                            ... <ss' laughter>...
                  And say louder, please // ...[to the volunteers]....
93
         S-3
                   7 o'clock pm. We visit (.) ភ្ន័ម! /?ũi / ...{{= Oops! exclamation}}... We stand in New York City (.) the most
                  famous skyscraper (.) 100 foot long (.) and 453 met high. (.) It's the world's third tallest building.
         Т
94
                  When you say the height of the building (.) are you afraid of the height of the building?//
95
         S-3
96
         Т
                   OK (.) good! Thank you very much (.) .... [hand clapping].... (6) ... Anyone else? // Ok? // Anyone else? //
97
         S5-
                  ... [Another pair of students comes to the front]...
         S6
98
         Т
                  OK (.) so (.) Very good! // (f) ... [hand clapping]... (5) ... Could you stand in the middle of the class?
         S-5
99
                     ... [reads form the slip prepared]... On Monday morning at half past nine (.) we will go to the Statue of Liberty (.)
                  to have a boat trip to see magnificent view of the skyscrapers. (.) And afternoon at 1 pm. (.) we will go to the
                  World Trade Center (.) where we can see the skyscrapers and shopping there. ...(2)... On Tuesday morning at
                  half past nine (.) we will visit the Empire State Building. (.) We will see the view of Manhattan (.) from the
                  skyscraper from (.) ... ((...))... Afternoon at 2 pm. (.) we will visit Grand Central Station (.) where we can taste the
                  best burger and milkshake.... (2) ... And the last day (.) on Wednesday morning at 10 o'clock (.) we will visit
                  Central Park and the Museum of Art. (.) We will play and relax (.) with the playground. (.) In the afternoon (.) we
                  will visit Chinatown to eat a Chinese food.
100
        Т
                  ...[To the class]...OK! Any questions you would like to ask her? // (.) Any questions do you want to ask her.
101
         Ss
                  No!!! ...[in a loud voice]...
102
         Т
                  ...[To the class ]...OK! Any questions (.) you would like to ask her? (.) Any questions do you want
                   to ask her? (.) //
103
         Ss
                  No:! (f)
104
         Τ
                  No? //... [To S5 and S6]... I heard that you are going to the World Trade Centre (.) //
         S5-S6
105
                  Yes. \\
106
         Т
                  What do you want to buy, then? What would you like to buy?
         S5-S6
107
                  ...<laugh>...
108
                  What do you want to buy, then? (.) What would you like to buy?
         Т
109
         S5-S6
                  Thank you very much. (.) OK! clap your hands, please. // (.) ... [hand clapping] ... Anyone else? (.) ... [points to the
110
        Τ
                  students at the back] ... I would like to (.) the one at the back! (.)... [points to the students at the back] ... At the
                  back. (.) Tell me about your visit. (.) Yes? (.)
         S5-S6
111
                  A pair of shoes
```

A pair of shoes. \\ Could you tell me the brand name? //

112

Τ

...(1min 15) ...OK (.) now (.) I need the volunteers to tell your friends about the places that you would like to visit. Anyone, anybody! OK \\ when you tell your friend (.) you can say (.) we are visiting (.)... [moves hands from left to

```
S5-S6
113
                  Prada
        Ss
114
                  ...<lauqh>....
115
         Τ
                  PRADA! (f) That's very expensive. (f)
        S5-S6
116
                  Yes. \\
         Т
117
                  ... ((...))... anything ... ((...))... Prada? //
         S6
118
                  Maybe (.) just see it. \\...[smiles]...
119
         Ss
                  ... <big laugh> ...
120
        Τ
                  Thank you very much. (.) OK! clap your hands, please. // (.)... [hand clapping] ... Anyone else? (.) ... [points to the
                  students at the back] ... I would like to (.) the one at the back! (.) ... [points to the students at the back] ... At the
                  back. (.) Tell me about your visit. (.) Yes? (.) //
121
         S7-S8
                  ... [come to the front]...
122
        S7
                  ... [reads]... On Monday (.)
123
        Τ
                  Where's your twin? ... [asks S7, raising her eyebrows]...
124
         Ss
                  ... <big laugh> ...
125
                  You're twins (.) right? // (.) Where is she? // (.) Where is she? // (.) OK!... [turns to the mentioned student] ... You
         Τ
                  are next! ... [to the one she calls the twin]...
        Ss
                  ... <a very loud laughter> ...
126
127
         S7
                  ... [reads in very soft voice]... On Monday (.) I will visit the Grand Central Station and the old railway station. (.)In
                  the afternoon (.) I will visit Chinatown to have food. (.) On Tuesday (.) I will visit the Headquarters. (.) In the
                  afternoon (.) I will go to the Statue of Liberty to take a boat to look at the East Rivers (.)... [laughs]...to Manhattan
                  and (.)...((...))...On Wednesday (.) I will go to the Empire State Building...((...))... In the afternoon (.) I will go to
                  World Trade Center to go shopping.
128
        Т
                  Go shopping \\ OK \\ both of you would like to go to Chinatown (.) right? // Good! (.) Tell me about uh (.) food (.)...
                  Istudents say something inaudible to the class. T1 gets the message and puts her hand out to particular
                  students1...They say noodles.
        Ss
129
                  Dim sum! (f)
130
         S7
                  ... [thinking].... Salapao! ...(a stuffed Chinese bun)...
131
         Ss
                   <br/>big laugh>
132
         Т
                  Thank you very much. Clap your hands! (.)...[points at another two pairs to come over]...
         S9
133
                  ... [reads]... On Monday (.) we visit the Grand Central Railway Station (.) uh (.) at afternoon (.) we go to China
                  town to eat Chinese (.) ... [looks at S10 with questioning face]... Chinese?
134
         S10
                  ... [nods] .. fud (.) food (.)
135
         S9
                  Food (.) On Thursday morning (.) we go to the Empire State
136
         Τ
                  Thursday? //
         S9
137
                   ... [looks uncertainly at the T] ...
                  We're going there on Monday (.) Tuesday Monday and how about Tuesday? // Tuesday!
138
139
         S9
                  On Tuesday morning (.) we go to Empire State Building. (.) It's the world's third tallest building. (.) ... flooks at
140
        S10
                  .... [takes turn reading out of the slip]... Afternoon (.) we will visit the State of Liberty ...((...))... of the
                  skyscrapers....(2)...On Wednesday morning (.) we will visit Central Park and Museum of Art. (.) There
                  ...((...))...of art collection...((...))... Afternoon (.) we will visit Washington Square to stop (.) and relax (.) and (.)
                  uh (.)
141
                  ...[nods]...
142
        S10
                   ... [nervous looking and lacks confidence]...
143
                  Which place would you like most? // (.) Both of you like very much or see very much? //
         Т
144
         S9
145
                  Chinatown! \\ (.) Why? //
         Τ
146
         S9
                  We love Chinese food...[smiles]...
147
         Ss
                  ... < laugh> ...
148
                  Oh! You love Chinese food. (.) OK! Thank you very much.... [To the class]...Do you want to ask? (.) // I would like
                  to (.) ask the last one at the back. (.) Come here, please? OK? //...(4) ... [S11 and S12 are coming to the front to
                  report their work.]....You worry about the test (.) right? // (.) And don't worry! (.) Miss Suchitra will let you pass.
149
         Ss
                  ... < laugh> ...
150
                  OK? (.) // ... [looks at S11 and S12]...
        Т
                  ...[Both are obviously nervous. S11 is shyly reading from the slips with a very soft voice, which is inaudible.]....
151
         S11-
         S12
152
         Τ
                  ....[comes closer to listen to their reading and nods from time to time]...
153
         S7
                  ...[to S11-S12]... Speak louder, please. //
154
                  Say that again! \\ ... [raises her eye browns to one student in the middle]...
155
         S7
                  Speak louder, please. //
156
         S11
                  ... [a bit louder]... Afternoon (.) we visit (.)
158
                   What day? (.) What day?
159
        S11
                  Thursday
160
                  ... <laugh>...
        Ss
161
        S11
                  ...[turns round and hides her face shyly]...
                  Thursday? // My (.)... [inaudible] ... Monday (.) Tuesday (.) and Wednesday.
162
        Т
163
         S11
                  [listens to the T and starts over again] Thursday afternoon (.)
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164
        Т
                  Thursday again!!
165
                   ... <big laugh> ...
        Ss
        Τ
                   How about Monday (.) Tuesday(.) and Wednesday?
166
                  ...[turns away with shyness]...Monday afternoon (.) we visit Washington square. Tuesday morning (.) we visit the
167
        S11
                  World Trade Center to shopping. And Wednesday af (.) ... [looks at the T uncertainly] ... uh (.) at museum art (.)
168
        Т
                  Anything else? //
169
        S11
                  No \\
170
                  No? // You (.) you are going to present that again (.) You want to go shopping. (.) What do you like to buy there?
        Τ
171
        S11
                             ... [ says something inaudible] ...
                  Coat? // Ok! clothes (.) clothes (.) Tell me about the brand name (.) Could you suggest us the brand name you
172
        Т
                  would like to buy at World Trade Center?
                 ... ((...))...
... ... <laugh> ...
173
        S11
174
        Ss
175
                  Cheap or expensive?//
        Т
176
        Ss
                  Cheap ...[in soft voice]...
177
                  Cheap or expensive? //
178
        Ss
                  Cheap
179
                  You want to buy ... ((...))... another brand name better. Thank you very much.... [hand clapping]...(3) ...
                  Good! Uh (.) we visit (.) visiting New York city (.) right ? // (.) It's an interesting place. (.) Next time that you go
                  there (.) get the detail that you have read. (.) It will help you when you go. It's a nice spot. ...(3) ...Homework
                  today (.) I would like you to write (.) OK? // (.) the place (.) places that you have visited (.) time and day (.)
                  After that (.) tell me about what can you see there and what are you going to do there (.) in your exercise. ... (2)
                  ...Thank you very much.
178
                  ... [calls out to all students to pay respect to the teacher]... Stand up, please.
        Sx
179
        Ss
                  ...[All stand up and chorus]...Goodbye. Thank you (.) teacher (.) See you again next time.
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Transcription convention	
T:	Teacher speaks
Ss:	Students speak
S1, S2	Student 1, Student 2
(.)	pause of less than one second
[ italic ]	additional notes / classroom atmosphere/ non-verbal communication
( )	English translation
(())	inaudible/ unclear utterance
jj ''	in a rising tone
//	in a low tone
(f)	fortis (loud) enunciation
text!	Calling for attention/ exclamation/ giving instruction
Grey areas	students do their individual and pair work on their own

#### 6.) STUDENT TEACHER 2: T2's speaking lesson (T2-SPK)

Turn		
1	Т	Listen to me! You are a customer (.) in (.) a stationary section. (.) You are a customer in a stationary section. Understand? // (.)[looks at a student in the front] Understand? // (.) ah (.) OK (.) You will read on page column 6. No! No! (f) You don't look on this book. (.) You listen to me only the first time. Listen to me! (f) You customer in a stationary section. (.) Can you remember 'stationary'? // (.) Do you remember? // (.)[turns ruher desk and snatches a 'ruler' and shows it to the students] (2)You don't know 'stationary'. (.) What do means? (.)
2	FS1	เครื่องเขียน/khrûankhĭan/ {{ stationary}}
3	T	Uh-huh! // (.) Section! (.) You know section? // (.) It's the same as department (.)[puts her right hand out to encourage students to give the meaning of the 'section'] What does it mean 'section' (.) hah? // (.) hah?// (.) You (f) you (f) go to the department store (.) You want to buy a stationary.
4	FS1	เครื่องเขียน/khrûankhĭan/ {{ stationary}}
5	T	Hah? // (.)
6	FS1	แผนกเครื่องเขียน/ phanÈEk khrûankhĭan/ {{ stationary section}}
7	T	Louder, please //(2) Huh? //
8	FS1	แผนกเครื่องเขียน `/ phanÈEk khrûaŋkhĭan/ {{ stationary section}}
9	T	แผนกเครื่องเขียน! Section (.) section (.)แผนก/ phanÈEk/Again (.) you are a customer in the stationary section of a department store [looks at her lesson plan] (2)and you want to buy something (.) you want to buy something in the shopping list. Then (.) you take note (.)[looks at her lesson plan form time to time](2)You take note (.) already (.) for example (.) paper clips. You know

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'paper clips'? // (.) ... [turns to the students on the right and nods to them then turns to the left with the
                        same question]... paper clips? // (.) Uhh! (.) ...[nods and uses her hand to signal the students in the middle
                        to speak up]... next (.) next! (.) Postcards (.) you know 'postcards'? // Post cards (.) // post cards (.) // post
                        cards (.) //
10
          FS1
                         รู้จักค่ะ ... {{Yes, I do.}}...
11
          Τ
                         And file covers (.) you know?// (.) Answer my questions! (f) Umm (.) Who are you? // (.) Who are you? //
                        (.) ... [puts her right hand out to the students to get them speak up] ... Who are you? //
12
          FS1
13
                         Hah? // (.)
          Т
14
          FS1
                         Buy-yer
15
                         Buy-yer (.) BUYER! (f) Buyer or a cus...(.)...
          Т
16
          Ss
                        Customer
                        Or a customer! (f.) Customer (.) you know?// (.) What does it mean 'customer'? (.) ...[writes 'customer =
17
          Т
                        buyer' on BB]...(4) ... It's the same as 'customer' (.) understand?// (.) ...[reads her lesson plan in her
                        hand] ... Where are you? (.) Where are you shopping? (.) Where are you shopping?
18
          FS2
                        ...((...))...
19
                         Louder, please //
          Т
20
          FS2
                        Department store
21
          Τ
                        In (.) // the...(.) //
22
          TSs
                        Department store
23
                         ...[reads the lesson plan]... (5) ... What do you want to buy? (.) What do you want to buy?
          Т
24
          FS2
                         Sectionary
25
                         Hah? // (.)
          Т
26
          FS2
                        Sectionary
27
          MS1
                         Stationary
28
                         Uh (.)
29
          MS1
                        เครื่องเขียน .../khrûaŋkhĭan/ ... {{ stationary}} ...
30
          Τ
                         You want to buy (.) uh (.) You are here stationary section (f)
31
          FS1
32
          Т
                        Wa (.) what do you want to buy?
33
          FS1
                        Pencil
34
          MS1
35
          Τ
                        No! (.) ... flooks around for something then opens and searches in her purse]... Oh (.) I don't have it! (.) ...
                        [goes through her documents on the desk, than takes a bunch and shows the 'paper clip' to the students]
                        ....(3) ... Uh (.) It's 'double clipper'. (.) ... [turns to the students on the right]... What do you want to buy?
36
          Ss/R
                        ...[no answer]...
37
          Τ
                         ...[turns to the students in the middle who seem to say something]... Louder, please.//
38
          Ss
                        Paper clip
39
                        Paper clips! (f) Next (.) next! (f)
          Т
40
          FS3
                         File cover
41
          T/GS3
                         ...[turns to GS3 to her right and nods to her to speak up].... File covers! (f) And (.) and? // ...[turns round
                        to her desk, picking a big postcard and shows it to the class]...
42
          Ss
43
          Т
                         Postcard! (f) Thank you. (f) ... [searches through her documents and takes a picture of a woman out]...
                        Suppose you are (.) ... [inaudible]... No (.) no (.) you are a customer (.) in a stationary section (.) a
                        customer (.)... [sticks the picture on the left top of the BB next to 'customer = buyer'] ... Next! (f) ... [looks at
                        her lesson plan for a while]... I want you (.) to (.) fill in the blank (.)fill in the blank (.) on page 70.
                        Everybody! (f) Open your book on page 70 (.) columns 6 (.) column 6 ...((...))... column 6? // (.) ...[rising
                        tone]...[turns to the BB and draws a rectangle line on the left on the BB and writes 'shopping list' on top of
                        it]... This is a (.) Can you tell me what is this? What is this? // (.) ... [keeps on writing]... Can you tell me
                        what is this? It's a (.)
44
          Ss
                         ...[read]... shopping list
45
          Τ
                        Shopping list! (f) One (.) ... [writes number one on top of the list]... paper? (2)... [turns round to the students
                        for the answer]... clip (.) ... [continues writing] ...Two? // ... [turns to the students] ... hah? // (.) Postcards
                        (.)...[writes 'postcards' on the list]... postcards (.) and three? //
46
          MS<sub>1</sub>
                        File cover
47
                         File cover
          Ss
43
                          ...[searches through her documents and takes a picture of a woman out]... Suppose you are...((...))...
          Т
                         No, no (.) you are a customer (.) in a stationary section (.) a customer (.) Isticks the picture on the left top
                         of the BB next to 'customer = buyer' ]...Next! (2)...[looks at her lesson plan for a while]... I want you (.) to
                         (.) fill in the blank (.) fill in the blank on page 70. Everybody! Open your book on page 70 (.) column 6 (.)
                         column 6 (.)...((...))... column six? //... [turns to the BB and draws a rectangle on the left on the B/B and
                         writes 'shopping list' on top of it]... This is a (.) Can you tell me what is this? What is this? //...[keeps on
                         writing]...Can you tell me what is this? It's a (.) //
44
          Ss
                         ...[read]... shopping list
45
          Τ
                        Shopping list! One (.) ... [writes number one in the rectangle]... paper? //... [turns round to the students for
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their answer]...clip (.)...[continues writing]...Two?//...[turn to the students]...hah? Postcards...[writes #2 on
                         the list1... postcards and three? //
           MS1
46
                         File cover (I)
47
           Ss
                         File cover
48
           Т
                         File cover \\ ... [repeats SS and adds in the list]... In a shopping list \\ you put in the price...[points to the
                         space provided on the BB]... How much is this? Hah? // ...[fills the price and reads it through while writing]
                         ...six (.) per (.) box (.) How much is this? Five bath per each...[points]... It's (.) a (.) It's a clue (.) clue (.)
                         It's '@'. It's a quotation of 'each each'. You know each (.) each(.) file cover? //
49
           FS1
                         Four (.) four (.)
50
                         How much is this? (f)
           Т
51
           Ss
                         Four each
52
                         Four Baht each \\ ... [writes on the BB]... Fill in the blank! What are you (.)... what are you going
                         to do? (.) What are you going to do? (f)
53
                         ... [quiet] ...
           Ss
54
           MS1
                         Copy (f)
55
                         Fill in the(.) blanks or column (.) or column six on page (.) //... [raise her eyebrows] ...
           Т
56
           FS2
                          70! (f) Understand? // Uh (.) read the dialogue (.) read the dialogue (.) Who speak (.) with who? // ...
57
           Τ
                         [points to various SS]... Who speak with who? // (.) Who speak with who? //(.) Who is the? (.)
58
           FS1
                          Salesperson
59
                         The salesperson! (f) speaks with a (.)... [points to the picture stuck on BB] ... a (.) a customer(.) you know?
           Т
                         // A customer! (.) uh (.) you (.) when (.) when the customer comes in (.) ... [walks to the door and walks
                         in like a customer is arriving] ... when you come in a stationary section (.) When you come in a stationary
                         section (.) I am a customer (.) suppose I am a customer (.) I come in a stationary section. You are a (.) a
                         sales (.) person. You (.) greet me (.) hah? // (.) What do you say? //
60
           Ss
                         ...((...))...
                         No! (f) You greet me! (f) You greet me! (f) Do you (.) suppose I start in the stationary section (.) Before
61
           Τ
                         (.) You know (.) before (.) uh (.) you ask me (.)How many (.) you (.) you greet me (.)What do you say (.)
                         What do you say (.) ... [waves her right hand up to encourage SS to speak up] ...
62
           FS1
                         ...((...))...
63
                         Louder, please // (f) Titsukhon (f)
64
           FS1
                         ...((...))...
65
           Т
                         Uh (.) good! (f) good! (f) In the afternoon (.) you say (.)
66
           FS1
                         ...((...))...
67
                         You say 'hello' or? // (.)... [puts her hand out for the answer]...
           Т
68
           FS<sub>1</sub>
                         ...((...))...
69
           Τ
                         ...[nods and waves her hand to get GS1 to speak up]... hello. And next! (.) and next! (.) May I (.) Help
                         you? Everybody! (.) You! (f) you (f) say (.) ah you say 'hello' (f)
                         Hello (f)
70
           Ss
71
                         Hello (.) Can I help you? (f) //
           Τ
72
           Ss
                         Hello (.) Can I help you? (f) //
73
           Т
                         Hello (.) May I help you? (f) //
74
           Ss
                         Hello (.) May I help you? (f) //
75
                         Or good morning (.) can I help you? (f) //
           Т
76
           Ss
                         Good morning (.) can I help you? (f)
71
                          Hello // (.) Can I help you? //
           Τ
72
           Ss
                          Hello // (.) Can I help you? //
73
                          Hello // (.) May I help you? //
           Т
74
           Ss
                          Hello // (.) May I help you? //
75
           Τ
                         Or good morning // (.) Can I help you? //
76
                         Good morning // (.) Can I help you? //
           Ss
77
                          In the afternoon (.) you say (.) Good afternoon (.)
           Τ
78
           Ss
                         Can I help you? //
79
                         Good afternoon! (.) Can I help you? // OK (.) may I help you? // Understand?// (.) You add (.) you add the
                         first sentence on (.) the column 6. The first sentence on column 6 (.) salesperson (.) ... [writes on the BB
                         and repeats it all through]...Good afternoon (.) or (.) Hello May I (.) help (.) you? // (.)... (5) ... Everybody! (f) You add the first sentence (.) uh (.) on column 6 (.) column 6 (.) yes (.) In (.) uh (.) the
                         column 6 (.) there's no sentence. Please (.) you add it. You add it (.) the first (.) the first sentence. Do you
                         understand? // (.) You write it in your (.) in your (.) ... [waits for ss to help complete her sentence]...
                         English book on column
80
           GS1
                         Column 6
81
                         On column 6... [four students walk in] ...(4) ... You (.) you (.) sit (.) at the front (.) At the front (.)... [To
                         the class]...Then (.) you greet me (.) Good afternoon (.) may I help you?// (.) And the customer says (.)
                         the customer say (.) ... [walks to the BB]...
82
           Ss
                          ... [quiet]...
83
           Т
                          The customer say (.)
84
           MS1
                         Yes
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85
          Т
                         In the stationary section, I'm sorry (.) say (.) ... [writes and repeats] ... I (.) I need (.) I need some (.)...
                        [draws a short line as a blank space after 'I need some...]...(5) You (.) you look at the shopping list and
                        you choose some words (.) put in the blank. What word (.) you put in the blank? (.)... [points at the
                        shopping list on the BB]... You choose (.) you choose (.) one item. Put in the blank. (f)
86
          Ss
87
          Τ
                        ...[walks to the right and fills the blank]....Paper (.) clips (.) paper clips (.)...[points]....Some (.) some (.)
                        some plus name (.) plural (.) countable (.) you plus 's' (.) And if uncountable (.) you (.) you don't plus's' (.)
                        Understand? // (.) For example, I need some (.) I need some (.)... [waits for ss to help complete]... [Ss are
                        quiet]...(3)...For example, I need some (.)...[shows a small bottle of white corrector]...
88
          Ss
                        Liquid paper
89
                        Liquid (.) ... [waits for the students to speak up]...
          Т
90
          Ss
                        Liquid paper
91
          Т
                        Liquid paper (.) Countable noun or uncountable noun? (.)
92
          Ss
                         ...[quiet]...
93
          Τ
                        Uncountable noun! (f) You don't plus 'S'. This (.) this (.) this ((.) what does the salesperson say? //
94
          Ss
                         ... [quiet]...
95
                        Hah?// (.) What is the (.) What is the (.) uh (.) answer (.) what is the answer of the second? (.) [writes on
          Т
                        the BB and repeats all through] ... (.) The salesperson says (.) How (.) many (.) do (.) you (.) need? (.)
                        How many do you need? (.) And customer asks // (.)... [turns round for the answer from Ss]...
96
          Ss
                        How much (.)
97
                        ... [writes on BB and repeats] ... how much (.) how (.) much (.) are (.) they? 'They' means some paper
                        clips. (.) How much are they? (.) What is the answer of the second?
98
          BS<sub>1</sub>
                        They are (.)
                        Ahh (.)... [write on the BB] ... they (.) they 're (.) are (.) they are (.)... [points to the shopping list]...
99
          Т
100
          Ss
                         ...((...))...
                        Ahh (.) what is it? // (.) This is the answer of the second. (.) They are (.) ... [draws a straight line as a blank
101
          Τ
                        and writes on top]... 6 Baht. They are 6 Baht a (.) // a box (.) a box...(2) [To the class]... what does (.)
                        what does the customer say? // (.) What does the customer say? // (.)
102
                        ... [read] ... I need (.)
          Ss
103
          Τ
                        Hah? // (.)
104
          Ss
                         I need (.)
105
                        ...[continues writing on BB]... I (.) need (.) ... [draws a line to blank the sentence] ... and you (.) and you
                        can think it (.) you can think about the number by yourself. (.) Huh? // ... [nods to encourage students to
106
          BS<sub>1</sub>
                        ... ((...))...
107
                        What do you need? (.) uh (.) how many (.) how many do you need? // (.) How many do you need? // You
          Т
                        think (.) you can think by yourself. (.) Hah? // (.)
108
          S
                        ...[quiet]...
109
          Т
                        One box (.)...[fills in the blank and repeats while writing on BB] ... I need one (.) this! This! (f) What is the
                        answer of the third? // (f)
          Ss
                         ... [read]... Anything else? //
110
111
                         Hah? (f) //
          Т
112
          SS
                         Anything else? //
          Τ
                         Uh (.) The salesperson says (.) ... [writes on BB and repeats]... anything (.) else? (.) ... (4)... The customer
113
                        says (.)
114
          Ss
                        ...[quiet]...
115
          Т
                         .. [continues writing]... yes(.) I (.) I need (.)... [to the class]... what is the first answer?
116
          BS1/GS1
                        Postcard
117
                         . I need (.) how (.) how many do you need? // (.) How many do you want?// (.) How many postcards? // (.)
                        You can (.) you can (.)
118
                           ...((...))... | 5 Baht
          BS1/GS1
                        Think for yourself. You can think it. How many do you want? // (.)
119
                                        ...[quiet]...
                        How many postcards do you want? (.)
                                         ...[quiet]...
                        Hah? // (.)
                         Postcard
120
          BS<sub>1</sub>
                        How many (.) how many do you want? //
121
          Τ
122
          GS!
                        Three, kha. ... {{ Three, miss}}...
123
                        Ah (.) you say three (.) ... [writes] ... three (.) postcards (.) You say (.) three (.) three (.) postcards (.) and
          Т
                        (.) and (.) ... [points to the shopping list]... And how many do you want? // Hah? // How many (.) how
                        many (.) files covers do you want? //
124
          S
                         Two
125
          Т
                         Two (.)...[continues writing]... you say (.) two (.) file covers (.) ... [to the class]... How much? // How
                        much are these? You calculate (.) you calculate (.) ... [walks to the right of the BB and points at the
                        particular part] ... The first thing (.) What do you want to buy? (.) Hah? // Paper (.) clips (.) Paper clips! (f)
                        How many do you need? //
```

		[quiet]
		You need (.) //
126	TSs	one
127 128	T FS1	How much are they? // 6 Baht
120	T	Six Baht (.) hah? // Ah (.) [writes number 6] You pay 6 Baht (.) understand? // You want to buy one
123	1	box (.) one box. Anything else? // [walks to the left and points at a particular part]
130	Ss	Postcards
131	T	Ah! (.) How many do you we need? // Postcards (.) we need postcards. How much is it? //
132	FS1	Fifteen
133	T	Fif (.) //
134 135	FS1 T	teen
136	FS1	Fif (.) // Fifteen
137	T	Fif (.) ah (.) No! No! (f) uh (.)5 Baht (.) 5 Baht each (.) 5 Baht each. You want three (.) three postcards
		(.) [calculates on the BB]
138	Ss	Fifteen
139	T	Fifteen! (f) And (.) and (.) [points to the left] ah (.) you want to buy (.) how many (.) how many file
4.40	0-	covers do you want? //
140 141	Ss T	Two How much (.) how much is it?
142	Ss	Four Baht
143	T	Huh (.) four Baht each (.) Two? //
144	Ss	Eight
145	T	Hmm! Eight (.) [writes the number]And you add it.
146	FS1	29
147	T	[circles around the numbers] Add it! (f) It's (.) you say twenty-nine Baht (.) [fills in the shopping list on the other side of the BB] You (.) [taps her finger on the BB] what is the last (.) what is the last
		answer? You see (.) you put you (.)
148	FS1	Twenty-nine
149	T	Yes (.) you need (.)[writes] (3) twenty-nine Baht altogether (.) altogether (.) understand?
150	FS1	Yes
151	T	You can fill in the blank. You can fill in the blank[To a student in the second row] Do you fill in the
152	Co.	blank already? //
153	Ss T	[quiet]  Everybody! (f) Fill the (.)[points] in the (.) in the blank (.) understand? //(2) Altogether (.) I (.) I
	·	want you (.) uh (.) a half (.) I want you to divide in a half (.) one half (.) on (.) uh (.) on my right (.) one half
		on the right of my hand (.) is a (.) a (.) customer. And one half on the left of my hand is (.)
154	MS1	Salesperson
155	T C-	A salesperson (.) understand? //
156 157	Ss T	[no answer] And you say (.) [points to the BB] Who start? // Who start? //
137	1	And you say (.) [points to the bb] Who start! If who start! If
		[quiet]
		Who is the (.) [puts her hand up as to encourage the students ] customer? // Who is the customer? //
		Raise their hands (f)
		[quiet]
		Who is the customer? // Raise your hands! (f)[quiet]
		One half (.) one half (.) one half on the right is a (.)
158	FS1MS1	customer
159	T	Customer! (f) Who is the customer? (.) Raise your hand! (f)
		[quiet]
		Who is the customer? (.) Raise your hands. (f)(3) Oh! (.) You don't know who are the customers? //
		Raise your hands! (f)[To the left] Who is the salesperson? Raise your hand! (f)
		[one hand shows up]  One half (.) one half on the left is (.) raise your ha (.) uh (.) is the salesperson (.) Who is the
		salesperson? Raise you hands! (f)
		[three hands raised]
		Salesperson (.) do you know? // Who are you? (f) Who are you? (f)[points at one student in the second
		row] Who are you? (f) [in a louder voice]Who are you? Who are you! (f)
		[quiet] [Points to another girl sitting next] Who are you? Who are YOU?
160	S	Salesperson
161	T	Uhr! (.) You say you are salesperson (.)[inaudible] Raise your hand! (f) Hands up! (f) Understand? //
		All together! (f) One half (.)[puts her hand out to guide the group on the right] The customers start! (f)
		[points to the dialogue on the BB] Say! You say! (.)

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162
          Ss/R
                        Good (.)
163
          Τ
                        One more! Sorry! (f) Who start to say? Who start to say? (f)
164
          Ss
                        Salesperson
165
          Т
                        The salesperson (.)... [Points to the other group on the other side of the class]... When the customer
                        comes here (.) the salesperson says (.) ... [signals the students to speak up]...
166
          Ss/L
                         Good...
                        Hel...
167
          Т
                        ... [read on the BB]... Good afternoon, may I help you? //
168
          Ss/L
169
                        Good afternoon (.) may I help you? //
          Т
170
          Ss/L
                        ...[read]... Good afternoon (.) may I help you? //
171
                        Louder! (f) Louder, please (f) Good afternoon (f) may I help you? (f) //
          Т
172
          Ss/L
                        ... [In a louder voice] ... Good afternoon (.) may I help you? (f) //
173
                        ...[ gives a signal to the students on the right] ...
174
          Ss/R
                        ...[read]... I need some paper clips. (f)
175
                        Customers say (.) //
          Т
          Ss/R
176
                        ...[read]... I need some paper clips. (f)
177
                        I need some paper clips. Salespersons say (.) //
          Т
                        ...[read]... How many do you need? (f)
178
          Ss/L
                        How many do you need? // (.)... [To another group]... and you say...
179
          Т
180
          Ss/R
                         ...[read]... How much are they?
181
                        How much are they? The salesperson? // (.)
          Τ
                         ...[read]... They are 6 Baht a box.
182
          Ss/L
183
                        They are 6 Baht a box. (f) ...[signals the same group to repeat]...
          Т
184
          Ss/L
                         ...[read]... They are 6 Baht a box.
185
                        And you! (f)
186
                        ...[read]... I need one.
          Ss/L
187
          Τ
                        I need one (.). ...[points]... and you say! (f)
188
          Ss/L
                        ...[read]... Anything else? //
189
                        Anything else? //(.) ...[gives signal to the same group to repeat]...
          Т
190
          Ss/L
                        ...[read]... Anything else?
191
                         ... [To the other group]... you say! (f)
          Ss/R
                        Yes (.) I need 3 postcards and 2 file covers.
192
                        ...[to the other group] YOU! (f)
193
          Τ
194
          Ss/L
                        ...[read]... Alright, that will be 29 Baht
                        Altogether
195
          T/SS
196
                        Alright (.) that will be 29 Baht altogether. (.) ... [gets them to repeat again]...
          Т
197
          Ss/L
                         ...[read]... All right, that will be 29 Baht altogether.
198
                        Swap the role! Swap the role! You are (.) you are the (.) ...[points]...
          Т
199
          T/Ss
                        customer
200
                        And one half is the (.)
          Т
          Ss/R
201
                        salesperson
202
                        The salesperson! (f) Who start? (f) Salespersons start! (f) ...[points]... You say! (f)
          Т
203
          Ss/R
                        ...[read]... Good afternoon (.) can I help you?//
204
                        Speak louder! (f) Louder, please! (f) ... [in a loud voice]...
          Τ
205
          Ss/R
                        ... [in chorus]... Good afternoon (f) may I help you? // (f)
206
          Ss/L
                        I need some paper clips (f)
207
                        ... [signals by waving her hand to each turn]...
          Τ
                        ...[read]... How many do you need?
208
          Ss/R
209
          Ss/L
                        ...[read]... How much are they?
210
          Ss/R
                        ...[read]... They are 6 Baht a box.
                        ...[read]... I need one.
211
          Ss/L
                        ...[read]... Anything else?
212
          Ss/R
213
          Ss/L
                        ...[read]... Yes (.) I need 3 postcards (.) and 2 file covers.
                        All right! That will be 29 Baht all together.
214
          Ss/R
215
          Τ
                        All right? (.)...[inaudible]... And you practise it (.) practise it with your friend....[points to the left]... You! (f)
                        You! (f) You are the (.) salesperson. You are (.) you are the (.) ... [erases the dialogue]...
216
          T/Ss
                        Customer
                         ..[waves her hand]... You start! (f)
217
          Т
                        Good afternoon (.) May I help you? //
218
          Ss/L
                         No! (f) Don't look at your book. (f) Close your book. (f) Close your book(f) ...[closes the student's book
219
          Т
                        sitting nearby and smiles]... Wait! (f) OK! (f) One- two- three- start! (f)
220
          Ss/L
                        Hello/Good afternoon...[overlapping]... may I help you? //
                        You can say 'hello' or 'good afternoon'. You can say. You choose.
221
222
          Ss/L
                        Hello/ good afternoon (.)
223
          Τ
                         You! You! (f) OK (.) again (.) please!
224
                        Hello/ good afternoon
          Ss/L
                        No (f) no (f) you choose one (.) 'hello' or 'good afternoon'.
225
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226
          MS1
                          Hello
227
          Girls
                          Good afternoon
                        ...
You want to say 'hello' or 'good afternoon'? // (.)
228
          Τ
229
          Girls
                        Hello (.) hello (.)
                        Good afternoon! (f) (.) ah (.) You! Everybody! (f) Good afternoon! (f)
230
          Τ
          Ss/L
231
                        ...[ recited from memory] ... Good afternoon (.) may I help you? //
232
                         ...[recite]... I need some paper clips.
          Ss/R
233
          Τ
                        I need some...? (.)
234
          Ss/R
                        ...[recite]... paper clips
235
                        Paper clips!
          Т
236
          Ss/L
                        How many do you need?
237
                        How (.) //
238
          Ss/L
                        How much (.) how many (.)...[overlapping of different utterances]...
239
          Т
                         How (.)
240
          GS
                        How much (.) how much (.) ... [overlapping sounds]...
241
          GS
                           How many (.) how many (.)...[overlapping sounds]...
242
          Ss
                           How much (.) how many (.) how much (.).....[overlapping sounds]...
243
                        How (.) How many (.) How many do you need? Everybody, please. (f)
          Τ
244
          Ss/L
                        How many do you need?
                                  ...[in a loud voice] ... All together of these! (f) You are salesperson (f)
245
          Т
246
          Ss/L
                        How many do you need? ...[repeat]...
247
                        How many do you need? (f)
          Τ
248
          Ss/I
                        How many do you need? ...[repeats]...
249
                         ...[signals to the ss on the right]...And you? //
250
          Ss/R
                        How much are they?
251
                        Louder (.) louder (.)
          Т
252
          Ss/R
                        How much are they?
253
          Т
                        ...[gives cue to repeat]... How much are they? (f)
254
          Ss/R
                        ...[repeat]... How much are they? (f)
255
          Ss/L
                         They are 6 Baht a box.
256
                        Good! (f)...[gives signal to the other group]...
          Ss/R
257
                        I need one.
258
          Т
                        ...[points] ... and you (f)
259
          Ss/L
                        Anything else? //
260
                        Anything else? // (f)
          Т
261
          Ss/L
                        ...[repeat]... Anything else?
                        ...[points to the right]... What is it? (f)
...[voices mixed up]...| Yes (.) I need three postcards (.) and files (.) ...((...))...
262
263
          Ss/R
                         Oh-oh-oh!!!
264
          Т
265
          Ss
                         ...<laugh>...
266
          Т
                        You say (.) you say (.) I need (.)
267
          Ss/R
                        I need 3 postcards and 2 file covers.
268
                        Yes (.) good! Good! (f) Two file covers. (.) ... [to the left]... You say! (f)
          Τ
269
                         All (.) right (.) That (.) will (.) be (.) 29 (.) Baht. (.) ... [not in harmony]...
          Ss/L
                         No (f) no (f) no! (f) all right! (f) ...[starts the turn and waits for ss to complete]...
270
          Т
271
          Ss/L
                        ... [repeat]... All right! That will be 29 Baht all together (f)
272
          Τ
                        ...[nods and smiles]... Understand? //
273
          Ss
                        Yes
274
          Τ
                        I will (.) uh (.) let (.) uh (.) one (.) uh (.) one pair to come to the front and speak with your friend?
275
          Ss
                        No !! (f)
276
                        To present (.)
          Т
277
          Ss
                        No !!
278
          Τ
                        No? (.) // OK (.) next, (.) I want you to practise. (.) ...(2) ... I give out all these sheets (.) and when you
                        receive it, (.) you listen to me. Don't write it and don't let your friend to look at it. Do you understand? // (f) I
                        want you (.) Listen to me! (f) Listen to me! (f) I'll tell the situation (f) ... [turns round for the lesson plan and
                        reads it out]... uh (.) ... You and your friend are visiting at the Red Cross Charity Fair. You know the Red
                        Cross Charity Fair? //
                                             ...[quiet]...
                        ...[in Thai]... งาน...[initiates the title of an event and waits for students to complete]...
                                             ...[quiet]...
                        At Suan Amporn (.) nah! ... [a Thai particle] ... At Suan Amporn nah!
279
          Ss
                        งานแสดง... ((...inaudible to the teacher...))... /naansadæn/... {{an event}} ...
280
          Т
                         No (f) ah (.) no! no! no! (f) It's a Red Cross. It's a Red Cross, nah. (.) งาน (.)... finitiates the title and waits
                        for students to complete]...
281
                        กาชาด /kaachâat/ ...{{ red cross}}...
          Ss
282
                         Good! (f) That's good! (f) You and your friends are visiting at the Red Cross Charity Fair at Suan Amporn.
          Т
                        You (.) ah (.) you are (.) you are looking (.) you are look at the speaking stage. You can walk (.) You
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		can (.) No! NO! NO! (f) ah (.) You can (.) you can know (.) uh (.) you can remember the (.) the (.) bid' word (.)[writes the word on BB] The last lesson you used to learn about this word. This (.) this (.) You know (.) you know? // Or when (.) when you (.) go to the Red Cross Charity Fair on the stage and you want to buy something from the pop star (.) uh (.) the (.) pop star (.) You know pop star? //
283 284	Ss T	Yes. You know? // For example (.) for example (.)[looks around for the answers from the students then continues]Nicole Thariault (.) uh (.) ah (.) hNicole gives her shirt to (.) to (.) bid and you (.) uh (.) then (.) the officer says 10 Baht (.) 10 Baht (.) You give 100 Baht. Do you understand? //
285 286	Ss T	Yes อ้าว! [exclamation with surprise] Who is (.) who gives the highest price (.) you receive the shirt from the pop star (.) understand?
287 288	Ss T	Yes[reads the note]You are looking for on the stage (.) uh (.) that (.) uh (.) that is (.) ur (.) It is pity (.) very pity about (.) about many things of pop stars (.) for example Nicole Theriault (.) and (.) uh (.) Nick (.) Nick (.) You know pop stars? // The other pop stars (.) you know? //
289 290 291	Girls T S	(()) Oh! You know // Jay Monthon (.) uh (.) James nah! (.) uh (.) James Ruangsak (.) you know?(())
292	T	Uhh (.) OK (.) Jintara Sookhapat
293 294	Ss T	<laugh> Ok! And (.) again (.)[looks at her note] You (.) you (.) uh (.) you want to know (.) you want to know (.) uh (.)[reads her note] Whose (.) whose is the (.) whose is the (.) uh (.) whose things (.) whose thing is the highest price (.) price (.) whose thing is the highest price (.) you know, (.) undersa (.) you understand? // Answer my question (.) answer my question (.) uhm (.) where (.) where are you going to? // Where are (.) hah?//</laugh>
295 296	Ss T	Suan Amporn Ahh (.) what are you doing?[quiet]
		You are (.) you are looking at the (.)
297 298	Ss T	pop star Ahh(.) you are looking at the pop star charity (.) pop star charity stage. Do you understand? //
299	Ss	Yes
300	Т	Hmm (.) and (.) what do you want to know? // What do you want to know? // (.) You want to know (.) whose things (.) whose things (.) of pop star is the highest (.) price? Do you understand? // (.) Huh? //(4)Ahh (.) Listen to me! (f) Work in pair (.) work in pair (.) do you understand? // (.) Work in pair[walks to the chair] and uh (.) this is the chair (.) This is the chair (.) and you (.) work in pair. Work in pairs. This is the chair (f)(3)You work in pair, (.) face to face (.) understand? // Face to face (.) Face to face (.) Work in pairs (.) Face to face (.) understand?//
301 302	Ss T	Yes. You are (.) A and your friend are (.) B (.) understand? // You are talking about (.) the things (.) you are talking about the things of (.) of (.) [raises her eyebrows] pop stars in (.) uh Red Cross Charity Fairs, (.) understand? // You want to know (.) you want to know (.) whose things of pop star is the highest price,(.) understand? // (.) Understand?
303 304	Ss T	Yes What are you going to do? What are you going to do? (f)
		[quiet] (.) uh (.) you are (.) you are going to work in (.) work in (.) work in (.) [points to BB] Look at on the board! (f) Work in (.) [wait for ss to say sth] pair. For example (.) for example (.) [takes one chair the middle of the first row and asks the girl to stand up] Please (.) open (.) uh (.) please stand up (.) stand up (.) [drags the chair to the front] You work in pair, you work in pair[to another student next to the first] stand up (.) stand up (.) uh (.) [arranges the second chair to face the first] And you turn your chair, (.) understand?// Face to face, (.) face to face. Sit down, please (.) face to face (.) [gets two girls to sit down on the arranged chairs as example] Face to face. And you are A (.) Your friend is B. (.) I give you worksheets. (.) I give you worksheets. (.)(3) A (.) A (.) and (.)
305 306	MS1 T	B And B (.) and B (.) [to the class] what do you (.) What are you talking about?(2) Talk about the things of (.) pop stars, understand? //
307	MS1	Yes
308	Т	What question (.) what question do you (.) Do you talk? // What question do you speak? // You speak about (.) [points to the boy] how much (.) how much (.) how many. (.) Do you understand? [walks to the front row and arranges the chairs] OK, everybody! (f) Turns to (.) turn (.) turn. (f) You rearrange (.) [The student in the front smiles and doesn't move.] You work in pair (.) you rearrange for (.) for this. The same (.) the same this. Everybody! Do (.) what are you going to do? (.) What are you going to do? Work in (.)
309	Ss T	pair  Pairs and payt ( ) you foca to ( ) — face to face and you turn your chair. Next ( ) _next ( ) _You are A and
310	I	Pairs and next (.) you face to (.) face to face and you turn your chair. Next (.) next (.) You are A and your friend is B. I give you W/S and (.) when you receive your W/S (.) don't let (.) your friend to look at

your W/S, understand? // And don't write, don't write it in your W/S. What question do you ask? // When (.) you ask about (.)

311 FS1 how many (.) 312 T Uhh! (.) how

Uhh! (.) how much (.) how many (.) and (.) uh that you have just studied (.) ....[points to the BB]... Understand? // uhm (.) and you ask whose (.) whose something of the pop stars (.)... ((...))... OK (.) rearrange (.) rearrange. You rearrange your chairs. I'll give you (.)

...[gives out W/S to ss]...
Who is A? (.)...[in a loud voice]... Be careful! (f) Be careful! (f) Don't look at your friend (f) look at your worksheet. Look at your worksheet! (f) ...(3)...Who is A? Who is A? (.) ...[to particular students]... Sit down, please. Sit down, please. Sit down, please. Who is A? (.) You have your pair (.) please have a seat. A (.) A (.) B (.) B (.) Don't you (.) don't you let your friend look your sheet, OK?// A (.) B (.)

#### ...[The bell rings signaling the end of the lesson]...

No (.) no (.) Time's up! ...(2)... Please, please (.) you (.) I give you let (.) I give (.) I'll let you practise the activity. I let you practise activity one more time. Don't (.) Don't (.) let your friend look at (.) ...[distributes the worksheet one by one]... And you are A (.) and you are (.) B. (.) You are B. You are A. You are A and you are B. (.) ....[walks around]... You are A. (.) You are B. (.) .... (4)... You are A and you are B. (.) ....(4)... You are A (.) You (.) B. You are A and you are B. Don't (.) Don't et your friend look at your sheet. B (.) A (.) You are A and you are B. You are A. You are B? // B! (f) Don't write it (.) You are B A or B? // A (.) B (.) Don't let your friend look at your worksheet. ...(5)...A or B? // (.) A (.) ...A you are A (.) and you are B (.) A (.) You are A and you are B (.) A (.) B. (.) When you receive the your sheet, (.) you speak with your friend. You use question (.) how much (.) how much (.) and you look at in the (.) in the picture (.) the picture, and you ask about whose (.) whose pop stars (.) whose the thing of pop stars (.) ah (.) is the highest price. You want to know the price of thing (.) and you (.) you think about things of pop stars. Anybody (.) anybody (.) ... [continues giving out worksheets]... You A (.) B and you? // A (.) And you (.) A, (.) and you A (.) B. (.) B. (.) Five minutes, (.) five minutes. (.) ... [walks back to the front then turns round to one student at the back]... And you? //...[about to give out the worksheet to the student then changes her direction and gives it to another]...Oh (.) you (.) you (.) you (.) you (.) You move (.) you move (.) you move quickly. A (.) ... [walks to the last group of three students]...((3))... You are A (.) you are B. You are A (.) and? // You move! You move! (f) ...(5)... Everybody! (f) Who don't receive (.)...who don't receive the worksheet? // Who don't receive the worksheet? // And (.) uh (.) who (.) who (.) who receive the same (.) the same worksheet (.) who receive the same (.) who receive the (.) worksheet A? // ... [puts her right hand up as an example]... Who are A's? // No! Who is A? // Put you hands! (f) Who is A? (f) Hands up! Hands up! (f) Who is A? (f) ... [Some students put their hands up]... (6) ... Who is A? (f) Thank you. Who is B? (f) ... [Some students put their hands up]...(5) ... Who is B? (.) Thank you. (f) I'll give you five minutes. You talk with your friend louder. (f) .... [Some students start asking and answering.]...Louder! Louder, please! (f) (.) NO! (f) (.) ... [Ss stop talking and turn round to the teacher.]...Don't let your friend look at your sheet (f) nah (.) Who start? A or B start? Uh (.) A starts (.) Louder! (f) Louder! (f) ...(3)...[turns round to the class].... NO! Don't let your friend to look at your sheets. (f) ... [goes on with distributing w/s to each student] ... (6) Who starts? A or B starts. (.) uh (.) A starts (.) and B listens (.) .... [to the class in a loud voice] ... Don't let your friend look at your worksheet. (f) ...[arranges the worksheet for the front pair of students to keep them closer and secret to their partners]... A starts (.) ...[points to a pair of ss to the left]... What question do you know (.) ... do you ask your friend? // for example (.) ... for example (.) ... ah (.) television (.) ...((...))... You ask your friend 'how much' ...[looks at some other pairs] ... Why (.) why you don't (.) ... [to the class in a loud voice]... speak louder! Speak louder! Speak louder! ft ... [looks around and approaches them to give instruction of what to do and not to]... Don't (f) don't write! Don't write! (f) ...[in a loud voice]... ...[The pair stops writing and the other turn round to the teacher.]... (2) ... Speak A! (f) A starts! (f) ... ((...))... No! No! (f) Your sheet! You sheet! (f) ... [walks round to the front]... You see (.) you can see about the price (.) hah? // ...[smiles]... You (.) ... the first (.) the first (.) You (.) you speak you speak (.) ...[ss stop and turn round to listen to the teacher]... You see (.) you can see about the price (.) hah? // (.) ...[smiles]... (4) ...[walks to the right] ... You (.) the first (.) you (.) you speak you speak (.) ... What price? Who starts? // A starts (.) A starts (.) A starts (.) ... [points at many pairs of the students' worksheet] ... You look at something, (.) you look at (.) anything in your worksheet, (.) and you ask (.) your friend. You (.) ...((...))... [checks with the same old pair of students on the right]... What (.) ...what (.) what do you ask about this? For example (.) ... for example (.) ... [snatches the worksheet from the nearest student and speaks in a loud voice]... A (.) A (.) asks about (.) ah (.) A asks about jacket (.) jacket (.) you (.) you ask your friend (.). ... [returns the worksheet to the student]... You suppose whose (.) ... whose jacket is this of the pop star? (.) You suppose the name of the pop star. (.) ...[walks around and checks with those groups she comes across]...(8)...You ask before? (.) ...(3) ...No (f) no ... (3) ... Everybody! (f) I think you understand? You understand? // ... [Walks to the front and also reminds the students along the way]... Don't (f) don't let your friend look at your sheet. You say with your friend and write (f) ...((...))... And when you asked already (.) your friend ask you (.) understand? When you ask your friend (.) your friend answer! (f) How (.) What question do you (.) what question do you ask your friend? How (.) how much (.) How much is this (.)? Understand? //

313 Ss Yes
314 T How much is this (.) how much is this (.) guitar? // How much is this guitar? // When your friend // got//

the price of guitar (.) your friends says (.) it's (.) it's (.) it's (.) uh (.) it's 400 Baht (.) 400 Baht You (.) whose is the pop star name? Whose is this (.) Whose is this guitar of pop star name? Your friend say 'Tao'. For example (.) you understand? // For example! Ok, (.) time's up! Time's up! (f) Students (.) students! Time's up!

#### -Class dismissed-

	Transcription convention
Т	Teacher speaks
Ss	Students speak
MS1, FS2	Male Student 1, Female Student 2
Ss/L	Students on the left half of the classroom
Ss/R	Student on the right half of the classroom
(.)	A pause of less than one second
(2)	A pause of 2 seconds
[ italic ]	Additional notes / classroom atmosphere/ non-verbal communication
	The point of the overlapping utterances
¨(())	Inaudible/ unclear utterance
{{texts}}	Translation from Thai
//	In a rising tone
//	In a low tone
(l)	Lenis (quiet) enunciation
(g)	Fortis (loud) enunciation
text!	Calling for attention/ exclamation, giving instruction
<u>underlined</u>	Students' pair work

Note: Most students do not have coursebooks.

### 7). **STUDENT TEACHER 3**: T3' s reading lesson (T3-RD)

Turn		
1	T	[shows a piece of A4 paper reading as 'CROWN' and explains the meaning]The crown (.) the crown and (.) (()) The crown which queen puts the crown on her head. And nowadays the most beautiful (.) ah (.) woman who worn [won/researcher] a beauty contest can also put the crown on (.) right? //
2	MS1	Yes
3	T	Yes (.) and (.) Who can put the crown on?
4	MS1	King (.) king
5	T	King (.) or // (.)
6	MS1	Queen (.) queen (.)
7	T	King or the most beautiful woman
8	MS1	Yes (.) Miss World
9	T	Miss Universe or Miss World OK? //
10	Ss	Miss Thailand
11	T	OK (.) Miss Thailand. She can also put the crown on her head. OK (.) repeat after me! (.) THE CROWN (.)
12	Ss	THE CROWN
13	T	THE CROWN
14	Ss	THE CROWN
15	T	[sticks the word on the W/B] Good! (.) Next, (.) look at this [shows anew piece of A4 paper reading as 'fabulous'] uh (.) FABULOUS (.) FABULOUS (.)
16	Ss	FABULOUS
17	T	OK (.) Listen! Listen! [reads from her note] When I was young before I went to bed. My mother told a lot of fabulous story. My mother told a fabulous story such as Aladdin and the Magic Lam (.) or Sleeping Beauty. Have you ever hear these stories?
18	Ss	Yes, I have.
19	T	Yes? OK (.) Aladdin and the Magic Lamp or Sleeping Beauty are <i>fabulous</i> stories or untrue stories. Can you guess the meaning of <i>'fabulous'</i> ?
20	Ss	Yes.
21	T	Yes. What does it mean? What does it mean?
22	Ss	(())
23	T	Untrue (.) stories (.) untrue (.) stories, right? // (.)[sticks the word on the W/B next to 'CROWN']
24	Ss	[quiet]
25	T	OK, next word (.) OK (.) 'ruby (.) ruby' (.) uh (.) the crown (.) the crown (.) The crown is decorated with ruby and diamonds (.) The crown is decorated with ruby and diamonds. OK (.) Its colour is red. Its colour is red. OK. Can you guess? //
26	Ss	Yes
27	T	[sticks 'Ruby' on the W/B next to the first two words] The meaning of ruby? // OK (.) repeat after me 'RUBY'.
28	Ss	RUBY
29	T	RUBY

```
30
                   RUBY ... < laugh> ..
        Ss
31
                   OK (.) last 'PREDICT' (.) PREDICT' Listen! (.) ... [shows a slip of A4 paper reading as 'PREDICT'] ...
        Τ
                   uhh (.) Last night (.) I saw a weather forecast on TV news (.) weather forecast on TV news (.) He predicted a
                   change in the weather. He predicted a change in the weather (.) to the weather. Predict or say in advance (.)
                   can you guess 'PREDICT'? What does it mean? // Predict (.) foretell (.) say in advance (.)...
32
        Ss
                    ... [auiet] ...
33
                   Can you guess (.) the meaning of 'PREDICT'?
        Т
34
                    ... [quiet]...
        Ss
35
                   Have you ever seen (.) uh (.) TV forecast on (.) on (.) Channel 5 that the weather tomorrow rains (.) have a
        Τ
                   shower? // (.) He predicted a change of the weather. Predict (.) say in advance (.) What does it means?
36
        Ss
                    ... [quiet]...
37
                   What does it mean (.) predict? // Say in advance!
38
        Ss
                   ...[quiet]...
39
       FS1
                   พยากรณ์ (.) พยากรณ์ (.) ... /phayakon/ ... {{forecast}}]
40
       MS8
                   พยากรณ์ (.) ... /phayakon/ ...
41
                   Ahah!
42
       MS9
                   FXCFLLENT!
43
                   Right! OK (.) ... now look at your W/S that I give you. OK! Look at in the picture! ... [shows a piece of reading
        Т
                   passage] ... and answer me (.) ah (.) what do you think this article is about What do you think this article is
                   about?
                   Royal crown
44
        Ss
45
                   OK! you can find by (.) by look at the headline 'Royal Crown (.) '
        Τ
46
        Ss
47
                   Stolen (.) right? OK! now (.) I would like you to (.) OK (.)... [reads from the instruction on top of the reading
        Т
                   passage] ... Write any three questions that you want the article to answer (.) at the back page of your W/S (.)
                   understand? //
48
        Ss
                   Yes
49
        Τ
                   Yes...(.) write any (.) ...(2) ... What are you going to do? Write any (.)
50
        Ss
                   ...((...))...
51
        Т
                   How (.) how many?
52
        Ss/T
                   Three questions
53
                   Where?
54
                   At the back.
        Ss
55
                   At the (.) back of your W/S (.) OK. I'll give you five minutes to write 3 questions. Any questions (.) when (.)
                   what (.) where (.) any questions that you want the article to answer.
                   ... [Something goes wrong with the camcorder and its noise attracts all students to turn round. look at the
                   cameraman and laugh] ...
56
       Τ
                   Funny! ...[13 sec] ... Any questions that you want the article to answer.... (1.30 mins) Have you finished your
                   questions? // (.) Yes? (.)// No? // (.) Two minutes! (.) Two minutes! (.) ...(2.25 mins)...
                           [Note: T is always at the front or at the podium reading her note.]
                                                                   ... Tape blank...
57
       Τ
                   ... [reads from her note at the podium, while showing the worksheet in her left hand] ... The fabulous royal
                   crown that was displayed at the museum is now missing. (.) It belongs to Queen Isabella of Spain (.) and was
                   decorated with ruby and diamond. (.) The crown valued at over $ 2,000,000, (.) And the police are questioning
                   the suspect. (.) OK, (.) and I like you to read yourself and you think in the same group of four. (.) You read it
                   and find the answers to the questions (.) right? // OK? // Read it for five minutes (.) in the same group of four
                   (.) and find the answers that you guestioned (.) OK? (.) Five minutes (.) read the (.) story (.) Do you
                   understand? . (.) ... ((...))...
58
                   ...[quiet]...
        Ss
59
        Τ
                   OK? // Are you OK? // Yes? //
60
        Ss
                   ...((...))...
61
        Τ
                   No? //
                   ...((...))..
62
        Ss
63
        Τ
                   Again? OK! Read (.) read this article in the same group with your friend. How (.) How many of you? //
64
        Ss
65
                   OK! group of four. (.) Read and then find the answer that you've written (.) OK? // (.) Right?
        Т
66
        Ss
                   OK
67
        Т
                   I think you'll find it.
68
        Ss
                     ...[Read and discuss in Thai]...
69
                   ...[Another two students with a lot of shopping bags come in and look around for the seats]...You can sit here,
                   please (.) ... [waves her hands to those two students] ... Please, here!... [taps on the front desk] ... (34)... Have
                   you finished? // (.) Are you ready? // (.) Yes? // No? //
70
        Ss
                   No (.) no (.)
71
                   Have you finished?
        Τ
72
        Ss
                   No
                   No! ...(34)...[quiet]...OK! Have you finished? // (.) Are you ready? // OK! Answer (.) ...[looks at the instruction
                   and asks] ... Were your question answered? (.) Were your question answered?
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74
        Ss
                   Yes.
75
        Τ
                   Yes? // Were your question answered? //
76
        Ss
                   ...[quiet]...
77
        Τ
                   Yes? // (.)
78
        Ss
                   ...[quiet]..
79
                   Tell me! (.) What your question (.) that you asked? // Who (.) who can tell me (.) Nawat, are you OK? // Not
                   sure? // ...((...))...
                   ...[stands up]... What is (.)?...[looks from his note]...
80
        Nawat
81
                   What is (.)...[waits for Nawat to finish it]...
       NW
82
                   What's (.) what are (2)
83
                   What are (.)
84
        NW
                   What are decorate (.) ...((...))...? //
85
                   Uh (.) huh? //
86
        NW
                   ...[moves his hand to the left and right and then in circle] ...
87
                   What are decorate (.) what's (.) What (.) what decorate (.)
88
       NW
                   Of her (1) her (1)... [points to 'crown' written on the W/B]...
89
                   OK! I know. \\... [makes and writes the questions on the W/B, pronouncing each word all the way through]
                   ...What (.) was (.) the (.) crown (.) decorated (.) with? (.) Right? (.) Yes? (.) And the answer (.) the answer (.)
                   Can you find it? //
90
        NW
                   Ruby and diamonds
91
                   It was decorated with (
                                                   Ruby and diamonds
        Т
                                                  Ruby and diamonds
Ruby and diamonds
92
        Ss
93
                   OK // correct? // OK! Any person who want to tell your question?
94
        Ss
                   ...[quiet] ...
95
                   Who? //
        Т
96
        MS1
                   How much the value of the royal crown?
97
                   How much (.) how much (.) ... [writes on the W/B] ... say again!
98
       MS1
                   How much the value of the royal crown? //
99
                   How much does (.) does (.) the (.) crown (.) cost? OK? // What is the answer? ...((...))... than value (.) right? //
        Т
100
       MS1
                   ... [looks at the passage] ... It's over (.)...
101
        Т
                   ...[writes and repeats what MS1 says all through]...It's (.) over (.)...
102
        MS1
                   Two millions
103
                   Two (.) millions (.)
104
       MS1
                   Two million dollars
105
        Т
                   Two million dol
                                            ∥ lar
                                            || lar
106
       MS1
107
                   OK! (.) correct! (.) ...[finishes her writing] ... Thank you. Anything else? Who (.) who want to tell (.) your
        Τ
                   question. OK! (.)... [inaudible] ... Stand up, please. Good!
       FS2
108
                   What happen about (.) the (.) story? //
                   Hah? What's ... [writes' What' on the W/B]...
109
110
       FS2
                   What happen about for this paragraph?
                   ...[continues writing and pronouncing all through]... what (.) happened (.) what happened (.) ... [looks for an
111
        Τ
                   eraser and rubs out some words]...
                   What happened about (.)
112
        FS2
                   about? (.) ... [raises her eyebrows]...
113
        Т
       FM2
                   What happened about... [in softer voice]... for this paragraph?
114
                   ...[raises her eyebrows]... for this (.) ?
115
        FS2
116
                   paragraph
                   For this paragraph? // (.) For this 'article' (.) right? // (.) ... [writes and repeats her own words]... What (.)
117
        Τ
                   happened (.) for (.) this (.) article (.)...(4) ...OK! And the answer? // (.)
118
        MS8
                   The (.) the crown (.) the crown (.)
119
                   The crown (.) ... [waits for MS 8 to finish the utterance]...
120
                   Was (.) the crown was (.)
       Ss
121
                   Stolen (.) The crown was stolen or the crown was missing. OK (.) OK (.) another group (.) Who (.) who wants
       Τ
                   to tell the question? Another group (.) Watcharin?
122
        WR
123
        Т
                   Who (.) who's (.) the (.) owner of the crown? OK! (.) Very good! OK! (.) The answer (.) The answer
124
        Ss
                   Queen Isabella
125
        Т
                   Queen Isabella of (.)
126
       T/Ss
                   Spain
127
                   OK (.) Any more question? // (.) Any more question? //
       MS1
128
                   Where (.) Where is the crown stolen ...((...))...?
129
                   Where (.) where is (.)
130
        MS<sub>1</sub>
                   the royal crown? //
131
                   I think where (.) where was (.)
       Т
132
       MS!
                   Was
133
                   the royal crown displayed? Right? //
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```
134
        MS1
                   Yes
135
        Τ
                   You mean like this? (.) Where was the royal crown displayed? (.) OK (.) can you find the answer? //
136
        Ss
                   At the museum
137
        Т
                   At the museum! (.) OK (.) answer me!
138
        Ss
                   ...[auiet]...
139
        Τ
                   At the museum. (.) At the museum (.) OK! answer me! (.) And for this (.) find the thief? //
        SS
140
141
        Τ
                   No? // (.) No! (.) He can't find the thief. OK (.) OK (.) I think you (.) have (.) reed (.) uh (.) read or maybe (.)
                   OK! Next! (.) next (.) look at number 4! (.) Look at number 4! ... [reads]... Which picture shows the room
                  before the thief stole the crown? (.) You choose which picture and discuss or display the reason in your group
                  (.) OK? // (.) Two minutes, alright? OK, choose only one picture that shows the room before the thief stole the
                   crown. (.) Explain the idea in your groups (.) right? // OK (.) I give you two minutes.
                                   .....(1.27mins of /working) ...
                                               ... [The students are attracted by the video camera]...
                   OK! can you find which (.) which picture? //
142
        Ss
                   Number three (.)
                   Number three. OK (.) I would like you (.)...((...))... your idea of each group (.) OK? // OK (.) group one! (.)
143
        Т
                   Group one! (.) Can you explain your idea why (.) why did you choose picture number three? //
144
        Ss
145
       Τ
                   Group 1(.)...group 1 (.) group 1 (.) Can you tell me? (.) // Why did you choose picture number three?
                   Because? // (.)
        S
146
                   Because of only one door
147
                   Because (.) only (.)
        Т
148
        Ss
                  only one door (.) only one door (.)
149
       FS1
                   The door it was locked.
150
                  Hah? // (.) The door (.) was locked.
        Т
       FS1
151
                   And there were no windows.
152
        Т
                   No windows (.) OK! Group two! Group two!
        FS2
153
                   Because(.)
154
                   It's the same (.) your idea! It's idea (.) why (.) why did you choose (.)?
        Τ
155
        FS2
                   Because (.) it is (.)
                   Picture number three? // (.) Because it is (.)
156
        Т
        FS2
157
                  small room
158
                   Ahah! (.) Small room! The same? // (.)
159
        FS2
                   One door and no window
160
                   Ahah! (.) one door and no window. OK (.) the other groups?
161
        MS3
                   The same answer
                   The same ... (.) the same answer (.) OK! The other group? //
162
       MS3
163
                   Have the same reasons (.) yes? // Oh! ...((...))...OK! Look at another pictures and try to explain (.) the rooms.
164
                   Picture number 1 (.) Picture number 1 (.)
165
        Ss
                   The room has door...[different voices mixed]...
166
                   Aha (.) Ahh (.) OK! picture number one! (.) There are (.)
        Girls
167
                   There are ...((...))... window.
168
                  I think there are one window (.) one door (.) and important things (.) important thing that you missing to tell in
        Т
                  picture number one. What are there? What are (.) the important (.) things are there in the picture? //
169
        Ss
170
                    What important things are there in the room? Picture one ...((...))... the (.) ...[turns back to the W/B and points
        Т
                   to a certain word]...(.) the (.) the 'fabulous' royal crown. OK! (.) Anything else? // (.) Anything else are there
                   in the picture number one? // (.) And you see? // (.) Maybe two pictures (.) OK! A (.) a (.)
171
        Ss
                   Video camera
                   Video camera (.) Good! OK (.) That's all in number one. OK (.) I think. (.) OK! (.) Picture number two!
172
        Τ
173
        Ss
                   There are two doors.
174
        Т
                   Two doors! (.) There are two doors.
175
        Ss
                   Two pictures.
176
                   Two pictures! ...[nods]...
177
                   One ...(.) one video
        Ss
178
                   Ahah! (.) Are there windows in picture number two? //
        Т
179
        Ss
180
                   No (.) I think. There are no windows. OK! Anything else?
        Т
181
        Ss
                   Camera
                   OK! Camera? // (.)
182
183
        Ss
                   Video camera
184
       Т
                   OK (.) Video camera! (.) And (.) are there the crown in picture number two? // (.) ... Yes or no?
185
        Ss
                   OK! The crown (.) the crown is in the same picture. (.) It's in a special case. It's in a special case. (.) Do you
186
        Τ
                   know a special case? // (.) Special case (.) right? // (.) In the same picture (.) right? //
```

```
187
       Ss
                  Yes
188
       Τ
                  Yes (.) OK! And the last (.) picture number three (.) The answer (.) shows the room before the thief stole the
                  room - the crown, (.) sorry! OK (.) everybody, (.) OK? //
189
       MS1
                  Yes
190
       Τ
                  Yes? //
191
       Ss
                  Yes
192
       Τ
                  Do you understand? (.)// ...[shows the reading passage]...
193
       Ss
194
                  Yes! (.) Nobody says no. (.) OK, (.) right! (.)... [walks to the podium and leaves the reading passage there]. OK!
                   ...[unplugs the socket for the video camera]...
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Transcription convention T: Teacher speaks Students speak Ss: Pause of less than one second (.) Timed pause of 6 second / silence in seconds (6)...[Italic]... Additional notes / classroom atmosphere/ non-verbal communication 1 1 Phonetics for Thai names of places or a minority of people English translation {{text}} the point of the overlapping utterances Inaudible/ unclear utterance In a rising tone \\ In a low tone (I) Lenis (quiet) enunciation (f) Fortis (loud) enunciation Calling for attention/ exclamation text!

### 8). STUDENT TEACHER 4: T4's listening lesson (T4-LST)

Turn		
1	T	How many students' re present today? (.) Do you know the words (.) absent and present? (.) It means how many students come to school this morning. About (.) //
2	Ss	Twenty-nine / thirty[different numbers]
3	T	Twenty-nine (.) Are you sure? // Thirty something? (.) How many? //. How many? // How many? //
4	Ss	Twenty-nine
5	T	How many? (.) Thirty? //
6	Ss	Thirty (.) thirty (.) thirty (.)
7	Τ	[writes ' 35 students' on the white board and asks] Right? //
8	Ss	OK
9	T	Thirty-five? // (.) Yes? // (.) Remember the word 'present' and 'absent'. (.) Yes? // (.) Present that means come to school and staying this room now. (.) Absent that means (.)
10	Ss	Not come
11	T	Ahh (.) not come (.) OK. That's OK. (.)(()) How many students present now? // (.) Thirty-five students (.) right? //
12	Ss	Yes.
13	T	And how many all of the students (.) in the room? //
14	Ss	(())
15	T	Ahh (.) huh? // (.) Twenty-nine? No? // (.)
16	Ss	Thirty (.) thirty (.) thirty-six (.)[different numbers]
17	T	Yes (.) Thirty-nine.
18	Ss	Thirty (.) thirty (.) thirty
19	Ţ	Yes (.) thirty-nine.
20	Ss	Thirty (.) thirty (.)
21	T	Remember? //
22	Ss	Thirty! Thirty (f)
23	T	Hah? (.) All together (.) how many students in this room? //
24	Ss	Thirty (.) thirty something
25	T	Thirty something (.) thirty what? //
26	Ss	Thirty-four
27	T C-	All in your class (.) not (.) not present, (.) all in your class (.) how many students? //
28	Ss	Thirty-five
29	T	Thirty-five. There are thirty-five students in this class, right? // And [points at the white board] No (.) and how many student present?
30	Ss	Thirty (.) thirty (.f)
31	T	Thirty (.)[writes '30' on the B/B] Remember! some word that you have studied last week (.) remember? // Everyone! Everybody (.) Thirty? (.) Almost something like that (.) Remember? OK! Use all the number, (.)

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thirty students that mean 'all of a ...'. (.) And I ask you how many students present today? Before we (.) 30 (.)
                  ... [circles around the number 30 on the whiteboard] ... that means which word you can use for (.)
32
        Ss
                  All (.) almost of
33
        Τ
                  Very good (.) almost of ... [writes 'almost of']...
34
        Ss
35
        Т
                  Us! Good! (.) That means not all of you, just only 'almost of us' who present (.) today, right? // And tell me how
                  many students absent today? //
36
        Ss
37
        Τ
                  That means five absent. (.) ... [writes something on W/B] ... make a sentence by using and ...((...))... something
                  like this.
38
        Ss
                  ...((...))...
39
                  Today we can use 'Five of us absent' or (.)
40
        Ss
                  a few of us
41
                  A few of us (.) absent. Very good! That means you can remember that (.) uh (.) something that you studied last
                  week, right? // OK. And today (.) look at this one! What is it? // [points at the tape player] ...
42
        Ss
                  Radio! (.) I would like you to listen to the radio. (.) You will hear six people talking about something. (.) And before
43
        Τ
                  listen something (.) I want ask you (.) Do you carry a bag to school? // Do you know a bag? //
44
        Ss
45
        Т
                  Yes (.) Many kinds of bag (.) different. Bag for book we call book bag, understand? //
46
        Ss
47
        Τ
                  Yes. And maybe businessman carry briefcase, understand? //
48
        S
                  ... [writes 'businessman' and 'briefcase' on the W/B]... (5) ... Briefcase (.) businessman (.) you know (.)
49
                  businessman carry briefcase. (.) Maybe some of you carry briefcase (.) or maybe we can call 'suitcase'. ... [writes
                   'suitcase' under the first two words on the W/B]...(4) ... That make (.) that means some businessman,
                  briefcase, or suitcase. It depend. Maybe like this.... [draws a picture which can be either a briefcase or
                  suitcase]...(8) ... Like this! (.) ...< laughs> ... But it not good. It's OK. (.) And maybe some ladies carry purse. Do
                  you know purse?
50
        Ss
                  Yes.
51
        Τ
                  Yes. (.) Or maybe something bigger than purse we call 'handbag' (.) Understand this word? // It's kind of bag. (.)
                  There are different kinds of bag. (.) Bag of book we call book bag. (.) Who usually carry book bag? //
        Ss
52
53
        Τ
                  And maybe some businessmen carry this briefcase or suitcase. (.) And lady carry purse or handbag. (.)
                  Depends! (.) And what about you? (.) Do you usually carry a bag to school? // Yes or no? // (.) Yes (.) // Yes or
54
        Ss
                  No (.) no (.)
55
                  Who carry a bag to school? (.)... [puts her right hand up for those volunteers]... Yes (.) OK (.) What kind of your
        Τ
                  bag? //
56
        S1
                  Book bag.
57
        Т
                  Book bag (.) ... [To one male student by the window] ... What kind of your bag? //
58
        S2
59
        Τ
                  Good! (.) Book bag. (.) And what about you? // What kind of your bag?
60
        S3
                  Book bag
61
                   And you? (.) // You carry something (.) ... [pauses for a while]... OK (.) show your friends your book bag
                  (.)...((...))...It's OK. (.) She carry something in (.) uh (.) book bag. And many people carry different thing in your
                  bag (.) uh (.) in their bag. They be (.) uh (.) can you tell me what are (.) uh (.) what is in your bag? //
62
        S4
                  A book
63
        Т
                   A book! (.) Anything else? //
64
        S4
65
                  Pen! OK! And for me, I carry a handbag. (.) And there are money (.) maybe purse or (.) maybe pen in my
                  handbag. (.) That means people carry some different things in their bag. (.) And now (.) back to this radio. We will
                  listen six people talking about something in their (.) maybe book bag, maybe purse (.) or maybe handbag (.) OK?
                  // You will hear six people, OK? // Things in their bag. You will hear six people (.) understand?...[gives out
                  worksheets for students to work on.]...(3)...Everyone get worksheet. That worksheet for listening. ...((...))...OK, I
                  told you will listen six people. Answer the question. (4)...What do you usually carry in your book bag (.) purse (.)
                  or briefcase? // It depend. (.) When ask a man maybe you will hear ... [reads out]... What do you usually carry in
                  your book bag or briefcase?' (.) And when someone ask the lady (.) maybe you will hear 'What do you usually
                  carry in your purse or suitcase? // It depend. (.) That ...((...))...(6) ... This is six people answer the question 'What
                  do you usually carry in your book bag...purse, or briefcase?' ... [gives out more worksheet to a
                  student]...(5)...And what do you have to do? // Just only listen (.) just only listen! (.) Now, you have to do the
                  activity. (.) Look at this chart and read instructions. (.) First (.) when you hear the recording or when you hear the
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tape (.) first when you hear the names of the people (.) you write that name on the column 'name' (.) Understand? // First (.) write their name on this side. (.) And then (.) someone will ask these people about 'what do you usually carry in your book bag (.) purse (.) or briefcase? // You hear and if you hear something about 'something to read' (.) you check 'true' ... [moves her hand as if making a tick in the air]... in the column

'something to read'... (5)...What is 'something to read'? // What are ' something to read'? //

		Can you tell me? What are
66	Ss	Newspaper
67	T	Yes \\ newspaper. Something to read (.) you can read newspapers (.) and(2) magazines (.) cartoon (.) or
•	•	any books that means something to read. (.) When you hear something like that (.) check 'true' in the column
		'something to read'(3)And the next one 'something to write' (.) give me some example for 'something to
		write'.
68	Ss	Pen
69	T	Pen \\
70	Ss	Pencil
71	Ţ	Pencil
72	Ss	(())
73	T	That's all \ Maybe pencil colour or something. (.) If you hear something like that (.) tick 'true' in the column
		'something to write'. (.) And next 'something to eat'. (.) I would sure (.) I am sure all of you have 'something to eat' in your bag, right? // (2) Right? //
74	Ss	
75	T	Can you give me some example? //
76	S	Sandwich
77	T	Sandwich \\(2) Hah? // In your bag? // (.) OK \\ sandwich (.) something to eat.(.) Anything else? //
78	Ss	Candy
79	T	Candy (.) good! Anything else? Something to eat (.)
80	Ss	Snack
81	T	Snack (.) good! But you (.) should not have something to eat in class, right? //
82	Ss	Yes.
83	T O-	Yes or no? //
84 85	Ss T	Yes.  Put cometimes I are company have comething to get in his class. Old and then 'manay'. If you have 'manay'.
65	1	But sometimes I see someone have something to eat in his class. Ok! and then 'money'. If you hear 'money' (.) tick 'true' in the column 'money'. And 'cosmetic' (.) you know? //
86	Ss	Yes (.) yes.
87	T	Give me some example for cosmetic.
88	Ss	Lipstick
89	T	Lipstick
90	Ss	Eye-shadow
91	T	Eye shadow, uh (.)humm![moves her hands over her eyes]
92	Ss	Brush-on (.) mascara
93	T	Brush-on (.) [right hand over her cheek] mascara (.) [moves her hand over her eyelash] or makeup (.)
94	Ss	(()) uh (.) just maybe for girl, right? // (.) And maybe some boy carry cosmetic, right? //
9 <del>4</del> 95	T	<laugh> Yes (.) yes (.) If you hear something and think they are cosmetic, tick 'true' in the column 'cosmetic'. And</laugh>
00	•	if you hear something not are in these column (.) we have to write that item in the column 'the others' (.) OK? //
		(.) Understand? // First (.) listen to the recording and do this activity[hands over a worksheet over to a
		student] (13) You have to listen (.) first. And there are (.) How many people I told you? (.) How many?
96	Ss	Six
97	T	Six (.) OK! And you will hear something, (.) tick (.) tick (.) tick (.) [makes a tick in the air]. And if you hear
		something are not in the column, (.) write the name of item in the column 'the others'. OK! (.) Yes? // (.) Are you
00	0	ready? //
98	Ss T	Yes
99	ı	[sets the tape-player and plays the first part of the instruction][Tape played] << <u>Unit 5 Page 32 Listening Activity 1 We have 16 questions below. Listen!</u> >> [tape paused]Oh! sorry! (.) I forgot to tell you. I play
		tape without stopping (.) Understand? //
100	Ss	Yes.
101	T	How many times would you like to listen?
102	Ss	Three
103	T	Three! hugh? // (.) Only two, (.) OK? // [plays the cassette through. While the students are listening and
		working on the task, the T is drawing a chart on the W/B.]
404	0	Finished? //
104	Ss	No No2 ( ) One more time? //
105 106	T Ss	No? (.) One more time? // Yes
107	JS T	And check your answer. (.) You can correct something. (.) OK (.) Don't worry about the names. (.) If you can't
.01	•	write the name in English, you can write in Thai, (.) OK? // Understand? // If you cannot write the name in
		English (.) you can write their name in Thai (.) OK? // Now (.) Are you ready? //
108	Ss	Yes
109	T	[plays the cassette all over again]
440	0	Finished?
110	Ss	[While listening to the cassette] What is /kōm/?
111	T	[moves her hand over the middle of her head to the end of her hair]

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Finished? // Do you need one more? (.) Finished? (.) Everyone finished? (.) Who (.) haven't finished? // Who
                  have not finished? //... [øv... [exclamaiton]... (2) ...Finished? // Who not finished? // ...[puts her hand up]...
                  Finished? // Who not finished? //
                  OK! (.) one more time? //
112
        Ss
                  YES!
113
        Τ
                  Yes. OK? // (.) The last time.
114
        Ss
                  NOI
115
        Τ
                  No? // The last time.
116
        Ss
117
                  Yes (.) OK! Are you ready? // (.) No answer! (.) Are you ready? //
        Τ
118
        Ss
119
                  ... [plays the cassette from the beginning again]...(9)...OK! I can help you something. (.) You can open your
                  book on page 32 (.)... and (.) ... you have ...((...))... Will you see the green box and you see some vocabulary in
                  there. (.) You can check with your answer. (.) Can you see something? // ...[reads out from the green box]...
                  (2)...something to read (.) something to write (.) a magazine (.) newspaper (.) something to write (.) pen, pencil
                  (.) makeup (.) lipstick (.) something to eat (.) keys (.) money (.) comb or a hairbrush (.) a cellular phone
                  ...(3)...These word can help you (.) right? // ...(3) ...If you can't write any word (.) maybe you can look at some
                  word in the green box on page 32. You can check the word (.) ur (.) OK? //... (2) ... Look at on the blackboard.
                  Finished? // (.) Finished? // (.) uh (.) some say 'yes' (.) but a few of you say (.) yes. But most of you say (.)
                  'no'. OK, (.) help me! Each other! ... [moves to the chart on the whiteboard] ... (2) ... Six people, can you remember
                  their name? The first one?
                  Adam
120
        Ss
121
                  Man or woman? //
        Τ
122
        Ss
                  Man
123
        Τ
                  What's his name? //
124
        Ss
                  Adam (.) Adam
125
                  Pardon? //
126
        Ss
                  Adam
127
                  Adam? //
128
        MS<sub>1</sub>
                  John!
129
        GS<sub>1</sub>
                  JOHN! (f)
130
        Τ
                  John. OK (.) Adam and John....[writes 'John' under 'name' column]...
131
        Ss
132
        Sx
                  มีคนชื่อจอห์นในนี้ด้วยเหรอ ได้ยินแต่อดัมส์ ... {{Is there anyone called 'John' in here? I heard
                   'Adam'. } }
133
        Τ
                  We will check later (.) uh (.) Adam (.) ... [hands to the right] ... and John (.) ... [hands to the left] ... OK,(.) don't
                  know. (.) now (.) Maybe someone (.)
134
        Ss
135
                  Maybe Adam (.) maybe John. (.) It depends.
        Τ
136
                   ...<laugh> ...
        Ss
137
                  Number two
138
        Ss
                  Ann!
139
                  Man or woman? //
140
        Ss
                  Woman
141
        Τ
                  What's her name? (.) What's her name?
142
        Ss
                  Ann
143
                  Huh? //
        Т
144
        Ss
                  Ann
145
        Τ
                  Ann (.) ... [writes 'Ann' as the second in the column]... (4)... Any names? // Only this? // Only Ann? //
146
        Ss
147
        Τ
                  Yes (.) ah (.) person three (.) Man or woman? //
148
        Ss
                  Man
149
                  His name? //
        Τ
150
                   I don't know (.) TER (.)
        Ss
151
        Τ
                  I don't know. (.) Who know? // (.) Mr (.) ...something, right? //
152
        Ss
                   ...we- ter (.) wet- ter (.)
153
        Τ
                  TER (.) TER (.) Mr (.)
154
        Ss
                  ...<laugh>...
155
        Т
                   Mr (.)? //
156
        Ss
157
        Τ
                  Mr (.) TER-TER (.) OK (.) ... [writes only the second syllable '-ter' on the whiteboard]...(4) ...(.) and fill this one
                  later. And (.) number four? //
158
        Ss
                  Nancv
159
                  Good! Five? //
```

```
160
        Ss
                  Nick
161
        Т
                  Nick (.) Good! The last one...? //
                  Paul (.) Boy, (.) Bon, (.) Tom (.) Bos...[different names]...
162
        Ss
163
        Τ
                  Can you spell? //
164
        Ss
                  BOY
        Τ
                  B-O-Y! Hah? // ... [raising eyebrows]...
165
                  ...<laugh>...
166
        Ss
                  Name? // Huh (.) name? (.)
167
        Τ
168
        Ss
                  ... [a loud noise of different names]..
169
                  Boy? (.) NO! Name (.) name!
        Τ
170
        Ss
                  Bos (.) Boss (.) .. [different names]...
                  Bos! Help me spell. B-O, B-O, then? // Then? // (.) B-O -S (.) right? // OK (.) Ok or maybe something with (.)
171
                  begin with 'B'. It depends. Listen later (.) and anybody can tell me. Fill this chart. The first one, John or Adam?
                  You can hear (.) ...
172
        Ss
173
        Τ
                  What (.) does he carry in his bag? // (.) Something to read? // Yes or no? //
174
        Ss
175
                  ...[makes a tick in the column as suggested by the students]...Something to write?
        Τ
176
        Ss
177
        Т
                   ...[makes a tick in the column as students specify]... Something to eat?
178
        Ss
                  No.
179
        Τ
                  Money? //
180
        Ss
                  Yes.
181
                  Cosmetic? //
182
        Ss
                  No.
                  The others?
183
        Т
184
        Ss
                  Calculator
185
        Τ
                  Good! (.) Calculator (.) Anything else? // [writes 'calculator' under 'the others' column]
186
        Ss
187
        Τ
                  No (.) The next (.) ... number 2, Ann (.) what does she carry? // Something to read? //
188
        Ss
189
        Τ
                  Something to write? //
190
        Ss
                  Yes
                  Something to eat? //
191
        Τ
192
        Ss
                  No
193
                  Money!
194
        Ss
                  Yes
195
                  Cosmetic!
196
        Ss
                  No/ Yes...[different answers]...
197
        Τ
                  Yes or no? //
198
        Ss
                  No (.) yes (.) no (.) no (.) . [different answers]...
199
        Т
                  OK (.) the answer, (.) Some say 'yes', (.) some say (.) //
200
        Ss
201
                  No. (.) The others? //
        Τ
202
        Ss
                  Com (.) com (.)
203
        Τ
                   ..[raises her eyebrows]...
204
        Ss
                  Comb (.) keys (.) com (.)
205
                  Can you spell? //
        Τ
206
        Ss
                  C-O-M-B
207
                  Anything else? //
208
                  Key (.) key (.) keys (f)
        Ss
209
                  Some say key (.) I don't know key or keys? //
        Τ
210
        Ss
                  Good! Anything else? (.) No? // OK (.) the next one (.) Mr (.) something TER - TER (.) uh (.) Something to
211
        Τ
212
        Ss
                  Yes
213
                  Something to write? //
        Τ
214
        Ss
215
        Τ
                  Something to eat? //
216
        Ss
                  No.
217
        Τ
                  No! (.) Money? //
218
        Ss
                  No
219
                  Cosmetic? //
        Т
220
        Ss
                  No
                  The other? //
221
        Τ
222
                  Umbrella
        Ss
223
                  Spell!
```

```
<mark>Ss</mark>
T
224
                  U-M-B-R-E-L-L-A
225
                  Anything else? //
226
        Ss
                  No
227
        Τ
                  No! (.) Nancy? // What does she carry? // Something to read? //
228
        Ss
229
        Т
                  Something to write? //
230
        Ss
                  Yes
                  Something to eat? //
231
        Τ
232
        Ss
                  No
233
                  Money? //
        Τ
234
        Ss
                  Yes
235
                  Cosmetic?
236
        Ss
                  Yes
237
        Τ
                  The other (.) //
238
        Ss
                  Hairbrush
239
        Τ
                  Good! Spell!
240
        Ss
                  H-A-I-R-B-R-U-S-H
241
                  Anything else? //
        Τ
242
        Ss
                  Credit Gard //
243
        Т
                  Credit Gard? (.) // Spell!
244
        Ss
                  C-R-E-D-I-T- C-A-R-D
245
                  Credit Gard or credit Gards? (.) ... [emphasizes 's']...
        Τ
246
        Ss
                  Credit Gard
247
                  Credit Gard or Gardssss ?... [emphasizes 's']... S or no S?
248
        Ss
                  No 's'
249
                  OK (.) anything else? Hah? // (.) Anything else? // (.) Like this? // Anything else? // Hugh? (.) Any (.) anything
        Τ
                  else? // (.) No? // .OK! I didn't tell you something that I write on the chart is true. (.) We didn't check. (.) We
                  haven't checked, right? (.) And we will check together later (.) not now (.) I would like to know your answer first.
                  (.) Understand? //
250
        Ss
                  Yes
251
        Τ
                  OK! the next one! Nick (.) What does he carry? // Something to read? //
252
        Ss
                  Yes
253
        Τ
                  Something to write? //
254
        Ss
255
                  Something to eat? //
        Τ
256
        Ss
                  Yes
257
                  Money!
258
        Ss
                  No.
259
                  Cosmetic? //
        Т
260
        Ss
                  No
261
                  And the others? //
        Τ
262
        Ss
                  Cellular phone
263
        Τ
                  Spell!
264
                  C-E-L-L-U-L-A-R P-H-O-N-E
        Ss
265
        Т
                  Anything else? //
266
        Ss
                  Keys
267
                  Keys! Good! Anything else? //
        Τ
268
        Ss
                  Food, (.) cheese
269
                  Cheese? // (.) Spell!
                  S-H-E-E-T (.) C-H-E-E-S-E... keys! ... [different words]...
270
        Ss
271
                  And the last one? // Bob or B (.) buh (.) buh (.) something (.) What does he carry? // (.) Something to read? //
        Т
272
        Ss
                  Yes
273
        Τ
                  Something to write? //
274
        Ss
                  Yes
275
                  Something to eat? //
        Т
276
        Ss
                  No
277
        Т
                  Money? //
278
        Ss
                  No
                  Cosmetic? //
279
        Τ
280
                  No/ (.) yes ...[different answers]...
        Ss
281
                  Yes or no? //
        Τ
282
        Ss
                  No (.) yes (.) yes
283
        Т
                  OK! yes and no. And the others? //
284
        Ss
                  ...[quite]...
285
        Τ
                  Anything else? //
286
                  ...[quiet]...
        Ss
287
                  Anything else? //
        Τ
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```
288
             Ss
                           Car key
289
             Т
                           Anything else? // Huh? //
290
             Ss
                            ... [quiet] ...
291
             Τ
                           That's all? // OK! Check the answer (.) We don't know yet (.) uh (.) they are right or wrong. Check together (.) by
                           listening again (.) OK? // I (.) stop at the answer and you can check they are right or wrong (.) Ready? //.../p/ays
                           the cassette again]...[Tapescript] << Person 1 Woman: Hi! John>> << Man: Hi >>...[pauses the cassette at the
                           key point]...Hi! (.) ? ...[raises her eyebrows to the class]...
292
             Ss
293
             S
                           John เหรอ ...{{Is it John?}} ...
294
             Τ
                           OK! That right or wrong? // Right or wrong? // Right or wrong? // Wrong? // Hi...? Hi...? //
295
             Ss
296
                           John (.) Yes! John (.) No Adam (.) Hah? // Where Adam come from? //
297
             Ss
                            ...<laught>...
298
             Т
                           No (.) John! Yes John (.) Right? //
299
             Ss
                            ...((...))...
300
             Τ
                           Right or wrong? // No (.) John! If you are not sure (.) ask Ajarn Gordon! John or Adam? // ... [to an American
                           teacher who is observing the lesson at the back of the class.]...
301
             GD
302
                           John! ... [To Ajarn Gordon] ... Thank you
303
             Ss
                           แล้วพวกเราได้ยินจากไหนหล่ะ ... {{Where did we get Adam from, then?}} ...((audible to the audio tape))...
304
             GD
                           I can see him.
305
             Τ
                           That's OK!.... [continues playing the tape, then pauses again when she comes to the key point.]...[Tape played]
                           ...< Interviewer: I'm doing a survey for a book and uh (.) Could I ask you a question? >> << John: Sure. What do
                           you want to know? >> << Interviewer: Well... what do you usually carry in your bookbag? >> << John: <u>Uuh.. well.</u>
                           books of course. >>...[Tape paused] ... What is here? //
             Ss
306
                           Books
307
             Т
                           Yes (.) that means something to (.)
308
             Ss
                            read
309
             Τ
                           [Tape played].... << Interviewer: Okay, something to read >>< John: And (.) pens and pencils>> << Interviewer:
                           Okay, something to write with. >>...[Tape paused] ...Yes? (.) // Something to (.)
310
             Ss
                           write
311
             Τ
                           What are they? //
312
                           Pen and pencil
             Ss
313
             Τ
                           [Tape played] ... << John: And of course some money >> [Tape paused]
314
             Ss
315
                           Money! [Tape played] << Interviewer: Yes, of course. >> << John: And a calculator. >> ... [Tape paused]... And
             Τ
                           the ...? //
316
             Ss
                           calculator
317
                           [Tape played] ...<< nterviewer: A calculator. Anything else? >><< John: Uhh...that's all I can think of. >> <<
             Τ
                           Interviewer: Okay! Well, thank you for your information. >><< John: You're welcome. >>... [Tape paused]...Finish
                           number one, alright? //
318
             Ss
                           Yes
319
                           Number two! ...[continues playing the tape-player] ... Person 2...<< Interviewer: Excuse me Ann. >> << Ann:
             Т
                           Yes? >> << Interviewer: I'm doing a survey for a book. Uhm! Could I ask you a guestion? >> << Ann: All right.
                           >> << Interviewer: I need to know ... uhm ... what do you usually carry in your purse? >> << Ann: Oh, you know
                            ... aah... something to write with >> ...[Tape paused]... Something to ...? //
320
             Ss
                           Something to write with.
321
             Τ
                           [Tape played] ...<< Ann: My keys, ...>>...[Tape paused]...[raises her eye browns]...
322
             Ss
                           Keys
323
             Τ
                           Keys! (.) right? // ...[Tape played]... << Interviewer: Okay! something to write with... keys >> << Ann: Money >>
                            ...[Pauses the tape and raises her eye browns] ...
324
             Ss
325
             Τ
                            ...[Tape played]... << <a href="https://linear.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.ncbi.nlm.n
                           eye browns]...
                           Comb
326
             Ss
327
             Т
                           Do you know comb?
328
             Ss
329
             Τ
                            ...[Tape played]... << Interviewer: Okay, anything else that you can think of? >> << Ann: No. That's about it, I
                           think. >> << Interviewer: Well...Thanks for your help. >><< Ann: You're welcome. >>...[Tape paused]... Person
                           2! That's all, right? // OK, person 3. (.) We don't know what his name. We know Mr (.) TER.! OK! Person 3 \\ We
                           don't know what his name (.) We know Mr.TER (f) ... [Tape played] ... << Person 3 (.) Interviewer: Mr. Webster?
                           >> << Webster: Yes. >>... [Tape paused]...
330
             MS1
                           WEBSTER! (f)
                           Webster \\ Good! Mr (.) ... [looks around]...
331
332
             Ss
                           Webster (f)
333
             Τ
                           Webster \\ Can you spell? //
```

334

Ss

Webster (f)

```
Webster \\ Can you spell? //
335
        Τ
336
                   W-E-B-S (.)
337
         Τ
                   W-E-B-S (.) ...[fills in the slot on B/B]... Webster \\ Webster \\ right? // His name is Mr. Webster \\...[Tape
                   played]...<< Webster: Yes. >><< Interviewer: Uhm (.) I'm collecting some information for a book...and uh... could
                   l ask you a question? >><< Webster: All right >> << Interviewer: Could you tell me (.) uhm (.) what do you
                   usually carry in your briefcase? >> << Webster: Hmm (.) let see (.) uhmm (1) Papers to read. >> ... [Tape
                   paused]...
                   Paper to read (f)
338
         Ss
                   That means (.) Something to read
339
         Τ
340
                                   Something to read
         Ss
341
                   ...[Tape played]... << Webster: (.) and a couple of pens, of course (.)>> << Interviewer: Okay, something to read
         Т
                   and something to write with...And? >>... [Tape paused]... Yes? Something to read and (.) //
342
         Ss
                   Something to write (f)
343
         Τ
                   Something to write \\ (.) and what are something to write with?
344
         Ss
345
                   Pen \\ OK, right? // Mr. Webster (.) something to read and something to write... [Interviewer:
         Τ
                   And?}}- << Webster: And an umbrella in case it rains. >> ...[Tape paused] ... And? (.) //... [to the class in a rising
                   tone]....
346
         Ss
                   Umbrella! (f)
347
         Т
                   And? (.) //
348
         Ss
                   Umbrella (f)
                   Right? // AN UMBRESLLA? // (.) AN UMBRESLLA? //...[in rising tone]... OK! \\ ...[rewinds the tape and starts at
349
         Τ
                   the same point]...<< Interviewer: Something to read and something to write with? And? >> << Webster: And an
                  umbrella in case it rains. >>... [Tape paused]...And (.)? // Huhh? // (.) And? (.) // And? (.) // ...[looks around, asking in a rising tone]...KEYS! (f) (.) RIGHT? // (.) RIGHT? // (.) NO? // (.) ...[in a rising emphasizing
                   tone]...
350
         Ss
                   ...[quiet]...
351
         MS1
                   I don't know. ...[in an uneasy manner]...
352
                   ... [rewinds the tape and starts at the same point]...{{Interviewer: Something to read and something to write with?
         Τ
                   And?}} - << Webster: And an umbrella in case it rains. >> ... [Tape paused] ... ((...))... KEY RING! (f) (.) That
                   means (.) KEYS! (f) (.) Understand? // KEYS (f) of ring that mean KEYS! (.) Understand? // KEYS! (f)
353
         Ss
                   ... [quiet for a while] ... Keys? (I) // ... [softly speaking captured by audio-recording]...
                   Look at on (f) (.) ... [points to W/B] ... Webster keys (f) No (l) (.) that means (.) ... [quiet for some time] ... Right?
354
         Τ
                   // OK \\... [Tape played]... << Interviewer: An umbrella! Anything else? >>... [Tape paused]... Anything else? (.)
                   Anything else? // (.)... [Tape played]... {{Webster: No, that's about it!}} ... [Tape paused]...
355
         Ss
                   ... [quiet]...
                   ...[plays the tape a bit forward and pauses]... // << Interviewer: Well, thanks for the information. >> ...[Tape
356
                   stopped]...That's OK. \\ That's all for Mr. Webster. \\ OK! ...[continues playing tape for person 4].
357
         Ss
                   Pen
358
                   That means something to ... //
         Τ
359
         Ss
                   Write
360
         Т
                   [Tape played] ... << Interviewer: OK, something to write with. And? >> << Nancy: Lipstick>> ... [Tape paused]
                   ...And...?
361
         Ss
                   Lipstick
362
         Т
                   That means ... //
363
         Ss
                   Cosmetic
364
                   [Tape played] ... << Nancy:. makeup ... >>...[Tape paused]...That means...? //
365
         Ss
                   Cosmetic
                   [Tape played] ... << Interviewer: Lipstick, makeup. Yah! >> << Nancy: Money, ... >>
366
                   [Tape paused]
367
         Ss
                   Money!
368
         Τ
                   Money, right! ...[Tape played]... << Interviewer: Money, yah? >> << Nancy: And a hairbrush >> ...[Tape
                   paused] ... HAIR!
369
         Ss
                   Hairbrush!
370
         Т
                   ...[Tape played].. << Interviewer: And.. hairbrush. Okay... >> << Nancy: And ... Let see, and credit cards >>
                   ...[Tape paused] And...? //
371
         Ss
                   Credit card
372
         Τ
                   Credit card (.) right! ... frewinds the tape and starts at the same point!...<< Interviewer: Credit cards... >><<
                   Nancy: And I guess, that's all. >><< Interview: Well, thanks for your help. >><< Nancy: No problem. >> ... [Tape
                   paused] ...That's all! And (.) makeup? //
373
         Ss
                   No makeup
374
                   ...[erases out 'makeup' from the W/B]...Makeup (.) make up that means (.)//
375
         Ss
376
                   ...[Tape played]... << Person 5: Interviewer: Well, what do you usually carry in your book bag? >><< Man: oh ...
         Τ
                   everything! >><< Interviewer: No, really. What do you carry in it? >><< Man: uhmm! well ... books, ...>>
                   ...[Tape paused] ...
```

377

Ss

**Books** 

```
Ah (.) sorry (.) what's his name? // I didn't ask you. What his name? //
379
        Ss
380
        Τ
                  OK (.) Nick (.) And what does he carry? //
381
        Ss
                  Books
382
        Т
                  That means something to (.) //
383
        Ss
                  Something to read
384
                   ...[Tape played]... << Nick: and papers for school.... >> ...[Tape paused]
        Τ
                  That means (.)
385
        Ss
                  Something to write with
386
                  Huh? Paper for school that means something to (.)
        Τ
387
        Ss
                  Read (.) read (.)
388
                   ...[Tape played]....<Interviewer: Okay, something to read. >><Nick: And something to write with. ...>>...
                  [Tape paused] ... And (.)? //
389
        Ss
                  Something to write
390
                  [Tape played] ... << Interviewer: Ahah ...>> << Nick: And food ...>>...[Tape paused]...
                  AND FOOD!
391
        T/Ss
392
                  Food that means ...(.)
        Т
393
        Ss
                  Something to eat
394
        Τ
                  Something to eat. Very good! ... [Tape played]... << Nick: I'm always hungry. >> << Interviewer: I see...
                  something to eat, Okay? Anything else? >> << Nick: And... keys! >>
                  Tape paused1... | KEYS!
        Τ
                  Keys (.) ... [Tape played]... << Interviewer: Is that it? >> << Nick: Yeah, I think so. >>< Interviewer: Okay,
395
                  well... thank you for your help. >> << Nick: You're welcome. Anytime. >> ... [soundtrack of a telephone rings] ...
                   <<Nick: ... [to the phone] ... Good morning! ... [to the interviewer] ... Wait... And my phone! >><< Interviewer: A
                  cellular phone? >><< Nick: Yeah, I usually carry my cell phone with me. >> << Interviewer: Okay, thanks for your
                  information. >><< Nick: My pleasure. Anytime...>> ...[Tape paused] ... OK (.) and that one more.
396
        Ss
                  Cellular phone
397
        Τ
                  Cellular phone (.) I think we know it. (.)... [writes 'mobile phone' on the W/B] ...
398
        Ss
                   ...[Read]... mobile phone
399
                  Or vou can call... [shapes her right hand as holding a hand phone] ...มือถือ, right?...[a handheld phone]...Yes!
        Τ
                  And what about 'cheese'?...[points to the list on the W/B] ...
400
        Ss
                   ...[rubs away 'cheese']...And the last one! (.) What his name (.) don't know (.) //... [Tape played] ... << Person 6 /
401
        Τ
                  Interviewer: Barb? >> << Woman's voice: Yeah? >> [Tape paused]
402
        Ss
                   Bor (.) Bar (.) ...[different names]...
403
                  What his name? //
                  Bor (.) Bar (.) Bar? //
404
        SS
                  Bor? // (.) HIS name is BARB! (f)...[fills 'Barb' in the list on W/B]...B-A-R and B! May be you can hear 'Bob'.
405
                  That's OK. (.)...[fills 'Bob' in the slot]... (3)... Boss (.) Barb (.) Bob (.) that's OK. (.) Any names. // (.) But the real
                  name is BARB! (f) OK? //...[continues playing the cassette]...<<Interviewer: I'm collecting some information.
                  Would you mind telling me what you usually carry in your briefcase? >> << Barb: No, I don't mind, but it's not
                  very interesting. >><< Interviewer: That's okay. >><< Barb: Let me look ... lots of paper... Things I need to read
                  before tomorrow. >>...[Tape paused] ... What? (.) Things (.) lots of paper. (.) That means something to (.) read.
406
         Ss
407
         Τ
                  That means something to read (.) ... [Tape played] ... << Interviewer: Yah? >> << Barb: And... a couple of pens
                  >> << Interviewer: Aha! >> << Barb: That's it! >> ... [Tape paused]...
408
         Ss
409
                  Couple (.) two or couple. (.) That means ... [puts two fingers]...
         Τ
410
         Ss
                  สอง อ้าว !.../Two! Oh!]...
                  Couple (.) two ... [walks to the W/B and writes the word] ... C-O-U-P-L-E (.) That means something to (.)...write
411
                  ...[Tape played]...<\Barb: here's my car keys, ...\>\...[Tape paused] ... (.) My - car - keys! (.)
412
         Ss
                  Car keys
413
         T/Ss
                  ...[Tape played]... << Barb: my comb ...>>...[Tape paused] ... | MY COMB! ... [Tape played] ... << Barb: Here's
                  my business cards, ...>>...[Tape paused] ... Some (.)
414
         Ss
                  Some business cards
415
                  That means not only one card. (.) Some business cards! (.) That means business cards (.) right? // ... [Tape
                  played]...<Barb: ... and ... that's it! >><<Interviewer: Business cards. OK. Anything else? >><Barb: No, that's
                  it. >><<Interviewer: Well, thanks. >>...[Tape paused]...OK (.) who (.) right all of these? // ...[shows her five
                  fingers] ... No mistakes! Who right all of these? //
416
                                      . [quiet] ...
         Ss
                  No? // That's OK. (.) That only practise listening, right? // OK! (.) And (.) the last one (.) you know the information.
417
                  (.) You fill some information in this chart. (.) That means this chart is complete. (.) You know someone carry
                  something. (.) And (.) look at activity 2...[looks at her document in hand and reads the instruction]... (3) ...You
                  will see 5 sentences, 1, 2, 3, 4, 5. I would like you to look at this information on the chart (.) and think (.) ... freads
                  the instruction in her hand] ... Which of these statements describe people in the survey or not.... [talks to the
                  class]...(16)...Which one is 'true' or 'false. (.) If it's 'true' you (.)... [draws a small box on the W/B] ... put a tick in
                  the box (.)... [puts a tick] ... in front of the statement. (.) Understand? //
```

378

Т

418 Ss Yes

419

Yes (.) OK (.) I give you five minutes, enough? // Or ten minutes? // OK (.) listen again! (.) You finish this task. That means activity 1. And (.) we know (.) some information about six people. That's we know someone carry something, and (.) we will do at activity 2. There are five sentences, one, two, three, four, five, in activity 2. Understand? Look at your sheet? And I would like you to tell me which one of these sentence (.) right or wrong? ...[Voice of Ajarn Gordon is explaining to the observer most of the time.]...

If you read it 'right' (.) check ' true' in the box in front of the sentences. If it 'right' (.) ... [draws a small box on the W/B near the same old one and make a cross in it]... put 'X' or a cross ... in the box, understand?

420 Ss Yes

From 420 – 553 T4 explains and gives feedback on the exercises in the coursebook

	Transcription convention
T:	Teacher speaks
Ss:	Students speak
MS1,	Male student 1
(.)	pause of less than one second
[Italic]	Additional notes / classroom atmosphere/ non-verbal communication
(())	Inaudible/ unclear utterance
<< <u>Text</u> >>	typescripts
//	In a rising tone
//	In a low tone
(f)	Fortis (loud) enunciation
Text!	Calling for attention/ exclamation / giving instruction
S-P-E-L-L	Pronouncing the constituent letters of a word
<b>BOLD UPPERC</b>	ASE In a loud emphasising voice
Grey area	The repeated utterances from the recording and the students' correct

### **APPENDIX B**

## INTERACTION ANALYSIS CATEGORIES

## **Appendix B-FIAC**: Flanders' Interaction Analysis Categories (FIAC)

		1	ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
	INDIRECT	2	PRAISES OR ENCOURAGES: praises or encourages student action or behaviour.  Jokes that release tension, not at the expense of another individual, nodding head or saying, "um hm?" or "go on" are included.
TEACHER	INFLUENCE	3	ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.
TALK		4	ASKS QUESTIONS: asking a question about content or procedure with the intent that a students answer.
		5	LECTURING: giving facts or opinions about content or Procedure, expressing his own ideas, asking rhetorical questions.
	DIRECT INFLUENCE	6	G EDIRECTIONS: directions, commands, or orders to which a student is expected to comply.
		7	CIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
		8	ENT TALK-RESPONSE: a student makes a predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limits to what the student says.
		9	ENT TALK-INITIATION: talk by students which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduces own ideas.
		10	ICE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

(Flanders 1970 cited in Allwright & Bailey 1991:202)

## **Appendix B-NN**: Interaction Analysis Categories (Nunan, 1990: 81)

		Tallies	Total
1	Teacher asks a display question. (i.e. A question to which she know the answer)		
2	Teacher asks a referential question. (i.e. a question to which she does not know the answer)		
3	Teacher explains a grammatical point.		
4	Teacher explains meaning of a vocabulary item.		
5	Teacher explains functional point.		
6	Teacher explains point relating to the content (theme/topic) of the lesson.		
7	Teacher gives instruction/directions.		
8	Teacher praises.		
9	Teacher criticizes.		
10	Learner asks a question.		
11	Learner answers question.		
12	Learner talks to another learner.		
13	Period of silence or confusion.		

# <u>Appendix B-IAC</u>: Interaction Analysis Categories (adapted from Nunan, 1990)

		Talli	es	Total	%
		Grp	ldv		
1	Teacher asks a display question.				
2	Teacher asks a referential question.				
3	Teacher explains a grammatical point.				
4	Teacher explains meaning of a vocabulary item.				
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.				
6	Teacher modifies her own talk.				
7	Teacher gives instruction/directions.				
8	Teacher checks understanding.				
9	Teacher praises.				
10	Teacher evaluates/accepts/ rejects the student's idea.				
11	Teacher attempts to negotiate meaning with students.				
12	Learner answers question. c. minimal d. complete				
13	Learner initiates the turn to the teacher (L-T).				
14	Learner repeats / drills/ reads out.				
15	Learner initiates the turn to another learner (L-L).				
16	Period of silence or confusion.				
Note	1. ***** Leaner– leaner interaction in small group work was c 2. ( ) Laughter	conducted	but ina	ccessible.	

# 1) APPENDIX B1-T1-ST: (By Coder 1)

	Tala akusakural kasaan /T4 CTA	Tallie	s	Total	%
	T1's structural lesson (T1-ST)	Grp	ldv	Total	%
1	Teacher asks a display question.	32	1	33	6.19
2	Teacher asks a referential question.	28	11	39	7.32
3	Teacher explains a grammatical point.	3	1	4	0.75
4	Teacher explains meaning of a vocabulary item.	0	0	0	0.00
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	26	2	28	5.25
6	Teacher modifies her own talk.	50	8	58	10.88
7	Teacher gives instruction/directions.	29	10	39	7.32
8	Teacher checks understanding.	33	0	33	6.19
9	Teacher praises.	2	4	6	1.13
10	Teacher evaluates/accepts/ rejects the student's idea.	54	15	69	12.95
11	Teacher attempts to negotiate meaning with students.	25	30	55	10.32
12	Learner answers question.				
	a. minimal	73	30	103	19.32
	b. complete	24	7	31	5.82
13	Learner initiates the turn to the teacher (L-T).	14	8	22	4.13
14	Learner repeats / drills/ reads out.	3	3	6	1.13
15	Learner initiates the turn to another learner (L-L).****	0	5	5	0.94
16	Period of silence or confusion.	1	1	2	0.38
	T1-ST (C1)			533	100
Note:	Note: 1. ***** Leaner– leaner interaction in small group work was conducted but inaccessible. 2. 19 turns of laughter				

# 2) APPENDIX B1-T2-ST: (By Coder 2)

		Tallie	Tallies		%
		Grp	ldv	Total	/0
1	Teacher asks a display question.	102	6	108	25.23
2	Teacher asks a referential question.	6	0	6	1.40
3	Teacher explains a grammatical point.	33	0	33	7.71
4	Teacher explains meaning of a vocabulary item.	18	0	18	4.21
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	13	0	13	3.04
6	Teacher modifies her own talk.	6	0	6	1.40
7	Teacher gives instruction/directions.	57	9	66	15.42
8	Teacher checks understanding.	1	0	1	0.23
9	Teacher praises.	0	4	4	0.93
10	Teacher evaluates/accepts/ rejects the student's idea.	32	10	42	9.81
11	Teacher attempts to negotiate meaning with students.	0	0	0	0.00
12	Learner answers question.				
	a. minimal	59	44	103	24.07
	b. complete	0	0	0	0.00
13	Learner initiates the turn to the teacher (L-T).	0	0	0	0.00

14	Learner repeats / drills/ reads out.	15	1	16	3.74			
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00			
16	Period of silence or confusion.	12	0	12	2.80			
	T2-ST (C1)			428	100			
NOTE	NOTE: 1. 1 turn of laughter							

# 3) APPENDIX B1-T3-ST: (By Coder 1)

	T2's structural leasen /T2 CT)	Tallie	es	Total	%
	T3's structural lesson (T3-ST)	Grp	ldv	Total	70
1	Teacher asks a display question.	24	4	28	8.48
2	Teacher asks a referential question.	26	0	26	7.88
3	Teacher explains a grammatical point.	14	0	14	4.24
4	Teacher explains meaning of a vocabulary item.	0	0	0	0.00
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	14	0	14	4.24
6	Teacher modifies her own talk.	5	1	6	1.82
7	Teacher gives instruction/directions.	45	10	55	16.67
8	Teacher checks understanding.	4	0	4	1.21
9	Teacher praises.	4	1	5	1.52
10	Teacher evaluates/accepts/ rejects the student's idea.	26	26	52	15.76
11	Teacher attempts to negotiate meaning with students.	0	0	0	0.00
12	Learner answers question.				
	a. minimal	50	33	83	25.15
	b. complete	0	1	1	0.30
13	Learner initiates the turn to the teacher (L-T).	0	1	1	0.30
14	Learner repeats / drills/ reads out.	15	17	32	9.70
15	Learner initiates the turn to another learner (L-L).	0	3	3	0.91
16	Period of silence or confusion.	5	0	5	1.52
	T3-ST (C1)			330	100
NOTE	: 1. 5 turns of laughter				

# 4) APPENDIX B1 -T4-ST: (By Coder 1)

	T4's structural lesson (T4-ST)		Tallies		%
	14 5 Structural lessor (14-51)	Grp	ldv	Total	/0
1	Teacher asks a display question.	68	0	68	17.09
2	Teacher asks a referential question.	9	0	9	2.26
3	Teacher explains a grammatical point.	35	0	35	8.79
4	Teacher explains meaning of a vocabulary item.	20	0	20	5.03
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	40	0	40	10.05
6	Teacher modifies her own talk.	9	0	9	2.26
7	Teacher gives instruction/directions.	45	0	45	11.31
8	Teacher checks understanding.	0	0	0	0.00

9	Teacher praises.	2	0	2	0.50
10	Teacher evaluates/accepts/ rejects the student's idea.	60	1	61	15.33
11	Teacher attempts to negotiate meaning with students.	8	0	8	2.01
12	Learner answers question.				
	a. minimal	83	6	89	22.36
	b. complete	0	1	1	0.25
13	Learner initiates the turn to the teacher (L-T).	0	1	1	0.25
14	Learner repeats / drills/ reads out.	9	0	9	2.26
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00
16	Period of silence or confusion.	1	0	1	0.25
	T4-ST (C1)			398	100
NOTE	1.4 turns of laughter				

# 5) APPENDIX B1-T1-RD: (By Coder 1)

	T1/c roading loccon /T1 DD)	Tallie	s	Total	%
	T1's reading lesson (T1-RD)	Grp	ldv	Total	70
1	Teacher asks a display question.	10	0	10	4.27
2	Teacher asks a referential question.	8	0	8	3.42
3	Teacher explains a grammatical point.	0	0	0	0.00
4	Teacher explains meaning of a vocabulary item.	0	0	0	0.00
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	14	0	14	5.98
6	Teacher modifies her own talk.	6	7	13	5.56
7	Teacher gives instruction/directions.	17	8	25	10.68
8	Teacher checks understanding.	16	0	16	6.84
9	Teacher praises.	10	3	13	5.56
10	Teacher evaluates/accepts/ rejects the student's idea.	11	5	16	6.84
11	Teacher attempts to negotiate meaning with students.	14	28	42	17.95
12	Learner answers question.				
	a. minimal	38	12	50	21.37
	b. complete	0	0	0	0.00
13	Learner initiates the turn to the teacher (L-T).	2	23	25	10.68
14	Learner repeats / drills/ reads out.	1	0	1	0.43
15	Learner initiates the turn to another learner (L-L).		1	1	0.43
16	Period of silence or confusion.	0	0	0	0.00
_	T1-RD (C1)			234	100
1	Note**** 1. Jigsaw-reading activity – a). individual and Pair work activ	ity at while-	-reading	g stage b).	Report to

Note\*\*\*\* 1. Jigsaw-reading activity – a). individual and Pair work activity at while-reading stage b). Report to the class in random at post reading stage
2. 13 turns of laughter

# 6) APPENDIX B1-T2-SPK: (By Coder 1)

	T2's speaking lesson (T2-SPK)	Talli	es	Total	%
	12 S Speaking lesson (12-3PK)	Grp	ldv	TOtal	70
1	Teacher asks a display question.	95	2	97	19.40
2	Teacher asks a referential question.	7	0	7	1.40
3	Teacher explains a grammatical point.	4	0	4	0.80
4	Teacher explains meaning of a vocabulary item.	11	0	11	2.20
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	40	0	40	8.00
6	Teacher modifies her own talk.	6	0	6	1.20
7	Teacher gives instruction/directions.	102	0	102	20.40
8	Teacher checks understanding.	12	0	12	2.40
9	Teacher praises.	1	0	1	0.20
10	Teacher evaluates/accepts/ rejects the student's idea.	51	5	56	11.20
11	Teacher attempts to negotiate meaning with students.	1	0	1	0.20
12	Learner answers question.				
	a. minimal	53	35	88	17.60
	b. complete	0	0	0	0.00
13	Learner initiates the turn to the teacher (L-T).	0	0	0	0.00
14	Learner repeats / drills/ reads out.	53	0	53	10.60
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00
16	Period of silence or confusion.	22	0	22	4.40
	T2-SPK (C1)			500	100
Note:	1 turn laughter				

# 7) APPENDIX B1-T3-RD: (By Coder 1)

	T2/c roading losson (T2 DD)	Tal	lies	Total	%				
	T3's reading lesson (T3-RD)	Grp	ldv	TOtal	70				
1	Teacher asks a display question.	36	17	53	21.46				
2	Teacher asks a referential question.	9	1	10	4.05				
3	Teacher explains a grammatical point.	0	0	0	0.00				
4	Teacher explains meaning of a vocabulary item.	8	0	8	3.24				
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	5	0	5	2.02				
6	Teacher modifies her own talk.	0	0	0	0.00				
7	Teacher gives instruction/directions.	27	3	30	12.15				
8	Teacher checks understanding.	4	0	4	1.62				
9	Teacher praises.	1	1	2	0.81				
10	Teacher evaluates/accepts/ rejects the student's idea.	38	7	45	18.22				
11	Teacher attempts to negotiate meaning with students.	1	0	1	0.40				
12	Learner answers question. a. minimal b. complete	49 2	13 3	62 5	25.10 2.02				
13	Learner initiates the turn to the teacher (L-T).	0	0	0	0.00				
14	Learner repeats / drills/ reads out.	5	7	12	4.86				
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00				
16	Period of silence or confusion.	10	0	10	4.05				
				247	100				
Note:	Note: 1 turn of laughter								

# 8) APPENDIX B1-T4-LST: (By Coder 1)

	T//s listoning losson	Tallies		Total	%
	T4's listening lesson	Grp	ldv	TOlai	70
1	Teacher asks a display question.	168	4	172	26.92
2	Teacher asks a referential question.	17	2	19	2.97
3	Teacher explains a grammatical point.	4	0	4	0.63
4	Teacher explains meaning of a vocabulary item.	20	0	20	3.13
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	41	0	41	6.42
6	Teacher modifies her own talk.	14	0	14	2.19
7	Teacher gives instruction/directions.	49	0	49	7.67
8	Teacher checks understanding.	4	0	4	0.63
9	Teacher praises.	3	0	3	0.47
10	Teacher evaluates/accepts/ rejects the student's idea.	87	4	91	14.24
11	Teacher attempts to negotiate meaning with students.	7	0	7	1.10
12	Learner answers question.				
	a. minimal	196	6	202	31.61
	b. complete	0	1	1	0.16
13	Learner initiates the turn to the teacher (L-T).	0	0	0	0.00
14	Learner repeats / drills/ reads out.	4	0	4	0.63
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00
16	Period of silence or confusion.	8	0	8	1.25
	T4-LST (C1)			639	100
Note:	7 turns of laughing				

## 9) APPENDIX B2-T1-ST: (By Coder 2)

	T1's structural lesson	Tal	lies	Total	%
	11 S Structural lesson	Grp	ldv	Total	/0
1	Teacher asks a display question.	29	1	30	5.56
2	Teacher asks a referential question.	31	11	42	7.78
3	Teacher explains a grammatical point.	3	1	4	0.74
4	Teacher explains meaning of a vocabulary item.	0	0	0	0.00
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	30	3	33	6.11
6	Teacher modifies her own talk.	50	8	58	10.74
7	Teacher gives instruction/directions.	29	10	39	7.22
8	Teacher checks understanding.	33	0	33	6.11
9	Teacher praises.	7	5	12	2.22
10	Teacher evaluates/accepts/ rejects the student's idea.	49	14	63	11.67
11	Teacher attempts to negotiate meaning with students.	25	30	55	10.19
12	Learner answers question.				
	a. minimal	75	29	104	19.26
	b. complete	24	7	31	5.74

13	Learner initiates the turn to the teacher (L-T).	14	8	22	4.07
14	Learner repeats / drills/ reads out.	3	4	7	1.30
15	Learner initiates the turn to another learner (L-L).	0	5	5	0.93
16	Period of silence or confusion.	1	1	2	0.37
	T1-ST(C2)			540	100

# **10) APPENDIX B2-T2-ST**: (By Coder 2)

	T2's structural lesson	Tal	lies	Total	%
	12 S Structural lesson	Grp	ldv	TOtal	70
1	Teacher asks a display question.	102	7	109	25.47
2	Teacher asks a referential question.	8	0	8	1.87
3	Teacher explains a grammatical point.	36	0	36	8.41
4	Teacher explains meaning of a vocabulary item.	18	0	18	4.21
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	9	0	9	2.10
6	Teacher modifies her own talk.	8	0	8	1.87
7	Teacher gives instruction/directions.	61	0	61	14.25
8	Teacher checks understanding.	2	0	2	0.47
9	Teacher praises.	0	4	4	0.93
10	Teacher evaluates/accepts/ rejects the student's idea.	32	10	42	9.81
11	Teacher attempts to negotiate meaning with students.	0	0	0	0.00
12	Learner answers question.				
	a. minimal	59	44	103	24.07
	b. complete	0	0	0	0.00
13	Learner initiates the turn to the teacher (L-T).	0	0	0	0.00
14	Learner repeats / drills/ reads out.	15	1	16	3.74
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00
16	Period of silence or confusion.	12	0	12	2.80
	T2-ST (C2)			428	100

# 11) <u>APPENDIX B2-T3-S</u>: (By Coder 2)

	T3's structural lesson	Tallie	es	Total	%
	13 3 Structural lessor	Grp	ldv	Total	70
1	Teacher asks a display question.	27	4	31	8.88
2	Teacher asks a referential question.	23	0	23	6.59
3	Teacher explains a grammatical point.	14	0	14	4.01
4	Teacher explains meaning of a vocabulary item.	0	0	0	0.00
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	19	0	19	5.44
6	Teacher modifies her own talk.	6	2	8	2.29
7	Teacher gives instruction/directions.	41	9	50	14.33
8	Teacher checks understanding.	4	0	4	1.15
9	Teacher praises.	4	1	5	1.43
10	Teacher evaluates/accepts/ rejects the student's idea.	32	28	60	17.19
11	Teacher attempts to negotiate meaning with students.	0	0	0	0.00
12	Learner answers question.				

	a. minimal	52	40	92	26.36
	b. complete	0	2	2	0.57
13	Learner initiates the turn to the teacher (L-T).	0	1	1	0.29
14	Learner repeats / drills/ reads out.	15	17	32	9.17
15	Learner initiates the turn to another learner (L-L).	0	3	3	0.86
16	Period of silence or confusion.	5	0	5	1.43
	T3-ST (C2)			349	100

## **12)** <u>APPENDIX B2-T4-ST</u>: (By Coder 2)

	T4's structural lesson	Tallie	s	Tot	%
	14 S Structural lessori	Grp	ldv	al	70
1	Teacher asks a display question.	70	0	70	17.68
2	Teacher asks a referential question.	9	0	9	2.27
3	Teacher explains a grammatical point.	35	0	35	8.84
4	Teacher explains meaning of a vocabulary item.	25	0	25	6.31
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	40	0	40	10.10
6	Teacher modifies her own talk.	11	1	12	3.03
7	Teacher gives instruction/directions.	41	0	41	10.35
8	Teacher checks understanding.	0	0	0	0.00
9	Teacher praises.	2	0	2	0.51
10	Teacher evaluates/accepts/ rejects the student's idea.	56	1	57	14.39
11	Teacher attempts to negotiate meaning with students.	3	0	3	0.76
12	Learner answers question.				
	a. minimal	83	6	89	22.47
	b. complete	0	1	1	0.25
13	Learner initiates the turn to the teacher (L-T).	0	1	1	0.25
14	Learner repeats / drills/ reads out.	10	0	10	2.53
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00
16	Period of silence or confusion.	1	0	1	0.25
	T4-ST(C2)			396	100

# 13) <u>APPENDIX B2-T1-RD</u>: (By Coder 2)

	T1's reading lesson	Tallies		Total	%
	11 3 reading lesson	Grp	ldv	Total	70
1	Teacher asks a display question.	10	0	10	4.18
2	Teacher asks a referential question.	9	0	9	3.77
3	Teacher explains a grammatical point.	0	0	0	0.00
4	Teacher explains meaning of a vocabulary item.	0	0	0	0.00
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	17	0	17	7.11
6	Teacher modifies her own talk.	5	9	14	5.86
7	Teacher gives instruction/directions.	17	8	25	10.46
8	Teacher checks understanding.	15	0	15	6.28

9	Teacher praises.	11	3	14	6.69
10	Teacher evaluates/accepts/ rejects the student's idea.	14	6	20	6.69
11	Teacher attempts to negotiate meaning with students.	14	23	37	16.74
12	Learner answers question.				
	a. minimal	38	12	50	20.92
	b. complete	0	0	0	0.00
13	Learner initiates the turn to the teacher (L-T).	2	23	25	10.46
14	Learner repeats / drills/ reads out.	1	0	1	0.42
15	Learner initiates the turn to another learner (L-L).	0	1	1	0.42
16	Period of silence or confusion.	0	0	0	0.00
	T1-RD (C2)			238	100

# 14) APPENDIX B2-T2-SPK: (By Coder 2)

	T2/c checking losson	Tallie	S	Total	%
	T2's speaking lesson	Grp	ldv	TOlai	70
1	Teacher asks a display question.	89	2	91	17.95
2	Teacher asks a referential question.	9	0	9	1.78
3	Teacher explains a grammatical point.	4	0	4	0.79
4	Teacher explains meaning of a vocabulary item.	11	0	11	2.17
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	38	0	38	7.50
6	Teacher modifies her own talk.	6	0	6	1.18
7	Teacher gives instruction/directions.	104	0	104	20.51
8	Teacher checks understanding.	18	0	18	3.55
9	Teacher praises.	1	0	1	0.20
10	Teacher evaluates/accepts/ rejects the student's idea.	51	5	56	11.05
11	Teacher attempts to negotiate meaning with students.	1	0	1	0.20
12	Learner answers question.				
	a. minimal	55	39	94	18.54
	b. complete	0	0	0	0.00
13	Learner initiates the turn to the teacher (L-T).	0	0	0	0.00
14	Learner repeats / drills/ reads out.	52	0	52	10.26
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00
16	Period of silence or confusion.	22	0	22	4.34
	T2-SPK (C2)			507	100

## 15) APPENDIX B2-T3-RD: (By Coder 2)

	T3's reading lesson		Illies	Total	%
			ldv	TOlai	70
1	Teacher asks a display question.	38	22	60	23.26
2	Teacher asks a referential question.	9	1	10	3.88
3	Teacher explains a grammatical point.	0	0	0	0.00
4	Teacher explains meaning of a vocabulary item.	9	0	9	3.49
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	4	0	4	1.55
6	Teacher modifies her own talk.	1	0	1	0.39

7	Teacher gives instruction/directions.	27	3	30	11.63
8	Teacher checks understanding.	4	0	4	1.55
9	Teacher praises.	1	1	2	0.78
10	Teacher evaluates/accepts/ rejects the student's idea.	42	7	49	18.99
11	Teacher attempts to negotiate meaning with students.	0	0	0	0.00
12	Learner answers question.				
	a. minimal	49	13	62	24.03
	b. complete	2	3	5	1.94
13	Learner initiates the turn to the teacher (L-T).	0	0	0	0.00
14	Learner repeats / drills/ reads out.	5	7	12	4.65
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00
16	Period of silence or confusion.	10	0	10	3.88
	T2-RD (C2)			258	100

# 16) APPENDIX B2-T4-LST: (By Coder 2)

	T4's listening lesson	Tallie	es	Total	%
	14 5 listering lesson	Grp	ldv	Total	/0
1	Teacher asks a display question.	182	7	189	29.72
2	Teacher asks a referential question.	12	2	14	2.20
3	Teacher explains a grammatical point.	4	0	4	0.63
4	Teacher explains meaning of a vocabulary item.	20	0	20	3.14
5	Teacher explains point relating to the content / theme/ topic/ procedure of the lesson.	43	0	43	6.76
6	Teacher modifies her own talk.	10	0	10	1.57
7	Teacher gives instruction/directions.	43	0	43	6.76
8	Teacher checks understanding.	1	0	1	0.16
9	Teacher praises.	3	0	3	0.47
10	Teacher evaluates/accepts/ rejects the student's idea.	82	4	86	13.52
11	Teacher attempts to negotiate meaning with students.	7	0	7	1.10
12	Learner answers question.				
	a. minimal	196	6	202	31.76
	b. complete	0	1	1	0.16
13	Learner initiates the turn to the teacher (L-T).	0	0	0	0.00
14	Learner repeats / drills/ reads out.	4	0	4	0.63
15	Learner initiates the turn to another learner (L-L).	0	0	0	0.00
16	Period of silence or confusion.	9	0	9	1.42
	T4-LST (C2)			636	100

	Table 10.0a: Overall percentages of the Classroom interaction in structural classes											
	Interaction Category Analysis (Structural lessons)											
	T1-ST (C1)	T1-ST (C2)	T2-ST (C1)	T2-ST (C2)	T3-ST (C1)	T3-ST (C2)	T4-ST (C1)	T4-ST (C2)	MEAN	S.D.		
1. DQ	6.19	5.56	25.23	25.47	8.48	8.88	17.09	17.68	14.32	8.184		
2. RQ	7.32	7.78	1.40	1.87	7.88	6.59	2.26	2.27	4.67	2.95		
3. Grm	0.750	0.74	7.71	8.41	4.24	4.01	8.79	8.84	5.437	3.47		
4. Vcb	0.00	0.00	4.21	4.21	0.00	0.00	5.03	6.31	2.47	2.72		
5. Ctn rlt	5.25	6.11	3.04	2.10	4.24	5.44	10.05	10.10	5.79	2.95		
6. Mdftn	10.88	10.74	1.40	1.87	1.82	2.29	2.26	3.03	4.29	4.05		
7. Instrn	7.317	7.22	15.42	14.25	16.67	14.33	11.31	10.35	12.108	3.62		
8.ChckU	6.19	6.11	0.23	0.47	1.21	1.15	0.00	0.00	1.92	2.65		
9. Prs	1.13	2.22	0.23	0.93	1.52	1.43	0.50	0.51	1.15	0.57		
10. Evtn			9.81									
	12.95	11.67		9.81	15.76	17.19	15.33	14.39	13.36	2.77		
11.Negtn 12a.Mn	10.32	10.19	0.00	0.00	0.00	0.00	2.01	0.76	2.91	4.58		
ml ml	19.32	<mark>19.26</mark>	<mark>24.07</mark>	<mark>24.07</mark>	<mark>25.15</mark>	<mark>26.36</mark>	<mark>22.36</mark>	<mark>22.5</mark>	<mark>22.88</mark>	<mark>2.57</mark>		
12b. Cplt 13.Int/L-	<mark>5.82</mark>	<mark>5.74</mark>	0.00	0.00	<mark>0.61</mark>	<mark>0.57</mark>	<mark>0.25</mark>	<mark>0.25</mark>	<mark>1.65</mark>	<mark>2.55</mark>		
To.IIIVL-	<mark>4.13</mark>	4.07	0.00	0.00	0.30	0.29	0.25	0.25	<mark>1.16</mark>	1.82		
14.Rpt/dr I	<mark>1.126</mark>	1.30	<mark>3.74</mark>	<mark>3.74</mark>	<mark>9.70</mark>	<mark>9.17</mark>	<mark>2.26</mark>	<mark>2.53</mark>	<mark>4.194</mark>	3.38		
15. Int/L- L	<mark>0.94</mark>	0.93	0.00	0.00	<mark>0.91</mark>	<mark>0.86</mark>	0.00	0.00	<mark>0.45</mark>	0.49		
16. Slcn	0.38	0.37	2.80	2.80	1.52	<mark>1.43</mark>	0.25	0.25	1.23	1.10		
%	100	100	100	100	100	100	100	100				
Uttrn	(533)	(540)	(428)	(428)	(330)	(349)	(398)	(396)				

Note: 1. \*\*\* Learner-learner interaction in small group work was conducted but inaccessible and not counted.

2. (xxx) Utterances delivered by the teachers and students

3. White area (category 1-11) - teacher talk

4. Grey area (category 12 – 16) student talk

Table 10.0b: Overall percentages of the Classroom interaction in the lessons relating the other skills										
Interaction of the lessons relating the other skills										
	T1-RD (C1)	T1-RD (C2)	T2-SPK (C1)	T2-SPK (C2)	T3-RD (C1)	T3-RD (C2)	T4-LST (C1)	T4-LST (C2)		
1. DQ	4.27	4.20	19.40	17.95	21.46	23.26	26.92	29.72		
2. RQ	4.27	3.78	1.40	1.78	4.049	3.88	2.97	2.20		
3. Grm	0.00	0.00	0.80	0.79	0.00	0.00	0.63	0.63		
4. Vcb	0.00	0.00	2.20	2.17	3.24	3.49	3.13	3.14		
5. Ctn rlt	5.98	7.14	8.00	7.50	2.02	1.55	6.42	6.76		
6. Mdftn	5.56	5.88	1.20	1.18	0	0.39	2.19	1.57		
7. Instrn	10.68	10.50	20.40	20.51	12.15	11.63	7.67	6.76		
8.ChckU	6.84	6.30	2.40	3.55	1.619	1.55	0.63	0.16		
9. Prs	5.56	5.88	0.20	0.20	0.81	0.78	0.47	0.47		
10. Evtn	6.84	8.40	11.20	11.05	18.22	18.99	14.24	13.52		
11.Negtn	17.09	15.55	0.20	0.20	0.40	0.00	1.10	1.10		
12a.Mnml	21.37	21.01	17.60	18.54	25.10	24.03	31.61	31.76		
12b. Cplt	0	0	0.00	0	2.02	1.94	0.16	0.16		
13.Int/L-T	10.68	10.50	0.00	0.00	0.00	0.00	0.00	0.00		
14.Rpt/drl	0.43	0.42	10.60	10.26	4.86	4.65	0.63	0.63		
15. Int/L-L	0.43	0.42	0.00	0.00	0.00	0.00	0.00	0.00		
16. Slcn	0.00	0.00	4.40	4.34	4.05	3.88	1.25	1.42		
%	100	100	100	100	100	100	100	100		
Uttrn	(234)	(238)	(500)	(507)	(247)	(258)	(639)	(636)		

### Keys:

1. DQ = Display question

2. RQ = Referential question

5. Ctn rlt = Explaining content

6. Mdftn = Tchr's modification

9. Prs = Praising

10. Evtn = Evaluating

13.Intl / L-T = Learners initiates turn to the teacher

14. Rpt/drl = Learner repeats /drill / reads out

Note: White area (cat.1-11) - teacher talk

C1 = Coder 1 (the research)

3. Grm = Explaining grammar

7. Instrn = Giving instruction

11. Negtn = Negotiating meaning

15. Int/L-L L initiates turn to another L (L-L)

4. Vcb = Explaining vocabulary

8. ChckU = Checking understanding

12a) Mnmal = minimal responses 12b) Cplt = complete idea

16. Slcn = silence

Grey area (cat. 12-16) - student talk

C2 = Coder 2 (a lecturer in the course)

### **APPENDIX B 3 – CRT**

## CORRELATIONS COEFFICIENT IN ALL LESSONS OBSERVED

## 1). CRT-T1-ST - Correlations T1's Structural Lesson

**Descriptive Statistics** 

	Mean	Std. Deviation	N
CODER1	31.3529	28.07789	17
CODER2	31.7647	27.46254	17

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 1a: Mean and Standard Deviation Scores on T1's structural lesson (T1-ST)

#### Correlations

	CODER1	CODER2
CODER1 Pearson Correlat	1	.996*
Sig. (2-tailed)		.000
N	17	17
CODER2 Pearson Correlat	.996*	1
Sig. (2-tailed)	.000	
N	17	17

<sup>\*\*.</sup>Correlation is significant at the 0.01 level

Table 1 b: Correlation Coefficients between Coder 1 and Coder 2 on T1-ST

T1-ST DATA			
Qstns	Coder1	Corder2	
1.	33.00	30.00	
2.	39.00	42.00	
3.	4.00	4.00	
4.	.00	.00	
5.	28.00	33.00	
6.	58.00	58.00	
7.	39.00	39.00	
8.	33.00	33.00	
9.	6.00	12.00	
10.	69.00	63.00	
11.	55.00	55.00	
12.a	103.00	104.00	
12.b	31.00	31.00	
13.	22.00	22.00	
14.	6.00	7.00	
15.	5.00	5.00	
16.	2.00	2.00	

### 2). CRT-T2-ST - Correlations T2's Structural Lesson

**Descriptive Statistics** 

	Mean	Std. Deviation	N
CODER1	25.1765	35.07890	17
CODER2	25.1765	34.86444	17

<sup>\*\*</sup> Correlation is significant at the 0.01 level (2-tailed).

Table 2a: Mean and Standard Deviation Scores on T2's structural lesson (T2-ST)

#### Correlations

	CODER1	CODER2
COEER1 Pearson Correlat	1	.998*
Sig. (2-tailed)		.000
N	17	17
CODER2 Pearson Correlat	.998*	1
Sig. (2-tailed)	.000	
N	17	17

<sup>\*\*.</sup> Correlation is significant at the 0.01 level

Table 2b: Correlation Coefficients between Coder 1 and Coder 2 on T2-ST

T2-ST DATA			
Qstns	Coder1 Corder2		
1.	108.00	109.00	
2.	6.00	8.00	
3.	33.00	36.00	
4.	18.00	18.00	
5.	13.00	9.00	
6.	6.00	8.00	
7.	66.00	61.00	
8.	1.00	2.00	
9.	4.00	4.00	
10.	42.00	42.00	
11.	.00	.00	
12.a	103.00	103.00	
12.b	.00	.00	
13.	.00	.00	
14.	16.00	16.00	
15.	.00	.00	
16.	12.00	12.00	

## 3). CRT-T3-ST - Correlations T3's Structural Lesson

## **Descriptive Statistics**

	Mean	Std. Deviation	N
CODER1	19.3529	24.03108	17

000=00	00 -004		
CODER2	20.5294	25.75635	1/

Table 3a: Mean and Standard Deviation Scores on T3's structural lesson (T3-ST)

#### Correlations

	CODER1	CODER2
CODER1 Pearson Correla	1	.993*
Sig. (2-tailed)		.000
N	17	17
CODERí Pearson Correla	.993*	1
Sig. (2-tailed)	.000	
N	17	17

<sup>\*\*.</sup>Correlation is significant at the 0.01 level

Table 3b: Correlation Coefficients between Coder 1 and Coder 2 on T3-ST

T3-ST DATA			
Qstns	Coder1	Corder2	
1.	28.00	31.00	
2.	26.00	23.00	
3.	14.00	14.00	
4.	.00	.00	
5.	14.00	19.00	
6.	6.00	8.00	
7.	55.00	50.00	
8.	4.00	4.00	
9.	5.00	5.00	
10.	52.00	60.00	
11.	.00	.00	
12.a	83.00	92.00	
12.b	1.00	2.00	
13.	1.00	1.00	
14.	32.00	32.00	
15.	3.00	3.00	
16.	5.00	5.00	

## 4). CRT-T4-ST - Correlations T4's Structural Lesson

### **Descriptive Statistics**

	Mean	Std. Deviation	N
CODER1	37.5882	61.16582	17
CODER2	37.4118	63.58760	17

Table 4a: Mean and Standard Deviation Scores on T1's structural lesson (T4-ST)

# Correlations

	CODER1	CODER2
CODER1 Pearson Correlation	1	.998*
Sig. (2-tailed)		.000
N	17	17
CODER2 Pearson Correlation	.998*	1
Sig. (2-tailed)	.000	
N	17	17

<sup>\*\*.</sup>Correlation is significant at the 0.01 level

Table 4b: Correlation Coefficients between Coder 1 and Coder 2 on T4-ST

T4-ST DATA			
Qstns	Coder1	Corder2	
1.	68.00	70.00	
2.	9.00	9.00	
3.	35.00	35.00	
4.	20.00	25.00	
5.	40.00	40.00	
6.	9.00	12.00	
7.	45.00	41.00	
8.	.00	.00	
9.	2.00	2.00	
10.	61.00	57.00	
11.	8.00	3.00	
12.a	89.00	89.00	
12.b	1.00	1.00	
13.	1.00	1.00	
14.	9.00	10.00	
15.	.00	.00	
16.	1.00	1.00	

# 5). CRT-T1-RD - Correlations T1's Reading Lesson

**Descriptive Statistics** 

	Mean	Std. Deviation	N
CODER1	13.7647	14.80088	17
CODER2	14.0000	14.30909	17

Table 5a: Mean and Standard Deviation Scores on T1's reading lesson (T1-RD)

# Correlations

	CODER1	CODER2
CODER1 Pearson Correlat	1	.993*
Sig. (2-tailed)		.000
N	17	17
CODER2 Pearson Correlat	.993*	1
Sig. (2-tailed)	.000	
N	17	17

<sup>\*\*.</sup>Correlation is significant at the 0.01 level

Table 5b: Correlation Coefficients between Coder 1 and Coder 2 on T1-RD

T1-RD DATA		
Qstns	Coder1	Corder2
1.	10.00	10.00
2.	8.00	9.00
3.	.00	.00
4.	.00	.00
5.	14.00	17.00
6.	13.00	14.00
7.	25.00	25.00
8.	16.00	15.00
9.	13.00	14.00
10.	16.00	20.00
11.	42.00	37.00
12.a	50.00	50.00
12.b	.00	.00
13.	25.00	25.00
14.	1.00	1.00
15.	1.00	1.00
16.	.00	.00

# 6). CRT-T2-SPK - Correlations T2's Speaking Lesson

**Descriptive Statistics** 

	Mean	Std. Deviation	N
CODER1	29.4118	36.44184	17
CODER2	29.8235	36.36660	17

Table 6a: Mean and Standard Deviation Scores on T2's speaking lesson (T2-SPK)

# Correlations

	CODER1	CODER2
CODER1 Pearson Correla	1	.997*
Sig. (2-tailed)		.000
N	17	17
CODER2 Pearson Correla	.997*	1
Sig. (2-tailed)	.000	
N	17	17

<sup>\*\*.</sup>Correlation is significant at the 0.01 level

Table 6b: Correlation Coefficients between Coder 1 and Coder 2 on T2-SPK

T2-SPK DATA			
Qstns	Coder1	Corder2	
1.	97.00	91.00	
2.	7.00	9.00	
3.	4.00	4.00	
4.	11.00	11.00	
5.	40.00	38.00	
6.	6.00	6.00	
7.	102.00	104.00	
8.	12.00	18.00	
9.	1.00	1.00	
10.	56.00	56.00	
11.	1.00	1.00	
12.a	88.00	94.00	
12.b	.00	.00	
13.	.00	.00	
14.	53.00	52.00	
15.	.00	.00	
16.	22.00	22.00	

# 7). CRT-T3-RD - Correlations T3's Reading Lesson

**Descriptive Statistics** 

	Mean	Std. Deviation	N
CODER1	14.5294	20.10633	17
CODER2	14.5882	21.67100	17

Table 7a: Mean and Standard Deviation Scores on T3's reading lesson (T3-RD)

**Correlations** 

	RATER1	RATER2
CODER1 Pearson Correlati	1	.993*
Sig. (2-tailed)		.000
N	17	17
CODER2 Pearson Correlati	.993*	1
Sig. (2-tailed)	.000	
N	17	17

<sup>\*\*.</sup> Correlation is significant at the 0.01 level

Table 7b: Correlation Coefficients between Coder 1 and Coder 2 on T3-RD

T3-RD DATA			
Qstns	Coder1	Corder2	
1.	53.00	60.00	
2.	10.00	10.00	
3.	.00	.00	
4.	8.00	9.00	
5.	5.00	4.00	

6.	.00	1.00
7.	30.00	30.00
8.	4.00	4.00
9.	2.00	2.00
10.	45.00	49.00
11.	1.00	.00
12.a	62.00	62.00
12.b	5.00	5.00
13.	.00	.00
14.	12.00	12.00
15.	.00	.00
16.	10.00	10.00

# 8. CRT-T4-LST - Correlations T4's Listening Lesson

**Descriptive Statistics** 

	Mean	Std. Deviation	N
CODER1	37.5882	61.16582	17
CODER2	37.4118	63.58760	17

Table 8a: Mean and Standard Deviation Scores on T4's listening lesson (T4-LST)

# Correlations

	CODER1	CODER2
CODER1 Pearson Correlat	1	.998*
Sig. (2-tailed)		.000
N	17	17
CODER2 Pearson Correlat	.998*	1
Sig. (2-tailed)	.000	
N	17	17

<sup>\*\*.</sup> Correlation is significant at the 0.01 level

Table 8b: Correlation Coefficients between Coder 1 and Coder 2 on T4-LST

T4-SPK DATA				
Qstns	Coder1	Corder2		
1.	172.00	189.00		
2.	19.00	14.00		
3.	4.00	4.00		
4.	20.00	20.00		
5.	41.00	43.00		
6.	14.00	10.00		
7.	49.00	43.00		
8.	4.00	1.00		
9.	3.00	3.00		
10.	91.00	86.00		
11.	7.00	7.00		
12.a	202.00	202.00		
12.b	1.00	1.00		
13.	.00	.00		
14.	4.00	4.00		
15.	.00	.00		
16.	8.00	9.00		

# **APPENDIX C**

# **INTERVIEWS**

### I. **INTERVIEW A:** Self-report and post-observation interview

#### STUDENT TEACHER 1: T1-INTVW A

- 1) . T1-ST: T1's self report and after lesson Interview
- R: Talk about your teaching.
- T1: I focused on two patterns, Have you ever...?' and "How many times...?'. I presented these two forms to the students by asking these two questions and getting them to answer orally many times. When they took turn to ask me about those places visited, they didn't realize that I planned for them to use the target forms. They could do it nicely, though. However, they derailed by asking some other questions of their interests. Getting the points from this class, when I taught another class (Class 2), I checked the language structure and its form until the students were firm with its structure.
- R: How did you select the pictures of those places presented on the projector?
- T1: For the language form of 'Have you ever been...?', I selected well known and interesting places e.g., 'Thoong Thaan Tawan' (Sun Flower Field), the scene in a famous soap opera on TV, 'Paa Sak Cholasit Dam' which was presided over by the King on the opening ceremony, and Phra Thii Nang Wimanmek (The Golden Teak Palace), where a grand exhibition was held. I wanted students to practise using different form of verbs, I then chose a picture of the long-necked Karens (the minority of Burmese tribe living by the boarder) and used 'seen' from that. From these pictures, students had to answer the questions 'Have you ever been...?' several times.
- R: Why were the verbs practiced mostly limited to 'been'?
- T1: They were the form-focused of the course book (Have you ever been to...?). I adapted partly of them as I thought that the places shown in the book were something too far away from students' daily life e.g., the Great Wall, the Pyramid, etc. When 'Have you ever been to XXX?' any place was posed, the answer obtained would be 'No, I haven't.' I then replaced them with famous places in Thailand. From this, the answers could be both 'Yes' and 'No. The long-necked Karen minority was presented to get different verb (seen) from students.
- R: What do you think of the varieties of past participle verbs being practiced in this lesson?
- T1: I agree that the verbs used in this lesson were limited to 'been' and 'seen'. But this was the course book focus. At the production stage where the students were engaged in the Bingo game, I provided them with another three verbs of 'have listened', 'have played', and 'have visited'.
- R: Did it take you long for the computer work?
- T1: Not much. I sought help from the technician. She helped scan the pictures and taught me how to project them.
- R: Where in the lesson do you think you miss teaching?
- T1: I realized that at the stage of presentation, I didn't get the students to practise more of the language patterns. I just went on.
- R: When did you realize it?
- T1: When I told them to take turn asking me about the places I visited. I expected them to use the target questions, but they didn't. They just asked whatever they were interested in. That's good enough, but it took me longer to bring them back to the focused questions. I had to initiate 'Hav...Have...' to guide them. Actually, students didn't know that I planned for them to use those two questions
- R: Why's that?
- T1: As those two Ajarns (Course coordinators who were also observed the class with the researcher) commented, I didn't model the patterns clearly. I also jumped the cue. I forgot to get them to summarize the form and did the concept checking of the form of 'Have you ever...?' of how and when to use. I should have done these before. I did these later, some time before the game. I also forgot highlighting the form. I came back to these at the end of lesson.'
- R: Talk about the procedures of presenting the pictures on the screen?
- T1: I showed eight pictures and talked about them first. Then, I referred back, starting from the fourth picture. I told them to ask me the way I asked them.
- R: Why?
- T1: I wanted to see if they could use the form of the language presented.

- R: Why computer?
- R1: It is more attractive, I think. Before this, I planned to use some magazine pictures, but they were too small for the whole class, and not so interesting. Students were familiar with magazines. I considered using the OHP, too. But it was not convenient on that. It is much more interesting on the computer, I think, as you can enlarge the pictures to the right size; the colour is not distorted; and students were highly motivated.

#### At the video-recording review:

The video was reviewed and paused at some interesting events.

- R: What were you doing here? How long did it take you to explain how to play 'Bingo'?
- T1: I spent quite some time on that. I wanted to make sure that (from #226-#261) they were clear how to play the game before they started. Once it's started, I shouldn't interrupt them. Here, I got them to fill out the bingo grid first, and then I explained how to play the game. I walked around in case they got stuck and needed my help.
- R: Why did you explain it again?
- T1: I wanted to give examples on how to do this activity. I think examples would make them understand more of how to do the language activity. I found that they were so enthusiastic to start the game.
- R: What were you doing here?
- T1: I was checking their understanding, simply to see if they could make the questions...[Sounds of students chorus reading the patterns of the question.]...
- R: Why did you explain it again?
- T1: I wanted to recheck if they understood what and how to do. Here, I asked them to stand up since I noticed that some students only turned round to their partner and started asking without moving around. Here, I wanted to recheck how to make questions again. [#250].
- R: Did you find some students cheating, using Thai or something?
- T1: Most of them spoke English, actually. There were only a few who were quiet, rarely talked in class. I know that they followed the good ones, listening to their conversation, and making a tick or taking note.
- R: What would you do in the next class then?
- T1: I think I would break them into smaller group, small enough to control them.
- R: Do you think pair work can fix this situation?
- T: I believe that they would be quiet, though. While doing a pair-work such as in an information gap activity, and if I do not walk around, some may show the answers to their partners. Normally, they follow the rules, but some the quiet ones, just listen to the others talk in English. If the two quiet students are paired up, they both are quiet.
- R: What were you doing here?
- T1: I was checking who got the highest score from Bingo. I wanted to check if those who gained the highest, the moderate, and the lowest scores could use the language they had just learnt or not. I also wanted to provide greater chance for them to play the game. Through this, they were able to practise using the new language structure. I wanted to make them eager to play as well as to practise. [# 290]
- R: Why did they laugh? [# 309 –error correction.]
- T1: I began with the initial part for her to complete. But she gave only a nod to me.
- R: Why and how this mistake occurred?
- T1: The problem here was the verb 'played' to be used with sports was provided on the worksheet. When she came to 'swim', she didn't change it into 'swum', but added 'swim' to the end. I got the point from this class and told another class to use 'had a swim' instead of 'played'.
- R: While designing the Bingo game, what criterion did you use in selecting the verbs to practise?
- T1: I took this game from the teacher book.
- R: You asked one of your students 'How many times have you played tennis?' and the answer was 'Twice a week'. What do you think of this? [#280 #281]
- T1: At the discussion with Ajarns (course coordinators) after Class 1, they commented that some of my questions were only of regular activities. In Class 2, I then asked students about the activities they didn't do regularly.
- R: If you could change those questions again, what would be your new questions?
- T1: You mean the questions in class or in the Bingo game?
- R: Any at all.
- T1: I think 'food eaten' would be OK. The questions I would change could be around 'Music Type' and 'Sports played'. To some other activities which they don't practise regularly, they could get the concept of 'I have+V3'.

- R: Do you think your students like studying English as a subject or not?
- T1: It depends on which programme-of-study they are in. Those who are studying in arts programme (English/French) are always do a better job on English. Normally, those in arts programme enjoy more of English than any others. M.4/6 is the best in this level. Those who take some other programme-of-study, like mathematics and social studies, do not like studying English. Those in science programme-of-study are better at all subjects than any others, including English. Students here often travel abroad with their parents. They do a very good job on English since they have more opportunity in practising the language.
- R: What do you think of the Communicative Approach in Thailand? Would it be possible to follow?
- T1: If we followed the ideas, I think that could be of great success in getting our students to communicate in better English. The fact is that it's not that easy to do so. As we know, teachers do not practise CLT. As long as our students have to sit for the university entrance examination, CLT is not properly practised, I think. Moreover, English examinations are not designed on basis of CLT. There are too many reading passages and unknown vocabulary. Teachers have to prepare our students to deal with them. They have to work on difficult exercises, practise more on reading passages and memorize heaps of new vocabulary. Still, exams are too difficult for them. They don't understand much of what they read. And this makes them bored with reading comprehension, and English.
- R: What do you think are the major hindrances of CLT?
- T1: School policy, first of all. Our policy is the students' academic success, which is getting more seats in universities. We are now teaching them to succeed the university entrance examination. CLT would work well if our teaching were not based on this crucial examination. Another problem is large class size. It is too difficult for teachers to meet CLT goals in such a class. I have 48-60 students per class. I can't get them move around in some communicative activities. The furniture leaves us little room.
- R: Can't you move them?
- T1: Yes, but it takes time in doing that. It is not convenient since there are stuffs that students have with them. Moreover, there is not enough room as we have too many students.
- R: Supposing that those critical matters were resolved. You could do your job without worrying about the university entrance examination or whatever. What would you do?
- T1: I think we need to integrate all skills, not separate each lesson as reading, grammar, or writing.
- R: Which activities are successful when used in class?
- T1: Any kinds of games that they work together are always successful. Pair work doesn't always work well. It depends on individuals. Some pairs are cooperative; some aren't. They are too quiet. I have to pay close attention to keep them talk in English, thing like walking around, encouraging them, etc.
- R: Group work activities are more successful.
- T1: Yes, that's right.
- R: Why?
- T1: I think they can help each other. The good ones may help the weak ones, or the weak ones cannot ignore, but have to take part in the group to get the work done. A pair work activity is limited only to two students. If the pairs are both weak at English, they couldn't do anything.
- R: Are there any differences in teaching in your course when compared to your colleagues?
- T1: The one who is teaching the same course with me is a Filipino teacher. She doesn't employ any activities, but follows each page of the course book.
- R: What do you think of TP/ pilot project?
- T1: I think of TP both positively and negatively. From the positive aspects, I am aware more of the teaching problems occurring in class. It's good that you have friends there, giving you some observation feedbacks. You also have Ajarns' (course coordinators) support. They give good comments on what you overlook during teaching. I've learnt how to tackle with those problems and some more useful ways of teaching. From the negative aspects, all of us spent a long time on preparing materials at the pilot project. We put great effort on that and paid less attention on the course. I think TEFL courses emphasize more on TP. I would like to know more of theory.
- R: In what aspects of theory?
- T1: Linguistics, I mean. We are not good at English, I myself, for example. I wish we studied more of English and used it fluently.
  - ------ Talks on MA/TEFL courses, school administration, and personal data were left out ------
- R: Do the MA/TEFL courses have some kind of effect on your teaching?
- T1: Yes, they do. I have more accurate steps of teaching. Instead of presenting the content to the students as I previously did, I would consider more of where to start with, the techniques to be employed, or anything that ease the students' learning. They would remember the language meaningfully, not only parroting it. I have tried out many activities with some teaching materials, and found that they created positive atmosphere of learning English. They are far better than

the traditional teaching procedures, where students sit quietly, listening to the teacher, having no opportunity to response or doing any activities. They help students a lot in learning the language. Though, not all 100% is learnt, they learn better, at least.

- R: Do you find any changes in your teaching styles after the MA course?
- T1: I have changed in that I think critically and more systematically of the procedures of teaching.
- R: How did you teach before taking the MA/TEFL course?
- T1: I taught a listening-speaking course before this. I simply managed it my own way. I asked them to speak up in class. I didn't know those techniques of checking their understanding or concept checking or whatever. I didn't know how to select the content. I never gave context or situation before starting any activity. I went straight, asking them to say like this and that. It seemed they were forced to speak up. I knew that some students did not understand what they did. Only those active learners could do it nicely. After attending the MA/course, I have learnt how to teach, techniques, checking if they understand of what to do and how, and so on. I've learnt that it's important to set purpose of doing an activity for students. Now, before getting students to do any language activities, I always make sure that they understand why, what, and how to do.

#### 2) <u>T1-RD-INTVWA: Reflection on T1's reading lesson</u>

- R: Tell me what you have done well or not well in your reading lesson?
- T1: I'm not very sure if it's good or not. I have never used jigsaw reading technique before. I wanted to try and see if students were interested in reading or not. What do you think of my teaching, Ajarn?
- R: Just talk about what you did, according to your lesson plan, then.
- T1: I tried to speak less, but couldn't manage it all well. I had to describe in detail since there were a lot to be done by them.
- R: The part of your describing was...
- T1: The instructions, I think. I wanted to speak less only instructed them how to do the jigsaw reading activity and let them work out on their own. What I like in this activity was that students did not glue themselves to their seats. They had a move and a talk. I wanted to get them to work on their own. I didn't want to translate for them. What I did was that I only informed the objectives of the task and let alone the rest to their own work. And, they could manage it well.
- R: Can I have a look at your task, W/S A and B? Are the same?
- T1: No, not the same.
- R: How did you select this topic?
- T1: As I have taught the language item 'Have you ever...?' in structural lesson before this, I then extended this by integrating them to reading, and using the same patterns of questioning about visiting places again. Apart from those places in Thailand, I think there are some other interesting places outside they should learn.
- R: Where did you get this reading activity?
- T1: From 'Reading Double Take".
- R: Is it your school course book or yours?
- T1: It's mine.
- R: Why didn't you select one from your school course book?
- T1: I couldn't find any reading passage appropriate.
- R: Why did you have these books at your own expense?
- T1: They offer much more interesting activities. They are easy to employ, simply select the one I like. I don't have to work hard thinking of what to do.
- R: The idea was each student read the information and filled in the blank space
- T1: Yes. They read for the working hours and days of those places, discuss and decide which ones they want to pay a visit and what they can do there. Some places are closed on Monday. They will make a tick on the date and time on the slip, and then take note overleaf of what they can do there. They will check the date, time and interesting events, then share it with their friend, and decide for themselves of what they could do there. At the report, I would always ask them and get them say something or express their ideas.
- R: What do you think of a jigsaw-reading activity? Good or not good?
- T1: It's good in the sense they don't have to read the whole. They are responsible for their bits. Then, they could share their ideas. They have no big burden in reading all.
- R: Some vocabulary to pre-teach?
- T1: Actually, there are some difficult words in the passage. However, I think students can guess from the context. Take 'skyscraper' as an example. There is a phrase of 'the highest building' nearby. So I think they know from that. There

are some other difficult words, too, but despite the fact that they don't know the meanings, they understand the story, somehow. So I don't think I need to pre-teach them.

- R: Back to your pre-reading stage, you showed the map and got the students to pronounce 'island' for many times. Why?
- T1: Some of them mispronounced 'island' with's'.
- R: Why did you point at the hotel and ask 'Can you see it?'
- T1: The picture was so small. I wanted to check with them.
- R: Why did you check for understanding, asking for A and B many times?
- T1: I wanted to confirm with them that they read only their own part. Some may have been confused of which and which, and read the wrong ones.
- R: You separated students into two groups, A's to the front and B's to the back of the class. Did you see any problems while they were there?
- T1: The first problem was that some students didn't speak English. Another problem was the time, am/ pm, which a few were confused especially when it's 1 or 2 am.
- R: What made you know that they were confused?
- T1: They spoke out.
- R: Any places open at 1 or 2 am?
- T1: Surprisingly, yes.
- R: Some other problems?
- T1: No problem for the reading passage. Although there were some difficult words, some key words were there. They could learn from them. Apart from this was that they discussed in Thai. This made me walk around checking and keeping telling them to speak in English.
- R: What did you tell them to do when they finished?
- T1: To return to their seats to talk with their partner and select 6 places to visit.
- R: You told them to sit face-to-face. It seemed that they sat shoulder-to shoulder. How good or not good for this?
- T1: It's not good in the sense that they could read from the partner's slip. I didn't focus on this point since I considered that this was not a speaking activity, but reading. If they looked at their partner's slip, at least they read it. However, if they could ask and answer, that would be the very good by-product that they could communicate in English.
- R: Why did you tell them to sit face-to-face then?
- T1: First of all, I wanted them to communicate in spoken form, not to read from the slip. If they could do that, it's good that they earn something. If they could not, their partner could read the note for them. It was reading, though.
- R: So they both discussed on what they were doing on Day 1, morning or afternoon or something?
- T1: Yes.
- R: Why did you select 'some' students to report to class?
- T1: First of all, I wanted them to show different choices they made. Secondly, I could check their work from the information they reported. I wanted to see if they really did the job assigned.
- R: Do you have any problems when asking for volunteers?
- T1: Normally, no. They are willing to participate in. However, this may be because of the extra marks they will earn. So I can probably say that they want the higher marks.
- R: Where do these extra marks come from?
- T1: From each of us, the teacher of each subject. We will give weight to their cooperation, attention, etc.
- R: Have you ever noticed if those volunteers are the same old faces?
- T1: Yes, the first pair.
- R: They are those good learners and are of high self- confidence.
- T1: Yes.
- R: What would you do with those who never volunteer?
- T1: I attract them by giving higher scores when they volunteer. They would compete among themselves. They even ask me to extend the lesson in order that they could present their parts. Certainly, that's for the scores. The trick really works. Before this, the students were not used to coming to the front and performing something. Extra score is one technique to bring them out and say something in English in front of the class. They've learnt that it's not too bad to come out. After this, they will gain more confidence in doing so.

- R: Can you offer the equal opportunity to most or all of them?
- T1: I try to select them. If they are those familiar faces, I avoid selecting them.
- R: Are there any of those who never volunteer at all?
- T1: Yes, at the beginning of my teaching. They feared of making mistakes and being a fool in front of the class.
- R: What make them fear of making mistakes in English?
- T1: They are worried of using grammar, unconfident to speak in English in front of fellow students and teacher, and fear of mistakes being caught by those in the class.
- R: Don't you think that fear of making mistakes is the traditional habits?
- T1: It seems so. Thais rarely speak up since they are always embarrassed when making mistakes in English.
- R: Do you know what's underlying of their fear? What's the cause of that? Is it part of our culture?
- T1: They don't want to lose face, I think. They are too shy. Mistakes may be not the major problem, but being embarrassed would be the case, losing face, I think. They may think of being perfect and accepted.
- R: What would you do with those who never volunteer in class? How would you provide them with some opportunity to use the language to communicate?
- T1: I think pair work may help them. Normally, I always ask for volunteers first, then call on them or select them to report their work. There are many occasions that I don't nominate those who raise their hands, but select some quiet students, instead.
- R: I'm curious here. I have found some places open at 1 a.m. Do they really open at that time in the morning?
- T1: According to the book, yes.
- R: After the third pair of students' report, why did you say 'Any questions do you want to ask her?'
- T1: I want them to talk or ask the presenters some questions.
- T1: The result ...?
- T1: Nobody asked them.
- R: Why did the teacher ask for the shoe brand name?
- T1: Students here are kind of admirers of those brand name products. This point will encourage them to talk more.
- R: Why did you select the fourth pair from the back of the class?
- T1: Those sitting at the back may have thought that they would NOT be called on. I selected them in order to check if they got their job done.
- R: I missed the fifth pair. I was coughing and busy taking medicine. Did they volunteer or you select them?
- T1: I selected them. You probably noticed that the last pair could not do a good job.
- R: They are the good or the weak ones?
- T1: The last pair is average students.
- R: How about the fourth? Are they good students?
- T1: Yes. The small girl whom you interviewed the other day is quite smart. Her partner is not bad at all.
- R: What was next after the report?
- T1: I wanted them to practise writing. They have already practised reading and speaking. I wanted them to do a writing job individually.
- R: What would they write about?
- T1: It's about those places they planned to visit. It's free form writing. Since they have listened to their friends' report, they would have the ideas of where to begin with.
- R: Did they have some information of what to do when they get to each place?
- T1: From their own note taken earlier on the overleaf of the slip.
- R: If you had another class to teach, what points would you like to improve?
- T1: The students in another class are not good at English. I need to be slow or write something for them.
- R: For example?
- T1: I demonstrated how to take note, something like making a tick on the right date, filling in the opening time here, writing some useful information overleaf, and so on. The poor students did not seem to have any idea of what to do, while the good ones could help themselves. I had to give them examples of what to write on Day 1.

......More talks on writing activities.....

#### **STUDENT TEACHER 2**

Note: Due to the unplanned school events, the self-report and interview after T2's structural lesson was cancelled. T2's self-report and interviews were made later after the speaking lesson and post project interview.

### 3) T2-INTVW A: T2's structural lesson (T2-ST) and speaking lesson (T2-SPK)

Note: The interview was conducted next to the noisy room.

- R: Talk about your own lesson.
- T2: I wanted students to ask for the prices, talking about ... uh... how the salesperson and the customer made the conversation at the supermarket (the department store- the researcher). I got this dialogue from the course book. I wanted to get them practise first. Seemingly, I spent a little time on this part. It was because students had already studied 'How much and how many'. After the practice, I put them into groups. It's a kind of role-play. As some students have to work on school holiday, doing part-time job, they will be working at the department stores. They told me that sometimes they have to serve foreign customers and use English at work. They know how to greet and tell prices.
- R: Is this your course book?
- T2: It's a fundamental ESP on commerce for year one students (Lower Professional Certificate level). Most of them are dialogues, written by an English expert from the Department of Vocational Education, Ministry of Education (MOE). I think it's OK, not so good. It has been used for quite a long time. I have used it for 8 years since I started teaching here. I taught on page 75 column 6 today.
- R: Why not the new course book, then?
- T2: I would like to. But the school administrators say commercial course books are too expensive for parents. I like the 'Impact', though.
- R: What skills do you or your school emphasize on?
- T2: According to the book, speaking is focused. There are some writing activities like filling in a form e.g., a delivery slip, order form, or deposit slip, and some situations like a customer wants to have his business cards made, or how to communicate with the customers.
- R: This is business English by MOE. The contents could be some kind of agenda, diary...uh... it is probably called memorandum, appointments and many more.
- R: Any tape cassettes available?
- T2: In this, Ajarn Dur (the author) speaks alone in each conversation. There are no interactions between two persons.
- R: From one person's voice?
- T2: Yes, from the same person. His voice is plain, monotone, or a kind of reading out. I rarely use his cassette. The students are not interested in it.
- R: OK! Back to our talk! What do you think of your teaching today?
- T2: Students in this class, normally, are quiet. Another class, Class 7, is always responsive. Well, what I did wrong in class was that I always gave instructions repeatedly, and made students confused.
- R: What else?
- T2: This is the weak point of mine. I was not successful in class. The crucial point is that students here have never studied English through English. They are not familiar with listening to English all along the session, and doing a class activity in group. This is the second time I employed the OCA (oral communicative activity) in this class.
- R: Ok, you started from getting your students to listen to you first, and they were not allowed to look at the book. You said, 'Listen to me. Don't look at the book. Why's that?
- T2: I wanted them to listen to the situation first taken from lesson 4. ('You are a customer in a stationary section of a department store. You want to buy something in a shopping list.').
- R: It seemed to me that there was only one student, the girl in the front responded to all questions. She is a good student, isn't she?
- T2: She is.
- R: Now, you gave situation as that the students would go shopping. Then, you stuck a picture on the B/B. What was that picture? Who's that woman? Why's on the B/B?
- T2: Uh, supposing that you (students) are a customer. Actually, I should have shown a picture of a salesperson, too....(laughs)...
- R: You said, 'suppose you are a customer', then you posted the picture on the board. Interestingly, you asked them to do something else. [#43] I didn't know who's that woman (picture) was and why she's there... (inaudible)...
- T2: Uh...
- R: Before showing the picture, you actually asked your students 'what do you want to buy?'
- T2: I should ...(quiet)...

- R: I don't think they knew what to buy. Did you tell them of what to buy or they got some information somewhere?
- T2: I gave the situation earlier that I wanted to check what situation they were in by asking 'What do want to buy?'
- R: What did you expect from them?
- T2: I told them before this, 'You want to buy something in the shopping list, for example, paper clips, and postcards'. Then, I asked 'Do you know postcards?' I showed them the stuff. There were also file covers. I asked them, uh, 'where are you?'.
- R: After this, you posted the picture of a woman and said 'I want you to fill in column 6.' or something.
- T2: Yes.
- R: Now you wanted them to fill something. Students hadn't done anything to the first instruction yet.
- T2: There were some blanks in the dialogue, and the first sentence was missing. When the customer came in, they must have filled in what the salesperson was supposed to say. I then asked the students to add something here.
- R: What would they write here, anything at all?
- T2: Something according to my instructions, thing like when the customer walks in, what should he/she say. They have studied this situation before. They should say 'Good morning, can I help you?' 'Good afternoon, can I help you?' Here, you are.
- R: Where did you get them to fill out?
- T2: Here, on top.
- R: I see. When you told me that it's a column, I thought it looked like this... (draws)... This is a column, standing in row from top to bottom like this. That's not a column. It should be 'item 6' or 'paragraph 6'.
- T2: Or number 6? Ajarn (the researcher), I am not really clear if I should have posted the picture before this?
- R: You wanted this picture representing the students themselves. Why not telling them then that this picture is you, working at bla.. bla. bla. However, you have only the picture of a customer, no salesperson to make a pair of A & B.
- T2: ... (quiet)...
- R: Did you get your students to fill out here?
  - ...((inaudible sound from people talking))...
- T2: Fill in here. There are blanks here...
- R: They could fill anything in?
- T2: No, they had to choose from the shopping lists to fill in. I'm not very good at drawing, Ajarn.
- R: It doesn't matter. We don't want an artist. Any simple drawing, stick figures can do it. They could imagine. You wrote a shopping list on the board, exactly the same list on page 70. Why did you copy all these items for your students?
- T2: I wanted them to ... uh... I didn't allow them to look at the book from the very beginning. I wanted to elicit this part as an example. After that, I wanted them to take it from the shopping list to fill in the blanks, which may be similar to the book... uh... I copied it from the book, actually. ... I wanted them to fill this in the blanks.
- R: Why did you write everything for them? What for? What did you want them to learn?
- T2: I wanted them to see that there were different items in the shopping list, to see what they were and all on the B/B.
- R; You wanted them to see everything on the B/B, while they were not allowed to look at their book.
- T2: Yes.
- R: Just to let them see the list?
- T2: And to understand that there were some items in the shopping list. Some students don't look/read their book when you tell them to. Some even don't have books with them. I wanted them to fill the right things in the right place first. They could change them later.
- R: Uh... you wrote sentences under's' (salesperson) and 'c' (customer), remember? You elicited 'Hello, good afternoon, may I help you?' from the students, and then copied each sentence for them. What was that for?
- T2: After my elicitation, I wrote them on the B/B so that they could read them. They could both see and also speak (read) out.
- R: Where were those sentences from?
- T2: From here the course book.
- R: They were exactly the same. Why copied and got them read from the board, then? They could read from the book?
- T2: The same as this in the book.
- R: So you filled the gap for them?
- T2: Yes.

- R: You actually wanted them to fill the gap on their own.
- T2: Yes.
- R: But you copied this on the B/B. What for?
- T2: I wanted the whole class to practise first, in big group, I mean. They needed to practise first. While doing that, they could see those sentences and speak out. I then... uh... when they memorized them all, I then erased them out. After that, they would practise OCA [Oral communicative Activity].
- R: OK, I see what you wanted. Later, you told them to fill in the gap. Did you give them some time for that?
- T2: A little time.
- R: You divided the students into two halves.
- T2: Yes, in two big groups. One half was the salesperson, another half was the customer. Then, they read the dialogue on B/B, the sample, I mean. (Note: The dialogue was written by the teacher.)
- R: Once or twice, then erased it?
- T2: Yes, and I got them to say that again.
- R: Do you think they could remember all that?
- T2: ...(quiet) ... I think...
- R: They were not allowed to look at book, either.
- T2: Yes, I told them not to.
- ...((inaudible/ noises from neighbours))...
- R: Anyway, there could be some reasons why you erased all the dialogue and told them to parrot?
- T2: I would like them, uh, I probably... It's too soon, probably.
- R: After erasing, what did you want them to do next?
- T2: I erased them all, and got them to speak up without looking at the book, here! What I wanted them to do next was to get them practise OCA (Oral communicative activity). This is the part that I added into the lesson plan. (Note: She was asked by the course coordinator to improve her lesson plan.)
- R: OK, why didn't you allow your students to fill the information in their worksheet? It seemed that you didn't let them do that
  - (Note: A & B were working on the information gap tasks which note-taking was needed while sharing information.)
- T2: From the very beginning, I was confused. In fact, the students finished it. I saw those at the back taking note on the worksheet. I told them to 'Speak out, first, Speak out, first, and wait for the response before filling it in.
- R: You meant they took note onto the worksheet.
- T2: They did a lot, actually.
- R: But you instructed them 'Don't write', didn't you? I was wondering that if they were not allowed to take note, how could they remember the prices of those items?
- T2: ...(quiet)...
- R: While the students were reading out the dialogue written on the blackboard, it happened the teacher repeated nearly all of their utterances. You also got them to repeat it in a loud voice, once they finished it. Why that?
- T2: I wanted them to pronounce that correctly again. For the first round...uh... they did probably not pronounce clearly or correctly. I would like them to do that again.
- R: What you always did was that, when they finished reading their part, you repeated them or asked them to repeat it again and again. So the students actually practised reading aloud. What did you focus on then, pronunciation or speaking out?
- T2: I don't want them to speak out like reading text. I wanted them to speak out smoothly and naturally.
- R2: You wanted them to...
- T2: Speak out in words like 'Alright! That will be...'. I didn't want them to say that in a long sentence and to get them... uh... feel like ...uh... to pull the words together.
- R: Back there again, you repeated their dialogue all the time. In doing so, was there anything you worrying about?
- T2: Yes. I was worrying. I was afraid that, as I told you, they spoke ... uh... in sentences which sounded like reading aloud. I wanted them to pronounce ... uh... perform correct pronunciation.
- R: OK, you focused on pronunciation, here. Now, new question did students know 'charity fair'?
- T2: They probably didn't know 'charity fair', but 'red cross'. Uh... I drew a cross... (laughs)... and they said 'kaa chard' ............. T2's long explanation on her teaching techniques followed by a break ......

- R: Where did you get the tasks from? (Note: See task A & B: Red Cross Charity Fair)
- T2: From Ajarn T (a course co-coordinator teaching OCA). I was about to use the same old situation. I told myself that I should have designed it to suit my own situation.
- R: OK, you wanted them to work on these two tasks (A & B). How useful were these tasks?
- T2: There would be one student and his/her friend.
- R: How do you call this activity?
- T2: Activity ... uh... practising ... oral...
- R: Did all the students get the same tasks?
- T2: No, not the same.
- R: From your task, one student knows something. His/her partner knows some other part. Is that right?
- T2: Yes
- R: And why did you get them to sit face-to-face?
- T2: After working in pair, I wanted them to talk with their friend.
- R: Why then?
- T2: Uh...(quiet) ...
- R: OK, you repeated the students' utterances quite often. It seemed to me that you rushed them. Here, they were a bit slow while reciting out from their memory. They had to do that in chorus, too.
- T2: I did that again.... Uh... (quiet)....
- R: Next, you gave the situation that they would be going to the Red Cross Charity Fair. Why Red Cross Charity Fair? You tried hard to explain this word. It seemed too difficult to get them understand what it was?
- T2: Yes.
- ----- The interview was interrupted by a colleague......
- R: As you said, your purpose here is to give the situation, but why did you spend a long time on some difficult words, eliciting for the right meanings?
- T2: ...(quiet)...
- R: You elicited the meanings 'red cross', and 'charity' for long, and then came the word 'bid'. Again, you checked for the meaning.
- T2: They have studied 'bid' in lesson 5 or 6. It means 'pramoon', pramoon'
- R: If they have learnt this, why did you asked them for the meaning?
- T2: It's about an offer or proposal of the prices. I would like to know whose items... uh... I wanted them to imagine that they went there to see those pop stars' stuffs. And, I was wondering if they knew what 'pop stars' mean. Some may have wanted to bid for those pop stars' stuffs and may have been wondering how much they were...
- R: You probably worried about your students, wondering if they knew those words. So, while giving instructions, you checked from time to time of the meaning of those words. Instead of giving the situation, it seemed that you stopped and did something else, then continued giving the situation, and stopped and checked for the meaning of words [#282]. The students seemed confused of what you really wanted them to do.
- T2: Yes.
- R: Why did you spend a long time repeating the instruction? What were you thinking at that time?
- T2: I was thinking of what and how to speak to get them to understand.
- R: You worked very hard in this area. It seems that you keep worrying if students have gained every bit of the language from you. This makes you keep on explaining, asking, and explaining.
- T2: Yes.
- ----- Talks about activity management, seating arrangement, school policy and administration ...

# **STUDENT TEACHER 3:** T3's self report and after lesson Interview

Note:

- The class observed was conducted from 6-9 pm. The self-report and interview with the video viewing were therefore unable to perform.
- 2). The initial part of the video recording was unfocused due to some technical problems.

#### 5). T3-INTVW A: T3's structural lesson (T3-ST)

R: Any problems with the target structure 'Have you ever ...?' and 'swim – swim'?

- T3: The problem was that students used the wrong form of 'swim'. It should be 'gone swimming'. I noted this in my diary. I wanted him to fix his mistake, changing 'swim' into past participle. I helped him by initiating a series of 'swim-swam-swam', but he didn't get it. He gave 'swim' again. According to the model sentence, the verb 'play', I mean...whatever you can play, football, volleyball, and etc. That's what I looked up for.
- R: How did you summarize the target forms? You wrote model sentences for them, didn't you?
- T3: I wrote the sentences and told them there were two parts which were 'to have' and 'past participle' I didn't tell them that there were 'Subject + have/has + V3'. I didn't write this structure.
- R: How many verbs on the B/B?
- T3: 'been', 'had', and 'play'.
- R: What did you want them to practise here?
- T3: I want them to practise using 'Have you ever...? And 'Yes/No' answers. At the beginning, I instructed them to fill in the bingo form and work in group of four. In each group, they may have filled in any places they visited. It could be different from group to group.

...... Talk about the bingo format ......

- R: Why did you write 'Have you ever been to/ played/ eaten ...?' on B/B and the bingo sheet?
- T3: I wanted to give them a guideline of 'Have you...?' 'Ever' is normally used in the question form. I wanted to guide them this. But the students didn't have good background of verbs. They used only these three verbs. When they came up to some other activities, they produced 'play swim'. In another class, they could produce 'hunting'. It came up as 'played hunting pig'. I understand when you talk about this.
- R: The model sentences on the bingo sheet needed only one word of any noun. When students did some activities, like 'swim', they didn't know how to change it to fit the pattern. You did nearly all for them.
- T3: ...(laughs)... I also wonder why it came out as 'played swim' in both classes.
- R: The model sentences were written for them there. In addition, did you notice that the form you presented 'Have you ever...?' required only 'Yes, I have.' ... They didn't practise 'has', did they?
- T3: That's true. I forgot about that.
- R: Here you said 'I have been to Pukradueng several times.' You began this with 'During New Year (#1).
- T3: Yes, during the New Year's, I often go here and there. I emphasized the point. I didn't specify the exact time. I mean, during the New Year's time.
- T: You did specify the exact time, actually, during the New Year's time. Is that past simple?
- R: Uhhh...

...... Talk about tense, pronunciation, and teaching materials ......

- R: You planned 20 minutes for the first part (the presentation stage), and finished it within 10 minutes.
- T3: Yes, that's too fast.
- R: Anyway, can you explain?
- T3: It may be because the students gave a quick response, or maybe I didn't wait for their answers. I had probably answered my own questions for them which ... uh...(quiet) ....
- R: So the lesson went on and on.
- T3: Yes on and on. Actually, I worried about the time. We wasted some time waiting for everyone to arrive. Another worry was the long content. There was also a bingo game to play, which took some time. I had to finish all before 9:30 pm. All these worries pushed me to go on and on and forgot to check the time.
- R: Uhhm, me, too. I sometimes worry that I couldn't finish the lesson in time.
- T3: The time allocated for the evening class is not enough, actually. What made me fast for the first session? One among those that I had to do was doing the register. I did that in the second period, as well. There were students from three classes in this session. I had to keep record of their attendance. I actually told students to come on time as there would be a classroom observation. Anyone who failed to come would loose some points on their participation part. However, there were many coming late. I have to accept that there were many worries on me that day.
- R: Any pressure on you when I was there, sitting at the back of the class?
- T3: Yes. I was afraid of mistakes, things like the blackboard organization, the language use. I accept that I sometimes make mistakes. Even in our own language, we could sometimes make mistakes. English is not the language we are familiar with. Normally, our English classes are conducted in Thai, as my students have told you. I have been trying to teach English in English since I studied at SWU. And I have to adjust myself, too.
- R: What do you think? Is that good?

- T3: It's fine. We need some time to improve our English. It starts to flow now. I have to accept that it turned out not so good. Students are not used to my style of teaching.
- R: How did you feel at that moment?
- T3: I was nervous.
- R: Why did you ask your students to work in group?
- T3: That's because they were not good at English and work on their own. Normally, they are accustomed to do individual work. It seems that they keep themselves away from each other and don't know much of what they are studying. I think if they work in group, they can help each other.
- R: It seemed to me that your students did not work in group as you wanted. You asked the group to fill the provinces they had visited in the Bingo grids. How could four students within one group visit the same place?
- T3: No, not the same. Well, working in group, actually, I thought of getting them to work individually. I was afraid that working like that I didn't want the students to walk around asking each other. I wanted them to work within the group, discussing among themselves, asking where you have been to, things like that.
- R: So, this game could be imagination, not the fact that students have really visited the provinces in the South?
- T3: No, not the fact. I only gave a situation that...
- R: So, all the four didn't have to complete their own bingo grid, if they liked. Could it be that, say, A filled the entire grids, while B, C, and D simply copied all.
- T3: Yes, but they were not allowed to.
- R: Would that be possible four people visit the same provinces?
- T3: Yes, some students worked on their own, not in group.

.....Talk about the activity management .....

- R: OK, that's your practice stage. Now, what's your production stage?
- T3: I noted in the 'anticipated problems' that if there was enough time, I would get the winners of this game to ...Actually, it would finish at the practice stage. For the production stage, I would like those who won the game, the representative from each group, I mean, to come out and report in a complete sentence. For example, I have played something. I have been to Samui. I have played football. I have had ...
- R: So those who reported to the class would repeat all the same sentences. What was the difference between 'I have been to Samui.' from Group 1, and 'I have been to Phuket' from Group 2. Only the object is changed.
- T3: Yes, no changes around the verbs.
- R: Did they produce the target language by themselves? Or they were, actually, reading out? They read what you did for them. They only filled the gaps.
- T3: Uhm

...... Talk about time limitation......

- R: Do you have any problem in selecting the content or the course book?
- T3: Yes, I have to do it on my own.
- R: Where do you get it from?
- T3: From the 'Gateway'.
- R: Why don't you use your own course book selected by your school?
- T3: It's not good enough. We are asking for the new one. The one in use was written by the teachers who were responsible for this course long ago. There are only reading passages based on commerce English. At the TEFL course, I have done my teaching project. This requires me to prepare some teaching materials. More often, I substitute the old version of our school coursebook by bringing in some language activities from Oxford University Press commercial coursebooks e.g., Transition, Gateway, Headway, Lifeline.
- R: Do you use your own course book in teaching reading, then?
- T3: I have to. The final exams would be based on this course book. Reading passages are fine, but some are too long and some are too short. All are followed by the same exercises, gap-filling and answering questions.
- R: Uhmm... So you have to add more activities for them?
- T3: The book is not good, as I said, reading oriented.
- R: What is the focus of this book?
- T3: Only the passages that get the students to look for the topic ideas, main ideas, focusing only on reading skill. Some of the content itself is not good enough.

- R: So you introduce some pair work and group work activities? How helpful are those activities?
- T3: Pair work and group work...uh...
- R: Yes. Have you ever employed them?
- T3: I have. I've got them work in pair before.
- R: What did they do?
- T3: I tried pair work to get them to converse. Take an example of one lesson. I presented past simple tense and linked it to present perfect tense. ... They asked their partners about the activities they did yesterday or last week. I gave situation, such as one family went somewhere. It's the same like 'Have you ever...?' Students did pair wok by taking turn asking 'Where did you go yesterday?'
- R: Can we ask them to talk about the real situations happening to them in the past?
- T3: Yes, we can. I told them ah yesterday, A, can you ask B where did you go? What did you do? They took turn asking and answering, and then reported to the class what his/her partner did.
- R: How about group work?
- T3: Only this bingo activity you observed. I have just started teaching in January.
- R: Do you know why your students did not work in group as instructed?
- T3: They worked individually.
- R: While you asked them to work in group, but their seats were fixed in a long row. I don't think they could make a discussion that way.
- T3: It's difficult. I tried to get the students in the front seats to turn round to the back, but it didn't work. The steps were not on the same level.
- R: I noticed that there were some rows standing on the same steps.
- R: How long did it take you to do this lesson plan?
- T3: Around 3-4 hours. Time consuming. I corrected it 3-4 times. I had no experience in writing lesson plan. I learnt it here at SWU.
- R: Did you learn something about teaching methodologies at your first degree level?
- T3: No. Lesson planning was done in Thai. Only the language itself was in English...Here, I have to pay more attention with wording, steps of teaching, and etc. Ajarns (course-coordinators) always emphasize that after the structure presentation, we have to do the concept checking.
- R: Did you?
- T3: I asked students 'Did you get the ability test?' This test was conducted by last week. I asked this since I expected 'yes', and the next question would be 'when?'. The answer, then, should come up as 'last week'. I wanted to link the past event to get them to understand the present perfect tense. I then told them that 'So, you have gotten the ability test'.
- R: You did the presentation of the target structure again, don't you think?
- T3: Isn't it concept checking at all?
- R: I doubt. ...(laughs)...

......Talks about concept checking ......

- T3: When they uttered 'yes, I have.', I tried to get a complete sentence from them, for example, have...you have bla...bla...bla...in a full sentence, though.
- R: Were they wrong if they gave an answer as short as 'Yes, I have.'?
- T3: (quiet)... I wanted them to get the language form.
- R: How come all answers from your students were 'Yes, I have.', and 'No, I haven't'. Don't you think you need different language forms or verbs for your students?
- T3: Yes...(laughs)...

#### 6). T3-RD-INTVW A: T3's reading lesson (T3-RD)

- R: Let go to your reading lesson. It's nearly 2:30 pm. You have to go somewhere, right? OK! From your reading handouts, I didn't know what's in the picture. (A photocopied handout)
- T3; It's a crown ...(laughs)... I took it from a commercial course book. Anyway, students should have guessed that from the title and I also presented the word 'crown'.

- R: If they could guess it from the title, this means that they knew its meaning from the context. Why did you pre-teach 'crown' to them. then?
- T: ...(laughs)...
- R: As you learnt from Jane Willis, the words selected to pre-teach should be unknown and are some kind of keyword, right?
- T3: There was another word, 'fabulous'. Actually, I wanted to link it to 'fabulous crown'. That's why I presented 'crown'.
- R: You said students could guess it from the title?
- T3: For some students only. Some couldn't be clear. They may have been in doubt of crown as มงกุฎ (crown) or ฝุ่งชน (crowd).
- R: They are spelt differently, I think.
- T3: Oh, no... no... It could be because... wait a minute! Since the picture was not clear, I then had to present this word.
- R: Uhmm.
- T3: May I ask, I probably get them look at the beauty queen wearing a crown and say 'She's beautiful. So she's wearing a crown on her head.'
- R: If any beautiful women could wear a crown, so can I?
- T3: ...(laughs)...

....... Talks about alternatives in presenting 'crown' to class ........

Note: Due to T3's administrative work, the interview was interrupted and stopped.

#### STUDENT TEACHER 4: T4's self report and after lesson Interview 6. T4- INTVW A: T4's structural lesson (T4-ST0

- R: Can you talk about your teaching? What did you do well, and what didn't work as you planned?
- T4: The good points? It seems that students want to listen to more of English. The chance in listening to natives, even on the cassette, is rare for them. Students here really enjoy doing language activities. Whatever activities provided, they participate in. They could exercise their thoughts, and express themselves. At the very beginning, I asked them what they learnt from the listening lesson. It seemed that they had no problems. I did follow every page on the course book. I think some books are good enough to follow. I only added a bit more to make the tasks easier to work on. I adapted the format of one listening task, requiring students to make a tick while listening to the cassette. I also added those names in order that they concentrated more on the listening text. The problems I always face at presenting structure are that I am not sure of myself. I am rather confused with the teaching steps I follow. I don't know if these procedures can be flexible. It may be that I myself don't understand much of innovative pedagogy. I have to plan 3P's, and also to check the students' understanding. But my students are grown-ups. I don't know. I do agree with my friend (an American co-teacher). I did follow Gordon's teaching techniques, and everything worked well. I found that students were not bored at all. But for what I am practising now, it is different. I have put great effort on it and Ajarns (course-coordinators) are coming tomorrow to see if I follow my lesson plan. I don't know if I am wrong or not to follow this. I have to prepare the questions to check for the students' understanding.
- R: What were those questions for?
- T4: I wanted to make sure that they know the language patterns and use them correctly. But I don't know the techniques, or how to check them. I don't think I understand the teaching procedures.
- R: You don't understand the procedures of checking the students' understanding.
- T4: How to present structure, actually. According to my friend, he always comments on this area. In my last lesson, where I presented the structure the way I was trained, I got a lot to talk about. He said that I spent too much time, one and a half hours, on that. We discussed about this for long that day. He asked if I could change the way I taught.
- R: Your friend?
- T4: Ajarn Gordon (an American contract teacher of English). He said I wasted one and a half hours on nothing. He told me to follow his ways. I did. I mean I left the lesson plan I planned and followed his. I taught an evening class that day. Everything went well. It was not boring even though that session was three hours long.
- R: You think that following his ways of teaching didn't make the lesson boring, while following your lesson plan within TEFL course was opposite?
- 74: No, no! I think I don't understand the right procedures of teaching. There could be the right procedures and teaching techniques that...uhh... I mean, the methodology must be there, somewhere that could be adjusted. But I couldn't do it. Well, I don't know! I don't know how to employ them. I always do the same ways. This is because I don't know. I think I have to do like this and this.
- R: You mean you use the same old ways of teaching as you did at TP.
- T4: Yes. If we didn't follow the steps of teaching in the course, Ajarns would never accept our lesson plan. I don't know. We may fail. Ajarn N commented a lot. I had to correct them all over, rewriting more and more, over and over. I raised one question that my students were grown-ups. They knew everything. BTW, it sounded like I talked back to her.

- R: As you mentioned that your students knew everything, let me come to the point where you presented...
- T4: Not everyone does, I mean.
- R: Have they ever studied these structures (the comparison degree of adjectives) before?
- T4: Yes
- R: You spent a long long time on that.
- T4: I know.
- R: Is this because you followed the SWU's PPP paradigm or because of some other reasons?
- T4: I don't know. But I think I followed the steps of teaching introduced by the course. (at SWU)
- R: How did you follow them?
- T4: I don't know. I'm confused. At the presentation stage, I think I had to talk with them in order to lead them in. I had to do that without presenting the content of the book. I don't know if I'm right. After the talk, I have to present and I have to talk about the language pattern by writing them on the board. And then ... (quiet)...
- R: The students have already studied that before, haven't they?
- T4: Yes.
- R: If so, you can elicit the language pattern from your students, can't you?
- T4: Yes. I used to argue with Ajarns before. She didn't let me pass this.
- R: It depends on what language item you were teaching at that time.
- T4: I don't remember. Oh, I argued for this pattern. I did it, but I was told to rewrite the lesson plan.
- R: You could explain that your students have already studied this structure before and you could elicit it from them.
- T4: Really?
- R: I think all undergrad students know the comparative forms, something like 'big' and 'bigger'.
- T4: Yes. I think they know all that I write on the board.
- R: If so, why did you write everything on the BB for them? Why didn't you get them write it on their own or do something else. Whatever they do would show how much they know. You can elicit from them [#678 #708]
- T4: Because, I think, to follow the PPP paradigm, I am supposed to present the language patterns to them. I think it's the teacher's role to present and explain the structure.
- R: It is not necessary that the teacher is the one who always feeds everything to the students, don't you think? You could do the presentation stage by eliciting from them. You may get your students work in group, making sentences of their own, then write up on the blackboard, or whatever.
- T4: Yes. The teacher doesn't have to tell them.
- R: You don't have to tell them everything. They have already studied these structures before. You can present the structure by eliciting it from them. You don't have to start from the very beginning. You can draw the structures out from your students and get them summarize the right forms. You can ask them what the language forms look like.
- T4: I think it's the teacher's role to present the structure.
- R: The teacher plays the important role, yes, but it doesn't mean that the teacher has to explain 'everything' every time he/she teaches.
- T4: Uhm... I can take it from the students.
- R: The students can even help or even teach their friends. The teacher only elicits what they know from them. You are supposed to provide opportunity that they could speak out as much as they can. There may be, at some certain part that teachers talk a lot more than the students, but at some other part, the students are supposed to speak more. Do you believe in CLT techniques in getting students to speak out and communicate?
- T4: Yes.
- R: If so, the percentage of your talking time...(waits)....
- T4: should be less.
- R: Should be less and less if you could control it. Let the students talk more. If you transcribed your own video recording of your lesson, you would see clearly how many percentages your students did, and how many you did.
- T4: Yes.
- R: Let me go back to the very beginning of your lesson where you wrote something on the BB. You wrote 'book bag, briefcase, suitcase, handbag' on it and explained their meanings. Why? [#49]

- T4: Because they would hear all these words from the tape-recording. They probably didn't understand the differences of those bags. I then asked them to make sure that they knew.
- R: Don't you think there are some other ways of checking if they knew them or not, thing like getting them to tell you instead of you telling them?
- T4: Ask them about the kind of those bags, you mean?
- R: I don't know. You think about that. How can you get them speak out, or explain it, or act it out? Think of those techniques that make them learn the meanings very easily.
- T4: I may ask them what it is, as they know that there are many kinds of bags, can I ask them to give the examples?
- R: Are there some examples of bags in class?
- T4: Yes.
- R: Of course! There are a lot!!
- T4: Yes. One student showed us his book bag.
- R: You have one handbag, too.
- T4: I don't.

......Talks about alternatives of teaching known vocabulary.....

#### Reviewing the video recording of the lesson observed (T4-LST)

- R: Here, what did you write? [#37]
- T4: 'Present and absent' from last Monday.
- R: Why?
- T4: They needed this at the post-listening stage.
- R: The post-listening stage?
- T4: There would be the bits like 'some of ...'. They studied this last week.
- R: This is the revision? You would use this at the post-listening stage today? [#1- #41].
- T4: Yes.
- R: What's that?
- T4: I was drawing a bag. [#49]
- R: Is that a briefcase or suitcase?
- T4: I think it's a briefcase. Or suitcase? I don't remember.
- R: You said 'briefcase'
- T4: May be a suitcase, I forgot.
- R: From your drawing, I could not tell which and which. The proportion of the picture didn't tell its real size. You told your students that 'A businessman carries a briefcase', and they could call it 'suitcase', if they like.
- T4: Did I?
- R: You can check from the video recording. You said 'the businessman carries a suitcase, and sometimes a briefcase'. [#53]
- T4: Is a suitcase only for clothes, Ajarn? (Here-the researcher)
- R: What does 'suit' mean?
- T4: I have seen somewhere before. It seems like... uh... I misunderstood. To me, their shapes are similar. ......Talks about different kinds of bags ...........
- R: You got your students to fill the names in the grid. The grid you designed is very good. You did a good job on that. Anyway, why did you do that?
- T4: I wanted to help them work more easily. What presented in the book is rather confusing, I think. Students only make a tick there. I wanted them to concentrate on listening.
- R: On page 32?
- T4: Yes. Only a tick is required here.
- R: In what way did it help your students?
- T4: It helped students to focus on particular spot while listening. The one on the book was not interesting. The grids I adapted were clear and simple. It required only a tick and a little time on it.

- R: You told students to write the interviewees' names in the grids in Thai. Why's that? [#107]
- T4: I only wanted them to guess, if they could. English is not our own language. Sometimes we can't spell our friends' names correctly, even in Thai. I just only wanted something close to the names or sounded similar. Actually, names were not the main focus. I only wanted them to pay a bit more attention to the listening text.
- R: As you said, they probably had some kinds of problems, how could you help them then?
- T4: I accepted all the names that sounded similar.

......Talks about the task format .....

- R: You informed your students that 'Bob' or 'Boss' were acceptable, and the answer was 'Barb'. [# 405]
- T4: I accepted all sounded similar or closed to that name. Personally, I think ...
- R: Is Bob a man or a woman? [# 403, #405]
- T4: Oh, yes, a woman. Oh no, a man. I forgot about that.
- R: Did you listen to the tape-cassette before teaching?
- T4: Yes, I did.
- R: You listened to it without reading the tapescript.
- T4: It wasn't clear enough, though.
- R: I myself couldn't get 'Webster' right away. Did you get it correctly?
- T4: I was closed to the tape-player. I got it, though. But the last, I couldn't.

...... Talks about sound problem to Thai students ......

- R: As we know, Thai students have some certain sound problems of English, do you think it's necessary for them to listen to all difficult names and fill in your grid?
- T4: I got it wrong myself...(laughs)... I was confused. I actually listened to the tape many times and didn't realise that this point would become my own problem. When tape was played in class, I got stuck and could not get it right. I then "in a write around in case of the rain' [#227]
- R: What did you write on the B/B for this?
- T4: A key of ring or something. I 'ກ່າ' something like that. It's good that this part had no effect on the last part.
- R: Did you prepare the answer key for yourself?
- T4: Yes, I did. I had an answer key with me, but I didn't have the tapescript. I did write the answer key for myself.

  (Note: The researcher obtained a copy of the tapescripts from T4, however.)
- R: You wrote 'a key ring'. [#349]
- T4: Yes. But at that moment I got stuck and didn't get the right word. I just let it go that way. [#354]
- R: So you wondered where the keys were from?
- T4: I was in doubt since he (Gordon) looked at me fixedly.
- R: That's OK. An error could happen at any minute. OK, a question from your student. He asked you about 'material'. Do you know why?
- T4: He probably didn't understand that. He may have known 'materials' of different meanings. He may have come across this word in his own field. I am not sure. And when I told him that it [material] meant 'thing', it seemed to me that he didn't get it. When I added 'reading' at the end and...

(NOTE: The students didn't ask for 'material'. [#429])

- R: Reading what?
- T4: It's the reading material'. I gave its meaning as 'something to read'. I told them first that its meaning was 'thing'. They didn't get it and looked blank.
- R: While getting them to listen to the tape, did your students show any expressions of doubt of some certain words?
- T4: 'comb' /kōm/ or something.?[ #110, # 202, #204]
- R: How did the tape pronounce?

T4: /kom/ / something sounds like /kom/... I don't know. I couldn't get it exactly. When I listened to the tape before this, I don't know, I think I had problem with this tape player. Before this, it seemed to me that it was crystal clear. I don't know why today it sounded different... shrank. I don't understand. I should have tried playing the tape on this machine first. But I actually played it on the one I have at home.

 $<sup>^{\</sup>rm 14}\,$  / mûa/ - made a wild guess without knowing if it is right or wrong

- R: Why did the students look confused here? [#202]
- T4: I never thought that some simple words can be problematic.
  - ......Talks about the teacher's preparation before the lesson......
- R: Did you make any notice on your student interaction?
- T4: Not that much. But, at some particular point, well, it's because I talked a lot and they had no opportunity in doing their work. If I provide them with some opportunities, they would speak it out. That's what I learned from them. But they didn't get that opportunity. ... The other days, I don't know, I'm rather confused. When I studied how to present structure, I didn't get the idea. I don't know how I went through this session.
- R: You can discuss with your classmates, I think.
- T4: All of them presented the structure in the same way. It's only me who was different.
- R: What made you different?
- T4: I felt that my students have already studied those structures.
- R: And then?
- T4: I should not have to present the language items again. As you suggested, I could elicit it from my students. When I... I don't know. I'm not sure. I couldn't crack the point, probably. I always think that I have to do that way. I have to lead them. The teacher has to describe all the patterns.
- R: You don't have to do all that.
- T4: I don't understand.
  - ...... Talks about how to revise the patterns the students have learnt before.....
- R: You wrote everything for them. You can get them write own their own. Why did the teacher do everything? [#565-#595]
- T4: ...(laughs)... I will change it from now on. I will give them the empty chart and get them to do it.
- R: Umm! Here, you did everything, everything at all for them. You wrote for them and even read for them.
- T4: I know. I know.
- R: You made the questions for them and asked them. [# 595, #603]
- T4: And I answered my own questions.
- R: Wait a minute! Let start from here! When I stop the video here, I may not manage to rewind it to the right part. Let me look at this point before going back to that. When you talked with your students, interacted with them, what kind of interaction was it? You asked them to give you the answer. What kind of answer did they give you?
- T4: They seemed to give 'yes-no 'answers.
- R: And did you ask them to answer individually?
- T4: No, not any.
- R: Your will see on the video recording that your students say 'yes', 'yes', and 'yes'. There were many occasions that you could get them to speak out in a word, or a few words, or short phrases. Let see! You explained something here. OK, you talked about the credit cards. You did a good job here, but ... [#242-#247]
- T4: I did this part for them. I planned to get them to work on their own, actually. I don't know why I did it for them.
- R: Why's that?
- T4: I don't know. I was confused. In my plan, they were supposed to do it on their own. I only started for them and gave them the topic and they filled in their own ideas in there. But, I don't know. I wrote everything for them on the BB.
- R: From your vocabulary presentation, why did you select 'built' to be explained?
- T4: I'm not sure for some students. They probably don't understand this word and didn't know that this is past form. But now... (quiet)...
- R: I don't think 'built' is the difficult word for them. And 'suitcase', you said here (in the lesson plan) that you would draw the picture. You didn't, actually. You explained.
- T4: ...(laughs)...
  - ..... T4 raised a lot of questions for the next lesson to be observed by the course coordinators. .....
- R: You asked your students 'Are you bored?'. Why?
- T4: I could tell from their faces. It seemed that they were in doubt when they were allowed to talk.
- R: Can they use these language forms you presented?
- T4: Yes, they can.

- R: How many rounds did you play the listening text? You played tape for them... (waits).... [ #103, #109, #118 tape played all through]
- T4: Three times, and each was very long? Actually, I intended to play the tape twice. However, I felt that some students would like to get it clear.
- R: You wrote the answers up on the B/B, and did the 4<sup>th</sup> play. [#291 onwards were for checking]
- T4: Yes, for the correct answers.
- R: When you had them listen to the tape twice, they did not get it much as they wanted, right? They became clearer at the third. You got some possible answers from them and wrote all for them on the B/B. Some names of doubts like John and Adams and some other wrong answers were written up there too. Then, you did the 4th play as feedback. That's good enough. However, there were some places you left undone, no correct answers for them.
- T4: I forgot. ....... T4 raised more questions of how to deal with the tape recording ......
- R: Next question, your students have already studied 'both and neither', haven't they? This part was also their homework. However, you talked about all these words (both, neither, either, so, too) over again.
- T4: I've found 'both' and 'neither' in four sentences in the course book (summary of all the language items). I then wanted them to do kind of revision of what they had learnt. I then changed it.
- R: Why?
- T4: I'd like to know if they could use them. Apart from 'both and neither' they had klearnt, I would never know if they could use 'so, too, or either' or thing like that.
- R: Uhm, so you explained their homework to them? (from the workbook) [#509 547]. These are for the next session. Homework as well?
- T4: Yes.. Some words are supposed to be used in ... (quiet)...Well, if they know more vocabulary, they could do better on this activity.
- R: And this?
- T4: These words would be in the next lesson, too. They will find a lot of them there.
- R: You matched the words for them.
- T4: Oh, again! I did their work for them...(laughs)...

...... Talks about the teacher helped do the students' homework.....

- T4: I just get them to practise first, then let them fill it out, can I?
- R: Why not?
- T4: And I then ask them to fill it in the grid on the B/B.
- R: That's excellent! Even better! We'd love to see students work on their own like that. Absolutely, yes.
- T4: And I only highlight the form and check it from them ... (laughs)... I don't really know that I could do it that way.
- R: Who told you that you are not allowed to do that?
- T4: I don't know. I thought I should not.
- R: You explained a lot. Why?
- T4: I think that the students –uh, I don't know. I think that it's my duty. Actually, if I got it clear like this, I would probably not talk a lot.
- R: So, it's because you thought that it's the teacher's duty to explain everything.
- T4: Yes. I thought that, here's I have to explain, and explain. If I want to check for the language form, what should I do?
- R: What did those Ajarns tell you?
- T4: Check for meaning... check the forms... I don't know. I don't remember.

#### II. INTERVIEW B: After course interview : The post-teaching project interview

#### 1). STUDENT TEACHER 1: Interview B

- What did you get from TP, advantages and disadvantages?
- T1: I gained a lot. I got improved in having clear procedures of teaching. I've learnt how to plan the lesson, and what I'm supposed to do at the presentation or practice stage. I've learnt why this part didn't work well, and what to do, or how to adapt it to suit my own use. In the past, I thought that I had done well on my teaching, and my students also learnt a lot from that. Now, I've realized that I made a lot of mistakes. Here, I've leant how to check the students'

understanding. And this technique is really helpful. Now, the disadvantages of TP... I don't think there are. The only thing I found difficult to do was adapting the lesson plans under the limitation of time. However, I gained something from that. I learnt how to adapt my lesson plan when it didn't work well. It's good that we had someone (a supervisor) to support and gave us some suggestions. Our weak points were found. However, the lesson plan preparation at SWU is time-consuming, I think. It took us a long time correcting our lesson plans.

- R: You did the lesson plan correction on your own or with the course co-ordinators?
- T1: I planned for myself and got them revised until I was sure of them. However, when it was handed in for the supervisor's approval, there was a lot of work to redo.
- R: Did you need to bring your lesson plans back to the supervisor?
- T1: No, not at TP2 (teaching project). The adaptation and discussion with the course-coordinators were done only at TP1 (pilot project), which, I think, very beneficial to my own use later. I learnt where my weak points were.
- R: When you were back to your school (TP2), your lesson plan preparation didn't require much correction.
- T1: Not as much as the first.
- R: Why?
- T1: I had learnt my weak points from the first TP.
- R: What do you think of doing the first TP (the pilot project), then the second TP at your school (the teaching project)? Should we keep these two TPs or should we not?
- T1: I think it would be better if we went straight to our school and teach in our real setting (the teaching project or TP2) without TP1. I think teaching in an unfamiliar place (TP1) under limited time like that was difficult. We needed some time to know more of the students and their problems. Once we got the points, we had no time to do anything. If we went straight to our own school, we knew their background, at least, to some extent.
- 2. What skill/s was/were abandoned or rarely taught? Why?
- T1: Normally, I integrated all those four skills. The skill rarely taught could be writing. It's not exactly abandoned. We have been taught to integrate different skills. So I always design activities that could be extended to some other skills.
- R: As you said, writing was rarely taught. Why's that then?
- T1: It is quite difficult to teach writing within 50 minutes. Marking is the most difficult job. There are 48 students in the class you observed, and another 50 in Class 2. Now we have fewer students in each class. Before this we had at least 60. According to the MOE, we have average students of 50 now.
- R: Your school hires more teachers, I suppose?
- T1: No. We have heavier load of teaching.
- 3. Which skill/s was/ were difficult to teach? Why?
- T1: Again, writing. In a large class, students have different background of English. If the teacher gives only the topic or the title to write an essay, it would be so difficult for them to do, as they have no idea to express themselves. I think it's difficult to teach writing. From what I did, I taught them how to write and provided them with some guiding questions. The result came up with a great number of grammatical mistakes. Before they got their work completed, I had to answer their questions and then revised those grammatical points over again. It's really time consuming in marking one piece of writing.
- R: Do you have any idea if they practised this skill in the past or at the lower level?
- T1: I don't think so. What they do could be writing a few sentences at best. It's quite rare for them to write up to 5 sentences or a short paragraph. Therefore, writing a story could be nearly impossible.
- R: Don't you have some kind of writing examination?
- T1: Yes, at the elementary level. They do kind of rewriting short sentences. The secondary level students may write a few sentences to express their ideas, or comment on something. However, it depends on the course design. Anyway, it is a big deal at marking, time-consuming and misinterpreting the message.
- R: Could you make a conclusion on the skills that you put more weight on?
- T1: It depends on the course I am teaching. Structure or grammar is mainly focused as a core course or fundamental subject to all levels. Reading comprehension is the next popular course selected by each school. Speaking and listening seem to be less focused. I teach according to the course design.
- 4. What were your teaching styles in the past? Did you have to prepare your lesson plan?
- T1: I always got them to do some activities in class. It's not always interesting to follow every unit of the book. I would leave some uninteresting parts, and substituted them with activities taken from resource books. For the lesson plan preparation, we all are supposed to finish it before the new academic year starts. We have to have a one-year plan in our hand.

- R: A long term plan, isn't it? Could you tell me if you change your mind not to follow your plan?
- T1 Certainly. Apart from the one-year lesson plan, we need to prepare a one-week plan and submit it to the head of department. We can make note for the changes, though.
- R: Are there any kinds of classroom observations?
- T1: Yes, twice a term. We just make pair, and take turn observing.
- R: Any strain from that?
- T1: Not at all. We always make pair with closed friend.
- R: What did you get from that?
- T1: The observer may not gain much. He/she is doing his/her duty as required by the school administration. The observee may gain more in this. He/she would get some comments on his/her performance.
- R: Do you think this is a good practice?
- T1: Yes, I do. There is another round of observation conducted by the head of department and the academic administrators. This makes us stressful. They evaluate our performances twice a term. There would be a form for them to tick and to enter some comments.
- R: Do they have some background on how to teach English?
- T1: Yes. Each department has its own staff in operating that. My department has experience staff in ELT.
- 5. Did TP make you change, and in what aspects?
- I've learnt a lot from TP. Each skill has its own important points to focus on. Before this, I never realized the organisation of steps of teaching of each skill. I always got them to work on what I wanted them to. It's important that the students should know the objectives of those activities. The goal would encourage them to pay more attention to the task or activity. Another thing I've learnt is the importance of the teaching aids. I have some guidelines of how, and when to use them. What I have to consider more of myself is making questions. It seems that I don't wait for students' answers. I give them not enough time to think.
- R: Could you tell me why?
- T1: It's probably because of my worry about the lesson plan, which was set where to finish. I tried to meet the plan. When the students delayed giving answers, I couldn't help answering my own questions. Before I took the MA course here, my lesson plans used to be packed with loads of content. There's a lot to learn in one session. And that made me keep the lesson going without waiting for the students' answers, I think.
- R: So, it should be less?
- T1: I should have prepared less content and got students to do their best on that. Now, I've learned that it would be more beneficial to provide them less or a little portion of the content, but more time to practise, and get them to use it efficiently. This is far better than feeding a lot and they couldn't digest all.
- 6. Provide me with some example of your successful and unsuccessful lesson plans. Why?
- T1: The one that went well was the techniques that I never tried before. Students in a speaking and listening class were divided into two groups. I gave them cue cards; pictures or some simple words, to get them speak out. They produced the language according to the cues. They really enjoyed it and could produce the dialogue subconsciously. I helped them by giving some kind of situation, or drawing pictures to help them get the ideas. These were successful techniques in class. The unsuccessful lessons...uhm... any lesson that required discussion...(laughs). When the lesson needed discussion in their own group, what happened was that they didn't discuss in English, but in Thai. Those slow learners would sit idly. They would be alert only when the teacher came near. It's quite difficult on me to visit every group at the right time. It's a large class. They would avoid the report in front of the class. However, after some time they felt easier at reporting to the class. This was because I didn't interrupt them when they made mistakes. They could use their own language the way they wanted. I didn't judge this group was better than that. I accepted all. More students took turn coming to the front that way. However, I don't think it's successful in a way. They still made a discussion in Thai within the group, though they reported in English.
- 7. Comment on the lesson preparation required at SWU.
- T1: It's good in a way, but it's really time-consuming. We attended many courses in the first semester in parallel to TP1 and lesson planning. As far as I noticed, everyone wanted to do his or her best. They prepared the teaching aids and tasks, and whatever that could attract the students. Some of them were asked to redo their lesson plans. And that made them disheartened, or lacked confidence. While they thought that their plan would work well, Ajarns<sup>15</sup> thought differently. Although they had changed some as suggested, in class they sometimes forgot to apply them. Some got confused and didn't get the points. They were still fixed with their old ideas. However, such a thing didn't happen to everyone.

<sup>&</sup>lt;sup>15</sup> Ajarns- course-coordinators at the institute

- R: How about you yourself?
- T1: I had not many problems. When Ajarns explained why I needed changes, I got the points.
- R: Some of you changed the lesson plan without knowing why, then?
- T1: I think they knew why they had to redo the job. The point was that they thought their lesson plans were good enough and would work well. They were familiar with what they had done before. However, there were some who didn't understand the steps of teaching, the 3P's, I mean. They couldn't organize them or even made a mess on them.
- R: In semester 1 in year 1, you had to study many courses on how to teach each skill, as well as to do TP1. Did you read the books listed for your course during that period?
- T1: I didn't read theoretical books. I explored for those exercises from the resource books for my TP. I didn't have time to read all those books suggested by the supervisors. I don't think that those who were asked to rewrite the lesson plans would have time for that, either. I think it would be far better to give us the input session, and practise some at SWU, then went straight to our schools.

# 8. What do you think of the project evaluation after the TP?

- T1: It's good that I had been trained to reflect myself. I selected the best four lesson plans as my teaching projects, which were listening, reading, structure presentation, and OCA (oral communicative activities).
- R: No writing?
- T1: No, not included. Only the best four. I brought along with me all the lesson plans, self evaluation, teaching aids used in class, audio recording of those lessons, and a file of all lesson plans I did.
- R: What did the supervisors get you to do at the exam?
- T1: I was asked why I did this and that, here and there. One Ajarn worked on my structure presentation and OCA, and the other read my listening and reading lesson plans. They got me to comment myself and my lesson plan on what good and not so good, some to be improved, and also what I did at some particular points. They read my diary or self-evaluation and asked me about those good points I noted. I needed to explain why and what I thought to support my own comments. It's good in that I realized the points I overlooked, keeping in mind to get them improved. After the exams, I had to correct and rewrite some parts, which made me aware of some crucial points of ELT. I found that people did not always understand the comments I made for myself noted from my own points of view. I needed to explain and reflect more of the situations and my understanding. I've learnt that there were various clues to prove the good or weak points true.
- R: Did you do additional study for the job that you needed to rewrite?
- T1: No. I went through my audio recording of lessons over again, and got various points I overlooked, added them in and analysed them, asking myself why they happened that way.
- 9. What did you learn from your project exam and the course coordinators?
- T1: As mentioned above
- 10. Did you find the course coordinators' supervision helpful or stressful? In what aspects?
- T1: I had two course coordinators observing me. Personally, I think that was really helpful. If without the observers, I don't think that I could cover all those points as done by Ajarns, or even some other observers. I would always overlook many important points and couldn't reflect myself well enough. When someone made comments on my performance, I could see the points. I think we benefited more from classroom observation than video recording of a lesson. The video watching couldn't provide the real situation and background of the classroom.
- 11. If you could change your course at your school, what would you do and what do you need in order to make it successful?
- T1: I think when I go back to my own school, I would organize a short CLT course for in-service teachers. I want to see if it works among my colleagues or not. If they appreciate it, I would introduce some other techniques to them to try on. At the elementary level, there are six periods of English lessons. I would encourage the teachers to try the new ELT techniques for at least 2 periods and teach what they always do for the rest. I mean I don't expect a great change in them.
- R: What else do you think you want to do for your own course?
- T1: I would get them to communicate more in English and also use the language activities instead of focussing on the language itself.
- R: Suppose there were no obstructions at your school at all, what would you like to have for your course?
- T1: I wish I had a computer room for my own use.
- R: Why?
- T1: The great benefit of the computer is that it is attractive and of great use. Students pay more attention to the lesson. Students these days are familiar with it. Moreover, they can learn English autonomously. Anyway, I don't think of using

computes to teach English at all lessons. I am thinking of providing some reading lessons get students to further their interest on the Internet.

- R: Is it the same like self-access centre?
- T1: Thing like that, but this one is a classroom where each student could work on her own computer.
- R: What else do you want?
- T1: I really wish all the teachers of English attended teaching courses in English speaking countries. Students fail to communicate in English partly because the teachers themselves don't speak English. Why so? It's probably because the teachers are not accustomed to teaching in English. If they had the opportunity to take a brush up course in English, not only once, I mean several times, they would be better at English.

...... Talks more about school's policy......

- 12. If you could change the Diploma or MA courses at SWU, what would you like it to be and in what aspects?
- T1: I wish we had more input on teaching techniques, and everything. Those techniques we have learnt are really helpful in class. I wish we could improve more of the language. At this level, we have some linguistic background, but not enough. We need more of it in the areas of writing and reading. We have not been taught much at the bachelor's degree level. After that, no more English until we are here (SWU). Teachers need to improve in all skills of English.
- R: What do you think of year 2 courses?
- 13. What kind of your experiences in learning English in the past that you found significant or beneficial to you?
- T1: I didn't learn a lot in school, actually... (laughs)... Well, I gained some English. If I was asked whether I liked it, no, not at all. I didn't see its importance at that time. When I was at secondary level, I had an opportunity to visit Malaysia, where I found that I couldn't communicate with people. That made me realize how important English was. After that visit, I started to pay more attention of English. It's something that I could use in my real life. I then took English as a major subject at college.
- R: How did you manage to learn English at best?
- T1: I did a lot of memorising vocabulary and exercises. I also took an English course at AUA for some time.
- R: Did you learn a lot from AUA?

#### 14. Why did you become a teacher of English?

- T1: Since my major subject was English, a friend of mine introduced me to teach at this school. Initially, I looked for an office job. Anyway, I was offered the present job once I graduated. At that time, I thought I would do a temporary job of teaching while waiting for the one I liked. The longer I teach, the more I like it. It's not only teaching that I do. I think I've gained something from being a teacher. I've met people from different walks of life. I could apply psychology I learnt at college to my real life. I've learnt a lot from students and people around me. Another important point was my own experience of studying English in school. I want to help my students in that. I have been trying to encourage them in learning English through games or some activities. I hope that when they love English, they could do better.
- R: May I ask if you love being a teacher?
- T1 At present, yes. Before this, I was thinking for long of working in an office.
- R: If you could change it now, would you do that?
- T1: No. I don't think it suits me now. I enjoy teaching and do something that beneficial to students. As a teacher, there would be some problem children coming for your help. I am glad that I could help parents and students both their personal matters and study. I've found that I have achieved something. In addition, what I have done has developed into good relationship.
- 15. In order to get your students to communicate well in English, what do you think the students and teacher need to do?
- T1: Let start from the teachers first. I think they need to prepare activities which enable students to speak up in English without fear of making mistakes, or anything that get them to communicate subconsciously and naturally. The activities must be designed to attract students' interests, and get them involved in communication. The teacher should leave them do it by themselves, provide them with tasks which force them to communicate among themselves. To my own experience, teachers should not correct their English while they are communicating. They would stop speaking and say nothing. I think we'd better let them speak up and express themselves as they want. We could correct them, or

give some advice later on. More importantly, the teachers with motivation always look for interesting activities for their students.

- R: How many periods a week are considered suitable for the teachers?
- T1: Eighteen periods without some other jobs could be fine. Normally, teachers, especially in private schools, have to do more than one job at school. I have to do a lot of paper work.
- R: How about students?
- T1: The importance of English should be promoted among students. They need to take responsibility of their own learning, for example, learning through movies, English newspapers, games, or the Internet. Some of my students have learnt a lot from that. They talk with foreigners in the chat room and e-mail. These help them progress in English if they could select the right way.
- 16. What do you think the Ministry of Education (MOE) needs to do in the area of teaching English?
- R: I think English curricula mismatch with the university entrance examination. While it is claimed in the national curricula that ELT in school is based on CLT and students study English for communication, the practice, on the contrary, are based on the students' memory of heaps of vocabulary. Exam papers are mainly reading passages or dialogues. Students do not have to communicate but only to choose the appropriate choice to fit into the questions. Another crucial issue is that when the teachers teach communicatively, the students think differently. They think that they are not studying English seriously, but playing. They always worry about the future exams and expect some kind of preparation. They think they don't learn much enough for the exams. MOE should do something to make them aware that if they could communicate in English, they could also pass the university entrance exam. What's happening now is that the students could do a good job on English structure and grammar, and memorise heaps of vocabulary. They know a lot about the language. But when they are asked to talk in English in front of the class, they could not do it.
- R: So you think that the MOE should do something on English exam papers?
- T1: Yes, make it go along well with the approach they say we are practising. The exam papers should be designed communicatively. Another point I would like to make is the exams at school. They are mostly based on reading and grammar, not the four skills of reading, writing, speaking, and listening. Similarly, all the entrance examinations for all institutes are the same designs and the same limitations.
- R: Do you think if it's it possible to make the exams communicative?
- T1: Yes, it is. It's the same like the TOEFL test, where the four skills can be arranged. Students are required to do listening, speaking, writing, and reading tests. However, there could be some problematic areas for speaking and listening test, as we have two or three hundred thousand students sitting for the national university entrance examination. The MOE needs to think about this.

#### 17. What do you think of keeping diary?

- T1: It's good in the sense that teachers could reflect themselves of what they have done. They have some time to consider if those are suitable and work well or not. They could think for themselves of various aspects, e.g., the difficulty of the lessons when applied with students of different groups, which work well and which don't, and what to be adapted for the next lesson.
- R: Do you think if this (diary) should be kept or left out?
- T1: I think it should be kept for MA students. This helps them to think twice for themselves. Anyway, when we were in year 1, we couldn't do it nicely since we didn't know how to write, and what to comment. We had never done this before. What we noted in the past would be where we were, the problems in class, and students' behaviour. It would be easier if there were some guiding questions or what the supervisors wanted to know at different teaching stages. They could be listed for us to answer. I think more details may come out.
- R: What else do you want us to change for you?
- T1: Uhm... just a lot more of input session and only one TP. To my notice, some of my friends were not all clear of the input sessions. They suffered at TP, since they didn't have enough of input.
- R: Since this course is delivered in English, would it be possible that some of our MA students didn't get all input clearly as the lectures meant it to be? I mean they got some ideas from the lecture, but not in full. And that's because of their linguistic competence.
- T1: That's highly possible. But I don't agree with teaching this course in Thai.

#### 2. STUDENT TEACHER 2: T2-Interview B

- 1. What did you get from TP? Advantages and disadvantages
- T2: My teaching styles have been changed. Actually, I had no background on ELT at all. I did not know how to teach English. I only followed the course book, everything and every page on the book.

- R: What did you do when you teach reading?
- T2: I read for them first, and then translated it into Thai. The students would be asked for the meaning of vocabulary. If unknown to them, I translated them into Thai. The students would read the text after that, and did the exercises in the book. Anyway, I didn't teach much of reading, since there were not many exercises in my course book. I try to substitute them by looking for some communicative oriented exercises.
- R: You meant the book you are using now?
- T2: Yes. Before taking the Diploma course at SWU, I worried about not finishing all the content in time. I thought that I had to follow everything from the beginning to the end. After my course at SWU, I've learnt that I don't need to follow everything in the book. I could bring something from outside into class to get them to practise all the four skills. I should study first what the students have known and what to be taught. If the students have already learnt, it could be kind of revision for them. I should get them involved more in all activities. Before this, I didn't do anything, taught what on the book, no situation giving.
- R: Any disadvantages?
- T2: It was a heavy load of teaching, no time for lesson preparation. When I came back from SWU to do my teaching project, we were supposed not to teach more than eight periods a week. Anyway, I had to do some other work for school even though I was on study leave and supposed not to do anything but my own teaching project. I taught 3 different classes during my TP.
- R: That could be required by your school at that moment, not the TP disadvantages, I think.
- T2: The disadvantages were that I had to work here alone on my own, writing the lesson plan, designing all activities. When I got stuck, I had no friends to seek for opinion or advice. This was my own problem. I haven't probably got the right ideas of what and when to teach. I had been trying to study from those resource books copied from SWU.
- 2. Which skill[s] was/were abandoned or rarely taught at your TP? Why?
- T2: I think reading and listening skills were rarely taught. According to the course book, there were a lot more of conversations to go through. I did more on presenting vocabulary and structure. I got the students to do the pair work. It seemed like I forgot to teach listening skill. I did that only a few.
- R: So you pre-teach the vocabulary in the text?
- T2: Yes, I think it's the teacher's job to introduce the new words to the students.
- R: Writing?
- T2: I did more writing than listening. I got them to write...uhm...(thinking)...structure, the structure that they couldn't make them right, for example, past simple tense, present simple tense, present continuous tense, and the passive voice.
- R: You got them to write something like exercises?
- T2: Writing exercises, and also sentences to make a story. For example, they changed five sentences of past simple into passive voice. Those were what they did the week before, and then they got those changed into passive voice.
- R: Between listening and writing, which skill you did more often?
- T2: I did more on writing activities. Another skill that I got them to do was practising conversation. I gave them some worksheets for that.
- R: Why less of that?
- T2: Because ...(quiet for some time)...I was sticking to the timetable planned earlier by my colleagues, probably. I was always worried about being slower than my colleagues who taught in some other classes at the same level. In the course book, there were no listening exercises. The teacher needed to provide them with some of those taken from some other resources. I was so worried that I couldn't catch up with my teacher fellows.
- R: How many teachers taught the same course with you?
- T2: Four of us. Students always said that I didn't teach the content in the course book. I didn't ask them to open the book. I gave a situation first. They didn't know that what I talked about always related to the content in the book. Students were not used to studying this way. They talked with students from other classes, saying that they didn't understand much of it. I presented vocabulary far too much, and this made me lack of time. I had not enough time and did not teach listening.
- 3. Which skill/s was/ were difficult to teach? Why?
- T2: The most difficult skill, I think, is ...(quiet for some time)... getting students to do oral communicative activities (OCA).
- R: An OCA is difficult because ...
- T2: I couldn't explain it well to my students. I didn't have good sense on that. I just had them do the activity right away. It never worked well for the first time. They did that better at the second or the third round. It's not the same like our TP1 at Surasakmontri school. After a few lessons taught by my friends, students there knew what pair work or group work would be like, how to sit face-to-face, etc. When I did OCAs after my friend's presentation, it seemed easy that they got the idea. AT TP1, we talked and planned together, then took responsibility for each section. When I was at my own

school, I had to do everything on my own. I got stuck with the ideas of what to do and when. I couldn't make my own decision.

- R: How many times did you teach the structure?
- T2: OCA? Un, the one you observed was the second try. taught two different language structures, but did that for three times. When I wanted to teach 'How much & How many', I had to think a lot of the appropriate activities to go with the structure, thinking what appropriate to my students. What I employed most was a pair work activity. I never tried group work or anything that required more than two students.
- R: Because...
- T2: There were too many students. I think getting them to do pair work would provide them more opportunity to speak English.
- R: How about group work?
- T2: Only some could talk, not all. For pair work, it's good in that they need to listen to their partner and interact with each other.
- 4. What were your teaching styles in the past? Did you have to prepare your lesson plan?
- T2: My styles in the past...uh...I didn't like the book that I used.
- R: Because...
- T2: There were a lot to explain to the students in each section, grammar, and vocabulary.
- R: Can I have a look at the book?
- T2: There were a lot to explain, numbers, first names, surname, and so on. Students did not know this before. I had to teach the background knowledge first, something like how to read first names, surnames, those acronyms, cardinal numbers, ordinal numbers, addresses, roads, and telephones. I think the teacher needs to teach all these before teaching the content. It is necessary for business students to know all that.
- R: Too much? You don't like it?
- T2: Not at all. I like the one that I borrowed from my friend. There were different skills in there. Everything is clearly explained. I could use this book more easily.
- R: Anything about your teaching style?
- T2: My style was that ...OK, students look at the book. But now it's not like that.
- R: What did you do before taking a diploma course at SWU? You asked you students to open their books and then?
- T2: I explained from the title. Do you know what this means? Selling is a verb or noun or gerund? They probably gave me different answers. I would tell them that when verbs take 'ing', they are gerund.
- R: That's why you spent five minutes here.
- T2: Yes.
- R: So you explained everything, when you came to new vocabulary...
- T2: I would explain vocabulary before studying the content. I explained every word. I taught them how to pronounce the words and also translated all those for them. Now, I think students didn't have an opportunity to participate in the language. Moreover, this demotivated their interest. I've learnt that I should select only some words to be taught. Another problem of mine was drawing pictures.
- R: At school, did you have write your lesson plans for the administrators?
- T2: I did that once a term.
- R: You prepared all lessons at the beginning of the term?
- T2: Yes
- R: You needed to follow the plan without change?
- T2: There would be two persons within our division preparing the lesson plans at the beginning of the term, and pass them over to the colleagues who share the same course. Some colleagues don't follow those plans. They just do what they like. They have been teaching for long, anyway.
- R: OK, four teachers teaching the same course, two to write the lesson plans for all. Which two, then?
- T2: The course coordinator is responsible for that. The others may or may not follow the plan. That's up to them.
- R: How about the ones who wrote the lesson plan? Do they follow what they prepared?
- T2: Not always. I accept that I myself never follow their lesson plans.

- R: So the lesson plans are for the administrators' evaluation only, then.
- T2: Yes. They would keep one copy in the office. We have another copy.
- R: Do they supervise your teaching?
- T2: They walk and look around.
- R: To see if there is a teacher in class and what s/he's doing there.
- T2: Yes, thing like that. The director assistant would walk around, making observation of our teaching.
- R: Does he supervise your teaching?
- T2: No, just makes kind of observation by walking passes each classroom. It seems to me that he pays more attention to me. To my own notice, I've seen them walking pass my class quite often.
- 5. Did TP make you change, and in what aspects?
- T2: I need to think a lot more in designing my own lesson plan. According to the content, I had to prepare the situations and activities to go along with. The latter was the most difficult of all. I had to think how I could get students involved in those activities.
- R: How did you prepare your lesson plan before this?
- T2: I didn't have to worry what skills to be taught at that time. A change in me at TP was that I needed to think more about the exercises, worksheets, and activities. I had to prepare those on my own.
- R: You did everything? Any exercises in the book?
- T2: No, Ajarn 16. They're not available in some chapters.
- R: Is this an exercise? ... (points to one page on the course book)...
- T2: Yes, Ajarn, but we don't have to teach this. Take a look here at lesson 4, Ajarn. This is about selling goods, arranging goods into their sections, salespersons, and all those concerning selling. I don't think that's enough for my students, though.
- R: Not enough?
- T2: There should be some other activities for students.
  - ...... Talks about course book organization and problems ......
- R: In sum, from your TP, you had to work harder...
- T2: Yes, a lot of work, very tired at school. Now, I am teaching 22 periods a week with two different levels, eight classes altogether. I teach not less than 7 periods a day. I have to meet my first year and second year students every day. Moreover, there are some other jobs I have to take responsible for.
- R: Uhmm, overloading! So, at or after TP, you considered more of the classroom activities.
- T2: I had to work hard on designing activities. I had to think how to, as you said, lessen teacher talk time, increase students talk time. In order to get them do that, they need to have interest in what they are doing. I need to attract them by classroom activities, or interesting pictures. If they are not available, I should draw them. As you suggested at your observation, I did some sketches for the situation set-up, say, some simple pictures of the customer and salesperson and got them to speak out. Before setting up the situation, I taught them how to introduce themselves. 'Good morning, my name's ...and his/her surname. What does he do or what does he work?' Students could answer those questions.
- 6. Provide me with some examples of your successful and unsuccessful lesson plans. Why?
- T2: What I failed was found in a listening class. I played the cassette and it came up without sound. It was OK for the first play, nothing for the second play, no sound, I mean. I couldn't get the right part when I did the replay.
- R: Didn't you get the ideas from listening course of how to deal with those problems?
- T2: Uh...Ajarns<sup>17</sup> said I had to play it and revise it over and over, and listen to that as many times as I could. I told Ajarns that I had listened to it many times the night before.
- R: So your problem at listening was that you couldn't rewind it fast and got it at the right point.
- T2: I got that problem anytime I taught.
- R: What did Ajarn say?
- T2: She said I needed longer time to prepare this. She thought that I didn't listen to the tape before class. She asked, 'how many times did you dub the cassette?' I asked one of my friends to do that for me, but she didn't... and I...uh....
- R: Some other problems?

<sup>&</sup>lt;sup>16</sup> Ajarn (here) – the researcher

<sup>&</sup>lt;sup>17</sup> Ajarns – course coordinators

- T2: I did not do any OCA in class at TP1, Ajarn. I did only the reading part most of the time. An OCA is something that I couldn't manage well. I taught structures many times. Ajarns said I didn't make a list of what I was about to do. Though, it was teaching structure, there were many skills included. I had to present new vocabulary. There were many words to teach, though. When I came here (TP2) and presented the structure itself, I got stuck. I wasted a lot of time. When I got stuck with the procedures, I felt unconfident and couldn't go on. And I forgot what I planned. Ajarns wanted me to go step ay step. When little time left, I couldn't control myself. I just went wild and didn't follow those steps. I was confused, very confused of myself. It took me a long time in presenting structures, though.
- R: So it couldn't work well in any lessons.
- T2: There were some parts, which worked well on its own. My fellow student teachers told me to get students involved in what I presented. The one that worked well was the last lesson. I taught reading. Ajarns said I could manage my timing. The worksheets were OK. I could give the key answers within time allocated.
- 7. Comment on the lesson plan preparation required at SWU.
- T2: Lesson plan preparation is the most important for teaching. But...uhm...(quiet)...
- R: So?
- T2: I couldn't design it. I don't know. I couldn't manage it well. I have to accept that my background knowledge of English is not that good. My communication isn't, either. When I went to my course coordinator, she's very attentive, always picked up every point. Her comments made me feel very inferior of myself. I felt very sorry in many things.
- R: You mean there were kinds of mistakes in your lesson plan?
- T2: That's part of it, which I accepted and took it as good feedback for myself. However, at discussion, I couldn't answer the supervisor's questions about activities in class. This was the most important point. I couldn't organize an appropriate activity for the lesson. At TP1, I sometimes asked my classmates for help, but they were also busy working on their own lesson plans. I think it was a very tough job for everyone.
- R: Do you think that this could be left out?
- T2: If Ajarns in the course think that it's important, we should keep it. But we need to consider how we prepare a lesson in a shorter time. I don't know about the others' problems. When I discussed with my supervisor, I don't know, I had to explain everything, every point to her. She said something like 'if you planned the lesson like this, I' d like to see what it will be like when you teach.' It only happened to me, probably. All the others may have done good jobs. She told me to redo the lesson, and I didn't think that I should have spent such a long time like that.
- R: This happened when you were discussing your lesson plans with your supervisor.
- T2: Yes, and after the discussion, I had to correct it again and again. It used to be three alterations in a row for one lesson plan.
- R: Difficult?
- T2: A big burden for me.
- R: Would you recommend us to keep this session for the new comers, or better not have it any more?
- T2: I suggest we need to think about the lesson plan preparation.
- R: Should we have this session or should not?
- T2: We should... but ... (quiet)... we, teacher students, should be ourselves. I would like the supervisors to accept our points.
- R: Were you all under strain while preparing your lesson plans?
- T2: A lot. Our supervisor was so neat, attentive at everything, and made comments at all details.
- R: I could imagine and understand the situation. Each supervisor has her own character and personality. I think students each year work as hard as that, not less than you.
- 8. What do you think of the project evaluation after TP?
- T2: I selected two lesson plans for my teaching project, presenting structure the passive voice, the one that the supervisors observed. Another one was an OCA. I didn't choose that one with 'how much & how many'. It was another lesson plan about the salespersons selling their goods to our company.
- R: What did you think of the project examination? What did you get from it?
- T2: I gained something. Ajarns suggested me on how to present structures. Ajarns asked me each weak point and how I could get it improved. They told me to rewrite the project and described how I would change those weak points of mine, why I did this and that, why the listening lesson didn't work well. They wanted to look at my new lesson plans and to see what it would affect my students in doing those activities.
- 9. What did you learn from your project exam and the course coordinators?

- T2: Ajarn, I had to confess that when I wanted to get my students to do an OCA, I think it's better for me to train my students first.
- R: What do you mean by that?
- T2: I mean I taught this lesson plan before the supervisors came for the classroom observation.
- R: And then you repeated the same lesson plan when your supervisor came?
- T2: Yes.
- R: So what was the student reaction to the lesson then?
- T2: But I haven't done that. I just asked you if I should prepare my students with that lesson for the first time, then when the supervisor came, they could do the same tasks better. I didn't do that anyway. I only wanted to know that if I did that, would this have some effects on my performance or my scores?
- R: I don't think that repeating the same lesson in the same old class would make you a good grade. The supervisors have their own criteria on doing that. They wouldn't focus on how fluent your students are in answering your questions. Another way round, I think there would be no eagerness or no interest among them to study the same old lesson again. Their reactions and responses would be different.
- T2: I haven't done that, though. I taught new lesson in each class. I didn't repeat it.
- 10. Did you find the course coordinators' supervision or observation helpful or stressful? In what aspects?
- T2: ...(quiet for long)...I felt very stressful since I had to plan and follow each step as shown in the lesson plan. I had to think how to improve my lesson after the first class, allocate time, sorts of things. The supervisors would read through my lesson plan and made a lot of questions. I did a lot of mistakes at the observations. I didn't give context while presenting the new vocabulary. I only told the meanings right away. I needed to give the situation first, then got them to guess the meaning. When the students got the right meaning, then I could write the word on the blackboard. The course coordinators said I made mistakes here. What helpful to me was that the supervisors gave me some feedbacks on how to change my teaching styles. They told me to get the students involved more of the activities. For example, get the students out to the front to tell the class which region where people live on mining, farms, or some particular fruit plantations. They would stick the names of those on the B/B.
- R: So you find that the supervisors' suggestions were helpful.
- T2: That's right.
- R: Which had more effect on you, stressful or helpful?
- T2: ...(quiet for long)...Uhm... stressful, Ajarn.
- 11. If you could change your course at your school, what would you do and what do you need in order to make it successful?
- T2: I want to change the course book to the new one. It made both the teacher and the students...(quiet)...We should get it changed, Ajarn. It could motivate the students' interest in terms of content, pictures, and sorts of things.
- R: Second?
- T2: I would like to call for a meeting among the teachers of English. They could get together and help work out the course book, which may lack some other skills.
- R: But you had your course book changed already.
- T2: Yes, but the book doesn't have all four skills within. There are some listening exercises, but we don't have our criteria in which exercise would be taught and which will be left out. We need to do the assessment. The third would be that,... we could help planning how to recruit the new students. We should have a listening test, and also how to teach it effectively, what to be tested at midterm exams, what additional exercises on particular skills are needed, more worksheets for them or not ...
- R: Not enough from the course book?
- T2: Maybe not. I want them to practise more on the Student Weekly (an English newspapers for students). The teachers could help prepare the teaching materials for each term. These are my wishes.
- 12. If you could change the Diploma or MA course at SWU, what would you like it to be and in what aspects?
- R: Do you have any? Why?
- T2: I think there should be only one TP, the one at our own school (TP2 / teaching project). Uhm ...(quiet)... I would like to produce and use more of worksheets at my own school.
  - .... Talks about SWU's courses.....
- 13. What kind of your experiences in learning English in the past that significant or beneficial to you?
- T2: My English improved when I started working. I didn't do any course of teaching at my bachelor degree's level. I did everything on my own.

- R: How?
- T2: I took English courses at AUA, for example. I prefer studying English with native speakers. When I was studying at Ramkhamhaeng University, I went to AUA for a course of English. I enjoyed watching the programmes where people talk or interview in English.
- R: Why did you become a teacher of English?
- T2: From the very beginning I thought I was not good at English at all.
- R: So you became an English teacher because you knew that you were not good at English? If you were good at that, you wouldn't work as a teacher?
- T2: I studied in a temple school where English was not focused on. I knew a lit bit of it. I myself was interested in it and tried to work it out on my own. From this point, I think I could introduce something different to my students. The teacher at that school always let us read on our own. I really wanted to know more about English, but the teacher couldn't help much. I'm now looking for the better ways of teaching English in order that I could do it better with my own students.
- R: Basically, do you like English subject?
- T2: I do.
- R: Do you like being a teacher?
- T2: No.
- R: Why did you become a teacher then?
- T2: I wanted to be a nurse, but couldn't pass the screening test. I then registered at an open university, Ramkhamhaeng.
- R: You could work in some other field. Why a teacher then?
- T2: I wanted to do something else apart from being a teacher. Everyone in my family thought that this career suited me best. I wanted to be a tour guide, actually. It's challenging. My parents insisted that, as women, a good career for me was teaching.
- 15. In order to get your students to communicate well in English, what do you think the students and teacher need to do?
- T2: In order to get my students communicate well with me...
- R: Not only with you, actually, with anyone at all, I mean, they could communicate in English successfully with anyone at all.
- T2: To my notice, they speak English outside classroom as well.
- R: I don't mean that. I mean, in order to teach your students until they could speak English to anyone, what should the teacher and students do to meet that goal? Easily speaking, what would you do to get your students to speak better English?
- T2: ....(quiet for some time)...First of all, I have to change myself, change my tasks to be something interesting, and also the lesson. When you prepare your tasks... (quiet for long)...we need to consider which skills we are focusing on, reading, listening, or what...
- R: Give me only general idea. Tasks and then...
- T2: How? ...(quiet)...There could be some kind of environment...(quiet)... It can be a real situation. However, it's not possible in class. We are supposed to make it... uhm... try to... uhm ... to get the students to imagine or get the ideas. The students could... how could they participate in... At least, the teacher is supposed to tell her students what she is teaching, what the students would do, and what the teacher would do. Then, the teacher needs to prepare the teaching aids. If relias are available, use them. Let the students know that when they are in real situation in business, they would face this and that...What kind of language would they need? The teacher needs to give the situation.
- R: You're ging into detail.
- T2: The students could sometimes bring theirs... (inaudible)... along. Each group could take turn bringing them to class.
- R: All those would get your students speak better English?
- T2: Yes, I think so.
- R: Anything else?
- T2: ....(quiet for long)...One more...(quiet for a while)...Have I told you that the teacher needed to make situation? If that's not possible, we could do anything that we could get the students to take part in those activities. And try to get them to think more of the benefits of English they would get. If they realise them they will gain more, they would feel like to speak or talk in English.
- 16. What do you think the Ministry of Education (MOE) needs to do in the area of teaching English?

- T2: Let start from the administrators first, Ajarn. Those administrators should understand the idea of the teaching approach, the new ways of teaching where the focus is not only the course book. And not to focus on... uhm... not on...uhm... if they want the students to benefit more, they should provide more opportunity.
- R: For?
- T2: For the teachers to use their new ideas or at least to suggest them. They should get the ideas from the students as well. The teachers suggest their ideas, and the students share it too before making decision if they want to accept it or not. We could call for the parent meeting one week before.

...... Talks more about MOE and school administrator .......

- 17. What do you think of keeping diary?
- T2: When I have some problems in teaching, I open it and read it again. I think it really helps...
- R: In what way?
- T2: When I got stuck, I would look for that... what I did while presenting vocabulary.
- R: In your diary?
- T2: Yes.
- R: Do you have everything in there?
- T2: Not everything, but some which is the most difficult for me. I realize it myself.
- R: So you think you could find the answers from the diary.
- T2: I don't know the others. But I do it that way.
- R: My question is do you think if noting everything in the diary is good or not? Is it good when those course coordinators asked you to note down in your diary?
- T2: It helped solve my problems. When I made mistakes, when I had problems...
- R: How did the diary help you?
- T2: I read those comments made by Ajarns. I had to think for myself what I was supposed to do when something went wrong. I didn't understand it much while taking note. I got the points when I revisit them.
- R: I think you are talking backward. I mean the procedures of writing diary are good for you or not? In what aspects?
- T2: After we finished teaching, we noted it down.
- R: Was that good?
- T2: Rather demanding.
- R: How?
- T2: Because I had to do the audio recording and replayed it.
- R: Why?
- T2: Because we need to know what we did, and how we could improve them. Then we wrote in our diary.
- R Do you think you gain something from that?
- T2: I didn't think so at that time.
- R: You find it beneficial for you after that?
- T2: Yes.

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# 3. STUDENT TEACHER 3-interview B

- 1. What did you get from TP? Advantages and disadvantages
- T3: What I got from this? To my situation, I've learnt how to teach step-by-step, presentation, practice, and production. At the last stage, production, students are supposed to produce the language they've just learnt. What I got from TP... well, students learnt step by step as I prepared. ... Disadvantages? I need to refer to my students that they are mixed ability. They are from different background, working in the daytime and studying in the evening. These students are always late and miss a lot of my lesson. When they arrive, they simply sit quietly there, doing nothing. Only a few try to participate in.
- R: From the video recording, they were so late. Couldn't you do anything at all?
- T3: Since they are working and travelling, may be a long way from their office, we have to be flexible.
- R: Some were over one hour late!
- T3: I had asked them not to be late, as there would be a classroom observation. This is one weak point at my school. I don't think I had some other problems. I prepared myself for all classes.

- R: Should the TP be kept or left out?
- T3: I don't think it should be left out. My problem is only the case of these adult students coming late.

#### 2. Which skill[s] was/were abandoned or rarely taught at your TP? Why?

- T3: Some skills like writing should be omitted, no, not really omitted but it is rarely taught. I don't think we should focus on teaching writing in class. We could assign them to do as homework.
- R: I don't mean if it should or should not to be taught. I meant which skill that you rarely taught at your TP?
- T3: I didn't have enough time for writing skill. What I did was to integrate it with some other skills like reading. They would be assigned a task to do as homework. So I didn't focus on teaching this skill, in other words, it's rarely taught.
- R: Did you correct or mark their work?
- T3: I couldn't. I had to prepare the next lesson. Within one unit or one week, all four skills should be covered. If I assigned a writing exercise, I couldn't do anything else.
- R: Writing was rarely taught because...
- T3: I did it only a little, because ...uh... (quiet for long)...
- R: Well... because of the syllabus, time allocation, or ...
- T3: Partly, it is because of the syllabus, yes. The course book being used was mainly focused on reading. Say, if I assigned a writing exercise based on the reading text, I couldn't manage to teach some other skills. I had to skip some of it. What I could do was getting the students to read and checking the comprehension orally. The reasons why writing was rarely taught were the content and time limitation.
- 3. Which skill/s was/ were difficult to teach? Why?
- T3: The most difficult of all was presenting structure. English grammar is something difficult for students to digest. It's difficult to design an OCA (oral communicative activity) to practise the language items they've just learnt. Take an example of the present perfect tense, the one you observed. I had to design an activity for them to practise the language items presented. I think this is the most difficult. Another reason was that I myself might not have been clear with the teaching procedures. While teaching, I was not sure if the students got what I presented.
- 4. What were your teaching styles in the past? Did you have to prepare your lesson plan?
- T3: In the past, I taught English as I thought it should be. There were no particular procedures to follow. There were lesson plans and course syllabus of what to teach.
- R: You were required to write the lesson plan by your department or you did that on your own?
- T3: We did that on our own by dividing the course book into 2-3 chapters or sections for each of us to prepare. We didn't know anything about child-centred activity like what MOE is always talking about these days. What we did in the past was totally different from what we are being trained at SWU now. We had no worksheets, no interaction between the teacher and students. They were supposed to listen to the teacher explanation only. When taking a course here at SWU, I have learnt that there are a lot more what I did in the past. Teacher should prepare activities and be aware of many points.
- R: Something like...
- T3: Take an example of helping my students to answer my own questions. I used to help them orally, without any language activity. Now, I would do something different like getting them to do pair work or group work, or some activities we have studied in in year 1. The result from doing that was different from what we did traditionally. The students seemed to learn more easily than the former ways of teaching.
- 5. Did TP make you change, and in what aspects?
- T3: The answer to this is similar to the previous one. What I changed was resulted from what I have learnt in the course. I know more of teaching procedures and techniques that could be employed in class. Those were very helpful in promoting my students' interest in English. I think, they studied more easily than what I did in the past. I had some ideas of using teaching aids and materials, how to get students to work on them, and how to draw their own concept. I explained less than I did in the past. This is a great change in me. My colleagues observed this and they were interested in what I was doing. They kept their eyes on my lesson preparation. What happened to me was that I couldn't go back and do the same as I did in the past, following each page of the course book. That was an easy way of teaching, which students couldn't get much from it. As I am doing a teaching course, I would prepare some activities for my students.
- R: Weren't there any kind of activities in class in the past?
- T3: Not like what I'm doing now. Teaching these days is based more on quantity than quality. Teachers are responsible for a heavy load of teaching hours. The idea of following CLT is good enough. To make it more productive, teachers should have fewer teaching hours. They need some time for lesson preparation. At my TP, I had to do my teaching project for my course evaluation, preparing the lessons and teaching materials on my own. My colleagues observed this with great interest. There were also some talks about my teaching without using Thai. The students would talk among friends that I didn't teach in Thai, but in English. And they liked it much. All these changes made my colleagues

interested in what I've learnt from the MA course and wanted to know more about classroom activities. So, the changes are kind of positive.

- 6. Provide me with some example of your successful and unsuccessful lesson plans. Why?
- T3: Uhm...examples...(quiet) ....
- R: It could be a lesson that worked well and another lesson that didn't work well as expected.
- T3: Take a listening lesson as an example. This worked well in one class and didn't in another class. The lesson was listening to the special occasions where people... uh, I don't remember in details.
- R: You got them to listen to the tape?
- T3: I provided them with a worksheet and tapescripts.
- R: Did you get them to listen to the tape cassette or give them the tapescript?
- T3: Listen to the tape cassette. It's about giving gifts on different occasions. First, there was a lead-in or kind of preview. I got them to look at the pictures of those gifts and asked them when to give them and to whom. I got this from the supplementary material from the 'Transition'. In class1 where the lesson was successful, the students listened to the recording, managed to complete the worksheet, and answered my questions successfully. Differently, students in Class 2 did not know much of culture. They didn't know that when they were invited, they would bring something a long. They didn't get the point and were unable to answer the questions. It was not exactly kind of failure. They could answer something like matching six persons to six different items of those gifts. They couldn't answer the other questions, though.
- R: That was because...
- T3: They did not know that they had to bring something along when invited to dinner at someone's place. I couldn't get the right answers from them around here. They tried hard to listen to the tape.
- 7. Comment on the lesson preparation required at SWU.
- T3: Do you mean the lesson plan we prepared while we were studying?
- R: Those lesson plans you prepared for the pilot project.
- T3: ...(laughs)....Well, at that time, it's probably because we didn't have enough time for that. The preparation was not good enough, I think. We sometimes wanted to do this activity and wrote that in our lesson plan. When this was handed in, Ajarns looked at the language use, and some mistakes. We were asked to change some parts of our activities here and there. Preparing lesson plan was the discussion and agreement of (MA) students and Ajarns. However, they made useful comments and adaptations on our work. Before this, I didn't know that after presenting structure or teaching grammar, the teacher needed to provide some oral communicative activities (OCA) to get students to use the language items learnt. Ajarns encouraged us to get our students to practise an OCA. Usually, the course co-coordinators gave some ideas like suggesting mapped dialogues to be used here or pair work there. Writing lesson plan was a very difficult job to do. We needed to discuss in details. I prepared lesson plans in Thai in the past I got used to it. At SWU, we have to do that in English. We were in difficulties. However, after some time, we got used to it. Now, there are no problems for us.
- R: Do you think we should keep this session or leave it out for the new comers next academic year?
- T3: I don't think that lesson plan writing should be left out. That's the important part of teaching. Writing it in English... uhm, it should be like that, since our course is run in English.
- R: But you need some time to get used to writing in English?
- T3: That's right. It's something new to us. There were so many things to write about, something like aims, what the teacher and learners did. It was difficult at the beginning. We got used to it after some time.
- 8. What do you think of the project evaluation after the TP?
- T3: What did I think? ...(quiet)...
- R: Did you find it beneficial or something?
- T3: I gained a lot from that exam. The course coordinators gave some kind of good feedback to my teaching project exams. I did well on designing one OCA. The activity was that the students had to make an interview of the movies people had seen and kept record of their comments. Then, uh... Ajarn, I forgot what your guestion was...(laughs)...
- R: What did you get from your teaching project exam?
- T3: I've got a lot. Teaching feedback from students also made me feel more confident in teaching. They participated more in the language activities I provided. There was good interaction between teacher and students. The teaching project made them better learners of English and made me more confident in teaching English. I will never want to go back to the same old style of teaching. I got useful feedback from the course coordinators. They asked me about activities employed in class. They wanted to know what it would be like if those activities were changed a bit here and there. They commented on my reading lesson where they found the text was rather short and too simple for the student level. However, my students did work well on that. They could compare those two different kinds of cars, the usual and

unusual ones. This was done by Student A, sharing different information with B. I selected the best four skills of my project for the exam. What I think beneficial to me was that I knew more of communicative activities. Secondly, I was commented on what I did.

- R: Was that good or not?
- T3: Yes, it was. If I worked alone on my own, I would think that all I did was good enough. When observed by others, I learnt different ideas like the reading lesson where the course coordinators commented that it was too simple. I myself didn't realize it before. Feedbacks from Ajarns made me think more critically of many points before preparing the lesson. Only good activities are not enough. There are more of some other aspects to take into account, too.
- 9. What did you learn from your project exam and the course coordinators?
- T3: All Ajarns here are experts in teaching. Their comments made me more careful in teaching. In preparing a lesson plan, we are required to focus on 'the anticipated problems'. This point was designed for us to be aware of various issues. To tell you the truth, I didn't do anything much on that. That's why I got B+ from my lesson plan. While preparing, it seemed to me that everything in my plan was good enough. There are no anticipated problems...(laughs)... Well, we have been trained to be aware of various problems occurring in class. Not only to teach what on the course book, we have to be very careful and sensible, thinking more carefully of the suitability of activities, level of students, and everything. We are expected to reflect ourselves and our lesson, be able to analyse the problems or limitation in class. Ajarn (the researcher), please feel free to say something. I may not go to the point.
- 10. Did you find the course coordinators' supervision helpful or stressful? In what aspects?
- T3: Quite stressful especially at the pilot project.
- R: In what aspects?
- T3: We had to do as what Ajarns expected, while ...it's probably because we got excited. I felt that everyone was looking at me, students, friends, and those Ajarns. I had to control myself.
- R: How about TP2 at your own school?
- T3: There were no classroom observations. I did only the video recording of lessons. Certainly, no stress! But I had to control myself. Even though there were no Ajarns sitting at the back of the class, I had to follow my lesson plans.
- R: Why did you choose your lessons recorded instead of being observed?
- T3: I was not sure of my school administration especially when there was a visor coming for classroom observation. I didn't ask for the formal study leave. I am taking a course without their acknowledgement, actually. For your classroom observation, I asked for their permission, just for your case. I don't know if this would offend the supervisors or not.
- R: Uhm, hope not. So, SWU provided you with two options of either having your classes observed or recorded. Why did you select the latter? You probably wanted to run away from strain of being observed by people or something?
- T3: That's partly true. I followed the idea of those senior students who had their classes recorded, actually. Another reason was that I had only evening classes which finished quite late (9:00 pm). This would not be of convenience to those Ajarns who would observe me. I then chose the second option.
- R: Your school is guite strict?
- Yes, kind of...uh...(laughs)...I am not encouraged to further my higher education. Before this, some teachers took the school support for the study leave. When they graduated, they didn't come back. The present teachers then have no opportunity to do their masters' degree. That's why I didn't ask for their permission. I support myself to do my MA course, and teach in the evening. Anyway, now in year 2, it's better for me to quit the job. No more evening classes for me, no more teaching and no more stress from school.
- 11. If you could change your course at your school, what would you do and what do you need in order to make it successful?
- R: Suppose you were to go back to the same old school.
- T3: What could I change there...the new textbook first. By the way, it is changed now. I think there are big differences between books written by the native speakers of English and by Thai authors. Students would learn authentic English from the natives. Sorry to say, but the book we used written by the teachers at our school was not of great benefits. It's based on reading passages and comprehension exercises. Students had no opportunity to develop all four skills of English. To get students involved in some other skills apart from reading, I had to work harder, looking for some other activities from different resources as supplementary. However, this difficulty was good on me, as I had to explore for interesting activities and preparing something different. I could use what I have studied at SWU at my school, too. So, I want the new course book and also some language activities for my students. I wish we had a sound-lab, too. I think this may provide the students with a good opportunity to practise the language after class. After English lesson, everything stops there, no more English.
- R: You think that a sound-lab could help them.
- T3: It could be partly helpful. Students are never exposed themselves to English outside classroom. With a sound-lab, students would listen to the sound of English. If we could get them practise speaking there, they could develop themselves in communicating in better English. That's what I want to change at my school.

- 12. If you could change the Diploma or MA courses at SWU, what would you like it to be and in what aspects?
- T3: If I could...(thinking)...I myself am not keen on curriculum... if possible, I wish I could practise more of English.
- R: You mean the opportunity for the MA students to use English, something like a course for the language improvement?
- T3: Yes. We'd better get ourselves improved in English first, then we could use it with our students more confidently. As a teacher, we are kind of models. If our English is not good enough, how can we be good models in class? Our MA course is trying to make us good at teaching, first of all. If this course could make us good speakers of English on top of that, it could be kind of perfect. Anyway, since SWU focuses on teaching, we then need to do a self-study for the use of the language. Well, it's not that big problem for me. I don't know about the others, though. I think it's my own job to study more on my own. At this level, we need to know more and help ourselves in gaining the knowledge.
- R: So, you think that there should be a language course to improve yourself. What else do you think the MA course should provide you?
- T3: The English course I mentioned was English for communication, not linguistics. I'm not keen on those linguistic courses. I don't like studying English structure. I'm now doing a course of 'System in English'. I'm having some problems, too. Difficult? Not exactly. But I need to know deeply in its structure. I don't have good linguistic background. However, I couldn't refuse it. I have to study. If possible, there could be a communicative English course.
- 13. What kind of your experiences in learning English in the past that you found significant or beneficial to you?
- T3: I started from my impression in my English teacher. She was very active. I think it would be our students might observe us while teaching, too. Another important reason was that I like English. I wanted to learn and speak good English. Everyone in my family knew that I like English since they would see me writing English everywhere even on the wall.
- R: How did you learn English?
- T3: I tried to memorise more vocabulary, and recited most of them. Everything is based on memory.
- 14. Why did you become a teacher of English?
- T3: I aimed at studying in arts after graduation from school. I liked English and thought that if I could speak more than one language, I could have a better job in the future or could pursue my higher education. When I was young, my ideal job was working as a flight attendant or any job which I could use English. I was not successful in gaining a seat in university. I decided to study at Rajbhat Institute (formerly teacher college), majoring in English. Since the degree I was doing was B.Ed. in English, I could also be a teacher. I liked teaching since I was young. When I graduated from Rajbhat, my relative introduced me to teach at her school. She was the principal there. My career as a teacher started from that.
- 15. In order to get your students to communicate well in English, what do you think the students and teacher need to do?
- T3: First of all, the teacher is supposed to set a good example of the use of English, and make them aware of the importance of the language. They would communicate with people successfully. From my observation, the students here are unable to communicate in the target language. When they face with foreigners, they come for my help. I used to be like that before, though. That was because I had no confidence of my English. I think teachers should be the first to be fluent at English. To my own experience, I couldn't speak English before this. Once I attended this course, I had to communicate with friends and lecturers in English. In doing so, I've found that I am getting improved. At school, I have to contact with foreign teachers, too. So, I know that we, the teacher and the students, need to communicate in English, not in Thai. I should control my class to use English. If they don't get what I am talking about, I have to try some other ways to get my message across, something like body language, gesturing, or etc. I will use no more Thai with them. They will know that they need to talk in English to me. I think they could apply it to their own situation outside the class later on. I think it depends on your experience. When I was at Rajbhat Institute, English was not mainly used. All courses were delivered in Thai. Here at SWU, all are taught in English. I've found a great change in me. I can speak more of English. The situation forces me to. This makes me consider using the situation to force my students to communicate in English. I think they could do it after some time. The environment would control them to speak up. This case would be my research study. I just think of my own case. Before this, I didn't speak English, though I knew some. I had no confidence at all. When I was supposed to present something in English, I had to write the script and recited it well. When I used more of it, I got improved. This can be applied to my students as well.
- 16. What do you think the Ministry of Education (MOE) needs to do in the area of teaching English?
- There is a big difference between private and government schools. MOE supports only government schools in hiring native speakers of English to teach. Frankly speaking, the cost of maintaining a private school is rather high. The school administrators cannot afford native speakers to teach English here. They also hire unqualified teachers. There used to be three native teachers teaching English at my school. Since the economic crisis, only one has been hired. When compared to a small primary school (in Bangkok) where my friend is teaching, there are 5-6 native teachers teaching young kids there. I really appreciate it. I wish the MOE were aware of the importance of having native speakers teaching English in all schools.
- R: All schools are allowed to hire native speakers to teach English if you can afford that. MOE will not pay their salary, anyway. As you said, your school is probably decreasing their cost.

#### 17. What do you think of keeping diary?

- T3: From the very beginning, we didn't get the idea what it was and why. Ajarns gave us two sides to look at, the things that went well, and those we wanted to improve. We always wrote about something that went well. Actually, we were partly getting ourselves improved. However, we could think deeply as Ajarns expected us to consider more on different areas. We realized after some time that the points of improving ourselves may not have been the same as Ajarns expected. I got them when I exchanged my ideas with friends who observed me. We took turn observing each other. It would be difficult for us to look at ourselves and try to analyse our teaching behaviours. We couldn't get some points. The others could see something different, though.
- R: Your friends also commented you on their diary?
- T3: Yes. When I observed Chuleeporn, I noted that she conducted a very interesting lesson. She managed to get students involved in all activities. Still, I couldn't see what I did which needed improving. So we tended to look at what we have done well. From the diary where our friends noted down what they observed, we learnt something different. We also benefited from writing in English, and from what we did such as evaluating ourselves, reflecting our teaching. I realize what I've learnt and benefits I've gained from the course. To some extent, I was successful when tried them out at my school. I think everything is good here. Each college curriculum at this level is different. I took a look at my friend's transcript from one well-known university. I've seen that the theories of teaching are emphasised there, while practicum is our main point here. Studying only theories without practising would be difficult for me, since I have to wait until I graduate and then apply those ideas in class later on. I don't know what it would be like in the future.

----- Talks about a short training course T3 arranged for her colleagues -----

#### 4. STUDENT TEACHER 4: interview B

- 1. What did you get from TP? Advantages and disadvantages
- T4: What I got from TP... I had an opportunity to try what I learnt from SWU in class. What I had never ever known before was the students' attitudes toward English, what they thought about English. I learnt this at TP, when our students evaluated our teaching. What I got from them was something I never expected. We got quite a good feedback from them. I didn't believe that it's my own teaching feedback. The good points for me were that I learnt more about myself from my own teaching and from the students. The good point for my students was that they had an opportunity to use English in class. They learnt that they didn't need to have perfect English accent, as far as we could communicate among ourselves and with an American teacher. They realized that speaking English was not as difficult as they thought. They gained more confidence in speaking in English. If I had taught English in Thai, they would have been curious to hear the real language in use. I liked this style of teaching. I had an American co-teacher within class. I wish all classes had two teachers, performing a team teaching like this. He has also learnt something from me, as well. The weak point was that, as a non-native speaker, I didn't know much of English. I wish I could know more. As a teacher, I have to read a lot more, study more of the language.
- R: How about the weak point of TP?
- T4: There are many new techniques I never tried before. It took me longer than I expected, when I introduced new activity to class. Some lessons of mine were time-consuming. My co-teacher was bored with those situations. Actually, it's my own problems of not knowing how to manage it.
- R: That's why we had TP1 at Surasakmontri School. You could practise those ideas before doing your teaching project at your own school. When at TP2, you would be more skilful.
- T4: However, I was on my own at TP2. I got stuck with many things. I was not skilful at teaching.
- R: Didn't the TP at Surasakmontri help you at all?
- T4: I took small part at the pilot project. We helped plan the lesson and took turn teaching one step each. So it took some time when my turn came over. On the contrary, I had to teach a three-hour session here at my college. Everything was on my own account. I had to plan the whole lesson on my own. I myself was not so keen on arranging those activities. I wondered if I had done a good job for the whole three hours and made them enjoy the lesson. If I could have managed it well, the students would have enjoyed the lesson all through. I think there could be some students felt bored of my lesson. But I didn't know to what extent should be enough, when to stop, and what to be added in to keep the lesson interesting. I think these are my weak points. I was not used to teaching as required by the TEFL course. I know students were bored from time to time. However, they gave a lot of good feed back.

#### 2. Which skill[s] was/were abandoned or rarely taught at your TP? Why?

- T4: Writing, I think. This skill was mostly assigned as homework. The good and responsible students could make progress on that. It's difficult to check all the homework. There were heaps of them. We should have done more on this skill, actually. I accept that this skill is rarely taught. Teachers always focus about teaching grammar, reading, listening, and speaking.
- R: Then writing can be only an extended activity or homework.

- T4: We always worry of not finishing the lesson in time. We then assign some writing parts as homework. However, I've learnt a lot from their work. Some students have beautiful imagination. Some say that they really want to use English in all skills. They have some ideas, but do not know how to organize their writing.
- R: You could do a lot when you are back to teach again.
- T4: Yes. But I don't think that we could manage what we like. There would be so many factors not allowing us to do as we like. I am not the only teacher in the course. There would be many who share the course. So, I have to listen to them as well. However, I will try my best.
- 3. Which skill/s was/ were difficult to teach? Why?
- T4: I think teaching grammar is the most difficult. I got used to traditional ways of teaching English grammar. I also thought that my students were grown-ups. All those teaching techniques, like checking for their understanding, were not necessary for them. I couldn't do it well, either. I was also confused with those steps of teaching. I don't know. I got used to get them to read the text. I thought that it was not too difficult for them to understand. I left out many teaching techniques. I realized it when many students couldn't answer the questions. It's difficult for me to follow the teaching steps. I was not taught that way when I was a student. I accept that I couldn't present grammar at all. I didn't remember and didn't know how, too. I myself didn't understand from the very beginning. What is checking for understanding? How could we check it? What do we need in order to check that? I don't know how to tell meaning, how to check concept. I thought I knew them while at SWU. When at the teaching project, I was confused. Because of my confusion, probably, my transmission was not that good enough. I spent long time on introducing the language items, and couldn't make my objectives met
- R: How about the first TP?
- T4: We used those teaching techniques. The supervisors were with us, supporting and suggesting some ideas. But when I was back to my school, doing everything on my own, I got stuck with all those teaching steps and techniques.
- 4. What were your teaching styles in the past?
- T4: I followed the book. There were many teachers teaching the same course. Students would read the same paper at the exam. Certainly, the exam was based on the course book. Everyone did the same thing, following the book. So I can say that I taught traditionally.
- R: What coursebook did you use?
- T4: I taught many courses. I remember that those books were written by the teachers at our school.
- R: Could you tell me briefly how they looked like?
- T4: The author tried to arrange her coursebook the ways she had been trained in her college. Take an example of reading comprehension. She started with a pre-reading activity, then the content of a reading passage. After that, the students need to summarise the language rules.
- R: How did you teach?
- T4: I didn't follow that. I started from teaching grammatical rules first. I tried her way before, and found that students couldn't get the point. I then tried my own way, starting with presenting grammar first, and then did the exercise. Anyway, those exercises were related to their own field [business. The content was not too bad. When I started teaching here, I was responsible for English for mechanical students. The content was about those instruments, spare parts, how to assemble them, which all were known to those students in practice. There was nothing new for them. I tried to get them involved in English. The point was that vocational students normally don't like studying English.
  - ...... Talks about difficulties in teaching vocational students .....
- R: Did you translate it in Thai for them?
- T4: Yes, I did. Teachers always translate reading passages for students, and get them to do comprehension exercises.

  After that, they are given key answers.
- R: Do teachers at your college have to prepare their lesson plan?
- T4: No, we don't have to. It depends on individual. I myself plan something for my own, something like what to be taught today, for how long. It's like a short note, not a lesson plan. I would note down where to start, what has been left undone, what to follow up in next class.
- 5. Did TP make you change, and in what aspects?
- T4: I don't know myself. Since I did practise under the same old situation, but under a teaching project regulation, this means that I had to change myself for my project. However, I may have changed in some ways. I took not only teaching, but also many aspects into consideration. I had to check if they got what I taught them. They practised using more of the language items. I conducted my teaching according to the procedures planned in the lesson plan. Students got involved more in interaction with the teacher. I was required to prepare the lesson plans for all lessons. When compared to what I did in the past, I knew what to be taught in detail.
- R: How about your TP when you were at undergraduate level? Did you learn something about how to teach English?
- T4: I didn't remember, Ajarn. I missed a lot of classes, in other words, I didn't go to class.

- R: How come you finished your education?
- T4: I don't know.
- R: Didn't you do TP at bachelor degree level?
- T4: I did. But I copied everything from my friends, actually. The lesson plans would be handed over. I don't know. The students we taught were not of good background of English. I was not a good student, by the way.
- R: Have you experienced the same practice as you did in the past from your own students here?
- T4: Certainly! However, I know what they are doing. I told them before that 'you would learn from what I had learnt in the past.' I would warn them to behave themselves once or twice, and never say that again. I told them that I didn't want to grow older by nagging on them. Some students learn it when they fail in English exam. They come to me and told me that they realised what I said.
- Provide me with some example of your successful and unsuccessful lesson plans. Why?
- T4: The good one was the one with questionnaires. This was related to their own situations. It's closed to their real lives. They understood it well and found it fun. There were some difficult words. However, they could guess from the examples and the context.
- R: What lesson was that?
- T4: Reading. They read, and did some questionnaires. This led to a writing exercise. There were some examples which enable students to work on their own without copying from friends.
- R: What did you learn from that?
- T4: If the students learn the language to serve their own interests, they could do that more easily without great effort of copying from friends. If people do what they like, they could do it better than we expect.
- R: Which lesson seemed not to work well?
- T4: I think I couldn't do well on grammar. I couldn't organize the steps of teaching.
- R: Even though you had already learnt them before?
- T4: I think I was not accustomed to new ways of teaching English. I had been teaching English in a traditional way for more than ten years. And that was deep rooted in me. Though I have been trained to teach communicatively, I still feel confused and difficult to change it. Teaching the same old way is much easier.
- R: The new ideas are difficult?
- They are. In teaching grammar, I have to do concept checking. I am not clear what kind of questions I need to do such a check. There are many that confuse me, checking for meaning, checking understanding, and conceptual checking. I don't understand which is which. From the feedback from my students, they were bored with my questions. I don't know. When I was at SWU, it seemed that I understood the procedures of those techniques. It may be because there were the supervisors' and friends' help. I could get the answers for those questions. When at the TP, there were no help and no answers for any kind of questions. I had to work on my own. I just realized that, actually, I didn't understand them all. Teaching grammar is real difficult. People are not the same. When someone is in difficulty, he may find it challenging to go through in order to overcome those obstructions. But I'm not that type. I realized that teaching this skill is difficult for me. If I insisted ploughing through, I could make myself and my students suffer. They were really bored with my long explanation. They told me that they could read the summary at the back of the book and learnt it fast. Some just told me that it's a waste of time. I don't know.
- R: So you don't think it would work well if you teach English grammar.
- T4: No, if I have to follow this CLT idea.

### 7. Comment on the lesson preparation required at SWU.

- T4: I think it's so complicating. I have been doing whatever I like for more than 10 years. That's easy and convenient. I can't get accustomed to the new way of teaching. The procedures are perplexing for me.
- R: If you taught without a lesson plan, what would it be like?
- T4: I did my own short note for that, though it was not in details like here at SWU. I think every teacher has his/her own lesson plan. I don't agree with those who come to class with only a course book. The book is the same old one, but the students are not the same old group. There would be some kind of different problems in learning.
- 8. What do you think of the project evaluation after the TP?
- T4: Uhm... well, no problem for the exam. But why correction? What is that for? It something happened in the past? Why bother changing the past?
- R: The lessons conducted were in the past. But the course-coordinators want to know your idea of what to do if you had another class to teach.
- T4: Uhm... I have already explained my ideas. But I had to write the lesson plan again. I don't understand why.

- R: As you said, you don't understand the teaching procedures and there could be something wrong with the first lesson plan. Reading and rewriting may help you. T4: Not that. I handed in the first one, and it was read and suggested alterations. I followed that before I taught. When I came to the project evaluation, I was asked to write that again. I don't have to teach again. Why then? Do you want us to memorise everything or what? ----- Talks in unfavourable manner of the course-coordinators ------9. What did you learn from your project exam and the course coordinators? ----- Talks in unfavourable manner of the course-coordinators -----10. Did you find the course coordinators' supervision helpful or stressful? In what aspects? I probably paid to much attention on the steps of teaching, and that made me under stress. R: At the observation, you taught one class, and then you had some time to consider some changes for the next class. Did you have any stress or problems in doing that? T4. I got only one class from 6-9 pm. The coordinators had no other class to observe. How did you feel when they were there, feared of failure or something? R: T4· I feared of not running a good lesson and many more. When worrying about something, your brain wouldn't function naturally. R: Did you select to have your lesson recorded or observed? T4: They had my video recording of lesson reviewed, but they said it was not clear, and rather noisy. Rooms upstairs were being renovated, actually. Anyway, watching from the video alone would be more difficult. The camera couldn't capture everything. ... The recording that they had was the one that you observed on Tuesday morning, to be compared with the lesson on Wednesday evening. They found that my teaching was improved after the first class. R: Do you understand why we have to observe the first class, then make a discussion on ELT problems with the supervisors on the points to be improved. In the second class, you would find that everything got better. What we do after your first lesson is actually to support you, not to find faults. Still, most of you are feared of being observed. Some think that they are evaluated on that day. Actually, it's not like that. You have many chances to improve yourself before T4: I think it's good to be observed by the others. I want to know more of myself. 11. If you could change your course at your school, what would you do and what do you need in order to make it successful? T4: I want to change the course book. We are using the one written by a team of teachers here. I think that the native speakers would know more about the language than non-natives. Your situation is the same like Suthii's then. Her school does not agree on changing the course book, as the new one R: is a lot more expensive. They fear that the parents couldn't cope with it. T4: They insist the same reason. My friend said you pay little and get nothing, while for the new one you pay higher, and you get something. .....Talks about senior colleagues ...... R: So the problem is that the senior ones are accustomed to what they have been doing for long. T4: That's right. One young colleague announced the change of her course book. There were questions raised among the seniors of what she would gain from that change,, something like benefits from the publisher or the bookstores. ---- Talks about problems within the department ----So you want to introduce the course book, the team-teaching, and team work in preparation. R: T4: And help trying out new ideas, doing classroom observation. Another point, I think teachers need to know more about the language. What could we do about that? Taking a short course? I don't know. 12. If you could change the Diploma or MA courses at SWU, what would you like it to be and in what aspects? It would be better to finish all the input sessions of teaching each skill before the TP. R: This is the limitation of the school where we do the TP. We are asked to start after mid-term examination of the first semester. Since our term starts after schools, so the timing is not that perfect to get everything done before that. T4: How about having no TP at Surasakmontri School? We just teach among us. ......... Questions about the course organization raised by T4 ------
- 13. What kind of your experiences in learning English in the past that you found significant or beneficial to you?
- T4: I didn't pay any attention to English when I was young. I don't know.

How about doing only one TP at my own school?

T4:

- R: How did you manage yourself to come this far?
- T4: I'm lucky to have good people around me. I started studying English seriously when I became the teacher here. Being scared of teaching, I have to prepare for that. I started from asking for help from senior teachers. Another technique that works on me is travelling to those places where you meet foreign tourists. My English is corrected automatically without realizing it.

#### 14. Why did you become a teacher of English?

- T4: Uhm...(thinking for long)...
- R: Why was it some other job?
- T4: My mother forced me to. Actually, she gave me some time before I decided what to do next. After my graduation, she gave me two years to do anything I wanted to. I did some odd jobs with friends, and failed from time to time. She insisted not to give me any more money if I didn't start any job within two months. There was a vacancy at her school that I could try. That's how I started my career. When becoming the teacher, I felt OK with it, though most of my friends looked down on this job. I'm now satisfied with what I'm doing.
- 15. In order to get your students to communicate well in English, what do you think the students and teachers need to do?
- T4: The students really need to use English, especially in the real situation. The point is how the teachers could set up the situations that closed to real life and get them to practise the language. OCAs should be employed more. While at some competitive games, they use the language subconsciously. From the feedback, my students said that they used the language with fun and without worry. I don't mind when they made some mistakes. I think teachers should accept that, too. If students could use the language freely like that, I think they would learn the language more easily.
- 16. What do you think the Ministry of Education need to do in the area of teaching English?
- T4: I don't know much about MOE policy, curriculum, etc. At my college, we simply do it on our own. I don't know if it's good. What we are expected is to do our best on our teaching job. That's it. It seems that we don't rely on any curriculum or syllabus. We just teach our own course and on our own way...
- R: What courses do the students do within 4 year study?
- T4: I don't know exactly. Students at this college are from different background of study. Most of them graduate from vocational schools and do two years for their first degree. Some from secondary school start the first year here and do a four-year course. Those who hold higher vocational certificates need to do English 1 and 2 as compulsory. It depends on what programme they are doing. If they are in tourism, export and marketing, or the hotel management, they need to study all courses of English. Those who are majoring in mechanics would do only two courses of English. I know roughly.
- R: Anything that MOE should do?
- T4: I think the Ministry should do something that goes along well in the same direction. They want the teachers to teach communicatively, while e students need to sit for the university entrance examination. These two different aims don't go along well, I think.
- R: What should the Ministry do then?
- T4: I don't know.

#### 17. What do you think of keeping diary?

- T4: Before this, I really had no ideas why we had to do that. What I knew was that I had to write it and hand it to the course-coordinators. Doing something without knowing why is difficult and boring.
- R: I think the supervisors have informed you all why we have to do that.
- T4: I don't remember, maybe.
- R: When did you think of it differently?
- T4: Before doing my teaching project, I think. I know that keeping diary would make me think what I have done and what I should do. Originally, we were not trained to think a lot like this. In my culture, we are to follow the elders' instructions. We are not required to think. At this stage, I don't know. It may be too late to think and analyse everything on our own. Some may be able to do it, and that is difficult for me.
- R: Think of the situation of your class, when you are a teacher teaching in class, do you students speak up and express their ideas?
- T4 Students these days are different. They don't delay to express themselves.
- R: In English?
- T4: No, not in English. They have to think if they could use good English, though...

R: T4:

Why's that? I think they are afraid of making mistakes in public. They care of being looked down on.

Transcription convention

the researcher

R T1, T2 Student Teacher1, Student Teacher2, etc. the course coordinators of the Institute

highlighted area mentioned in Chapter 6, 8, and 11