

Research Title : A Study of Classroom Communicative Patterns of Selected Thai Teachers of English at Sripatum University.

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Abstract

The classroom is a dramatic arena in which the teacher is the focal point, just as the actor or orator is on a stage. Excellent teachers use verbal and non-verbal means to encourage communication and interaction and thereby facilitate learning. Consciously or unconsciously, the teacher exhibits behaviors which may either encourage or hinder learning. Since teachers' behaviors are key factors in the negotiation of classroom lessons, language teachers have often been the focus of classroom – centered research.

This qualitative study aimed at identifying, describing and analyzing the verbal behaviors and strategies of selected Thai teachers of English at Sripatum University. Specifically, the study sought to determine the linguistic behaviors and strategies the teachers employ to develop learners' cognitive skills, make their input comprehensible and react to learners' responses and errors.

The subjects were classified into two groups based on their years of teaching experience. The study also involved analysis of the teachers' discourse focusing on their questioning, feedback and error treatment behaviors and strategies.

To compare the occurrence of linguistic behaviors between the two groups, the study employed frequency counts, individual and group means and t-tests for independent samples. The study showed that the group of teachers who have had more than ten years of teaching experience asked more high cognitive questions, employed more strategies to render their input comprehensible and reacted to learners' responses and dealt with their errors in a positive and interactive way. On the other hand, the other group of teachers asked more low cognitive questions. Both groups of teachers used the target language (English) as expected of English teachers. They likewise made adjustments in their linguistic behaviors and strategies according to the ability of their learners.

In the light of the findings of the study, implications for language teaching, policy-making and research are given. Likewise, recommendations are suggested.