Student Interactions and Perceptions in the English Classrooms Organized by Native and Thai Non-Native English-Speaking Teachers

Chonthisa Bunsong

A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Education in English Language Teaching

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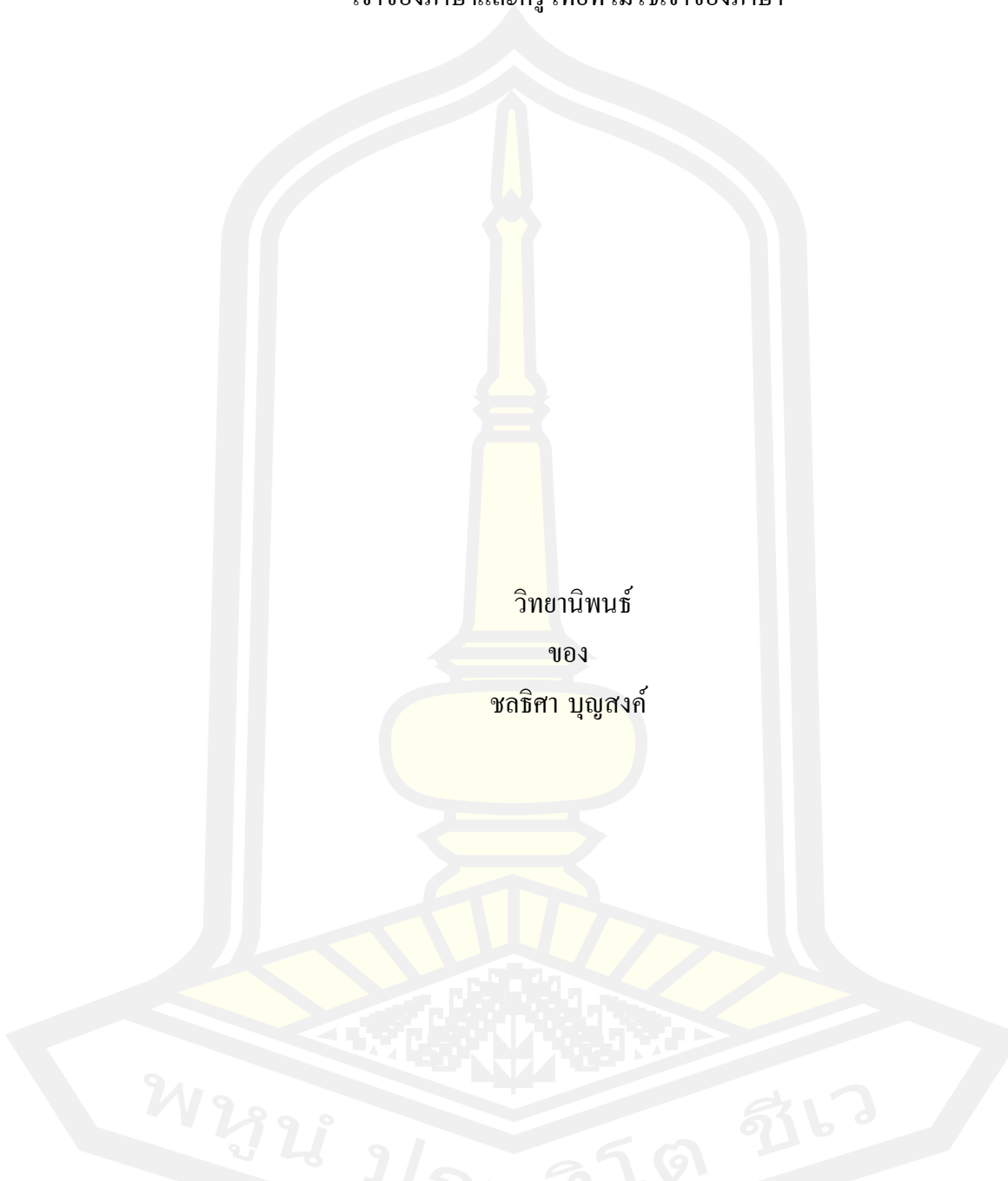

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ABSTRACT

This present study aimed at investigating the interactions occurring in the English classes taught by native (NEST) and non-native English-speaking teachers (NNEST). The study also examined the student perceptions towards learning English with NESTs and NNESTs. The participants were 80 Grade 10th students (16 males and 64 females) from one school in Mahasarakham province. To observe the interactions happened in both classrooms, the videos of class observations were recorded and transcribed. The questionnaire was also applied as the instrument to achieve the perceptions of students towards learning English with NESTs and NNESTs. The findings obtained from the analysis of classroom interactions showed that there were two-way interactions (teacher-students interactions) promoted in both classrooms. However, the teacher-student interactions occurring in NEST's classroom were closer to real-life verbal conversation as compared to the interactions in the NNEST's classroom. The results also revealed that students showed their positive perceptions towards both teachers. Most students, however, stated that they have higher preferences of learning English with NESTs than NNESTs. The higher frequencies of classroom interactions promoted in the NEST's classroom were consistent with students' attitudes in general toward NESTs. The findings from this research study have informed the patterns of classroom interactions constructed by the NEST and the NNEST in the investigated context and contributed to research in the areas of classroom discourse which could help to raise the teachers' awareness of how their teaching methods affect students' interactions and motivations in learning English. The results also helped other NESTs and NNESTs to find ways to improve their teaching methods to promote students' interactions in other English as a foreign language (EFL) classrooms.

Keyword : Native English-speaking teachers or NEST, Non-Native English-speaking teachers or NNEST, Classroom Interactions, Student Perceptions

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CHAPTER I
INTRODUCTION

1.1 Background

In the age of globalization, English is used as the language for communication to exchange conversations between interlocutors. While English is widely used as an international language, the number of people whose mother tongue is not English has been increasing. In Thailand, English is used and taught as a foreign language. Regarding to the influence of the globalization era, English has been prioritized in Educational system throughout the region (Boonsuk & Ambele, 2021)

English language teaching is therefore playing a crucial role, and teachers who efficiently deliver language skills to learners are found to have significant effects on learners' perceptions and their learning achievements.

Debates continue regarding the learning of English language with native and non-native speaking teachers, and a number of studies have investigated the benefits of learning English language with native and non-native English-speaking teachers (for example, Alseweed, 2012; Alghofaili & Elyas, 2017; Novianti, 2018; Phothongsunan, 2016; Saengboon, 2015; Tsou & Chen, 2017; Walkinshaw & Oanh, 2014). The findings from these previous studies can be summarized and discussed in three main areas: native teacher preferences, non-native teacher preferences, and neutral perceptions.

1.1.1 Preferences of NESTs

Studies which confirmed student preferences for native English-speaking teachers (NESTs) to non-native English-speaking teachers (NNESTs) have reported positive comments in terms of learning atmosphere, teacher authenticity, and teaching methods. Alseweed (2012) had done the study to investigate 169 Saudi university students' perceptions towards NESTs and NNESTs, and claimed that most of the students who participated in the study (89%) felt more comfortable when learning with NESTs because the teachers facilitated and encouraged students to participate in the class activities. Consistently with Alseweed, the findings from the study on students' perceptions conducted at two university in Vietnam and Japan by Walkinshaw and Oanh (2014) added that the classroom taught by NESTs was more relaxing with

friendlier teaching styles and students were allowed to make mistakes while they moved and talked in their class. To clarify this, Inan (2012) added that NESTs ignored grammatical errors made by students in class, whereas NNESTs always corrected the students' mistakes.

Other studies conducted in universities in Thailand also explained the reasons for students' preferences of NESTs to NNESTs by focusing on their authenticity as a role model for the language learners (e.g., Phothongsunan 2016; Saengboon, 2015). Phothongsunan (2016) observed that EFL students saw NESTs as ideal models in learning English owning the perceived 'native speaker' attribute. NESTs were claimed by scholars as authentic sources who exposed students to native pronunciation and accents, and provided students with more information which led them to understand real foreign culture (e.g., Alseweed, 2012; Tsou & Chen, 2017). Additionally, NESTs have the ability to use English fluently since English is their first language. They, therefore, have positive effects on students' motivation and behavior in learning English (Phothongsunan, 2016).

Finally, students stated their preferences of NESTs because their teaching methods were variable and enhanced students' motivation. Kesevan, Madzlan and Kanapathy (2018) reported that NESTs preferred to use learner-centered teaching methods to increase students' self-learning awareness. Students were therefore motivated to share more ideas in class with both the teacher and classmates, and this teaching style led to more interactions in the classroom. Lightbown and Spada (2019) also explained that when learners had positive perceptions towards native speakers and were motivated to learn the language, they would acquire more successfully in that language.

1.1.2 Preferences of NNESTs

Even though the findings from many studies showed students' preferences of learning English with NESTs, other studies demonstrated positive perceptions of students towards NNESTs. The reported reasons included: the sharing of the same mother tongue, the understanding of students' learning difficulties, and students' motivation on teacher success.

To begin, most students in Saudi Arabia who participated in the study stated that they felt more comfortable and connected with teachers who share the same language

(Alghofaili & Elyas, 2017). By sharing the same mother tongue, learners do not face the issues in communicating with NNESTs (Chang, 2016), and teachers can explain the complicated grammar rules explicitly (Tsou & Chen, 2017; Walkinshaw & Oanh, 2014).

Other studies also reported the benefits of NNESTs due to the understanding of students' difficulties when learning a foreign language. Sharing direct experiences in learning the language, the NNESTs are more capable to predict the difficulties that students will face and help students learn the language effectively since they experienced those difficult times before (Alseweed, 2012; Alghofaili & Elyas, 2017; Novianti, 2018; Phothongsunan, 2016). With the same learning background, NNESTs were more aware of learners' cultural background and learning needs (Alseweed, 2012; Chang, 2016). Lastly, studies found that NNESTs who were successful in learning language can inspire students to achieve the same or even better learning outcomes. They can be taken as role models for the learners who aim to gain the language competence to work harder and become successful in language learning (Chang, 2016; Novianti, 2018).

1.1.3 Others

Findings from previous studies also reported students' perceptions in other factors toward both NESTs and NNESTs. These studies argued that, regardless of the native tongue of teachers, there could be others variables which have influence on students' perceptions, for example, the understanding of the teacher's speaking skills, the same cultural background, and the participants' language level.

The first variable is concerned with teachers' speaking skills, including the ability to speak English fluently with accents and pronunciation. Scholars argued that there is no significant effect of native tongue on teachers as long as the learners can understand what the teacher is communicating to them. Unfamiliar and unclear accents, however, cause more negative perceptions of students than being native or non-native of English teachers (Alghofaili & Elyas, 2017).

Learning level also has significant effects on students' preferences and perceptions. Tsou and Chen (2017) investigated Taiwanese students' perceptions towards NESTs and NNESTs and reported that "the participants in higher levels of English proficiency

expressed being more interested in learning with NESTs, whereas the respondents in lower level of English proficiency seemed to have more positive perceptions in regard to NNESTs' English teaching". They further explained that students in lower level of proficiency need NNESTs who can explain them in the mother tongue to support their learning. Meanwhile, those in higher level are able to understand NESTs' teaching strategies. They therefore gain more positive perceptions towards NESTs. To explain this, scholars (Lasagabaster & Sierra, 2002; Madrid, 2004; Torres, 2004) pointed out that students who achieve higher levels of study tend to have more preferences towards NESTs. Moreover, 'affective filters' (Krashen, 1982 cited in Lightbrown & Spada, 2019) can prevent students from learning language, and that students in lower level of proficiency have the language barriers which could prevent them from acquiring the language and cause negative perceptions in language learning

The discussion above shows that both native and non-native English teachers have influences on students' preferences. Studies claim that NESTs encourage students to participate more in class by applying the students centered-teaching approach. The classroom atmosphere taught by NESTs influenced students to feel more comfortable which support learners to involve more in class activities. Moreover, native English teachers expose students directly to native accents and culture. Alternatively, NNESTs gained learners' preferences due to the share of first language with students. Other studies also claimed that there are other variables that have the effects on students' preferences rather than teacher's native tongue (e.g., the accent, the same cultural background, and the students' language level). This recent study aimed to investigate student interactions that happened in English classrooms taught by native and Thai non-native English speaking teachers and how the influence of student perceptions towards both types of teachers can affect their interactions in the classrooms. The findings yielded practical results to both NESTs and NNESTs to organize the effective classrooms to their students in the future.

Even though there have been a number of previous studies investigating student preferences toward native and non-native English speaking teachers, the studies focused on the investigation of students' opinions and the teaching styles or techniques. There has not been any study comparing the nature of classroom interactions by

comparing the two classes of NESTs and NNESTs. Moreover, most of those studies were conducted at the university level and in the contexts outside Thailand, for example, Indonesia, Vietnam and Japan, Saudi Arabia (e.g., Alseweed, 2012; Novianti,2018; Walkinshaw & Oanh ,2014). There have been small number of studies which were carried out in the Thai context (e.g., Phothongsunan, 2016; Saengboon, 2015). To contribute to previous studies in this area, this current study was conducted to observe students' interactions in the two English classrooms taught by native and non-native English-speaking teachers at two secondary schools in Mahasarakham province, Thailand. The results of classroom interactions were also compared with students' perceptions toward the learning of English with native and non-native speaking teachers.

1.2 Purpose of the research

This study aimed to investigate Thai secondary school students' interactions in the two English classrooms taught by native and Thai non-native English-speaking teachers. The study also examined the students' perceptions towards learning English with both types of teachers and sought to answer the research questions below.

1. What are the interactions occurring in the two English classes taught by NEST and NNEST?
2. What are students' perceptions toward learning English with NESTS and NNESTs?

1.3 Scope of the research

This study investigated the interactions of the two English classes taught by a native English-speaking teacher and a Thai non-native English-speaking teacher. The participants were two groups of students from one school in Mahasarakham province, in the Northeast of Thailand. The two classes were studying the same lesson conducted by the native and Thai teachers. To collect the data, the two classes were observed and video and audio recorded. Then, a questionnaire was distributed to obtain the students' perceptions toward learning English with NESTs and NNESTs.

1.4 Significance of the study

The present study planned to investigate the classroom interactions of secondary school students studying English in two classrooms taught by Thai non-native and native English-speaking teachers. The results from this research have informed the patterns of classroom interactions as well as students' perspectives toward English language learning with the native and non-native English-speaking teachers. The findings from this study also are hoped to raise NESTs' and NNESTs' awareness of how their teaching methods affect students' interactions. Furthermore, the findings are hoped to help raise other teachers' awareness of their own teaching methods and find ways to promote more interactions and motivate their students to participate more effectively in class.

1.5 Definitions of terms

There were four key terms used in this study which could be defined as follows.

Native English-speaking teachers or NESTs refer to people who were born and acquired English as the first language in the early childhood and have become English teachers (Alseweed, 2012).

Non-Native English-speaking teachers or NNESTs refer to Thai teachers who are not native speakers of English and their mother tongue is Thai even though they can use English (Thunnayok, 2015).

Perception refers to set of processes or the ability of people to identify, organize, and interpret the sensory information in order to represent and understand the information or environment.

Interaction refers to the communication or reaction that occurs among two or more interlocuters. In the investigated context, it includes interactions between teacher and student or student and student.

CHAPTER II
LITERATURE REVIEW

This study aimed to investigate the interactions within two classrooms taught by native and Thai non-native English speaking teachers. This chapter began with the discussion on English language learning (2.1), followed by classroom discourse and interaction (2.2), and discourse model of Sinclair and Coulthard (2.3). The concepts of native (NESTs) and non-native English-speaking teachers (NNESTs) were discussed in 2.4, and previous studies on student perceptions toward NESTs and NNESTs were discussed in 2.5.

2.1 English language learning

English has recently become global language used nationwide. Therefore, teaching and learning English has also become the main focus in education system. There are two types of English using outside the native countries: English as a second language setting or ESL and English as a foreign language or EFL. Kachru (1992, as cited in Boonsuk & Ambele, 2021) proposed three concentric circles of English which represent the spread of English language, namely: inner circle, outer circle, and expanding circle. The inner circle comprises the traditional bases of English, dominated by the mother-tongue varieties, that is, where English is the primary language including the United Sates, the United Kingdoms, Canada, Australia and New Zealand (Jenkins, 2015). ESL learners belong to the outer circle where English is used as the official language to communicate (Canagarajah & Said,2010; Iwai, 2011; Kachru, 1997). The countries where English is used as a second language are such as India, Singapore, Malaysia, Philippines. In ESL context, English has been taught as a second language for people in the outer circle countries or for immigrants who moved from the original countries to the inner circle countries. The expanding circle includes the rest of the world, where English plays a role here as a foreign language for international communication and for specific purposes as in the reading of scientific and technical materials. (Canagarajah & Said, 2010; Iwai, 2011; Kachru, 1997; Liu, 2015; Si 2019). In EFL settings, English has been taught as the foreign language. When the numbers of members of the three circles are concerned, the number of world populations belong to the expanding circle

(Boonsuk & Ambele, 2021), which means that there are non-native speakers over native speakers globally.

Thailand falls into the category of expanding circle. English in Thailand has been taught as a foreign language. However, since the age of globalization, English has become the compulsory subject in Thai education system from primary to tertiary level (Office of Education Council, 2006). This policy has the effects on different authorities who are related to language learning and teaching, especially teachers and students. Peng, Xie and Cai (2014) stated that teachers' use of language for instructions plays a significant role in the EFL classrooms and can affect students' language learning. Because English is not used as the first language in Thailand, there are a number of non-native teachers over native teachers, and the number of native English speaking teachers in Thailand is about one thousand. Therefore, native English speaking teachers are minority compared to the number of school in Thailand (Suchat, 2021).

Evidence of the high demand of native English speaking teachers in Thailand were reported in the study by Boonsuk and Ambele (2021). The study compared the needs for hiring teachers in Thailand. The data were collected from the official texts and advertisements from both Thai and international websites. It was found that vacant positions for native English speaking teachers have been overwhelming. Figure 1 below demonstrates the preferred recruitments for English teacher in Thailand compared with other global needs (Boonsuk and Ambele, 2021).

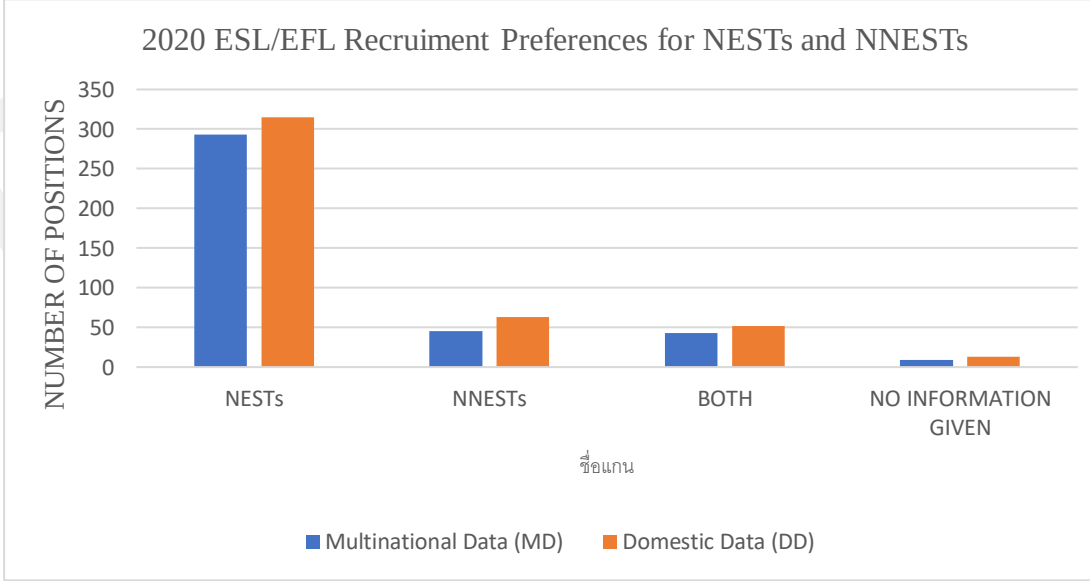

Figure 1: Preferred recruitments for English teacher in Thailand compared with other global needs (Boonsuk & Ambele, 2021)

Figure 1 shows that the need for NESTs recruitments is higher than NNESTs in both Thailand and other countries. While native speaking teachers are in high demand in Thailand, they are insufficient and most of the English teachers in Thailand are NNESTs. This preference is also influenced by parents who prefer to have their children learn English language with native speakers rather than Thai teachers. Also, the demands from the students who believe that learning English teachers is the better way to improve their skills. It is therefore interesting to examine how these native speaking teachers organize their classroom and how students perceive their instructions compared to NNESTs.

In Thai EFL classroom based on the core curricular, the strategy used in the classroom is student-centered. Nevertheless, the class is practically teacher-centered (Kongkerd, 2013). Practically, teacher plays main role talking in front of the class and students get a small chance to respond to what teacher ask. The study of Rafsanjani and Mirahayuni (2018) concluded that in the communicative classroom structures, teacher acts as a main powerful controller who manage all class activities and give commands to students. The students sometime get the opportunities to do the activities in pair or group. In many Thai classrooms, however there are only students who have the higher skills in group receive the chance to talk or present and the lower ones keep silent. They therefore ended up with achieving low ability of communicating and interacting (Rafsanjani & Mirahayuni, 2018). Most of the times when teacher asked questions in the class, students who participated and interacted are typically high ability students. Therefore, Mackey (1999) indicated that it is significant for teacher to construct classroom activities to promote interactive classroom environments which help students to generate and negotiate the meaning in English language. So, students can learn and acquire the target language through the interaction. This present study aims to investigate classroom interactions of two selected classes taught by native and Thai non-native English speaking teachers, and examine Thai students' perceptions toward learning with NESTs and NNESTs. The results will benefit both types of teachers to arrange their classroom more effectively and interactively in order to encourage both

higher skills and lower skills students to participate more in class. Thus, students learned and acquired the language efficiently. The next section will discuss the concepts of classroom discourse and classroom interaction.

2.2 Classroom Discourse and Interaction

Discourse is defined by Flowerdew (2013) as language used in its contexts of which the concern is above the level of sentence. Additionally, the term "discourse" can be considered as the particular set of ideas used by specific groups of people in particular context or situation where grammar and vocabulary are not concerned (Flowerdew, 2013). Paltridge (2012) added that the effects of language use are influenced by the relationships between people and social identities. Comparably, Rymes (2016) indicated that discourse refers to language in use. Discourse can be divided into three types which include written discourse (the use of written language to communicate), spoken discourse (the use of language verbally), and multimodal discourse (the use of language with other resources to communicate meanings). This study focuses on the spoken discourse in the teaching of classroom lessons. A number of researchers provided the definition of classroom discourse as the forms of language used in the classroom setting among teacher and learners (Cazden, 2001; Jocuns, 2013; Tsui, 2008). Similarly, classroom discourse can be defined as interaction that happens between teacher and students.

Depending on the teaching stages and classroom activities, classroom interactions between teacher and students can be divided into three types, namely: student-content interaction, teacher-student interaction, and student-student interaction. These three kinds of classroom interaction will be further discussed as follows.

2.2.1 Student–content interaction

In this type of interaction, students reflect to the content or the information that they encountered. By definition if thinking and talking to themselves internally then no verbal interaction will be observed of the students speaking. However, the results of the interaction have effects on students' understanding, cognitive and perceptions (Moore, 1989). Student-content interaction normally occur when students complete the assignments or tasks, finishing course reading or participating the course-related online discussions which can promote student learning achievement. Cunningham (1992),

however defined that listening and reading by themselves cannot help student to gain new knowledge. The construction of new information can occur when student interact and exchange the information with others (Pea, 1993). Based on these, teacher-student interaction and student-student interaction are significant ways to increase learning acquisition.

2.2.2 Teacher–student interaction

Moore (1989) explained that this type of interaction is important to learners because it allows students to communicate with their teacher who can motivate, encourage them to learn, and help them to develop and maintain their interests. The interaction between teacher and learners also directs students to the new knowledge by the support of teacher. Extract 1.1 below illustrates the interaction between teacher and student.

Extract 2.1

Turns	Utterances
1	S: Can I have a question?
2	T: Yes
3	S: Er…wrote…the infinitive is write…
4	T: Right…to write

(Ahmed & Dogondaji, 2018)

2.2.3 Student–student interaction

This type of interaction happens among learners which can also be called inter-learner interaction. It can be found in the classroom activity when one learner interacts with others or in a group discussion (Moore, 1989). Anderson (2003) also illustrated that classroom activities which promote student-student interaction help to improve students' proficiency skills as well as their critical thinking skills while working on the cooperative and collaborative tasks. As the extract 1.2, to see the interaction among the students doing the activity of creating the structures in science classroom.

Extract 2.2

Turns	Utterances
1	Tim: See, here's the cone top.

2 Andy: Well, there's a triangle at the bottom

[point to Tim's cone top]

3 Tim: So?

4 Andy: That's gonna be hard to put it on [putting hand on top of the existing structure; Tim takes pin out of top joint]

5 Tim: Don't put it here [talks simultaneously with Simon]

6 Simon: Make a pyramid, make a pyramid out of it. A pyramid.

(Jacobs & Ward, 2000)

During classroom interaction, the main conversations will be between teacher and learners. To understand the utterances produced in the classroom, the model of classroom discourse proposed by Sinclair and Coulthard (1975, 1992) serves as a useful conceptual framework for this study. In 2.2 below, Sinclair and Coulthard's model of classroom discourse will be further discussed.

2.3 Discourse model of Sinclair and Coulthard

The structure by Sinclair and Coulthard was developed from Halliday's hierarchical rank for grammatical analysis. With the aim to distinguish the actions from the grammatical structure. Sinclair and Coulthard adapted the hierarchical system and established the spoken discourse model to propose the hierarchical level of language description. By setting up the five-rank scales, the level of classroom structure starts from 'Lesson', locating at the top scale, followed by transaction, exchange, move, and act as show in the figure below. The brief definitions of each rank are also provided.

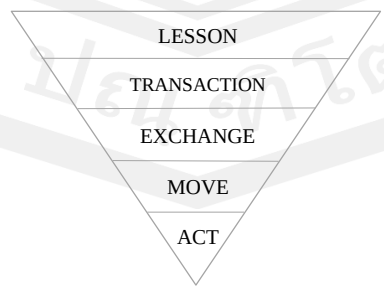

Figure 2: Five rank scales of discourse model by Sinclair and Coulthard (1975, 1992)

2.3.1 Lesson

The lesson is the top scale of five rank scales of classroom discourse. It is the combination of a transaction series which closely follows the teacher's plan in teaching topics. The structure of the lesson is dependent upon the teacher's performance to present speech and how the teacher responds to unpredictable reactions from students occurring in the classroom.

2.3.2 Transaction

The transaction is the beginning and end of an exchange structure in the classroom which the series of medial exchange occurred in between of the boundaries. Transactions can be specified from the three major exchange which are: informing, directing, and eliciting.

2.3.3 Exchange

The exchange is how frequently utterances are produced by at least two people in the classroom which can originate from either the teacher or the students. There are two major classes of exchange including, boundary and teaching exchange. The boundary exchange consists of two moves: framing and focusing, whereas the teaching exchange can be divided into three principal exchanges which are informing, directing, eliciting.

2.3.4 Move

The move is the combination of acts to form the exchange which can be divided into five classes: framing, focusing, opening, answering, and follow-up. The first two classes of move form to direct the students to the lesson, meanwhile the following three moves intend different purposes. The opening move aims to pass on information, directing students to do the actions and eliciting facts, whereas the answering move is the response from students. The last move is follow-up which mainly produced by the teacher in order to give feedback to the students' answers, normally occurring after the answering move.

2.3.5 Act

The rank act is the smallest unit in the five-rank scales of Sinclair and Coulthard and serves to show the intentions of communicator. Three main acts that appear in the classroom discourse in the heads of the opening move, are informative, directive, and elicitation. Referring to the five-rank scales, this study focuses on the exchange rank.

The following section will discuss the exchange structure as appears in the below figure (Figure 3).

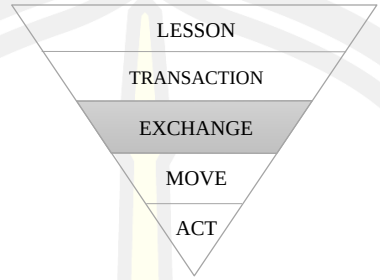

Figure 3: Five rank scales of discourse model conducting

by Sinclair and Coulthard (1975, 1992)

- **Exchange**

The exchange structure can be divided into two main exchanges which include the boundary and the teaching exchange (Sinclair & Coulthard, 1975, 1992).

Boundary exchange acts as a cue for the commencement and the end of the particular stage at where the lesson is situated. It contains two moves: framing and focusing. Another exchange is teaching exchange which includes three main functions: informing, directing, and eliciting. The transactional exchanges produced in the classroom contain the initiation of the teacher, followed by the response of students, then the feedback from the teacher to the aforementioned students' responses.

These three elements can be characterized by the discourse patterns of Initiation, response, and feedback or I-R-F pattern spoken of by Sinclair and Coulthard (1975, 1992). Refer to the extract below of the I-R-F pattern of conversation between teacher and students.

Extract 2.3

Turns	**Utterances**
1	T: We write three types of letters. How many type of letters do we write? (I)
2	S: Three! (R)
3	T: Three (F)

(Wedin, 2010)

Extract 2.4

Turns	Utterances
1	T: Can you tell me what are the three parts of the description she gives about this man? (I)
2	S: His character? (R)
3	T: Yes, character. (F)

(Van Lier 1988, as cited in Seedhouse, 1996)

In each of the teaching exchanges, it does not necessarily include all three elements of the I-R-F structure. The patterns of exchange occurring in the classroom will depend on the context or the purpose of teacher's initiation. Extracts 5-9 below demonstrate how different exchange structures occur after different initiations are made by the teacher.

- **Informing**

In terms of informing exchange, the teacher aims to provide students with information and facts therefore, students do not need to respond to what they have been told by the teacher. Thus, the structure will be I(R) which means a response is optional.

Extract 2.5

Turns	Utterances
1	T: A group of people used symbols for their writing. They used pictures instead of words. (I)

(Willis, 1992)

- **Directing**

The directing exchange is a demand from the teacher that requires a non-verbal response from the students. Students do not have to answer but are required to do something that the teacher commands

However, the feedback from teacher is also unnecessary for this group of exchanges. The structure of this exchange will be IR(F).

Extract 2.6

Turns	Utterances

1	T: Now you can do them in any order you like. Let's see if you can sort out which is which. (I)
2	S: NV. (I-R)

(Willis, 1992)

- **Eliciting**

In the group of eliciting exchange, teacher will ask the students some questions which necessitates a verbal response from the students.

Importantly, students also want feedback to what they have already responded to ascertain if it was correct or incorrect. The structure will be I-R-F which is teacher initiation, followed by the response from student and the follow up or feedback from teacher.

Extract 2.7

Turns	**Utterances**
1	T: What is it? (I)
2	S: Pair of scissors. (R)
3	T: Pair of scissors. Yes pair of scissors. (F)

(Willis, 1992)

Even though the Sinclair and Coulthard's discourse model has been established since 1975, there have been a number of recent studies employing this framework in their research. Ahmed and Dogondaji (2018), for instance, examined the structure of classroom discourse and applied the Sinclair and Coulthard' s model as the theoretical framework. The findings indicated that the teacher was one who started the first move, despite students were placed as passive learners. Consistently, Rustandi and Mubarak's (2017) study analyzed the reflection of Sinclair and Coulthard IRF discourse pattern in speaking classroom. The results showed that the IRF pattern dominantly occurred in the classroom. Other studies using IRF model to analyze the classroom are such as Jiang (2012) and Liu & Le (2012). The findings consistently reported that teachers talk is overwhelming student talk, and there are dominant sequences of student-initiation in the classroom. The scholars also suggested that teachers should apply more the referential questions in order to elicit students' interaction and give them the opportunities to verbally participate more in the classroom (Jiang, 2021; Liu & Le, 2012).

As mentioned above, the questioning from teacher also plays the essential role to students' responses. There are two types of question that commonly occur in classroom contexts which are display questions and referential questions. To elaborate on the functions of both types of questions, the definitions are provided below (Extract 2.8-2.9).

- **Display questions**

The display questions were defined as the question of which the teacher already knows the answer. Teachers ask this kind of questions in order to check students' comprehension (Van Lier, 1988 as cited in Menyani & Merabti, 2020). The extract will be indicated as follow.

Extract 2.8

Turns	**Utterances**
1	T: Where might we find his address I wonder? (I)
2	S: In the computer. (R)

(Boyd & Rubin, 2006)

- **Referential questions**

Referential questions refer to questions that tend to provide contextual information of events, actions, purposes, relationships, or situations by asking with Wh-questions. In this type of question, the response will be an unknown answer, the teacher does not know what the students will answer. Referential questions can also be defined as the opinion questions. Menyani and Merabti (2020) advise that, by function, the responses to referential questions will be longer. Display questions and the meanings of content are carried out and then, these elicit longer interactions in the classroom. The extract below illustrates the situation in the classroom that when a teacher is using a referential question to ask students.

Extract 2.9

Turns	**Utterances**
1	T: Yes. OK. Very good. Any more? (I)
2	S: Maria, can you give me one or not? (I)
3	S: No. (R)

4	T: Or somebody else? (I)

(Banbrook & Skehan, 1989)

There have been other extract patterns of conversation that have occurred in the classroom setting as in extract 2.9 below:

Example 2.10

Turns	**Utterances**
1	T: (...) and second it says that together with being given gifts, what has she taken? (I)
2	S: Gif (R)
3	T: No no, what has she taken? (F-I)
4	S: Pictureses (R)
5	T: What? (I)
6	S: Pictureses (R)
7	T: Pictures it's pictures, she has taken? (F-I)
8	S: Pictures (R)

(Wedin, 2010)

The above extract illustrates that there are many possible classroom exchange structures occurring in the classroom besides the I-R-F pattern. The exchange structure reflects the nature of interaction between teacher and students alongside their complexity. Meanwhile, the frequency of the three moves (I-R-F) will reflect how much students are involved in classroom communication. The current study aims to investigate classroom interaction in two classroom of NESTs and NNESTs, therefore the data analysis will focus on the exchange structure of two classrooms to see if there is any difference in the frequency of exchange and which patterns of exchange structure will happen in the classrooms. The following session discusses further the native and non-native English-speaking teachers in term of the definition and the teachers' characteristics.

2.4 Native and non-native English-speaking teachers

As English is used increasingly around the world, the "Nativeness" is discussed by a number of researchers. Thus, being either a native or non-native English-speaking teacher seems to have the effect on learners' perspectives and learning. Kachru (1992 as cited in Jenkins, 2015) defines native English speakers are people who speak English as their first language and belong to the inner-circle (e.g., America, the UK, Canada,

New Zealand, and Australia). Non-native English speakers belong to the outer-circle and expanding circle where people use English as second or foreign language. Many researchers have discussed the benefits and challenges for learning English with native and non-native English-speaking teachers (NESTs and NNESTs). This section will describe their characteristics and summarize previous studies comparing students' perceptions towards the two types of teachers.

2.4.1 Native English-speaking teachers (NESTs)

Native teachers have been characterized as authentic sources of learning language. Since the origin of native English-speaking teachers are from the inner-circle countries where English is used naturally as mother tongue, previous studies argued that NESTs are better in teaching communicative skills, especially listening, speaking, and reading (AL-Nawrasy, 2013; Alseweed & Daif-Allah, 2012). Medgyes (2001) added that teachers who are native English speakers have higher level of proficiency in using English. Kramsch (1997) also defined the NESTs as the model for the use of standard forms of English, and the people who have linguistic capability in English.

2.4.2 Non-native English speaking teachers (NNESTs)

The study by Medgyes (2001) explained the characteristics of non-native English-speaking teachers as good role models who are successful in learning language (s). Medgyes also claimed that NNESTs used the advantage of having the same L1 as the students which facilitated their students in learning the target language. Moreover, the benefits of sharing the same mother tongue help the teacher to understand the students' problems, needs, and difficulties in learning the language. However, NNESTs have lower language proficiency that NESTs because English is not their first language (Medgyes, 2001). The superiority of being NNESTs who share the same language with students can support teachers in teaching English, especially in the lessons of grammatical rules because NNESTs have the ability to use their L1 to identify complicated grammar issues to the students (Tsou & Chen, 2017). Medgyes (2001) compares the characteristics of NESTs and NNESTs as shown in Table 1 below.

Table 1: NESTs and NNESTs teaching behaviors by Medgyes (2001)

NESTs	NNESTs

Attitudes towards teaching the language	
are less insightful	are more insightful
focus on: fluency meaning language in use oral skills colloquial registers	focus on: accuracy form grammar rules printed word formal registers
teach items in context	teach items in isolation
prefer free activities	prefer controlled activities
favor group work/pair work	favor frontal work
use a variety of material	use a single textbook
tolerate errors	correct/punish for errors
set fewer tests than NNESTs	set more tests than NESTs
use no/less L1	use more L1
resort to no/less translation	resort to more translation
assign less homework	assign more homework

The reported findings from Medgyes (2001) inform that NESTs have superiority in teaching language in English classroom when comparing to NNESTs. This is however unnecessarily as there are other aspects that may have the effects on students' perceptions which could lead to different interactions in the English classrooms taught be NESTs and NNESTs. As discussed above, lower level learners preferred studying English with NNESTs to NESTs. NNESTs also have the potentials to support students in the classroom by, for example, using their L1 to explain, to teach, and to understand students' problems. Based on these, both NESTs and NNESTs have their strengths and weaknesses. The next section will discuss further previous studies on students' perceptions of NESTs and NNESTs.

2.5 Studies on student's perspectives of NESTs and NNESTs

There had been a number of previous studies conducted to investigate the benefits of learning English with native and non-native English-speaking teachers. Also, there had been the studies investigating the students' perceptions towards both types of teachers, for example Kesevan and et al. (2018), Sutherland (2012), Alseweed (2012), Phothongsunan (2016), and Walkinshaw and Oanh (2014). The results from these previous studies could be divided in three main points: preferences of NESTs,

preferences of NNESTs, and neutral preferences which were discussed in this part as follow.

2.5.1 Preferences of NESTs

Studies (e.g., Alseweed, 2012; Inan, 2012) had shown positive findings towards learning English with native English-speaking teachers. Previous studies investigated students' perceptions in terms of the learning atmosphere, teacher authenticity, the use of teaching methods, teaching materials, and familiarity of teachers and students to produce students' good preferences in learning language with NESTs for different reasons. First of all, NESTs are preferred by students because of their ability in creating a relaxing and flexible atmosphere in the classrooms. Alseweed (2012) examined Saudi university students' perceptions toward NESTs and NNNESTs, the finding showed that many of the students (89%) of participants felt comfortable when learning with NESTs. The native English-speaking teachers actively encouraged students to involve in classroom activities which helped students participate and interact more in the classroom. Consistently with Alseweed, Walkinshaw and Oanh (2014) investigated Vietnamese university students' perceptions toward NESTs and NNESTs and the results showed that NESTs classrooms had included more relaxing and friendly teaching styles. The study in Turkey conducting on university students' perceptions towards both types of teachers, the finding stated that NESTs seem to have the better perception than NNESTs since the native teachers have more enjoyable lessons (Elif, 2017).

Additionally, students were allowed to make mistakes in classrooms taught by NESTs. The study by Inan (2012) investigated the classroom interaction patterns of NESTs and NNESTs by comparing the instructions of two universities in the United States and Turkey. The study added that in NESTs classrooms, teachers ignored the grammatical errors made by students (Inan,2012). Nevertheless, Wu and Ke (2009) explained that even though NESTs offered them chances to practice English, students perceived that they got complains from NESTs while they were doing group activities.

Some students focused on the nativeness of the teachers which could lead to the standard way of learning English when giving the reasons for their preferences for native English-speaking teachers. This variable was focused on the authenticity of

teacher. The NESTs were defined as a role model for language learners. The studies described that students perceived NESTs as the standard model in English learning who own the native tongue (Phothongsunan, 2016; Wu & Ke, 2009). In a Thai context, Saengboon (2015) surveyed Thai university students' perceptions toward native and non-native English teachers. The results showed that almost half of the participants (46%) preferred to have NESTs for teaching English classes while some participants (21%) declined to respond. NESTs were noted as being the authentic sources of language learning who exposed students to the foreign culture and also provided students with native pronunciation and accents (Alseweed, 2012; Lasagabaster & Sierra, 2002; Tsou & Chen, 2017). Furthermore, the study of Songsirisuk (2017) conducted in international program of Thai University to investigate the Chinese students' perceptions towards NESTs and Thai NNESTs and the results indicated that they preferred NESTs over NNESTs because NESTs could sufficiently share the cultural information and experience to students The students further explained that learning with NESTs students are able to acquire the pronunciation proficiently and they can also enhance their speaking and listening skills efficiently (Songsirisuk, 2017). In addition, Phothongsunan (2016) explained that the NESTs have fluency in using English since English is their mother tongue. Therefore, students were motivated and displayed a positive behavior in learning English. The study of Japanese teachers and students' perceptions toward the role of native and non-native English teachers confirmed that NESTs have been placed as a motivator of learning English, an opportunity provider for students to have more practice and a cultural reference role (Fujita, 2005).

Finally, students shown their preferences toward NESTs due to their use of teaching materials and the way they organized the classroom. The variable in term of teaching methods and teaching materials was one of the dominant factors that motivate students to have preferences on NESTs. A number of academics had reported that NESTs have a preference for using student-centered teaching methods in order to promote self-learning awareness (Kesevan, et al., 2018). Thus, students were motivated to participate and share more opinions and ideas in classroom. Moreover, the learner-centered method encouraged more interactions in the class. Lightbown and Spada (2019) confirmed that students who are motivated and have positive attitudes toward native speakers can

acquire learning language effectively. However, there are students who prefer learning English with NNESTs than NESTs. The next part presented related studies of students' preferences toward NNESTs.

2.5.2 Preferences of NNESTs

Even though a number of students had shown preferences of NESTs, many also shown their positive attitudes towards NNESTs, and their reasons varied.

First of all, NNESTs shared the same background knowledge as the students. The reasons which effect students' perceptions towards learning English with non- native English teachers include sharing the first language and culture, understanding students' difficulties in learning a foreign language, having pedagogical strengths of teaching grammar and students' motivation based on their teachers' successes.

Alghofaili & Elyas (2017) indicated that students felt more comfortable involved with teachers who use the same language. By sharing the same L1, there is no problem for students in communicating with instructor (Chang, 2016; Ma, 2012). Additionally, teachers had ability to use first language to identify and explain complicated grammar rules to the students explicitly (Tsou & Chen, 2017; Walkinshaw and Oanh, 2014). A study of Pareira (2009) also claimed that Arab students preferred learning English with NNESTs because of the same language used.

Secondly, NNESTs shared the background in terms of learning experiences. The non-native teachers gained the ability to predict students' difficulties in learning language due to their experience through the same issues and had the difficult times before (Alseweed, 2012; Alghofaili & Elyas, 2017; Ma, 2012; Mahboob, 2004; Moussu, 2010; Novianti, 2018; Phothongsunan, 2016). By having direct experiences as the language learners, the NNESTs seem to know better how to cope with the learning challenges encounters by the students. They therefore have more awareness of learners' needs and cultural background that NESTs do. (Alseweed, 2012; Chang, 2016). Songsirisuk (2017) confirmed that in Thai EFL classroom, Thai English teachers have awareness of the students. They can also predict students' learning difficulties and able to support students in learning target language.

There have been scholars indicated that NNESTs have strengths point in teaching English grammar than native teachers. The studies (Mahboob, 2004; Songsirisuk, 2017) stated that NNESTs have qualification to teach English grammar and students perceived that English grammar should taught by NNESTs.

Finally, the successful NNESTs can be a role model or aspirational model for students. Their achievements as successful language learners can inspire and motivate students to reach the same level or even better as themselves. Finally, the successful NNESTS may act as a role model for their students (Fujita, 2005; Wardak, 2014). This is achieved by sharing the cultural and linguistic backgrounds and being familiar with the challenges that their students encounter whilst on their journey to become proficient in the target language. In the following part, the neutral preferences of students were discussed.

2.5.3 Others

The previous studies founded that there were students who undecided to have preferences toward NESTs and NNESTs. However, there were other reasons that students put more focus when learning English with both teachers. The researchers claimed that, regardless of a teacher's nativeness, there could be other factors which affect students' perceptions for example, the teachers' language ability or students' level of proficiency.

The teacher's speaking skills are one of the concerned variables which included, the fluency of speaking English with accents and pronunciation. Butler (2007) argued that the accents of teachers can affect students' perceptions towards the nativeness of teachers. Some studies also added that there is no essential effect of being native or non-native of teacher as long as the students can comprehend what teacher communicates with them. The unclear and unfamiliar accents lead more students' negative perceptions than the nativeness of teachers (Alghofaili & Elyas, 2017).

Another important variable that influences learners' perceptions is a student's learning level. Tsou and Chen (2017) pointed that students who have high learning level and have high English proficiency preferred learning English with NESTs, meanwhile the learners who are in the lower level of English proficiency more interested in having NNESTs as the teachers in English class. They further stated that students in the low

level of learning English preferred NNESTs who sharing the same first language to support and explained them while learning, whereas students in the high proficiency of English prefer NESTs' learning strategies (Lasagabaster & Sierra, 2002; Madrid, 2004; Torres, 2004). The SLA theory of Lightbown and Spada (2019) explains 'affective filters' (originating from Krashen (1982) are language barriers that prevent students in learning a new language. Students who have a low level of English proficiency by definition have a language barrier that prevents them from learning and acquiring language which can produce the negative perceptions to learn English.

From the above discussion, both types of teachers influence students to have both positive and negative perceptions and different preferences. NESTs have the benefit of naturally using more student-centered teaching methods, which leads to a classroom atmosphere of positive perceptions due to the friendliness of the teachers.

Moreover, learners are exposed to authenticity of the target language by learning with native English teachers who can provide them true cultural context, accent and pronunciation, and language in use. On the other hand, students shown positive perceptions toward NNESTs who share their same L1.

Furthermore, there were other variables that influence students' perceptions of NESTs and NNESTs without focusing on nativism of teachers for example, sharing the same culture, understanding teachers' accents, and students' language level of proficiency.

The discussions above also informed that previous studies on students' perceptions towards NESTs and NNESTs, were mostly conducted at university level and in the countries outside of Thailand, for example, Vietnam, Japan, Saudi Arabia, Malaysia (e.g., Novianti, 2018; Walkinshaw & Oanh, 2014; Alseweed, 2012). Related studies founded in Thai context were conducted by Phothongsunan (2016) and Saengboon (2015) for example.

There had been the studies organized to investigate students' perceptions, however, these studies did not aim to investigate students' interactions in the classroom. This current study aimed to investigate/compare students' interactions in the English classroom taught by native and Thai non-native English teachers in the same topic at one secondary school in Mahasarakham province, Thailand.

2.6 Summary

To summarize, this study aimed to investigate students' interactions and perceptions in the classroom taught by native and non-native English-speaking teachers. In this chapter, the definition of classroom discourse had been defined, followed by the examples of the types of interactions produced in the classroom. By focusing on discourse structure, the concepts of exchange structures employed in this study were explained based on Sinclair and Coulthard (1975,1992) was provided with the examples. Finally, the concepts of native and non-native English-speaking teachers were compared. Then the related studies were presented. The next chapter discussed the research methodology of the study.

CHAPTER III
RESEARCH METHODS

The study investigated students' perceptions as well as their interactions in two classrooms taught by native and Thai non-native English speaking teachers. This chapter discusses the research methods used in this study including, the participants and setting, research instruments, followed by the data collection procedure, and data analysis.

3.1 Participants and setting

This section provides the information on the research setting. The participant details are also included in the discussion below.

3.1.1 Setting

The selected school was one of the large schools in Mahasarakham province consisting of 1784 students, 13 English teachers, and 177 teachers in total. The school provides various programs: general program and gifted program for Mattayom 1-3, Science-math program (Gifted and General), Science-Math (SCIUS), Language program (Gifted and General) for Mattayom 4, and 2 more programs (Health Sciences and Engineer) for Mattayom 5-6. The SCIUS program is Science Classrooms in University-Affiliated School Project under the supervision of the ministry of Science and Technology in Thailand. The SCIUS students focus more on science and math than other classes. The focus groups were all Mattayom 4 students (grade 10) who enrolled in the academic year 2021. There were 348 students studying in Mattayom 4 which included 117 males and 231 females and they were divided into 9 classrooms. There were 4 English teachers responsible to Mattayom 4 students (1 native English teacher and 3 Thai non-native English teachers). Table 2 below is a summary of the setting details.

Table 2: Summary of the setting

Programs	Sci-Math (Gifted)	Sci-Math (General)	Sci-Math (SCIUS)	Language (Gifted)	Language (General)
Classrooms	4/1,4/2	4/3,4/4,4/5,4/7	4/6	4/8	4/9
English subjects	Fundamental English Basic reading comprehension	Fundamental English Basic reading comprehension	Fundamental English Basic reading comprehension	Fundamental English Basic reading comprehension	Fundamental English Basic reading comprehension

				Basic listening comprehension English for communication	Basic listening comprehension
Number of NESTs teaching	-	-	-	1 NEST	1 NEST
Number of NNESTs teaching	2 NNESTs	2 NNEST	2 NNEST	3 NNESTs	2 NNESTs

The two selected classroom participants were grade 4/8 and 4/1 which were Language Gifted program (Group A) and Science-Math Gifted program (Group B). The details of information of participants were provided in the next section.

3.1.2 Participants

The participants of this study included two groups of Mattayom 4 students (grade 10) consisting of 80 students from secondary school in Mahasarakham province. The participants were divided into two groups: Group A and Group B. There were also two teacher participants including a native English-speaking teacher and a non-native English-speaking teacher. The details of each group of students and teachers are elaborated as follows.

Student participants

- **Group A**

Group A was the language gifted program. The participants from group A were forty Mattayom 4/8 students including 6 males and 34 females. All of them were Thai students who had been studying English as a compulsory course for at least 10 years. This classroom majored in English language program which included students who were interested in learning languages. Students in this program did not only learn English, but they also had chances to choose other languages to learn. Most of them had the abilities to use English to communicate with the teacher in the class even though some of them had finished their grade 9 from the Science-Math program.

- **Group B**

Group B was the Science-Math program. For participants of group B, there were 40 students which included 10 males and 30 females. The participants in this group also had the abilities to use English at the same level of the participants in group A. Some of the students in this group finished grade 9 from the language program and continued to further their grade 10-12 in the Science-Math program. The English abilities of the students from two groups were therefore similar. All of students were Thai who had at least 10 years learning English as compulsory, and their age ranges were at 16-17 years old.

The two selected class were intent class provided by the school. Although the two classes were different in terms of the number of years that they had learnt English, the studied programs, and a slight difference of language proficiency; the two classrooms shared similarities in terms of students' level of language proficiency and the high level of classroom interactions according to the observations and information provided by the school teachers.

Table 3: Summary of student participants

Classroom	Mattayom 4/1	Mattayom 4/8
Program	Science-Math Gifted program	Language Gifted program
Age	15-17	15-17
Number of students	Male: 10 Female: 30 Total:40	Male: 6 Female: 34 Total:40
Years of Experience	At least 10 years of learning English	At least 10 years of learning English

Teacher participants

- **Teacher A**

The teacher who had the responsibility to teach students in Group A (Teacher A) was a native English-speaking teacher. He was holding two years of experience in teaching

English in Thailand. He was teaching eight classrooms which included Mattayom 1, 2, 4, and 5 (two classes at each level).

- **Teacher B**

This teacher participant was a Thai non-native English speaking teacher who was holding eleven years of teaching experiences in English subject. He was responsible to teach six classes which included Mattayom 4 and 5.

Table 4: Summary of teacher participants

Nativeness	Native English-speaking teacher	Thai non-native English speaking teacher
Years of teaching experience	2 years teaching in Thailand	11 years of teaching experience
Responsive classroom	8 classrooms	6 classrooms

3.2 Research instruments

There were two research instruments in this study, namely: two video transcriptions of the two classrooms and questionnaires. The functions of each instrument are discussed below.

3.2.1 Video transcriptions

To obtain the video transcriptions, there were three sessions to record the whole class lesson videos: to begin with an ethics application, followed by the training session, and then the actual recording.

Ethics application

The researcher contacted the school to explain the purposes of the study and the reasons for selecting the students from the school to be the participants. After obtaining permission from the school directors, the consent form was distributed and the participants were asked to sign on the form before the research proceeded for the ethics clearance application. Additionally, the students from both the NEST's and NNEST's classes were informed before the recording that the class instructions were video recorded.

Training session

In this session, the researcher attended both online classrooms taught by the NEST and NNEST. The purpose of the study and the reason for attending the class were explained to both the students and the teachers. They were then informed of the date on which the video recording of the pilot and actual videos were. Then, two pilot sessions and two actual recordings of whole class lessons were conducted. The two pilot recordings aimed to train the participants to familiarize the students with the recording process in order to gain a natural class atmosphere and classroom setting.

Actual recording

The actual recordings were conducted after the pilot recording which recorded one video of each classroom lesson. The recording covered approximately 40 minutes from the beginning to the end of the class.

3.2.2 Questionnaire

The questionnaire used in this study was developed by the researcher. The statements included in the questionnaire were related to the literatures that had been reviewed in order to get the various aspects that affected on the student perceptions. The questionnaire was used to collect the quantitative research data. It was designed in English and translated into Thai for students to understand all the questions thoroughly. The questionnaire was divided into two main parts and covered thirty-one items. The first section focused on the personal background of the participants. It consisted of six questions aiming to elicit the background information of the students, for example gender, age of participants, years of learning English in their school, and etc. The second part focused on the student perceptions based on their experiences in learning English with native and non-native English-speaking teachers. This part was divided into three sub-sections: students' English learning experiences, teachers' teaching performances in English education, and students' overall preferences.

To obtain the research validity, the questionnaire were submitted to three experts in the field to measure the validity based on the Index of Item-Objective Congruence (IOC).

The experts were asked to review each item of the questionnaire, following the 3-point scale, including, +1 if the item was congruent, 0 for not sure item, -1 if the item was incongruent. The total number of scores for three experts were divided by three. If a

result was equal to 0.50-1.00, it meant the questionnaire was validated. On the other hand, if the result was lower that 0.50, it meant the questionnaire was not validated. In order to check the reliability of the questionnaire, Nunnally (1978) had developed the Cronbach's Alpha coefficient statistic which was utilized in this study. The result from the formular below were interpreted and discussed the ensure the reliability.

Cronbach's Alpha: $$\alpha = \frac{K}{K-1}\left[1 - \frac{\sum {s^2}_y}{{s^2}_x}\right]$$

Where K is the number of test items

$\sum {s^2}_y$ is sum of the item variance

${s^2}_x$ is variance of total score

The score of Cronbach's Alpha was interpreted for the reliability as the table showed below.

Table 5: The score of Cronbach's Alpha

Score of Cronbach's Alpha	Internal Consistency
0.90 and above	Excellent
0.80-0.89	Good
0.70-0.79	Acceptable
0.60-0.69	Questionable
0.50-0.59	Poor
Below 0.50	Unacceptable

To measure the Cronbach's Alpha coefficient statistic of the questionnaire, a pilot study was conducted. The group of students who hold similar characteristics with the research participants in terms of age, nationality, learning background and level, etc. were asked to complete the questionnaire. The responses then were calculated for the Cronbach's Alpha coefficient statistic, using the SPSS computer software to ensure that the internal consistency value. Nunnally (1978) stated that the acceptable value is above 0.70 (see Table 3 above). In this study, the Cronbach's Alpha coefficient value obtained from the

pilot study was 0.80, meaning that its internal consistency was good and could be used to collect the data.

3.3 Data collection procedure

This study was conducted using a mixed method research design. The data collection procedure focused on two stages which were divided as (1) classrooms observation stage and (2) questionnaire stage. In addition, the ethics application was processed prior to the beginning of the data collection.

3.3.1 Classrooms observation stage

Before conducting classroom observations, the researcher contacted the school and teachers to obtain their permission. Preparing for the video recording of classroom, the researcher attended both classrooms and did video trial recordings to facilitate the students becoming familiar with the procedure in order to elicit a natural interaction on the actual day. Then, the classroom observation videos were transcribed and analyzed.

3.3.2 Questionnaire stage

The second stage was the questionnaire stage which aimed to elicit students' perceptions of native and non-native English-speaking teachers. Before distributing, the questionnaire was checked for reliability and validity by three experts based on the IOC value discussed above. The mean score of IOC was calculated to examine if the questionnaire was reliable or not.

Additionally, the questionnaire was piloted with a group of approximately 50 secondary school students who were studying at the same level as the research participants in order to clarify the validity and reliability of the instruments before applying to the groups of participants. The questionnaire consisted of 31 items which took 15-20 minutes to complete. The summary of data collection procedure is elaborated as below table.

Table 6: A summary of data collection procedure

Stage	Procedure	Product
Classroom observation	- Video pilot Trialing video of the classroom several times before the actual recording - Actual video recording	-The video recording of classroom with natural classroom atmosphere - The video to transcribe

Questionnaire	-Index of Item-Objective Congruence (IOC) To examine the validity and reliability of questionnaire. -Pilot study (N=50) To examine the validity and reliability of instrument. -Questionnaire stage (N=89) Employing the questionnaire	-The validated and reliable questionnaire -The reliable and validated instrument -Questionnaire result

3.4 Data analysis

In order to elicit students' perceptions and interactions toward native and non-native English-speaking teachers and to answer the research questions, the video transcriptions and questionnaire responses were analyzed. The following sections provided the explanation of how to answer the research questions by introducing the data analysis procedure and the instruments that were used to analyze the data.

3.4.1 Research question 1: What are the interactions occurring in the two English classes taught by NESTs and NNESTs?

To answer the research question 1, the data were analyzed following the I-R-F framework of discourse model proposed by Sinclair and Coulthard (1975) focusing on the area of exchange structures in classroom between teacher and students. To obtain the answer for the first research question, the video transcriptions were divided into turns and counted for the frequencies. In this study, each turn is distinguished by identifying the chunk of meaning communicated each time. To analyze the exchange structures constructed in the classroom, each turn was analyzed as a move. To identify each move, the analysis followed the criteria below.

Initiation (I)

Initiation or I can be elicitation, informative, or directive. There were the examples of initiations discussed as following.

- Elicitation

Example 3.1

Turns	Utterances
1	A: What time is it? (I-elicitation)
2	B: Six thirty. (Response)
3	A: Thanks (Follow up)

(McCarthy, 2000)

- Informative

Example 3.2

Turns	Utterances
1	A: Tim's coming tomorrow. (I-informative)
2	B: Oh yeah. (Response)
3	A: Yes. (Follow up)

(McCarthy, 2000)

- Directive

Example 3.3

Turns	Utterances
1	T: Ok class, give your comment or opinion for this group! (I-Directive)

(Rustandi & Mubarok, 2017)

Response (R)

Response can normally be the verbal or non-verbal response. The examples of responses were provided below.

- Reply

Example 3.4

Turns	Utterances
1	T: What a nice performance, is that right? (Initiation)
2	S: Yes…really good (Reply)
3	T: Okay, thank you for the respond (Follow up)

(Rustandi & Mubarok, 2017)

- React

Example 3.5

Turns	Utterances
1	A: Here, hold this. (Initiation)
2	B: (Takes the box) (React)
3	T: Thanks (Follow up)

(McCarthy, 2000)

Follow up (F)

In conversation, teachers use this exchange move to provide students feedback to what they had responded. The follow up can be feedback, acknowledgement, confirmation, or explanation. The examples were provided as below.

- Acknowledgement

Example 3.6

Turns	Utterances
1	T: … Why do you choose shrimp rolls for appetizer? (Initiation)
2	S: Sometimes, I order shrimp rolls. (Response)
3	T: Okay (F-Acknowledgement)

(Saswati, 2018)

- Confirmation

Example 3.7

Turns	Utterances
1	T: How about desert? What is desert? (Initiation)
2	S(s): Hidangan pencuci mulut. (Responding in Indonesian)
3	T: Hidangan pencuci mulut. That's right. (F-confirmation)

(Saswati, 2018)

- Feedback

Example 3.8

Turns	Utterances
1	T: (Teacher asked students to do the discussion with the partner about what should they prepare for the business lunch) (Initiation)
2	S: The starter is salad. The main course is steak. The dessert is ice cream. The beverage is soft drink. (Response)
3	T: Good. That's interesting. (F-feedback)

(Saswati, 2018)

- Explanation

Example 3.9

Turns	Utterances
1	T: Appetizer? What is appetizer? Are you familiar with it? (Initiation)
2	L: Opening food. (Response)
3	T: The food for opening lunch or dinner. Hidangan pembuka (Indonesian). Usually we eat like light meal, salad, shrimp rolls. The main course is a big meal like steak, noodle, and lobster. (F-explanation)

In this study, the negotiation constructed by the participants on one topic was counted as one exchange. The exchange structures analyzed could be organized from the three moves (initiation, response, and follow up) or some of them in different patterns, and

the end of each exchange structure was identified by the complete of negotiation on the subject matter. Then, the frequencies of different exchange structures used in both classrooms were calculated into percentages. Below is the example of how the exchange structure was identified in this study.

Example 3.10 Sample of classroom conversation analysis (I-R-F-R-F structure)

Turns	**Utterances**
1	T: What does the food give you? (Initiation)
2	S: strength. (Response)
3	T: Not only strength, we have another word for it. (Follow up)
4	S: energy (Response)
5	T: Good, energy, yes. (Follow up)

(Yu, 2009)

3.4.2 Research question 2: What are students' perceptions toward learning English with NESTs and NNESTs?

In order to answer the research question 2, the questionnaire and semi-structured interview were applied in the sections to obtain the internal information from the students. The questionnaire was analyzed by utilizing the statistical package for the social sciences or SPSS program. The statistics included frequencies, percentages, and means were analyzed and set into tables.

3.5 Summary

The recent study provides the information of the research methods which included participants, setting, and instruments. The data collection procedure and data analysis are discussed in detail. The next chapter presented the results of research following the researcher questions.

CHAPTER IV

RESULTS

This chapter reports on results from the analysis of classroom transcriptions taught by native English speaking (NEST) and non-native English-speaking teachers (NNEST). The data were analyzed and presented according to the research methodology discussed in the previous chapter to answer the research questions below.

1. What are the interactions occurring in the two English classes taught by the NEST and NNEST?

2. What are students' perceptions toward learning English with NESTs and NNESTs?

To answer research question 1, the data were analyzed by taking three focal points, and the findings were reported accordingly: frequencies of utterances (4.1.1), exchange structures (4.1.2), and question types (4.1.3). The answers to research question 2 were discussed in three main areas: students' background (4.2.1), student perceptions toward NESTs and NNESTs' English instructions (4.2.2), and content analysis (4.2.3).

4.1 Research question 1: What are the interactions occurring in the two English classes taught by the NEST and NNEST?

To answer research question 1, the results obtained from video transcriptions of both classrooms were analyzed and compared. Both classes had the same length of time, i.e., 40 minutes and with the same teaching goal, i.e., understanding the meaning of vocabulary items and knowing how to use them. The below sections present the quantitative data of utterance frequencies produced by both teachers and their students.

4.1.1 Frequencies of utterances

To find out whether the teachers' first language affects students' interactions or not, the frequencies of utterances in each classroom were counted and calculated as percentages. The results from each class are presented as follows.

Table 7: Numbers and percentages of utterances in each classroom

Participants	**NEST**		**NNEST**	
	No. of utterances	**%**	**No. of utterances**	**%**
Teacher	130	81.76	71	65.74
Students	29	18.24	37	34.26
Total	159	100	108	100

Table 7 shows that under the same circumstances of time and learning goals, the frequency of utterances produced by participants in the class organized by the NEST

(159 utterances) is much higher than that made by the participants in the NNEST's class (108 utterances). While the NEST spoke more frequently (81.76%) than the NNEST (65.74%), both teachers took more turns than the students to communicate verbally in the classrooms; and interestingly, students in the NNEST showed much higher frequency of utterances (34.26%) than those in the NEST's class (18.24%).

4.1.2 Exchange structures

The data collected were also analyzed to identify the patterns of exchange occurring in both classrooms. The analysis followed the discourse framework of Sinclair and Coulthard (1975, 1992), by analyzing how the three moves (Initiation- I, Response- R, and Follow up- F) were constructed to negotiate meanings in the classrooms. The results are presented in Table 4.2 below.

Table 8: Percentages of Exchange structure

Exchange structure		**I**	**I-R**	**I-R-F**	**Others**	**Total**
NEST	**No.**	51	0	3	17	71
	%	71.83	0	4.23	23.94	100
NNEST	**No.**	30	0	2	10	42
	%	71.42	0	4.76	23.80	100

From Table 8, while the frequency of total exchanges occurring in the NEST's classroom (71 patterns) is much higher than that of the NNEST's classroom (42 patterns), there are different patterns of interactions occurring in both classrooms taught by NEST and NNEST. As shown in the table, I-R structure of exchange was not constructed by the participants in both classrooms, however, the other two teacher-student interactions (I-R-F and others) both occurred at similar frequencies. Details of how these patterns occurred in the classrooms as well as samples of the conversation will be further discussed in this section.

- Initiating move (I)

The results in Table 4.2 showed that the initiating moves (I) were frequently produced in both classrooms taught by NEST and NNEST. Even though the percentages were similar, the data revealed that the move occurred more frequently in the NEST's classrooms (51 times) than in the NNEST's classroom (30 times). The example of initiating moves used in both classrooms are provided as follows.

Extract 4.1 Sample of an initiating move used in the NEST's classroom

Turns	Utterances
5	T: So we get started with the 12 words. So the first word is Agent…agent is somebody who represents like a company or it could be actually a person… if you become a famous actor or actress in Hollywood or.. then you can get an agent and they will help to find jobs and maybe they'll help you with social media and other things. The agent is a representative of a company (I)

The example above shows that the NEST teacher began the interaction with an initiation by giving information on the targeted word, i.e., 'agent'. The turn did not receive any response from the students as it did not require them to do so. In the NNEST's classroom the initiating move was also used often as shown in Extract 4.2 below.

Extract 4.2 Sample of an initiating move used in the NNEST's classroom

Turns	Utterances
13	T: So, take a look at the word 'adverb'. Adverb consists of the word 'add' which means "Perm/Therm" *translated into Thai* plus 'verb'. So, adverb is the word to describe or modify verb. Adverb can modify the meaning of verb to make readers or listeners clearly understand that verb. So, there are various types of verb.

In the example above, the NNEST used an initiating move to begin the class by explaining about the word 'adverb'. This initiating move did not receive any response from the students because the move did not require the students to reply.

- I-R-F structure

The results showed that there was not much difference between frequencies of the I-R-F patterns used in the NEST's and the NNEST's classrooms (4.23% and 4.76%, respectively). Extracts 4.3 and 4.4 demonstrate the I-R-F exchange structures used in the classrooms of NEST and NNEST.

Extract 4.3 Sample of the I-R-F structure used in the NEST's classroom

Turns	Utterances

96	T: She is told to be at the gate 15 minutes before the flight is to _____it's the word to leave. (Initiation)
97	S7: depart (Response)
98	T: Depart, very good, you said that very well. (Follow up)

Extract 4.3 showed that teacher initiated the turn by using the form of an incomplete statement which required a response from the students (I). The question successfully received an answer from one student (R). The teacher closed the exchange with a follow up move to confirm the answer ('*Depart*') and provide positive feedback to the student ('*very good, you said that very well*'). The overall exchange structure in this part of the classroom interaction represents the I-R-F pattern. Two I-R-F exchange structures were also conducted in the NNEST's classroom as illustrated in the example below.

Extract 4.4 Sample of I-R-F structure in the NNEST's classroom

Turns	**Utterances**
5	T: Do you guys remember anything about adverb of frequency? Try to think about it and help each other to answer. What is verb? Adverb has the word 'verb' in it. It should be something about verb, right? Let's see if you can remember something about adverb. Can you give me the example of adverb? How to used adverb in sentence structure? (Initiation)
6	S: Is it Kri Ya Vi Sed? *Thai meaning of adverb* (Response)
7	T: Yes, in Thai it means Kri Ya Vi Sed…right…you're right. (Follow up)

Extract 4.4 above, the NNEST began the exchange with an interrogative form. The question, however, did not really require an answer from the students as the teacher continued elaborating on the question by providing the students with ideas of how to answer the question. These statements serve to achieve the same goal, i.e., to elicit an explanation from students about 'adverb'. They are therefore analyzed as the same turn of an initiating move (I). After the teacher initiation, the answer was given by one student to provide the meaning of 'adverb' in Thai. The answer was made in an interrogative form, but functioned as the answer to the teacher's question. It is thereby analyzed as a response (R) of the exchange. The teacher then confirmed the answer by saying '*Yes, in Thai it means Kri Ya Vi Sed…right…you're right*' to close the exchange in this part of the conversation.

- Other structures

As evidenced in Table 4.2, even though the percentages of the exchanges organized in other structures in both classrooms were similar (23.94 % in the NEST's classroom and 23.80% in the NNEST's classroom), there was a significant difference in terms of

quantities (i.e., 17 and 10 patterns, respectively). Examples of the conversations and further discussions will be made to see how differently the other structures were organized in both classrooms.

Extract 4.5 Sample of the other exchange structure used in the NEST's classroom (I-R-I-R-F-F-I-R-F)

Turns	**utterances**
12	T: Would anybody like to tell me what their favorite beverage is? Another class told me, one person said that Cola and another person that I was thinking are you old enough to say whiskey (with rising tone). (I-elicitation)
13	S2: I like juice (unclear sound) (Response)
14	T: You like what? (I-elicitation)
15	S2: Juice...like orange juice. (Response)
16	T: Orange juice, okay. (F-acknowledgement)
17	T: That's a good beverage. (F-comment)
18	T: Do you like to put ice in juice or anything like coffee or just like to drink it like that? (I-elicitation)
19	S2: I... I like to drink just the orange juice.. Just like that (Response)
20	T: Okay. Thank you … (teacher addressed the student's name) (F-acknowledgement)

In the conversation above, the NEST began the exchange in this part with a display question and statement to clarify the question (Initiation). The question was replied to by one student as a statement to communicate her type of favorite drink (Response). The teacher asked another question to clarify the answer (Initiation), and the student replied again by providing the same information of her favorite drink (Response). The teacher made follow up moves twice to acknowledge the response ('*Orange juice okay*') and make a comment on the student's answer ('*That's a good beverage*'). The teacher then continued the conversation by asking another question on the same topic (Initiation). After the same student responded (Response), the teacher closed the exchange by acknowledging the student answer ('Okay. Thank you'- Follow up). The overall structure of this exchange represents the negotiation of meaning between the teacher and student in a complex structure, showing the pattern of I-R-I-R-F-F-I-R-F.

The exchange structures in the category of other structures were also found in the NNEST's classroom as illustrated in Extract 4.6 below.

Extract 4.6 Sample of the other exchange structure used in the NNEST's classroom (I-I-R-R-F-F-F-F-R)

Turns	**Utterances**
39	T: Next question is for students whose numbers end with 1 or 7. How often do you have your hair cut? *Question 3* (Initiation)
40	T: Do you cut your hair often? Shouldn't be too often during this time, right? Because everyone is at home, right? Or some people may even cut your own hair, you are so talented! being able to cut your own hair. (Initiation)
41	S: *sent the answer for question No.3*I occasionally have my hair cut. (Response)
42	S: *sent the answer for question No.3* i sometimes have my hair cut. #1 (Response)
43	T: *called student name #1* I happened to see your name. Other students may have sent as well, but I could have missed your answer. *called student name again* (Follow up)
44	T: Be careful when you type the alphabet 'I'. Don't forget to use a capital letter. (Follow up)
45	T: Some of you may forget to press 'shift' when typing 'I'. (Follow up)
46	S: *sent the answer for question No.3* I sometimes have my hair cut. (Response)

Extract 4.6 above is part of a classroom activity that the teacher asked the students to reply by answering his questions in messages to check their understanding of 'adverb'. So, the teacher began the exchange by assigning the student numbers he wanted to make a reply, followed by a question (Initiation). The first initiation did not receive any response from the students, so the teacher clarified the question by illustrating to the students how they could answer his question (Initiation). After that, two students replied by typing expressions on the frequency of their haircut (Responses). The teacher named the students whose answers were seen in the message box to acknowledge the answer (Follow up). The teacher then continued with two follow up moves to remind the students and clarify the instruction of how to reply (Follow ups). The exchange closed with another response given by another student to reply to the question (Response)

before the teacher continued with the next exchange. The overall exchange structure represents the other structure of I-I-R-R-F-F-F-R.

The discussion above showed that both teachers produced initiating moves without any prompting from the students. As far as the two-way interactions with students were considered, the NEST could produce more interactions than the NNEST. These frequencies, however, still could not explain explicitly the different natures of interactions that were created by both teachers. By focusing on the 'other structures' of interaction, of which the frequencies of occurrence and exchange structures were significantly different, further analysis will be made to examine how each move made by the teachers and students constituted those interactions in complex structures.

4.1.3 Further analysis of nature of interaction

To explain the nature of interactions organized by both teachers in the classrooms, further analysis was made to see how the negotiation of meaning was made in the exchanges which were constructed in the extended structures which did not fall into the categories of I-R or I-R-F. The findings from the analysis are presented in Table 4.3 below.

Table 9: Comparison of the exchange structures constructed from more turns made by the participants

#	Teachers					
	NEST			NNEST		
	Other structures	**Frequencies**	**%**	**Other structures**	**Frequencies**	**%**
1	I-R-F-F	2	11.77	I-R-F-F	3	30.00
2	I-R-I-R-F-F-I-R-F	1	5.89	I-I-R-R-R	2	20.00
3	I-R-F-F-F-F	2	11.77	I-R-R-R-R-R-R-R	1	10.00
4	I-R-F-F-F	3	17.65	I-I-R-R-F-F-F-R	1	10.00
5	I-I-R-F-F	2	11.77	I-I-R-F	1	10.00
6	I-R-I-R-F-F-F-F	1	5.89	I-I-I-R-R-R-R-R	1	10.00
7	I-R-F-I-R-R-F	1	5.89	I-I-R-I-I-R-I-F-F-R-I-R-F-R-F-F-R-F-F-F-R-R-R	1	10.00
8	I-R-R-F	1	5.89			
9	I-R-R-F-F	1	5.89			
10	I-R-I-R-F-F-F-F-F	1	5.89			
11	I-I-I-R-F-F	1	5.89			
12	I-I-R-I-R-F	1	5.89			
Total		17	100		10	100

Table 9 shows that the complex exchange structures made in both teachers' classrooms were constructed from similar moves in the beginning, i.e., each structure began with the teacher initiation, followed by a student's responses. The ending of those exchanges,

however, were constructed from different move structures. In other words, all of the NEST's complex exchanges ended with at least one follow-up move or more while more complex structures (60.00%) made in the NNEST's classroom ended without a follow up move. Samples of the different complex exchange structures made in both classrooms are demonstrated in Extracts 4.7 and 4.8 below.

Extract 4.7 Sample of an exchange in other structure developed in the NEST's classroom (I-R-F-F-F-F)

Turns	**Utterances**
22	T: Anyone else would like to tell me what kind of beverage do you like to drink? (Initiation)
23	S3: I like milk tea (Response)
24	T: Oh, I like milk tea too. Yes, milk tea is really good. (Follow up)
25	T: Thank you for letting me know… (Follow up)
26	T: Milk tea and also orange juice. When I was little, I like because where I'm from America sweet tea was very popular and had a lot of stuff, I don't really drink to you as much as I did when I was younger. (Follow up)
27	T: But thank you. (Follow up)

In Extract 4.7 above, the teacher began the conversation with a question, and received a response from the student. The turns 24 to 27 showed that the NEST applied 4 follow up moves to: confirm ('*Oh, I like milk tea too. Yes, milk tea is really good*.', acknowledge ('*Thank you for letting me know*', clarify ('*Milk tea and also orange juice. When I was little, I like because where I'm from America sweet tea was very popular and had a lot of stuff, I don't really drink to you as much as I did when I was younger.*'), and acknowledge the student response again ('*But thank you*.').

Extract 4.8 below demonstrates the structure of the complex exchange which occurred three times (30.00%) in the classroom of the NNEST.

Extract 4.8 Sample of the interaction in other structure occurring in the NNEST's classroom (I-R-F-F)

Turns	**Utterances**
15	T: Tell me how the verb is described- frequency. (I-elicitation)
16	S: Frequency, how often (Response)
17	T: Correct (F-confirm)

18 T: This adverb will be used to describe the verb or action of a sentence, how often the activity occurs, or the frequency of occurrence. Adverbs of frequency are words which inform how often the action or behavior occur, many times or never. (F-explanation)

In the above extract the teacher initiated the turn by making a direction *'Tell me how the verb is described'* as shown in turn 15. This question successfully received a response from a student. The NNEST then ended the exchange with two follow up moves to confirm the answer ('*Correct*') and provide further explanation ('*This adverb will be used to describe the verb or action of a sentence, how often the activity occurs, or the frequency of occurrence. Adverbs of frequency are words which inform how often the action or behavior occur, many times or never*'). The overall structure demonstrates the I-R-F-F pattern.

When the follow up moves were considered, it was found that they were used by both teachers but for different purposes. That is to say, the most three common purposes of follow up moves used by the NEST were to acknowledge (e.g., '*Thank you for letting me know*.'), provide feedback (e.g., '*Great*.'), and confirm the answer made by the students (e.g., '*You're right. It's something to drink*.').

On the other hand, an acknowledgement was the least frequent in the follow up moves made by the NNEST. The teacher instead used his follow up moves to further explain the contents (e.g., *'*smiling* is not wrong to use, but the meaning may be slightly different to what we intend to communicate*', provide feedback on (e.g., '*That is not wrong*'), and to confirm the student answer (e.g., '*Yes, that's correct*.').

To compare more explicitly how the exchange structures were initiated by both teachers, further investigation was made in the following section by analyzing the types of questions used in the teachers' initiating turns.

4.1.4 Types of questions

The data analysis in this part aimed to compare how effectively each teacher used questions in the classrooms by identifying the question types and the number of responses received. Table 4.4 presents the frequencies and types of questions produced by both teachers and the responses made by students.

Table 10: Question types used in both classrooms and their responses

Question types	**Teachers**							
	NEST				**NNEST**			
	Received responses?				**Received responses?**			
	Yes		**No**		**Yes**		**No**	
	no.	%	no.	%	no.	%	no.	%

Display	24	75.00	4	12.50	7	31.82	4	18.18
Referential	2	6.25	2	6.25	8	36.36	3	13.64
Total	32 (100%)				22 (100%)			

Table 10 shows that there were more questions used in the NEST's classroom (32 questions) than NNEST's classroom (22 questions). The display questions were mostly used in the NEST's classroom (81.25%). There were also 11 display questions used in NNEST classroom (50.00%). The example of a display question that the NNEST teacher used to ask students is presented below.

Extract 4.9 Display question used in the NNEST's classroom

Turns	**Utterances**
35	T: What is alcohol sanitizer? (Initiation)
36	S: Gel alcohol kha *answering the meaning of alcohol sanitizer in Thai* (Response)
37	T: You're right. (Follow up)
38	T: It can be gel, spray, or liquid that you use alcohol to sanitize your hands. (Follow up)

Comparing the number of questions that received responses from students in each classroom, it was found that the questions made by the NEST received many more responses (81.25%) than those posed by the NNEST (68.18%). Moreover, display questions mostly received responses from students in the NEST's classroom. The example of questions used in the NEST's classroom that received responses from students was provided in Extract 4.10 below.

Extract 4.10 Sample of a display question used in the NEST's classroom

Turns	**Utterances**
12	T: Would anybody like to tell me what their favorite beverage is? Another class told me…one person said that Cola and another person that I was thinking are you old enough said whiskey. (Initiation)
13	S: I like juice…(unclear voice) (Response)
14	T: You like what? (Initiation)
15	S: juice…like orange juice (Response)
16	T: Orange juice…Okay. (Follow up)

17	T: That's a good beverage. (Follow up)
18	T: Do you like to put ice in juice or anything like coffee or just like to drink it like that? (Initiation)
19	S: I...I like to drink just the orange juice…just like that (Response)
20	T: Okay, thank you (student's name). (Follow up)

In the above conversation, the teacher elicited the response from students by asking about their favorite beverages and using display questions in turn 12 and 17. Both questions received responses from the students. Although the student answer in turn 19 was to respond to the display question made in turn 18, the student did not reply as 'yes' or 'no', but as a statement, meaning '*yes, I like just orange juice*'.

From the results in Table 4.3, it can be concluded that display questions were most frequent in the NEST classroom and this type of question also received more responses of referential questions. Meanwhile, there were the same number of both question types used in NNEST classroom. However, the referential questions frequently received more responses from students.

Even though questions used in the NNEST's classroom obtained fewer responses (68.18%) than the NEST's class (81.25%), the questions that received most responses in this class were referential questions (36.36%). The below example showed the referential questions used in the NNEST's classroom.

Extract 4.11 The referential question used in NNEST's classroom

Turns	**Utterances**
27	T: How often do you wash your hands with alcohol sanitizer?
28	S1: I usually wash my hands with alcohol sanitizer.
29	S2: I always used alcohol sanitizer to wash my hands.
30	S3: When I go outside, I always wash my hands with alcohol sanitizer.
31	S4: I usually wash my hands with alcohol sanitizer.
32	S5: I frequently wash my hands with alcohol sanitizer every hour.
33	S6: I wash my hands with alcohol sanitizer three times a day.
34	S7: I normally wash my hands with alcohol sanitizer.

The extract above shows the referential question used by the NNEST in turn 27. This question received seven responses from different students.

4.2 Research question 2: What are students' perceptions toward learning English with NESTs and NNESTs?

In order to answer research question 2, student responses in the questionnaire were analyzed, and the findings were presented in 3 aspects, namely: background information, perceptions toward NESTs' and NNESTs' English instructions.

4.2.1 Background information

There were 80 students who responded to the questionnaire, with 64 females (80.00%) and 16 males (20.00%). The age ranges of the respondents were 15 – 17 years old, and 72.50% of students were 16 years old. When asked with whom the participants had learnt English with, almost all of the students had attended English classes with NNESTs (98.9%). Many also said that they had the experiences in learning English with both NESTs and NNESTs (97.50%). A large number of the respondents (80.00%) stated that they had studied English with NNESTs for seven to ten years, and many said that they had learnt English with fewer than four NESTs (73.75%).

4.2.2 Student perceptions toward NESTs and NNESTs' English instruction

By taking a thematizing approach, the students' perceptions toward NESTs and NNESTs in the questionnaire were analyzed and compared to explain whether or not the teachers' native English ability has the effect on student perceptions. The findings are presented in Table 11 below.

Table 11 Student perceptions toward NESTs and NNESTs' English instruction

	Statements	Mean score		Statements	Mean score
I learn English better with Thai NNESTs than NESTs because…	1. Teachers use Thai language to help in explanation.	3.62	I learn English better with NESTs than NNESTs because…	15. Teachers use different language to me so I try harder.	3.92
	2. Teachers' success in learning English is a model for my language learning.	3.19		16. Teachers' nativeness is a model for my language learning.	3.79
	3. Teachers correct me when I make grammar mistakes.	3.61		17. Teachers correct me when I make grammar mistakes.	3.50
	4. Teachers understand students' grammar problems.	3.70		18. Teachers understand students' grammar problems.	3.50
	5. Teachers understand what I try to communicate in English.	3.67		19. Teachers understand what I try to communicate in English.	3.54
	6. Teachers correct me when I make mistakes in pronunciation.	3.27		20. Teachers correct me when I make mistakes in pronunciation.	4.02
	7. Teachers speak English with clear accent.	3.23		21. Teachers speak English with clear accent.	3.97
	8. Teachers know various vocabulary items.	3.36		22. Teachers know various vocabulary items.	4.05
	9. We share the same culture.	3.35		23. We have different cultures.	3.60
	10. Teachers use interesting teaching materials.	3.40		24. Teachers use interesting teaching materials.	3.75
	11. Teachers use various teaching methods.	3.29		25. Teachers use various teaching methods.	3.86
	12. Teachers apply enjoyable activities in the classroom.	3.52		26. Teachers apply enjoyable activities in the classroom.	3.88
	13. Teachers are friendly to students in the classroom.	3.58		27. Teachers are friendly to students in the classroom.	3.97

As shown in Table 9, students showed more positive perceptions toward NESTs than NNESTs. Evidence of this could be seen from the mean scores of student agreements to all the statements in the NEST questionnaire, which were higher than 3.50 (meaning high level of agreement). Most of the students stated that they preferred learning English with NESTs because NESTs know various vocabulary items (m = 4.05), used different language so they tried harder (m = 3.92), and speak English with clear accents (m = 3.97).

As far as student responses to the NNEST questionnaire were concerned, students did not think that the teachers' success on language learning nor the same culture shared with the teachers had an effect on their language learning (m = 3.19 and 3.35, respectively). Moreover, the low mean scores were also found in other statements, i.e., 'Teachers correct me when I make mistakes in pronunciation', 'Teachers speak English with clear accent', 'Teachers know various vocabulary items'. 'Teachers use interesting teaching materials', and 'Teachers use various teaching methods' (m = 3.27, 3.23, 3.36, 3.40, 3.29, respectively).

Overall, the three statements which received higher levels of agreement from students towards NNEST were: '*Teachers correct me when I make grammar mistakes*' (m = 3.61), '*Teachers understand students' grammar problems*' (m = 3.70), and '*Teachers understand what I try to communicate in English*' (m = 3.67).

4.2.3 Content analysis

The open-ended questions were divided in 2 sections which were the advantages and problems of learning English with NESTs and NNESTs. These two sections were analyzed in order to find the in-dept perceptions of students toward NESTs and NNESTs. The answers from participants were analyzed by using content analysis method. Tables 4.6 and 4.7 below show the advantages and problems that students faced in the classrooms taught by NESTs and NNESTs.

Table 12: The advantages of learning English with NNESTs

Opinions for NNEST	Total	%
No language barrier	32	42.11
Better in teaching grammar	21	27.63
Understanding of students' challenges of learning English	14	18.42
Teaching abilities	9	11.84
Total	76	100

As presented in Table 12, many students agreed that the advantages of learning English with NNESTs was the use of the same first language (42.11%).

> It was good because when students did not understand something, teacher can translate into Thai.
>
> S24

> Easy to communicate than NEST.
>
> S42

> I can use Thai to communicate if I don't know English words.
>
> S45

Moreover, some said that NNESTs were better at teaching grammar (27.63%) and understanding the students' issues of learning English (18.42%).

> NNESTs teach grammar better than NESTs.
>
> S70

> Thai teacher can correct my mistake in grammar.
>
> S66

> The advantage of learning English with Thai teacher is most of Thai teachers can understand students' problems.
>
> S66

Table 13 below shows the students' opinions on the advantages of learning English with NESTs.

Table 13: The advantages of learning English with NESTs

Opinions for NESTs	**Total**	**%**
Authenticity	34	39.53
Relaxing classroom atmosphere	18	20.93
Interesting teaching methods	27	31.40
Language accent	7	8.14
Total	86	100

Table 13 shows that a significant number of students liked learning English with NESTs because of their authenticity (39.53%) and interesting teaching methods (31.40%).

The advantage is I obtain the knowledge of language and culture authentically in different dimensions.

S49

The advantage is I learn to pronounce and I can listen to the accent in authentic ways which I can use those techniques to speak more like the native speakers.

S8

NESTs are like the model of language.

S65

NESTs have more interesting teaching techniques than NNESTs.

S28

They also stated that NESTs created relaxing classroom atmosphere (20.93%), and have clear accent (8.14%).

NESTs are friendly.

S43

NESTs are kind. They always give students the freedom in class.

S70

If teachers are from the UK or the US, the accents are very clear which can help in speaking and listening.

S3

There were some obstacles that students encountered when learning English with NNESTs and NESTs. The below table shows the students' problems in learning English with NNESTs.

Table 14: Problems in learning English with NNESTs

Opinions for NNESTs	**No.**	**%**
Uninteresting teaching methods	16	21.62
Unfriendly classroom atmosphere	21	28.38
Too much focusing on grammar	18	24.32
Non-native accent and mispronunciation	9	12.16

Causing the negative perception of learning English language to students	6	8.11
Less vocabulary knowledge	4	5.41
Total	74	100

Table 14 shows student opinions towards the problems found when learning English with NNESTs. The main problems stated were: the uninteresting classroom atmosphere (23.38%), too much focusing on grammar (24.32%), and uninteresting teaching methods (21.62%).

I fear to speak in NNESTs classroom.
S61

The problem is sometimes when we didn't understand the lesson, NNESTs did not explain to students.
S26

Thai teachers focus too much on teaching grammar.
S62

Most of Thai teachers teach grammar more than communication.
S55

The problems that I found is that NNESTs don't have interesting teaching methods to encourage students. It makes classroom boring.
S74

On the other hand, the problems with learning English with NESTs as reported in the open-ended section are presented in Table 15 below.

Table 15: Problems in learning English with NESTs

Opinions for NESTs	**Total**	**%**
Language barrier	27	61.36
Not understanding their native accent	10	22.73
Not being able to explain grammar rules clearly	4	9.10
Not understanding students' problems	3	6.81
Total	44	100

Table 15 shows that most of the students agreed that one main problem in learning English with NESTs was the language barrier (61.31%). Moreover, some students also mentioned that they did not understanding the NESTs' native accent (22.73%).

> Problem is that the language barrier causes some miscommunication which may lead to misunderstanding in learning English.
> S49
>
> Some native teachers speak very fast, so I don't understand.
> S72
>
> The accent of some NESTs is not clear.
> S76.

The discussion shows that Thai students found different benefits and problems in learning the English language with NESTs and NNESTs. The findings showed that the most common problem stated by the student in learning English with NESTs was the language barrier. However, more problems were informed by the students for learning English with NNESTs.

4.3 Summary

This chapter presents the results from the analysis of the classroom instructions of both teachers: a NEST and a Thai NNEST. It was found that more teacher-student interactions were promoted in the NEST's classroom and the findings from the questionnaire reported students' more positive attitudes toward learning English with NESTs. Meanwhile, different problems seen as the obstacles for learning English with NESTs and NNESTs were mentioned by the students.

CHAPTER V
DISCUSSION AND CONCLUSION

This chapter discusses the implications and directions for future study drawn from the research findings. The arguments were organized as implications (5.1), limitations (5.2), and conclusion (5.3).

5.1 Implications

There are four implications which can be drawn from the research findings, namely: NEST created classroom interactions which are closer to real-life verbal communication than NNEST (5.1.1); NEST produced questions that obtained more responses from students than NNEST (5.1.2); students in the context of investigation showed more positive attitudes toward NESTs than NNESTs (5.1.3); and the patterns of interactions in both classrooms reflect the different teaching styles of both teachers (5.1.4).

5.1.1 NEST in this context of investigation created classroom interactions which were closer to real-life verbal communication than NNEST.

As shown in the discussion on the research findings in Chapter 4, NEST could create classroom interactions which allowed the participants to negotiate meanings in more complex manner and closer to real life verbal communication. Evidence of this can be elaborated by considering two characteristics: the patterns of exchange structures and the ways that both teachers used questions in order to elicit responses from the classroom.

As far as the exchange structures are considered, NEST created more two-way interactions in the classroom (I-R-F + Other structures = 20 exchanges) than NNEST (I-R-F + Other structures = 12 exchanges). As noted by scholars, the I-R-F pattern is the traditional classroom discourse structure (Sinclair & Coulthard, 1992) with a follow up move functioning to provide feedback on student responses. In real-life communication, the I-R-F exchange structure could be used by the participants, however; the purposes of the three moves are different. For example, the responses made by the interlocutors cannot be predicted by the initiator, and the follow up moves do not necessarily function to evaluate the responses made by the participants or many

times are omitted. The investigation of the exchange structures occurring in the structures more complex than the traditional classroom structures would therefore help to identify the nature of interactions in both classrooms.

While the frequencies of I-R-F structures used in the two classrooms were similar (i.e., 3 and 2 times, accordingly), the frequencies of other structures were significantly different (17 times in the NEST's classroom and 10 times in the NNEST's classroom). By conducting the interactions with extending move structures, it means that the participants had more opportunities to take turns to negotiate meanings, acknowledge, comment on, or clarify their understanding of the delivered messages than the traditional interactions which are constituted from the three moves (initiation, response, and follow up), the conversations in the NEST's classroom were therefore closer to real-life dialogue outside the classroom.

Another reason to explain why the NEST's classroom discourse was conducted in a more natural way than that of the NNEST's classroom is to compare how effectively both teachers managed the questions in their classrooms to elicit responses from the students.

When considering the nature of questions made by both teachers, many of those asked by the NEST were open-ended questions, meaning that the teacher could not predict the answer made by the students. the conversations in the NEST's classroom were therefore more genuine and are closer in nature than those made in the NNEST's classroom (see Extract 5.1).

Extract 5.1 Sample of teacher questions in the NEST's classroom

Turns	**Utterances**
22	T: Anyone else would like to tell me? what kind of beverage do you like to drink? (Initiation)
23	S3: I like milk tea. (Response)
24	T: Oh, I like milk tea too. Yes, milk tea is really good. (Follow up)
25	T: Thank you for letting me know… (Follow up)

26	T: Milk tea and also orange juice. When I was little, I like because where I'm from America sweet tea was very popular and had a lot of stuff, I don't really drink tea as much as I did when I was younger. (Follow up)
27	T: But thank you. (Follow up)

The conversation above shows that the teacher's question was open to any student to reply, and the answer was not fixed to any certain information. Besides, the follow up moves made by the teacher after the student response did not focus on the evaluation of its correctness, but to exchange the teacher's opinion on the kind of drink ('*Oh, I like milk tea too. Yes, milk tea is really good*.'), acknowledge the reply ('*Thank you for letting me know*.'), exchange additional information on his other favorite drink ('*Milk tea and also orange juice. When I was little, I like because where I'm from America sweet tea was very popular and had a lot of stuff, I don't really drink to you as much as I did when I was younger*.'), and to acknowledge the student's answer again ('*But thank you*.'). The less controlled verbal interaction thereby allows a more natural interaction to be created. Not only that the NEST could create the conversation with the characteristics of close to real-life communication, but his use of acknowledgements twice in the follow up moves also reflects his encouraging personalities to create cooperation and reduce teacher power in the classroom.

Meanwhile, the questions used in the NNEST's classroom have the potential to be more controlling in nature. As illustrated in Extract 5.2 below, even though the students were allowed to answer the questions by using their personal information, the teacher's question (Turn 39) was controlling in nature for many reasons. First of all, students were informed directly that who were assigned to answer the question ('*Next question is for no. 1/7…How often do you have your hair cut?'*). This means that the respondent to the teacher's question was chosen by the teacher, and that students whose numbers were not nominated could not reply. Secondly, the desirable form of language was expected by the teacher because the conversation was about the use of adverbs of frequencies. Finally, the purposes for his use of follow up moves were different to the NEST, i.e., to confirm the response ('**called student name* I saw something…actually*

*there might be more than one of you guys that I might not see, but *call student name again**'), and to remind the students of the correct form of language ('*You should be careful when you type letter "I". Don't forget to press the capital letter*' and '*I saw "i" that you typed… you might forget to press shift.*'). These features of teacher interactions reflect his higher authority created in the classroom than the students to control the direction of classroom discourse.

Extract 5.2 The interaction in NNEST's classroom (I-I-R-R-R)

Turns	**Utterances**
39	T: Next question is for no. 1/7…How often do you have your hair cut? *Question3* (Initiation)
40	T: How often do you have your hair cut? I think for now you might not have it very often, right? Because you guys have to stay home. Or maybe some of you might have the hair cut by yourselves…like you are skillful, so you can cut your hair by yourself. (Initiation)
41	S: *sent the answer for question No.3*I occasionally have my hair cut. (Response)
42	S: *sent the answer for question No.3* i sometimes have my hair cut. (Response)
43	T: *called student name* I saw something…actually there might be more than one of you guys that I might not see, but *call student name again* (Follow up)
44	T: You should be careful when you type letter "I". Don't forget to press the capital letter (Follow up)
45	T: I saw "i" that you typed… you might forget to press shift… (Follow up)

46	S: *sent the answer for question No.3* I sometimes have my hair cut. (Response)

5.1.2 NEST produced questions that obtained more responses from students than NNEST.

According to Table 4.4 (see Chapter 4), NEST asked more questions than NNEST (32 and 22 questions, respectively). As far as the types of questions were considered, display questions made by the NEST received more responses (81.25%). Meanwhile, the NNEST used similar numbers of both kinds of question and received the significant numbers of replies. Extract 5.3 and 5.4 below demonstrates the use of display questions in both teachers' classrooms.

Extract 5.3 Display question used in the NEST's classroom

Turns	**Utterances**
126	T: Does anybody else have any guessing that would be A, B, or D? (Initiation)
127	S6: I think A (Response)
128	T: You're right! It is A. (Follow up)
129	T: Because you see the luggage there and it's not being claimed yet. No one has taken their luggage with them to go to their home or go to their hotel…Because like B…They are not on the airplane. So, A is the best answer. (Follow up)
130	T: Thank you… (Follow up)
131	T: But I actually thank you both of you…any guess are good guess that help we all to learn. (Follow up)

Extract 5.4 Sample of referential questions used in the NNEST's classroom

Turns	**Utterances**
48	T: How often do you go skateboarding? *Question4*(Initiation)
49	T: Have you ever go skateboarding? If you "Mai Keoy" (means never) which word should you use? Like rarely go. (Initiation)
50	S: *sent the answer for question No.4* I never go skateboarding. (Response)
51	S: *sent the answer for question No.4* I've never gone skateboarding. (Response)
52	S: *sent the answer for question No.4* I never play skateboard. (Response)

The frequent use of display questions in both language classrooms was explained by previous studies as the common types of question occurring in the classroom. Shomoossi (2004), for example, noted that display questions are used more than referential questions but not all referential questions will produce interaction in the classroom. to clarify this, other studies found that display questions seem to encourage the learners to respond and obtain their interest, particularly with beginners whereas referential questions may receive more responses from the high proficiency level learners since the referential questions require the long and complex answers (e.g., Brock, 1986; Long & Sato, 1983). The findings from this study in terms of question types could be useful for other language teachers who may take this into account and select the appropriate questions when asking their students with different levels of language proficiency and for different purposes.

5.1.3 Students in the context of investigation showed more positive attitudes toward NESTs than NNESTs.

The results from the conversation analysis of the two classrooms showed that there were more active interactions in the NEST's classroom than the NNEST's classroom.

On the other hand, there were more teacher dominating interactions in the classroom of NNEST. Consistently, students in this context of investigation showed that they have positive perception towards NESTs than NNESTs, and evidence of this could be seen from the questionnaire results. Most students believed that learning English with NESTs can help learners improve their English language skills. Students also preferred learning English with NESTs because they agreed that NESTs have various teaching techniques which create greater atmosphere in the classroom.

> *"Native teachers have more teaching methods and techniques which help classroom looks more friendly". (Student 71)*

> *"The native teachers are the original source of learning language; they are friendly and they always have the activities while learning in classroom". (Student 66)*

Moreover, students stated that NESTs are a good role model in pronunciation since they are native speakers. Students can listen to an authentic accent when learning English with NESTs.

> *"I like learning with native teachers because of their accents. The pronunciation was very clear and easy to understand. Native teachers help us to practice more which help students able to speaking English correctly without any worry of making the grammatical error". (Student 75)*

The findings in this part are consistent with the study by Phothongsunan (2017) who found positive perceptions of students toward NESTs, and claimed that the classroom of NESTs was more fun and motivative. Further reasons were also added by the research participants of the current study. Students stated that the NESTs are flexible and have the interactive teaching methods to run the classroom actively. They also showed the preference for NESTs on their personality traits, and provide the students with the opportunities to practice their oral and aural skills when learning English.

5.1.4 The patterns of interactions in both classrooms reflect the different teaching styles of both teachers.

The findings from Chapter 4 reflect the two classroom environments created by both teachers: student-centered and teacher-centered classrooms.

Serin (2018) defined a student-centered classroom as the place where students are encouraged to use the knowledge that they have learned from the class to reflect and develop their critical thinking by using their experiences and actions. A teacher (in student-centered classroom) will allow students to construct their understanding and active learning by using the activities, materials, and content to get student engaged in the classroom (Brophy, 1999). Consistently, Collins and O'Brien (2003) specify that student-centered instruction is the idea that students are involved in promoting the knowledge through the experiences and actions which create the motivation to learn.

Referring to the definitions of student-centeredness, the NEST instructed the classroom by trying to encourage students to engage with the class activities which help to promote their learning ability. These strategies therefore inform the characteristics of a student-centered classroom. The below extract demonstrates how the NEST involved the students in his classroom interaction.

Extract 5.5 The question and response in NEST's classroom

Turns	**Utterances**
58	T: During the flight, the attendance may offer her a _____. (pause and intonation) (I)
59	S1: Beverage (answer with cutting voice) (R)
60	S10: Beverage (clearer voice) (R)
61	T: You' re both right! A beverage, a drinking water, a snack or meal. (F)

From the above conversation, the teacher asked a question in the form of a statement with intonation, functioning as a referential question (meaning: *during the flight, what*

may the attendance offer her?) to create the interaction with students. Successfully, this referential question received the response from two students.

To examine the conversation in the NNEST's classroom, the results showed that the classroom had more teacher-centered instruction since the teacher played the main role to control the class and there were fewer two-way interactions than those occurring in the NEST's classroom. However, there were questions used in NNEST's classroom to create the interaction with students which received responses from students. The below example reveals the question used by NNEST that received fewer responses from students.

Extract 5.5 The question used in NNEST's classroom

Turns	**Utterances**
22	T: 2/ How often do you listening to your favorite music? Number in front of the question is to show the ended students' number. If you have the same ended number, you have to answer this question. I will do the same for other numbers as well… so you can type the answer in the chat box. *Question1* (Initiation)
23	S: *sent the answer for question no.1* I always listen to my favorite music. (Response)
24	S: *sent the answer for question no.1* I always listen to my favorite music. (Response)
25	S: *sent the answer for question no.1* I always listen to my favorite music whenever I have a spare time. (Response)

The conversation above shows that students may not respond to the question because of their genuine willingness. The responses were made, based on the teacher's rules to control the respondents. Some of the students might not have been interested to participate to the question or the activity in the class. However, the students must respond at the request of the teacher. Therefore, it could be concluded that the conversations occurred in NNEST's classroom were due to the teacher control.

5.2. Limitations

This recent study has got some limitations which were discussed accordingly: the coordinating problems during the data collection period due to the unusual time during the pandemic (5.2.1), the limited sample group (5.2.2), and the limited area of investigation (5.2.3). This section provides the discussions of limitation and also the suggestions for future study.

5.2.1 The coordinating problems during the data collection period due to the unusual time during the pandemic

There were problems encountered during the data collection period due to the COVID-19 pandemic, causing the mode of teaching to be online. To begin, the classroom observation had to be conducted online via Microsoft Teams. Prior to the data collection, the researcher had to coordinate with the school, teachers, and students online. This resulted in the process being delayed. Due to the above discussed unusual circumstances, the online method of classroom-interaction recording caused problems of unclear voices in some sections which in turn affected the clarity of the speeches made by the participants. Moreover, nature of students in online class, they always turn off the cameras while studying. The suggestions for future research would be to collect data from the on-site classrooms in order to gain more explicit classroom interactions.

Another problem was related to the questionnaire distribution. In this study, the questionnaire was uploaded online and sent to the participants via Google form links. Even though the goals and purposes of different sections were explained explicitly in the online classrooms, the researcher lacked the opportunities to further explain in the case that some students might not have clear understanding of the questions. Moreover, the completion of questionnaire online means that it was impossible to collect all questionnaire data immediately from the participants. The questionnaire sections thus took a longer time to collect. Future studies should obtain the questionnaire responses in-person because the researcher can explain the instructions and the details of the questions to students immediately if there are any clarifications required by the students.

5.2.2. The limited sample groups

There were limitations of selecting sample groups since the present study focused on the analysis of interactions created in two intent classrooms of the same school, which limited the variety of the investigated data. There was limitation of number of NEST who have responsibility teaching Mattayom 4 which was one native teacher. Moreover, the observation was constructed on only one topic which caused limitations of diversity of sample groups. The results from the sample groups are useful but cannot be used to explain the instructions and interactions occurring in the classrooms taught by NESTs and NNESTs in other schools. To broaden the scope of generalization, further study may be conducted by having a greater number of sample groups or more classrooms in order to compare the interactions. Also, it would be gathered to have more NESTs and NNESTs in order to see the diversity. Conducting a similar study by focusing on different levels of students (e.g., primary or tertiary level) and more diverse contexts would also increase the generalizability of the research findings.

5.2.3. The limited area of investigation

Even though a mixed-method was used in this study, it is more quantitative in nature because the study investigated the utterances and exchange structures of two classrooms taught by NEST and NNEST. To specifically examine and compare the students' interactions in both classrooms, other areas should be included in the data analysis. For example, the areas of investigation could be extended to the purposes of communication by further examining the speech acts produced in both classrooms. Future research may qualitatively investigate the speech acts that occur in classrooms organized by native and non-native English-speaking teachers in other contexts.

5.3 Conclusion

The present study investigated student interactions in English classrooms taught by native and Thai non-native English speaking teachers. The study also examined the student perceptions towards both types of teachers. The results based on the conversations which occurred in the classrooms showed that the two-way interactions (teacher-students interaction) produced in NEST's classroom were close to real-life verbal communication as opposed to the interactions in the NNEST's classroom. The findings also reported that the students showed their positive perceptions towards both

teachers. However, most students revealed that they have higher preferences of learning English with NEST than NNEST.

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APPENDICES

Appendix A: Video Transcriptions

Native English speaking teacher classroom

Turns	Utterances
1	T: Can everyone see on the screen listening General travel?
2	S1: Yes I can.
3	T: Great! It' s great to hear your voice and I'm glad if you can both hear my voice so you can see what's on the screen.
4	T: Thank you.
5	T: So we get started with the 12 words. So the first word is Agent…agent is somebody who represent like a company or it could be actually a person if you become a famous actor or actress in Hollywood or.. then you can get an agent and they will help to find jobs and maybe they'll help you with social media and other things. The agent is a representative of a company
6	T: Ex. The gate agent will make an announcement when it is time to board the plane. Announcement I think maybe the next word.
7	T: Ex. you can buy your tickets from the ticket agent at the train station right before you get on the train. it's just somebody a ticket agent so it's somebody who works for like an airplane company like his legs and then a ticket agent like somebody who sells tickets at the train they represent that company agent.
8	T: next we have announcement… announcement. So announcement is when you just tell people about something that's going to happen like somebody could say next month there will be final exams. So that's it would be an announcement or maybe you've seen the interns they created a flyers sheets that talked about the online Christmas party and they put them all over at campus at school. So you could see that there was going to be an online Christmas party… so… and then they announced …make candied on paper or it can be font wall, on computer or it can be in person like I can do an announcement through Microsoft team. Announcement is a public notification cut that tells you. It's not secret it's something that you want everyone to know announcement.
9	T: Ex. Did you hear the announcement about our new departure time? So the departure is like when a plane or a train or adjust you are leaving so that would be the time everyone would leave.

10 T: Ex. I expect an announcement anytime now about a snow emergency at the airport. Announcements…

11 T: beverage does anybody know what beverage is?

12 T: Let's find out together... a beverage is the drink other than plain water.

13 T: Would anybody like to tell me what their favorite beverage is? Another class told me one person said that Cola and another person that I was thinking are you old enough said whiskey.

14 S2: I like juice (unclear sound)
15 T: You like what?

16 S2: Juice...like orange juice.

17 T: Orange juice okay.

18 T: That’s a good beverage.

19 T: Do you like to put ice in juice or anything like coffee or just like to drink it like that?

20 S2: I... I like to drink just the orange juice.. Just like that

21 T: Okay. Thank you … (student name)

22 T: Anyone else would like to tell me what kind of beverage do you like to drink?

23 S3: I like milk tea

24 T: Oh, I like milk tea too. Yes, milk tea is really good.

25 T: Thank you for let me know…

26 T: Milk tea and also orange juice. When I was little, I like because where I'm from America sweet tea was very popular and had a lot of stuff, I don't really drink tea as much as I did when I was younger.

27 T: But thank you.

28 T: The flight attendant offered all passenger a cold beverage during the flight. hot and cold beverages as well as snacks are for sale in the Train’s Cafe car. Beverage

29 T: Board...board… So, board is to enter a boat, a plane or a train. So, it's just when you get on the train or get on the plane for security reasons are not allowed in the area of the airport where passengers 'board' the plane, board the train for New York in 10 minutes forward. This actually is used in America specially if you're getting on a train or a plane or learn another word here in a few minutes that's not used as much that board is…is used

30 T: Claim… claim so if you claim something that is something that belongs to you… you cannot claim something if it belongs to some well… I guess you could belong to someone else it's something that is yours and should be yours but you could claim if you wrote a story, you could claim it. you If you do something that you own like a car or a bicycle you could claim that. claim is to take as rightful or to retrieve

31 T: Ex. please proceed to the baggage arrival area explain your luggage

32 T: Ex. lost luggage can be claimed at the airline office. Claim…

33 T: Delay …delay… So, delay is when there's something that should happen then it is moved to another time in the future. For example, you time midterm should have in the last week of December, but they were delayed until last week (mid of January). They were delayed by two weeks so just something there would be happened later. Maybe, You and your friends planned a party or you and your friends were going to get together and go somewhere but something happened so you have to delay your plan. So, delay is to postpone until a later time.

34 T: Ex. the bus was delayed due to inclement weather.

35 T: Does anybody know what inclement means?

S: Silence

36 T: Inclement means a very …very bad weather. So, it in America if there's a snowstorm and it snows 1 M of snow that would be inclement weather the inclement weather makes a plane from taking off it may attract you where you cannot go and drop somewhere. it could be like a very bad wind storm or it could be like that very bad flooding.

37 T: Ex. the heavy traffic delayed our arrival at the train station. Delay…delay…

38 T: Depart …depart means to go away now when somebody dies sometimes people called in them departed. like when somebody dies and they have a funeral for the person who died they can say our dearly

departed. like if you leave some place like if I leave my house if I left Thailand to go back to America to visit it would be I would depart. So, depart is to go away or leave or to vary from a regular course of action. Also, if you change your mind… say that you are studying Chinese and you no longer want to study Chinese so you decide to study Japanese so you depart from studying one language and you go to study another.

39 T: Ex. After the wedding, the married couple departed for their honeymoon in Morocco it's just stating that after days of got married they left to go to Morocco.

40 T: Ex. We're going to depart from our usual policy and allow you to leave work early one day a week.

41 T: This is the other word that means is very similar kind of the same as board embarkation it's not used as much as board used but it still good. Embarkation means the process of getting on a plane or ship. So, you can Embark a plane or you can board a plane you can embark on board a ship but apparently you can only board on a train.

42 T: Ex. Cruise passengers are given a pass for embarkation when they check in at the dock. The flight crew must check the passengers' documents before embarkation. So, they need to check to make sure that your passport and everything is valid so if you do not have the documents that you need then you will not be able to leave or embark.

43 T: I actually was even thinking about this before. it's easy if you to break it down into a 4 words /i-ten-er-ai-ry/... itinerary…itinerary this is the plan like when you do traveling is so how are you going to get there, what were you see, what will you do when the itinerary is a plan they can answer all of these questions it's a proposed route for a journey, showing date, some means of travel. It is just stating by car by bus by taxis that would be a meaning of Travel.

44 T: Ex. he planned his itinerary after visiting several travel websites

45 T: Ex. I had to change my itinerary when I decided to add two more countries to my vacation…itinerary

46 T: Does anybody have any questions so far? If you do now or later just ask.

47 T: Luggage what is the suitcases or baggage anything that you use cause like your clothes toiletries which could be like soap or shampoo or toupee or anything else that you need on your trip. The normally when I travel I travel with small just one small suitcase. I don't like to

take many things with me when I go on the trip but when I came to Thailand 2 years ago, I had to take three suitcases or bags or luggage because I was moving to Thailand and that was a lot from to take. When you travel do you like to take very little just one suitcase or luggage or do you like to take a lot with you when you travel. Don't you think about that? Airlines off limits the amount of luggage each person allowed to carry. I know that some airlines may allow you to set like 2 bags. Some Airlines let you have the bags for three and some charge you for each bag.

48 T: Ex. Traveling is a lot easier if you bring less luggage with you. I agree with that and that's what I try to do most of the time… luggage…

49 T: Prohibit… that means it's something about forbidden… are not allowed… you don't do it… so maybe you'll notice that as many buildings will say smoking is prohibited. Smoking are not allowed or maybe it prohibits entry… like if you go into the building that you're not supposed to then there might be a security guard and maybe the police will make you pay money for a trespassing or not for entering a place you're not supposed to go into. So, prohibit is to forbid by authority so like guard or police or prevent. So like your parents prohibit you from leaving the house because you in trouble ‘cause you being punish… You can used that.

50 T: Ex. The bus company prohibits people without tickets from boarding the bus. So, you need a ticket to take the bus. You need to pay money, the bus is not free. Airline regulations prohibit the passengers from having beverages open during takeoff and landing.

51 T: Valid… The valid means something is still good that you can use it. That is not expired. So valid… having legal advocacy… it’s right word or correctness So maybe you can have like a valid reason like a good reason like I did not do my homework because I was sick in the hospital. In… that might be a good valid reason… but if I did not do my homework because I'm lazy which would be the opposite of valid. I need to make certain that my passport is valid if we go overseas this December. So if a passport valid that means it's still good and you can use it. it's invalid that means you will not be able to leave the country. These tickets are no longer valid after the date printed on the back. So I saw a new story I think yesterday that high VietJet Airways… you can buy 6 tickets for 5,500 Baht… or if you had 75,000 Baht, you can buy on 100 100 100 airplane ticket and they're valid 5 years. See you could use them in the next five years and fly 6 times or a hundred times. So, if you bought the hundred tickets you could fly each flight would only be 750 Baht applied. But after 5 years… if you did not use all 100 tickets, they would be invalid so you would not no longer be able to use them. Valid…

52 T: does anybody have any questions about the 12 vocabulary words

S: Silent

53 T: …Okay… look at about 8 of them and see different ways to use them and then we'll go over the quiz that will have next week on this lesson. And any questions that you have…and then class will end…and the 12…oh…actually we go over the homework and it will be twelve fills in the blanks for 6 points.

54 T: So, here are ways you can use the words… Announcement…So it can be like the verb…The captain announced that the flight would be landing in approximately 15 minutes. Or as a noun…The flight attendant made an announcement reminding the passengers that this was a no-smoking flight. Smoking is prohibited. Or announcer… an announcer is person who makes announcement. The announcer gave the instructions for boarding, in three languages. Maybe there is a plane going from Thailand to China. So the announcer will announce in Chinese, well…Thai…and English. All flights are always use and English too. So, there's always two and sometimes three languages. I used to be in English speaking country so the flight always used and English. Like if you fly from America to England or from America to America.

55 T: Claim…Claim…So can be a noun like the passengers claiming their baggage or the verb like claiming the luggage or a noun a claimant…is a person who make a claim just like the announcer who suppose to make the announcement. There was a long line of claimants waiting at the lost luggage office. Claimant…

56 T: So delay can be either a verb or a noun. Please don't delay me, I need to get to y gate immediately. Or the delay in takeoff was caused by a bad storm or you can say inclement weather.

57 T: Depart… So can be a verb… The flight will depart from Gate25. A noun …departure… The pilot always reminds the flight attendants to make sure that all passengers are ready for departure. Or and adjective…The house felt empty without the departed guests.

58 T: Just a couple more…Prohibit…it's a verb, a noun or an adjective. So, you… as a noun you can say …the prohibition of many common items on airplanes can make it difficult for airplane travelers to pack their luggage. Like somethings you can not have like…water from home…or a lot of liquid…a large amount of liquid or a gun or…a knife. There's… many other things. I think a spray anything that

comes in spray can are prohibited. The passengers who carry the prohibited item onto an airplane may end up in the hands of the security officers. So if you bring a gun or a knife with you. You're probably not to get on the plane. And may end up in trouble.

59 T: And then the last word…Validate So the word valid you can use as the word validate…You can get your parking ticket validated at the concierge desk. So if you at a very nice mall…maybe you have to pay for the parking. If you buy from the store, you can show your receipt and they could validate your parking. So, you'd be free. Validity… The agent will check the validity of your passport before you board the plane. So, they wanna make sure it's real. Make sure it's not expired and it's still good. Or you can used it as an adjective… Your ticket is no longer valid because it was issued over a year ago…Valid or validate…

60 T: So …all that what we have left just to go over for the homework assignment 12 fill in the blank… 6 points. Do by 5… actually since this class is the last class today if you if you do… with the assignment before midnight tonight you will get 4 credits. But there will be a deduction if it's after today. I just do all my classes shows that they're due by 5 it just makes it easy that I will not count down as long as the same day for you. And then we'll go over next week's quiz and that's class… so we'll just start.

61 T: So, when Ms. Smith is planning a business trip, she prefers to act as her own travel____what word would you put there?

62 S4: Agent?

63 T: You're right! Travel agent.

64 T: Perfect ...

65 T: Thank you.

66 T: If she is traveling to another country, she first check her passport to make sure it is still _____ what would you put there?

S: /silent/...

67 T: Still good, still not expired…remembered that word…that means something good, not expired.

68 S5: Valid

69 T: valid! You're right.

70 T: You speak very well too. You said that...you speak English well

71 T: Then she goes online and checks several travel websites to find out about airline flights and hotels. She likes to plan her own_____ this word? ...like a plan telling you how you do it, where you go, how you get there.

72 S6: urh.. Iternerary (mispronunciation)

73 T: Itinerary.. You said that very well

74 T: Thank you…

75 T: To choose when she will arrive at each place, how she will get there, and which hotels she will stay at.

76 T: On the day her trip begins, she looks at the airline's website to make sure that her flight is on time and not_____so what is…

77 S7: Delay… (unclear voice)

78 T: what?

79 S7: delay

80 T: Delay.. That's right

81 T: So it just kinda cut sound but you're right!

82 T: Make sure it is not delayed.

83 T: So everybody should do very well…everyone who is here on the homework assignment today.

84 T: At the airport, Ms Smith checks her suitcases at the check-in counter since she is _____this is means you're not allowed …

85 S7: prohibit

86 T: right! Prohibit or prohibited

87 T: From taking more than one piece of carry-on_____there was the type of thing that you put your cloths and other things you pack for your trip.

88 S8: luggage

89 S7: luggage (answer at the same time)

90 T: Great! Thank you…

91 T: with her onto the plane. At the same time, she receives her_____ card. This is the one that start with E.

S:/silent class/

92 T: I guess this one is not used as much. I'll go ahead and just say this one. Embarkation card. It's a big word.

93 T: She will present this at the gate when it is time to _____ It's like you gonna get on the plane or a ship or a train, what would that be?

94 S9: Board

95 T: Board... You're right. Thank you. Very good.

96 T: She is told to be at the gate 15 minutes before the flight is to _____ it's the word to leave.

97 S7: depart

98 T: Depart very good you said that very well.

99 T: During the flight, the attendant may offer her a _____.

100 S1: beverage (with cutting voice)

101 S10: beverage (clearer voice)

102 T: You're both right.

103 T: A beverage, a drinking water, and a snack or meal. The captain will make____ another word for tell and say.

104 S11: announcement

105 S7: announcement

106 T: announcement! You're both right /laughing and smiling happily/

107 T: Thank you both of you.

108 T: During the flight to let the passengers know at what altitude…altitude is how high they are flying, and when they may expect to arrive at their destination.

109 T: This is the last part. Once the flight has landed, Ms. Smith disembarks...so she leave and must go through customs after she_____ her baggage. So when you...plane lands and you go and get your baggage what you do?

S: silence

110 T: Start with letter C /give students a cruel/
111 S7: Claim

112 T: Claim! Perfect everyone did such a great job. I'm very proud of you.

113 Thank you so much.

114 T: After this, she will take a cab to the hotel where she is staying, so she can rest and prepare for her meeting the next day. She will also reconfirm her return flight a day or two before she leaves to return home.

115 T: Like I said…I will give you that assignment right as class end…it's just twelve fill in the blanks. 6 points and we'll do…just sometimes today. And it just be small deduction if you do after today. Okay…All that we have left…you have any question? We'll just go over the next week's quiz. So, I will show you the picture and I will go for the question. We'll go over each of the question and then any other question that…that's class for today.

116 T: So, here is the picture. So just think about what is in the picture and where it is. Like where do you think this picture was taken. Is this picture taken on the ground? In the air…This picture, I'll show you one more time…So this for question 2 and 3 …it just either A, B, or C. You just should which is a…best response …the best answer…*show the slide and describe* Then the last part, I will be 4, 5, and 6 and here will be the questions. So these two people talking with each other. And whom which is another way to say who…whom is the man speaking with? So, you just wanna listen and see if he speaking with a pilot? A waitress? A travel agent? Or a flight attendant? And the next, what dose the woman offer the man?...Something to eat…So, food…something to read. A book. Something to drink. Or something to listen to. Like head phone or music. So, just listen to what is the woman offer the man. And then last… when will they arrive? In 1 hour…two hours…three hours… or four hours. And you can also see

when I post it on Microsoft Team. You can see it as well. So I will so you the picture once again…just think about this picture and where is this picture taken?

117 T: Okay… So let's go ahead and listen…*open the sound track 2 times*

118 T: *show the picture* okay…So do you think for number 1 this would be… A, B, C, or D?

119 S2: I think C (unclear voice)

120 T: C?

121 S2: C

122 T: Okay…let's go back and listen for C.

123 T: Thank you (S2 name) *open the sound track again*

124 T: So…C is a good guess

125 T: But the one thing that you see on the picture is we see the luggage but we don't see the passenger. So, because we only see the luggage but not the passenger that wouldn't be seen.

126 T: But thank you for guessing I appreciated.

127 T: Dose anybody else that have any guessing that would be A, B, or D.

128 S6: I think A

129 T: You're right! It is A.

130 T: Because you see the luggage there and it's not being claimed yet. No one has taken their luggage with them to go to their home or go to their hotel…Because like B…They are not on the airplane. So A is the best answer.

131 T: Thank you…

132 T: But I actually thank you both of you…any guess are good guess that help we all to learn.

133 T: So let's go to the next one

134	T: See here, *open the sound track* So…what would you say for No.2? Would it be A, B, or C. When the train will depart?
	S: Silent
135	T: I'll play one more time. *Open the sound track*
136	T: Is anybody wanna guess when the train will depart? Would it be A, B, or C?
137	S9: A
138	T: You're right! It is A – in 15 minutes.
139	T: Because it tells you the time.
140	T: Okay here is the next one. *Open the soundtrack*
141	T: So, for 3 what you think. It would be A, or B, or C, or D?
142	S1: I think B
143	T: What was that?
144	S1: I think B.
145	T: You're right! So…*teacher repeat the answer with unclear voice* So, it is B. You're right. *Open soundtrack again*
146	T: So, this is the last part. Just this question. I just go quickly again. The three things that you need to look for is Whom is the man speaking with? A pilot, A waitress, A travel agent, or A flight attendant. For question No.1 Whom is he talking to…whom is he speaking with? What does the woman offer the man? Something to eat…like food. Something to read like book, something to drink or something to listen to and last question is when will they arrive? 1 hour? 2 hours, 3 hours, or 4 hours. And I was just thinking twice and the we'll answer these three questions and that will be the end.
147	T: *Open soundtrack* So just one more time *open soundtrack again*…So who is the man speaking with? Do you think who he is talking to
148	S2: Flight attendant
149	T: You're right the flight attendant.

150 T: That's perfect.

151 T: Thank you.

152 T: And what is the woman and now we know she is the flight attendant. What is she offer the man. Something to eat, read, drink, or listen to

153 S1: Something to drink

154 T: You're right. It's something to drink.

155 T: And when they arrive in one hour, 2 hours, 3 hours, or 4 hours?

156 S6: In one hour.

157 T: You're right in one hour. Perfect!

158 T: Everybody should do very well

159 T: So you should do good on the exam…on the next week that would be the end of the class. So make sure…I'll give you 5 minutes to log-on but probably with in after about 5 or 6 minutes that's when we have the exam so probably like 45-46 next week and I just go ahead and do the attendance one more time.

Thai Non-native English speaking teacher classroom

Turns	**Utterances**
1	T: Before we begin the lesson, I would like you to think about your background knowledge. What do you remember or what do you know about ‘adverb’? *Open the Power Point*
2	T: Did it change to Power Point? Did the screen change to Power Point?
3	S: Yes, it did.
4	T: Okay, already changed. Now the screen must show ‘adverb of frequency’.
5	T: Do you guys remember anything about adverb of frequency? Try to think about it and help each other to answer. What is verb? Adverb has the word ‘verb’ in it. It should be something about verb, right? Let’s see if you can remember something about adverb. Can you give me the example of adverb? How to used adverb in sentence structure?
6	S: Is it Kri Ya Vi Sed? *Thai meaning of adverb*
7	T: Yes, in Thai it means Kri Ya Vi Sed…right…you’re right.
8	T: Can you give me the example of adverb?
9	T: Oh…before giving me the example, tell me what is the functions of adverb?
10	S: To modify the verb or adjective or adverb…right?
11	T: Okay
12	T: The main function of adverb is to modify the verb…how it modifies
13	T: So, take a look at the word ‘adverb’. Adverb consists of the word ‘add’ which means “Perm/Therm” *translated into Thai* plus ‘verb’. So, adverb is the word to describe or modify verb. Adverb can modify

the meaning of verb to make readers or listeners clearly understand that verb. So, there are various types of verb.

14 T: The types of adverbs that we will talking about today is about the frequency.

15 T: Tell me how the verb is described- frequency.

16 S: Frequency, how often

17 T: Correct

18 T: This adverb will be used to describe the verb or action of a sentence, how often the activity occurs, or the frequency of occurrence. Adverbs of frequency are words which inform how often the action or behavior occur, many times or never.

19 T: I would like to know which adverb of frequency that you guys already know?

20 T: So…you can go to the chat box and type the answer. I will assign you each question based on your student number. You must type the answer in the chat box.

21 T: The first question is for student who have number 2 as the ended number…only no. 2 *typing the question in chat box*

22 T: 2/ How often do you listening to your favorite music? Number in front of the question is to show the ended students' number. If you have the same ended number, you have to answer this question. I will do the same for other numbers as well… so you can type the answer in the chat box. *Question1*

23 S: *sent the answer for question no.1* I always listen to my favorite music.

24 S: *sent the answer for question no.1* I always listen to my favorite music.

25 S: *sent the answer for question no.1* I always listen to my favorite music whenever I have a spare time.

26 T: Next is for number…*teacher let student who have no.2 as the student ended number to type the answers in the chat box, while he assigns another question to students* The next question is for ended number of 4/5. *typing*

27 T: How often do you wash your hands with alcohol sanitizer?

28 S: I usually wash my hands with alcohol sanitizer.

29 S: I always used alcohol sanitizer to wash my hands.

30 S: When I go outside, I always wash my hands with alcohol sanitizer.

31 S: I usually wash my hands with alcohol sanitizer.

32 S: I frequently wash my hands with alcohol sanitizer every hour.

33 S: I wash my hands with alcohol sanitizer three times a day.

34 S: I normally wash my hands with alcohol sanitizer.

35 T: What is alcohol sanitizer?

36 S: Gel alcohol kha *answering the meaning of alcohol sanitizer in Thai*

37 T: You're right.

38 T: It can be gel, spray, or liquid that you use alcohol to sanitize your hands.

39 T: Next question is for students whose numbers end with 1 or 7. How often do you have your hair cut? *Question 3*

40 T: Do you cut your hair often? Shouldn't be too often during this time, right? Because everyone is at home, right? Or some people may even cut your own hair, you are so talented! being able to cut your own hair.

41 S: *sent the answer for question No.3* I occasionally have my hair cut.

42 S: *sent the answer for question No.3* i sometimes have my hair cut. #1

43 T: *called student name #1* I happened to see your name. Other students may have sent as well, but I could have missed your answer. *called student name again*

44 T: Be careful when you type the alphabet 'I'. Don't forget to use a capital letter.

45 T: Some of you may forget to press 'shift' when typing 'I'.

46 S: *sent the answer for question No.3* I sometimes have my hair cut.

47 T: Next is for number 3/6 as the student ended numbers.

48 T: How often do you go skateboarding? *Question4*

49 T: Have you ever go skateboarding? If you "Mai Keoy" (means never) which word should you use? Like rarely go.

50 S: *sent the answer for question No.4* I never go skateboarding.

51 S: *sent the answer for question No.4* I've never gone skateboarding.

52 S: *sent the answer for question No.4* I never play skateboard.

53 T: Next is number 8/0…

54 T: How often do you…*typing* How often do you go trekking…

55 T: What is trekking? Do you know what is 'go trekking' Do you know that? Go trekking…

S: Silent

56 T: Okay for example… if you visit Phu Kradueng …if you visit Phu Phan mountain...by walking, so you go trekking

57 S: …Umm… "Dern Pha" *The meaning in Thai*

58 T: Dern Pha or Dern Taang Glai…Okay *Smiling for the answer*

59 T: How often do you go trekking with your friends?

60 T: *Typing* How often do you go trekking with your friends?

61 T: Number 8/0 as the ended student number *typing question 5*

62 S: *sending the answer for question No.5* I never go trekking with my friends.

63 S: *sending the answer for question No.5* I rarely go trekking with my friends.

64 S: *sending the answer for question No.5* I seldom go trekking with my friends.

65 S: *sending the answer for question No.5* I never go trekking with my friends.

66 S: *sending the answer for question No.5* I never go trekking with my friends but I usually go trekking with my family on holidays.

67 T: The last question… the last question is for number 9…okay

68 T: How often do you go out on a date? *Question6*

69 S: *sending the answer for question No.6* I never went on a date. #2

70 T: What is 'go on a date'? like having an appointment with someone to spend time together to watch movie…it means going out. But for now, I think there is not that much to go out right? Because you have to stay home. However, there must be sometimes, right? I suppose.

71 T: *Call student name #2* You answered 'I never went on a date'?

72 S: Yes…

73 S: So…?

74 T: It was not wrong.

75 T: But I would like to tell you that if you said like this, it means in the past you never went on a date but now you did.

76 S: I never go on a date until now.

77 T: In the past or even the present, you never go on a date, right?

78 S: Yes

79 T: So, you have to use the simple tense which means it doesn't usually happen.

80 S: Yes

81 T: Actually, it doesn't incorrect.

82 T: It didn't wrong using the simple past…but the meaning is it never happened in the past, but in the present.

83 S: *Laughing*

84 T: *Smiling* didn't wrong but it might not be as the meaning that you would like to express.

85 T: And…when you would like to say that 'Pai Oak Date' it should be 'go on a date/ went on a date like this. When going out for a date,

normally it is to go meeting someone, to go out, to have some meal, watching movie, to listen to the music, walking around the park, something like that. Like riding pedal boat. Mostly it should be going outside, right?

86 T: For this, each word has its meaning to use.

87 S: *sending the answer for question No.6* I never go out on a date.

88 S: *sending the answer for question No.6* I never go out on a date.

89 S: *sending the answer for question No.6* I never go out on a date.

90 T: Hurry up everyone…So we can do the next one.

91 T: So, there are variety of adverb of frequency. It would be easy for you if you have some strategy to separate or to group them. When you study at M.4, M.5 or M.6, you have to read more, listen to the news or music can help you to see more, hear more. Them you will know it and it will be easier.

92 T: So, I think you guy finish typing the answers already.

93 T: After I skimming through, I think most of you can used adverb of frequency correctly for the meaning and the structure. It means you have a good background knowledge.

94 T: So, now we will take a look at the other adverb of frequency that you might not know.

95 T: Ah…now take a look at the example *show the Power Point slides* the example of the answer for this question 'how often do you go out on a date?'…I hardly ever go on a date. Have you ever seen that?

S: Silent

96 T: Hardly ever…hardly doesn't mean 'Yang Nuk' but it means 'Naan Naan Krang…' *Translate into Thai* To use adverb of frequency, it is normally put in front of verb, right? Mostly of you used it correctly, I think. Actually, most of you used 'never' or 'usually' but it has more details of the frequency. Like I ever did but rarely did.

97 T: Have anybody used seldom?

98 T: S-e-l-d-o-m …seldom means 'Naan Naan Krang' as well. I didn't see anybody used this since I've already skimmed through your answers. But if any, I'm sorry for that because the answers pop-up very fast actually.

99 T: Or hardly ever means less than seldom. Like it ever happened once or twice in this life. I hardly ever go out on a date means I've ever date

but it happened once…like it never happened …totally forgot that it happened. I totally forgot that I have ever gone out on a date with whom. Normally, we put the adverb of frequency after subject but before verb to modify that verb to explain that we've hardly ever done this verb so far.

100 T: So now, please take a look at this, there are number of adverbs of frequency that I would like to tell you. I believe most of you have seen these words before: once a week, twice a year, twice a month or even, normally, generally, regularly. You might have seen these but not even get to know them. When you don't know or don't feel familiar to those words, you might feel uncomfortable. So, they are actually the adverb of frequency. So, take a look at the adverb of frequency that we are going to learn from now.

101 T: I would like to divide them into four groups based on the meanings and structures. The first group is once a week, once in a while. These two words you already known the meanings. *Translate* you can change to once a month, like this. *translate* Or you can change to twice a week, twice a month, or triple. But we don't normally see triple because when it happened three times we will use often, instead.

102 T: Generally, we will see 'twice' or 'one' or 'several times a year' *translate* The reason why I group these because normally we do not put it in front of verb. So, where should we put this kind of adverb of frequency? Can you figure out?

S: Silent

103 T: We normally put this kind of adverb of frequency at the back of the sentence. *Show the example on slide* Father and I go fishing once in a while.

104 T: Uh...I forgot to tell you 'Once in a while' means 'Naan Naan Tee' *Translate* Like when it has heavy rain or when it is in the period of drought, father and I will go fishing. Or 'He comes and sees me several times a year' *Translate* We will put this group at the back of the sentence. For group 2, normally, constantly, generally, regularly, frequently...these were distributed at the same group because they are similar. *translate* The meaning of vocabulary in this group are mostly the same. So, I set them together. This group of adverbs of frequency can be placed in front of verb. For example, I normally drink vegetable juice during business hours.

105 T: Do you understand the word business hours?

S: Silent

106 T: It means the generally working hours. Like in Thailand, from 08.00 – 16.00 or 09.00 – 17.00. So, it depends. Like in the private or personal companies, it would start from 09.00-17.00. For the government office, it would start from 08.30-16.30. These are the business hours. So, I normally drink vegetable juice during business hours but not drink if it is out of business hours.

107 T: Or accidents regularly occur on this street. *Translate* It means this street doesn't promote the safety to use the vehicle. So, this means it normally or usually happened on this street. We can place adverb of frequency in front of verb. However, most of the times you might see that those words can be put at the beginning of the sentence follow by the comma (,). For example, 'Normally, I drink vegetable juice during business hours, like this. So, the writer or the speaker might want to emphasize to show that it normally happened. So, it dose occurred like that. There's nothing wrong. So, you guys can use that as well if you want to emphasize your sentence. Like when you want to speaking something using adverb of frequency. You have to start with the adverb of frequency, then pause for a second. Then continue the sentence. *Demonstrate how to speak when using the adverb of frequency at the start / Normally…I drink vegetable juice during business hours/* This is for the listeners to think about what normally happened. To write or speak, there are the technique in its way. So, another group, it comes from the word 'period' which means 'length of time'. When it comes in written, it's gonna be 'periodically' but when you speak, it's gonna be /periodicly/. These two words; periodically, occasionally means *Translate to Thai* When compare to this group *Normally/Generally*, the periodically and occasionally seem to happen infrequently. But using the same structure. Easily, the adverb of frequency which have -ly as the suffix can be placed in front of verb. However, the word 'periodically' occurred infrequently, or sometime happened, like occasionally. For last group, infrequently, scarcely ever means *Translate to Thai* Scarcely ever is similar to hardly ever as I showed you on the slide before. When it is in the sentence, you can place it before verb. -ly as suffix can put before verb… okay. That's it for the instruction. If you have any question or any confuse about adverb of frequency in these 3-4 groups, you can ask me. Actually, it is not that complicated. But you have to know like…okay how can I use these two or three groups of adverbs of frequency. Should I put in in front of verb, right? Then you have to remember the frequency of each word. For example, this group means very rarely, the meaning is not that difficult but you have to know that it should be placed at the back of the sentence.

108 T: okay if there's no question, I have 9 items of small assignment for you to review *stop recording*

Appendix B: Questionnaire

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อจุดประสงค์ในการสำรวจความรู้สึกของผู้เรียนที่มีต่อครูภาษาอังกฤษที่เป็นเจ้าของภาษาและครูไทยที่ไม่ใช่เจ้าของภาษา ซึ่งแบ่งออกเป็น 2 ส่วน ได้แก่ ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลทั่วไป และส่วนที่ 2 แบบสอบถามเกี่ยวกับความรู้สึกที่มีต่อครูเจ้าของภาษาและครูไทยที่ไม่ใช่เจ้าของ

The aim of this questionnaire is to investigate the perceptions of the students toward native and non-native English speaking teachers. The questionnaire includes two parts which are background information and perceptions toward native and non-native English speaking teachers instructions.

คำชี้แจง: ให้นักเรียนตอบคำถามต่อไปนี้โดยเขียนคำตอบ หรือทำเครื่องหมายถูก ☑ ลงในช่องคำตอบที่ตรงกับนักเรียนมากที่สุด

Directions: Please respond to the following questions by filling the information in the blank and placing the check mark ☑ over the answer that best describes you.

ส่วนที่1 : แบบสอบถามเกี่ยวกับข้อมูลทั่วไป

Section I: Background information questionnaire

1. เพศ: ☐ ชาย ☐ หญิง ☐ อื่นๆ

Gender: □ Male □ Female □ Others

2. อายุ: _____

Age: _____

3. ท่านเรียนภาษาอังกฤษมาแล้วกี่ปี: _____

How long have you been learning English? _____

4. ท่านเคยเรียนภาษาอังกฤษกับครูไทยที่ไม่ใช่เจ้าของภาษามาแล้วจำนวนทั้งหมดกี่คน?

How many NNESTs have you learnt English with?

☐ 1 ถึง 3 คน ☐4 ถึง 6 คน

☐ 7 ถึง 10 คน ☐ มากกว่า 10 คน

□ 1 to 3 teacher(s) □ 4 to 6 teachers

□ 7 to 10 teachers □ More than 10

5. ท่านเคยเรียนภาษาอังกฤษกับครูเจ้าของภาษามาแล้วจำนวนทั้งหมดกี่คน?

How many NESTs have you learnt English with?

☐ ไม่เคย ☐ 1 ถึง 3 คน ☐4 ถึง 6 คน

☐ 7 ถึง 10 คน ☐ มากกว่า 10 คน

□ Never □ 1 to 3 teacher(s) □ 4 to 6 teachers

□ 7 to 10 teachers □ More than 10

6.จงเติมเครื่องหมายลงในช่องต่อไปนี้ หากนักเรียนเคยมีประสบการณ์ในการเรียนทักษะต่าง ๆ กับครูที่เป็นเจ้าของภาษา หรือครูไทยที่ไม่ได้เป็นเจ้าของภาษา

Please place the check mark if you have experiences in learning the following skills from native or non-native English teachers.

วิชาเรียน Subjects	ครูเจ้าของภาษา Native English-speaking teachers (NESTs)	ครูที่ไม่ใช่เจ้าของภาษา Non-native English-speaking teachers (NNESTs)
การพูด Speaking		
คำศัพท์ Vocabulary		
ไวยากรณ์ Grammar		
การเขียน Writing		
วัฒนธรรม Culture		

ส่วนที่ 2: แบบสอบถามเกี่ยวกับความรู้สึกที่มีต่อครูเจ้าของภาษาและครูไทยที่ไม่ใช่เจ้าของภาษา

Section II: Perceptions toward NESTs and NNESTs' English instruction

คำชี้แจง: อ่านข้อความต่อไปนี้แล้วทำเครื่องหมายถูก ☑ ในช่องระดับความคิดเห็นที่ตรงกับความรู้สึกของนักเรียนมากที่สุด โดยกำหนดให้

Direction: Please respond to the following statement by placing check marks ☑ in the following scales that best match your own expressions.

1	2	3	4	5
ไม่เห็นด้วยอย่างยิ่ง Strongly Disagree	ไม่เห็นด้วยDisagree	ปานกลาง Neutral	เห็นด้วย Agree	เห็นด้วยอย่างยิ่ง Strongly Agree

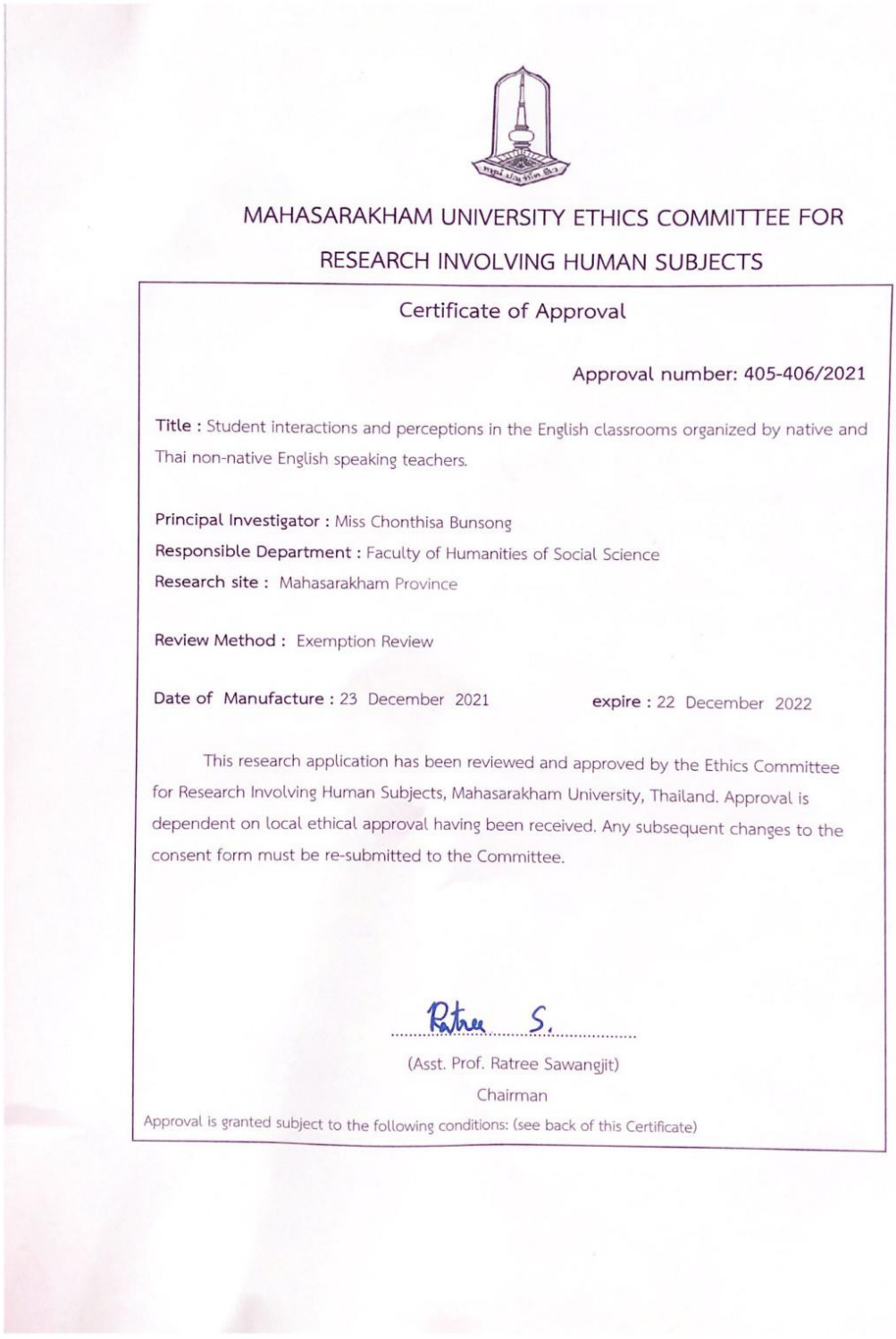
ส่วนPart	**ครูที่ไม่ใช่เจ้าของภาษา NNESTs**	ระดับความคิดเห็น Levels of agreement					**ครูเจ้าของภาษา NESTs**	ระดับความคิดเห็น Levels of agreement				
		1	**2**	**3**	**4**	**5**		**1**	**2**	**3**	**4**	**5**
A. ความคิดเห็นของนักเรียนต่อการเรียนภาษาอังกฤษกับครูไทยที่ไม่ใช่เจ้าของภาษาและครูเจ้าของภาษา Students perceptions toward learning with NNESTs and NESTs.	ฉันเรียนภาษาอังกฤษกับครูไทยที่ไม่ใช่เจ้าของภาษาได้ดีกว่าครูเจ้าของภาษาเนื่องจาก… I learn English better with Thai NNESTs than NESTs because…						ฉันเรียนภาษาอังกฤษกับครูเจ้าของภาษาได้ดีกว่าครูไทยที่ไม่ใช่เจ้าของภาษาเนื่องจาก… I learn English better with NESTs than Thai NNESTs because…					
	1. ครูใช้ภาษาไทยช่วยในการอธิบายเนื้อหา Teachers use Thai language to help in explanation.						15. ครูใช้ภาษาที่ต่างกัน ฉันจึงพยายามมากขึ้น Teachers use different language to me so I try harder.					
	2. ความสำเร็จในการเรียนภาษาอังกฤษของครูเป็นแบบอย่างในการเรียนภาษาของฉัน Teachers' success in learning English is a model for my language learning.						16. ความเป็นเจ้าของภาษาของครูเป็นแบบอย่างในการเรียนภาษาของฉัน Teachers' nativeness is a model for my language learning.					
	3. ครูแก้ไขข้อผิดพลาดด้านไวยากรณ์ให้ฉัน Teachers correct me when I make grammar mistakes.						17. ครูแก้ไขข้อผิดพลาดด้านไวยากรณ์ให้ฉัน Teachers correct me when I make grammar mistakes.					
	4. ครูเข้าใจปัญหาด้านไวยากรณ์ของนักเรียน Teachers understand students' grammar problems.						18. ครูเข้าใจปัญหาด้านไวยากรณ์ของนักเรียน Teachers understand students' grammar problems.					

ส่วนPart	ครูที่ไม่ใช่เจ้าของภาษา NNESTs	ระดับความคิดเห็น Levels of agreement					ครูเจ้าของภาษา NESTs	ระดับความคิดเห็น Levels of agreement				
		1	2	3	4	5		1	2	3	4	5
	5. ครูเข้าใจสิ่งที่ฉันพยายามสื่อความโดยใช้ภาษาอังกฤษ Teachers understand what I try to communicate in English.						19. ครูเข้าใจสิ่งที่ฉันพยายามสื่อความโดยใช้ภาษาอังกฤษ Teachers understand what I try to communicate in English.					
	6. ครูแก้ไขการออกเสียงให้ฉันเมื่อฉันพูดผิด Teachers correct me when I make mistakes in pronunciation.						20. ครูแก้ไขการออกเสียงให้ฉันเมื่อฉันพูดผิด Teachers correct me when I make mistakes in pronunciation.					
	7. ครูพูดภาษาอังกฤษด้วยสำเนียงที่ชัดเจน Teachers speak English with clear accent.						21. ครูพูดภาษาอังกฤษด้วยสำเนียงที่ชัดเจน Teachers speak English with clear accent.					
	8. ครูรู้คำศัพท์ที่หลากหลาย Teachers know various vocabulary items.						22. ครูรู้คำศัพท์ที่หลากหลาย Teachers know various vocabulary items.					
	9. เรามีวัฒนธรรมเดียวกัน We share the same culture.						23. เรามีวัฒนธรรมที่ต่างกัน We have different cultures.					
	10. ครูใช้สื่อการเรียนการสอนที่น่าสนใจ Teachers use interesting teaching materials.						24. ครูใช้สื่อการเรียนการสอนที่น่าสนใจ Teachers use interesting teaching materials.					
	11. ครูใช้วิธีการสอนที่หลากหลาย Teachers use various teaching methods.						25. ครูใช้วิธีการสอนที่หลากหลาย Teachers use various teaching methods.					
	12. ครูใช้กิจกรรมที่ทำให้เกิดความสนุกสนานในห้องเรียน Teachers apply enjoyable activities in the classroom.						26. ครูใช้กิจกรรมที่ทำให้เกิดความสนุกสนานในห้องเรียน Teachers apply enjoyable activities in the classroom.					
	13. ครูมีความเป็นกันเองกับนักเรียนในห้องเรียน Teachers are friendly to students in the classroom.						27. ครูมีความเป็นกันเองกับนักเรียนในห้องเรียน Teachers are friendly to students in the classroom.					
	14. อื่น ๆโปรดระบุ Others, please indicate.						28. อื่น ๆ โปรดระบุ Others, please indicate.					

ส่วนPart	ครูที่ไม่ใช่เจ้าของภาษา NNESTs	ระดับความคิดเห็น Levels of agreement					ครูเจ้าของภาษา NESTs	ระดับความคิดเห็น Levels of agreement				
		1	2	3	4	5		1	2	3	4	5
B. ปัญหาของของนักเรียนต่อการเรียนภาษาอังกฤษกับครูไทยที่ไม่ใช่เจ้าของภาษาและครูเจ้าของภาษา Student problems in learning English with NNESTs and NESTs	โปรดระบุปัญหาของท่านที่พบในการเรียนภาษาอังกฤษกับครูไทยที่ไม่ใช่เจ้าของภาษา Please indicate your problems in learning English with Thai NNESTs.						โปรดระบุปัญหาของท่านที่พบในการเรียนภาษาอังกฤษกับครูเจ้าของภาษา Please indicate your problems in learning English with NESTs.					

พหูน ปณฺ ฑิโต ชีเว

Appendix C: Ethics Approval



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR
RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 405-406/2021

Title : Student interactions and perceptions in the English classrooms organized by native and Thai non-native English speaking teachers.

Principal Investigator : Miss Chonthisa Bunsong
Responsible Department : Faculty of Humanities of Social Science
Research site : Mahasarakham Province

Review Method : Exemption Review

Date of Manufacture : 23 December 2021 **expire :** 22 December 2022

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

Ratree S.

(Asst. Prof. Ratree Sawangjit)
Chairman

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

BIOGRAPHY

NAME	Miss Chonthisa Bunsong
DATE OF BIRTH	24 November 1994
PLACE OF BIRTH	Yasothon, Thailand
ADDRESS	151/145 Thinanon Road, Amphoe Mueang, Koeng, Maha Sarakham Province, Thailand 44000
POSITION	Student
EDUCATION	2007 Junior High school, Princess Chulabhorn's College Mukdahan (Secondary) 2010 Senior High school, Princess Chulabhorn's College Mukdahan (Secondary) 2013 Bachelor of Arts (B.A.),English For International Communication (International Program), Mahasarakham University 2022 Master of Education (M.Ed.), English Language Teaching, Mahasarakham University