ABSTRACT

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UNIVERSITY LEVEL

Name: PANADDA PRATOOMRAT

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Dissertation Advisor: ASST. PROF. DR. KULAPORN HIRUNBURANA

This study aimed to 1) analyze classroom interactional competence (CIC) of a small group of Thai university students through four interactional resources; turn-taking, overlap and interruption, repair, and topic management in spoken English, and 2) examine the oral interactional strategies used by both teacher-student to enhance their interaction and opportunities for learning English in a Thai university. The participants were a Thai teacher and fifty five students interaction as whole class discussion and a small group of five student discussion. The instruments used in this study were 1) questionnaire 2) semi-structure interview, 3) oral interaction observation, and 4) audio and VDO recording. The data were transcribed and analyzed using conversational analysis (CA). The findings revealed that the student-student interaction in English course at a Thai university level in classroom interactional competence. The most frequency strategies used by the students were turn-taking, overlap and interruption, topic management, and repair respectively. In terms of turn-taking, students most frequent uses pass turn to encourage other students to get the
opportunity to speak out of their minds. Regarding overlap and interruption, a good listener and a good speaker keep the students develop in interactional competence in listening and speaking to group discussion interaction. With respect to topic management, the students improve interactional competence through making the contribution of greater topics introduce when interaction with friends. In repair, the students develop in interactional competence more language production to deliver the message or getting and checking information, their peers in the group. The findings also discovered that the most frequency strategies used by the teacher and students were turn-taking, topic management, overlap and interruption, and repair respectively. In terms of turn-taking, teacher-student frequent use self-selection the most. With respect to topic management, the teacher-student use topic introduces the most to introduce a new idea and supporting the point. Regarding overlap and interruption, the teacher and the students use speakership to engage in the classroom talk as the more people talk the more ideas are develop. In repair, teacher self-repair is the teacher make self-initiated correct their own speech while the students use peer repair in the whole classroom discussion to repeat the utterance because he/she could not hear or understand the meaning of the earlier conversation. It can be suggested that the present study raise awareness of CIC for English teachers use appropriate interactional strategies to encourage students’ involvement, to design interactive activities on the students’ classroom interaction. Since CIC is considered as a tool to mediate teaching and learning. Therefore, paying attention to both the teacher and the students’ conversations, especially, speaking and listening courses which need more interactional competence to develop the interaction competence and to an open the space for classroom teaching and learning.