

**A NATIVE ENGLISH SPEAKING TEACHER'S BELIEFS AND
PRACTICES REGARDING QUESTIONING AND SCAFFOLDING
IN AN ENGLISH CLASSROOM**

YUWADEE SAPSOMBOON

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A NATIVE ENGLISH SPEAKING TEACHER'S BELIEFS AND PRACTICES REGARDING QUESTIONING AND SCAFFOLDING IN AN ENGLISH CLASSROOM

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ABSTRACT

The study of teachers' beliefs regarding their teaching practices is considered an important area that would greatly benefit professional development (Ashton, 1984; Goddard, Hoy, & Woolfolk Hoy, 2000; Wheatley, 2002). This research concerns how a native English speaking teacher's beliefs influence his classroom practices, including asking questions and using scaffolding techniques in an English classroom in a Thai university. The participants were one experienced native English speaking teacher and eight Thai postgraduates in the second semester of the academic year 2012-2013 in a university in Nakhon Pathom, Thailand. In order to gather data from the participants, interviews, classroom observation, and digital audio recording were all employed. The teacher believes that students' participation in the classroom is the key to learning successfully; therefore, he asked questions in various ways to engage students, sustain students' interest, and check students' comprehension. In addition, scaffolding techniques were used in the classroom as follows: 1) spelling, 2) repetition, 3) rephrasing a question, 4) giving a clue, 5) giving the correct answer, and 6) modeling a word or phrase. Most students revealed that when the teacher uses a scaffolding technique after asking a question, it can improve their oral responses. In conclusion, the teacher's beliefs influence his questioning and scaffolding techniques because he thinks that those teaching practices can benefit the students' English competency. Teachers should understand their teaching beliefs to enhance their professional practices and benefit their students to meet the objectives of each lesson effectively.

KEY WORDS: TEACHER BELIEFS/ QUESTIONING/ SCAFFOLDING TECHNIQUES/
NATIVE ENGLISH SPEAKING TEACHER

127 pages

ความเชื่อและการปฏิบัติของอาจารย์เจ้าของภาษาในการตั้งคำถาม และแนวคิดการเสริมต่อการเรียนรู้ในห้องเรียน
ภาษาอังกฤษ

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บทคัดย่อ

การศึกษาความเชื่อของอาจารย์ที่มีต่อวิธีการสอน สามารถนำไปสู่การพัฒนาการศึกษาวิชาชีพให้มี
ประสิทธิภาพขึ้น (Ashton, 1984; Goddard, Hoy, & Woolfolk Hoy, 2000; Wheatley, 2002) การวิจัยนี้มี
วัตถุประสงค์เพื่อศึกษา อิทธิพลทางความเชื่อของอาจารย์เจ้าของภาษาที่มีต่อการตั้งคำถาม และใช้เทคนิคการเสริม
ต่อแนวคิดการเรียนรู้ เพื่อนำผลลัพธ์ที่ได้ไปเป็นแนวทางในการพัฒนาวิธีการสอนวิชาภาษาอังกฤษ โดย
ทำการศึกษาทั้ง อาจารย์เจ้าของภาษา 1 ท่าน และนักศึกษาระดับมหาบัณฑิตที่กำลังศึกษาอยู่ในภาคการศึกษาที่ 2
ประจำปีการศึกษา 2556 ในมหาวิทยาลัยของรัฐ จำนวน 8 คน วิธีที่ใช้ในการเก็บข้อมูลได้แก่ การสังเกตการณ์
การสัมภาษณ์ และการบันทึกเสียงสนทนา ผลการวิจัย พบว่าอาจารย์เจ้าของภาษาเชื่อว่าการมีบทบาทในห้องเรียน
ของนักศึกษาเป็นปัจจัยสำคัญของการเรียนรู้ ดังนั้นอาจารย์จึงถามคำถามเพื่อกระตุ้นให้นักศึกษามีส่วนร่วม รู้สึก
สนใจ หรือเพื่อตรวจสอบความเข้าใจ อิทธิพลทางความเชื่อที่มีผลต่อการใช้วิธีการเสริมต่อแนวคิดการเรียนรู้ มี 6
วิธี ดังนี้ 1) ใช้วิธีการสะกดคำศัพท์ภาษาอังกฤษ 2) ใช้วิธีการทวนคำถาม 3) ใช้วิธีการเรียงเรียงคำถามใหม่ 4) ใช้
วิธีการบอกไปคำ 5) ใช้วิธีการเฉลยคำตอบ 6) ใช้วิธีการออกเสียงคำเป็นตัวอย่าง นักศึกษาส่วนใหญ่เผยว่าเมื่อ
อาจารย์เจ้าของภาษาใช้วิธีการเสริมต่อแนวคิดการเรียนรู้ควบคู่ไปกับการถามคำถาม สามารถช่วยพัฒนาการตอบ
คำถามด้วยปากเปล่าได้ดีขึ้น ผลการศึกษาจากการวิจัยชี้ให้เห็นว่า การตั้งคำถาม และการใช้วิธีการเสริมต่อแนวคิด
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CHAPTER I

INTRODUCTION

There are four main parts provided in this chapter. First, a general background of the present study, which relates to teacher's beliefs, teaching practices, and students' reflections, especially regarding questioning scaffolding techniques in the English classroom, is introduced. Second, the statement of the problem for this study is explained. Third, the significance of the study is explored to shed light on how addressing this topic can benefit learning and teaching. Fourth, the purposes of this study are stated. Fifth, the research questions are listed. Finally, the scope of this study is described.

1.1 Rationale

Studying teachers' beliefs has been a focus of attention for researchers as various studies have shown that teachers' beliefs affect teaching approaches as well as pupils' outcomes in the classroom (Foss & Kleinsasser, 2001). Therefore, it is necessary to understand both the general idea of what teachers' beliefs are and how teachers behave in the classroom context. These understandings can lead to appropriate modes for developing the teachers' profession and promoting effective classroom practices (Ashton, 1984; Goddard, Hoy, & Woolfolk Hoy, 2000; Wheatley, 2002). In the present study, the teacher's beliefs refer to the reasons the native English speaking teacher asks questions and uses scaffolding techniques to enhance Thai students' oral responses. Asking questions and using scaffolding techniques can indicate the teacher's teaching style, which may lead to an avenue for developing both a teacher's instruction process and students' verbal answers.

Ordinarily, in the language classroom, teachers would aid students in different ways to elicit their answers because one of the major goals of learning a language is to allow a learner to be capable of communication in the target language

(Austin, & Morimoto, 2000; Nunan, 1990; Takashami). Thus, teachers should support learners to concentrate on communication more than the grammar (Breen & Candlin, 1998). On the other hand, there are many teachers who believe that teaching grammar is more necessary than teaching communication. Grammar should be taught mostly using the explicit rules of the target language; therefore, the instructor's major concern is on teaching grammar rather than supporting students to produce the target language (Joyce & Burns, 1999). Larsen-Freeman (2003) added that teaching grammar is mainly concerned with forms and rules. There are only a few instructors who can teach syntax by concentrating on language forms, language use, and vocabulary. According to the advantages and disadvantages of teaching English syntax versus conversation detailed above, it appears that teaching both grammar and communication are necessary to develop students' language skills. Even though writing and reading are important, we cannot deny that most of the time, people listen and speak to each other. ten Have (2007) stated that talking together is the foundation of humans' social lives and activities. For a teacher in the classroom, the most effective alternative for assisting learners to create their own responses is to ask them questions (Ellis, 1990; Farooq, 1998; Hyman, 1979, Yang, 2010). In addition, Hall (2001) revealed that the way to improve a student's communicative skills is for teachers to create more opportunities for interaction in the classroom.

To be able to comprehend and communicate in English is necessary in order for Thailand to enter into the process of globalization. English is well known as an international language and influences non-native language speakers to a great extent nowadays, and it also appears in the curriculum of universities in many countries (e.g., China, Japan, Korea, the Philippines, and Spain) that do not use English as their native tongue (Graddol, 2006; Tsui, 2004). Approximately 80 per cent of people in these countries use English as a vehicle to communicate among each other, and they are called non-native speakers of English (Brutt-Griffler, 2000). In Thailand, Thai learners need to study English from primary school to university, which is more than 12 years, but their skills are not as good as they are supposed to be. According to the EF English Proficiency Index of 54 countries in 2012, Thais have very low proficiency, were second from the bottom of the country rankings, and ranked last among Asian countries (Education First, 2013). The results from above

may shed light on why English as a Foreign Language (EFL) learners have few opportunities to enhance their foreign language skills because, especially outside the classroom, they limit themselves by not engaging in actual English communication (Zhang, 2009).

In addition, there are many reports detailing that a very large number of EFL learners, particularly Asians, are shy, passive, quiet, and less engaged when answering questions in the classroom (Cheng, 2000; Tsui, 1996). When students do not involve themselves in tasks, teachers should encourage them to speak the target language as much as they can. Kearsley (1976) indicated that when students produce more verbal responses, they will also improve in the target language. Asking questions is one of various appropriate methods to provide opportunities for students to produce verbal responses and gradually develop their language competency. Furthermore, the research of Yungzhong (1985) revealed that language educators consider that oral communication in a language classroom can lead to good writing skills. When people correct their own speech while speaking to each other, they are creating the foundation for gaining fluency in reading. In addition, those teachers also strongly believed that language learners could express themselves better during oral communication in which they could observe the reflective reactions of other people. Reflective reactions, students' verbal responses, give the teacher clues to solve communication problems and enlarge an area of learners' knowledge that has not yet been developed.

Vygotsky (1978) defined that area referred to above as the Zone of Proximal Development (ZPD). It is the area in which children, as well as second language learners, need help from others to succeed at their learning process. He indicated that the learners can solve difficult issues if they receive help from teachers, parents, and fellow classmates who have more knowledge in that field. In the classroom, teachers can assist the students to enlarge their ZPD. In this study, the ZPD is the area that language learners can develop and may have to confront when they need to respond orally to the teacher's questions. Ellis (1992) revealed the benefits of asking questions by teachers as another way to try to encourage students to communicate, improve their linguistic abilities, and provide for interaction in the classroom. During conversations, after the teacher speaks, if there are any signals while the student responds that may indicate current or future problems, the teacher

needs to address them to keep the learning and teaching process flowing effectively. Johnson (2008) revealed further that issues can be solved when they are clearly identified, and the teacher should explore the possible causes of problems that occur.

When signals of confusion such as laughter or reticence appear among students, teachers need to give learners a hand to assist the development of their ZPD. This process of providing assistance is called “scaffolding” by Wood, Bruner, & Ross (1976). It is a necessary method that has been applied in the language-teaching classroom in order to help students develop their language skills from their current level to a more proficient one. Therefore, to assure that learning occurs, teachers should always observe their own classrooms for whether or not students need help during the instructions and provide scaffolding when necessary to questions that may be difficult for a student to answer.

To expand learners’ expertise effectively in the classroom, being educated in second language teaching methodology is important because a properly trained teacher can help the student achieve a more positive outcome. Calderhead (1981) compared briefly the advantages and disadvantages of having novice and experienced teachers teach in the classroom. Inexperienced teachers are generally more concerned with teaching principles based on the curriculum of each program while experienced teachers’ teaching methods attempt to engage the knowledge of learners. Experienced teachers sometimes design the classrooms to be more attractive and functional. Moreover, the experienced teacher can provide alternatives to the learners to be able to create new ideas, think differently, and find good solutions to problems on their own without disrupting the flow of instruction. In addition, Fogarty, Wang, & Creek (1983) added that, during teaching, experienced teachers are more likely to focus appropriately on disruptive learner behaviors and on the flow of tasks in the classroom. On the other hand, inexperienced teachers are more likely to concentrate only on following the lesson plans and step by step instructions.

Based on the study of using experienced instructors in the previous research explained above, which includes investigating learners’ responses, an experienced teacher is more qualified than an inexperienced teacher to help learners produce more of the target language. To collect more relevant data is why an experienced teacher was chosen for this research. The study of an experienced teacher

is far more likely to produce observations regarding scaffolding of Thai learners' verbal answers by the use of oral questioning (either for seeking new information or testing their knowledge) to enlarge their ZPD.

After reviewing the literature in the related area of teaching and learning in the classroom, it was found that most research that investigates classroom practices has collected data by using questionnaires, surveying, and formal interviews. The results are shown in the form of statistics. Many case studies have observed teachers based on their qualifications or characteristics, for example, comparisons of instructional styles between native and non-native English speaking teachers or experienced and novice teachers relating to what they believe in the classroom. The teaching approaches of teachers in different classrooms or schools have also been studied. There are still areas that have not been thoroughly researched. These include studying how an instructor's beliefs in a single context influence the classroom practice regarding two different purposes: teaching grammar structures and teaching communication. Therefore, this present research attempts to explore what the teacher's beliefs are and how they influence questioning and scaffolding techniques, as well as study the students' reflections in the English classroom. The findings may provide necessary insights for educators to improve their pedagogical practice and enhance pupils' responses in the language classroom.

1.2 Statement of the Problem

Developing teaching skills is necessary for teachers as it influences students' outcomes. Therefore, teachers should prepare for teaching effectively in various situations (Jones, 1990). In the educational field, professional development now no longer relies on only teachers' responsibilities, but the schools' responsibilities, too (Learning First Alliance, 2000, p. 2). Therefore, both teachers and administrators in each school should discuss and find appropriate solutions to improve teaching approaches by basing them on learners' outcomes. Investigating a teacher's instruction style is another method that can shed light on how to improve professional development in schools as well as enhance students' outcomes. One of the essential

issues of studying the learning process in language classrooms is that learners rarely respond to teachers' questions, especially Asian learners who cannot perform well in actual communication, because they are more generally shy and do not participate as much verbally in comparison to Western learners (Lucas, 1984). Sakda (2000), for example, indicated that with less chance to practice and being unfamiliar with the use of English, Thai University EFL learners have a difficult time responding during oral language communication. According to other research in the same field, it is reported that when language learners are shy or unwilling to participate in the classroom setting, teachers often ask questions to prompt them to use English and to engage with the instructor because silences in the classroom obstruct good learning practice. Thus, teachers should try to decrease the amount of silence while increasing the students' participation because participation aids pupils in developing their learning skills and competency to apply knowledge (Sivan, Leung, Woon, & Kember, 2000).

Based on those previous studies above, reducing the length of silences and increasing the opportunities for students' oral responses are both necessary. They directly affect learning and teaching procedures. Carefully investigating classroom discourse is necessary for teachers to seek possible ways to assist students to produce enhanced outcomes while communicating in various situations by the use of oral questioning, or scaffolding techniques. This will assist students appropriately when they have difficulty responding.

1.3 Significance of the Study

The aspect of teachers' beliefs has been referred to in many studies as being valuable to understanding because beliefs affect learning and teaching in the classroom (Fang, 1996). Therefore, studying the influence of teachers' beliefs during teaching may help guide teachers in order to enhance students' outcomes as well as contribute to professional development for teachers.

This study concerns what the teacher's beliefs are and how they influence questioning and scaffolding techniques, as well as study the students' reflections in the English classroom. In addition, the findings and discussions of this research may

provide a foundation for new ideas in professional development, not only for English teachers, but also for other language instructors. Moreover, teachers can use the results to assist them to encourage their students to participate more by asking them questions in different ways and providing scaffolding techniques to enhance learners' oral responses when necessary.

1.4 Objectives of the Study

1.4.1 To investigate a native English speaking teacher's beliefs regarding questioning and scaffolding techniques in the English classroom

1.4.2 To investigate how the native English speaking teacher's beliefs influence the practices of questioning and scaffolding in the English classroom

1.4.3 To investigate the Thai students' reflections regarding questioning and scaffolding techniques in the English classroom

1.5 Research Questions

1.5.1 What are the native English speaking teacher's beliefs regarding questioning and scaffolding techniques in the English classroom?

1.5.2 How do the native English speaking teacher's beliefs influence questioning and scaffolding techniques in the English classroom?

1.5.3 What are the Thai students' reflections regarding questioning and scaffolding techniques in the English classroom?

1.6 Scope of the Study

This research focuses on investigating what the teacher's beliefs are and how they influence questioning and scaffolding techniques while teaching Thai postgraduates in an English classroom during the 2012-2013 academic year. The raw data (oral communication between the teacher and students) were transcribed from an

audio recorder that was used in that classroom during the sections of questioning and answering in English. These interactions were analyzed by the researcher for how and why questioning and scaffolding techniques were used. Also, other utterances, for example, laughing, silences, and chatting in Thai are discussed. This extra information illustrates what is actually occurring in the classroom to capture the actual situation during the instruction. Moreover, those utterances are analyzed as kinds of learners' responses.

Students' responses may not always be words, but those utterances detailed above. The fact that students do not always reply with words is why the researcher sees the benefit of examining these responses and adds this extra information. However, it should be acknowledged that embodied actions, for example, a sight direction, gesticulation, and body posture (Mori & Hayashi, 2006; Olsher, 2004) are not presented in the analysis. Even though embodied actions are sometimes considered important, this research has collected data by the use of a digital audio recorder only. In addition, the teacher's scaffolding techniques that may aid learners to produce more effective responses in the classroom were observed.

This chapter reviews teacher beliefs corresponding either directly or indirectly to their instruction methods and practices. Observation of teaching approaches together with students' reflections can provide a deeper understanding of their thoughts and acts while interacting in the classroom. This present research focuses on a native English speaking teacher's beliefs, how these beliefs effect his questioning and scaffolding techniques, and the students' reflections regarding these techniques. The concepts of teacher beliefs and practices will be presented in Chapter II.

CHAPTER II

LITERATURE REVIEW

This chapter first presents classroom discourse patterns to illustrate what happens during instruction. Second, how teachers' beliefs influence their own teaching and student responses is detailed. Third, the importance of the use of different question types as well as how these questions affect learners' responses is discussed. Fourth, an overview of the benefits of asking questions in the classroom is presented. After that, there are explanations of the general ideas of the Zone of Proximal Development and scaffolding. Finally for this chapter, reviews of other related research are provided.

2.1 Classroom Discourse Patterns

Classroom observation can capture the actual duration of discourse while teaching and learning. Discourse is systematic, which includes turn-taking for each speaker and patterns of interaction while communicating (Carter & Nunan 2001; Nunan 1993). Classroom discourse patterns have been classified into two types by Nystrand, Gamoran, Kachur, & Prendergast (1997), which are monologic and dialogic discourses. In monologic discourse, teachers intentionally ask pupils questions to test their previous knowledge or lead them into the upcoming lessons. Most of the answers are already known or can possibly be expected by teachers. This type of discourse is less interactive in comparison to dialogic discourse, which is based on the amount of learners' participation. Swain & Lapkin (2002) supported that the dialogic pattern of classroom discourse provides students more time to practice the target language. Their development in the use of language will eventually take place.

Another type of classroom discourse is known as the Initiation-Response-Feedback (IRF) sequence. This pattern has a three-part exchange, which is generally found in classroom practices (Mercer, 2002; van Lier, 2001). The three parts can be

explained as follows: a teacher initiates a question for the first turn, then a student responds to the question in the second turn, and the teacher gives feedback to the students' responses in the third turn. See the examples by Tuan & Nhu, (2010, pp. 31-32) of this classroom discourse pattern below.

Example 1

(Initiation) - T: What do you do when you are under stress?

(Response) - S: Go shopping.

(Feedback) - T: Good.

Example 1 shows very little communication between the teacher and the student. Lin (2000) named this pattern slightly differently, as Initiation-Response-Evaluation (IRE), but following the same idea of the three-turn exchange. It has been reported that using the IRE pattern decreases the possibility for students to develop their interests in learning the English language and the associated culture. Lemke (1990) stated that the IRE pattern involves one-on-one communication between a teacher who asks a question and a student who answers what the teacher asks. The pupils' answers will be evaluated by the teacher directly afterwards. The evaluation can be as simple as "That's right.", or "No, that's not right." This pattern is not used to encourage students to communicate, but to elicit answers that are already known by the teachers to check students' comprehension and recall previous knowledge. However, Tuan & Nhu (2010) added that the IRF classroom patterns can extend and increase the amount of interaction by asking more questions after giving feedback as shown in the example below.

Example 2

(Initiation) - T: What do you do when you are under stress?

(Response) - S: Go shopping.

(Feedback) - T: Good. **Any other ones?**

The bold text, "Any other ones?", refers to a scaffolding technique in the form of a question that may help students to think of other possible answers. Nassaji &

Wells (2000) noted that in language classrooms, teachers can also extend the three-part sequence, or IRF, with what he called a display question, or one that normally requires a single or a few words from students in order to answer the question. Teachers can enhance students' responses by avoiding strict evaluation, and instead request justifications, stimulate arguments, and provide comments. Haneda (2005) added further that the third turn (Feedback) should target elaboration, clarification, and explanation of students' responses. Moreover, while teaching, instructors should challenge students' views to increase the amount of interaction in the classroom.

In this current study, the classroom extracts are employed to study how the teacher's beliefs influenced his choice of different types of questioning and scaffolding. In addition, the dialogues could also reveal when or how he decided to assist students if they were facing a problem while responding verbally. In the present study, it is a crucial step to analyze as it may explain how teacher beliefs influence teacher's instructions in the classroom. Tillema (2000) asserted that what teachers believe largely impacts their teaching approach in classroom practice. In this present research, both how the native English speaking teacher uses questions and the scaffolding techniques used while teaching will be investigated.

2.2 Teachers' Beliefs

Teachers' beliefs involve mentality, emotions, decisions, judgments, notions, and intentions that are acquired from one's personal experiences (Barcelos & Kalaja, 2011). According to the previous research, teachers' beliefs were studied as they impact teachers' practices in the classroom. Teachers' beliefs cannot be directly observed as they are unspoken ideas, and teachers do not always put their beliefs into words, but instead demonstrate them during the teaching and learning process (Kagan, 1992). That was why this current research needed to analyze the classroom extracts in order to present the teacher's beliefs and how they influence his practices in the classroom. Teachers' beliefs have three aspects, which are personal experience, knowledge, and social background (Markic & Eilks, 2008). On the other hand, Borg (2003) had slightly different ideas regarding the structure of teachers' beliefs, which are

previous experience, teaching practice, and individual personalities. These teachers' belief sources may help guide research regarding teaching and learning development.

For example, Pajares (1992) revealed that, in order to improve teaching approaches, teachers will selectively give different types of comments, implicit or explicit. Amin (1997) stated that teachers can also guide students as they deem appropriate or into an area that teachers are familiar with. This is similar to Borg (2006), who illustrated that the performance of teaching by an educator is influenced by their own beliefs. However, Argyris & Schon (1994) argued that instructors' teaching approaches do not always concur with their beliefs. Their teaching performance is disconnected from their beliefs. Johnson (1994) stated that teachers' beliefs influence their judgment and perception. They can affect teachers' teaching performance in terms of how a teacher transfers their instructions to students in the classroom. According to his study, improving teaching practices and programs requires investigating and understanding teacher beliefs. Basturkmen & Ellis (2004) explained teachers' beliefs as personal thoughts, perspectives, and knowledge, which can be developed through time. The form of instruction based on a teacher's beliefs can be adapted if he or she has more experience teaching.

Research regarding teachers' beliefs and their practices in the classroom is necessary. These issues have been considered interesting areas for research since the middle of 1990s. These two components help researchers to understand what kinds of beliefs teachers hold and how they may affect their behaviors in the educational context (Kane, Sandretto, & Heath, 2002). The effects of the teacher's beliefs on his teaching approach in this paper are represented in the dialogs included in Section Four. The reason these specific dialogs are chosen is that this research focuses on how and why the native-speaking teacher asks students different questions or uses scaffolding techniques to extend or enhance pupils' responses. Johnson (2006) revealed that to understand teachers' beliefs or thoughts is very important. He stated further that studying teachers' beliefs can shed light on how to solve problems or enhance teaching approaches in the classroom practices because teachers' hidden agendas influence their instructions. Due to the importance of previous research on how teachers' beliefs impact their teaching approaches, this present study mainly concerns questioning and using scaffolding techniques in order to improve professional education.

2.3 Types of Questions

There are many types of questions that are asked for different purposes by the teacher in the classroom. Even though identifying types of questions and counting the frequency of questions that are asked in the classroom are not the main focuses of this paper, it is beneficial to detail the types of questions and reasons for asking these questions. These ideas are summarized in the table below.

Table 2.1 Clarification of Questions

Number	Question Type	Purpose of Asking	Reference
1	Procedural	- prompt students before the lesson starts	Richards (1996)
2	Divergent	- encourage students towards high-level thinking - motivate students to produce more complex responses	
3	Convergent	- elicit a single word or short statements - recall students' prior lessons	
4	Grammatical Form	- obtain the accurate form of answers for question tags or Wh-questions	Thompson (1997)
5	Content	- seek new information that is not from personal life	
6	Purpose	- seek information about one's personal life	
7	Display	- check students' responses, as the teacher already knew the answer in advance - elicit students' proficiency in target language	Brown (1994) Lightbown & Spada (1999) Long & Sato (1983)

Table 2.1 Clarification of Questions (cont.)

Number	Question Type	Purpose of Asking	Reference
8	Referential	- seek any new information regarding one's personal life as the teacher does not know the answer	Brown & Wragg (1993) Ellis (1994) Shomoossi (2004)

As seen in the table above, questions are named in various ways, and some of their definitions overlap. As this research is about studying the influence of the teacher's beliefs regarding his practice in the classroom, the question type used by the native-speaking teacher will not be identified in the analysis of the dialogs, but instead, the focus will be on how the teacher uses them and for what purpose.

Asking questions by a teacher in the language classroom is one of the main focuses of this paper. It can be used as an effective tool for guiding pupils to develop their linguistic and cognitive skills, especially for English language learners (Gerstein, 1996; Gibbons, 2003). Questions can be categorized in various ways. From the previous studies, there are many types of questions that have been classified by educators, linguistic specialists, and researchers.

Richards (1996) classified types of questions within three categories, which are procedural, convergent, and divergent questions. Procedural questions are not related to the content of lessons, but they are used to prepare students to ensure a smooth teaching and learning process. Convergent questions require short answers such as a "Yes" or a "No", or other such short statements. They are used to recall learners' previous learning without engaging higher-level thinking. Divergent questions encourage learners towards higher-level thinking, which allows them to express themselves or their opinions on their own rather than just repeating or recalling the previous lessons. Their answers are normally longer and more complex than the responses to convergent questions.

On the other hand, Thompson (1997) classified the types of questions into three categories, which are grammatical form, content, and purpose. The first question type is concerned with grammatical structure. Questions that require a "Yes/No

answer” and “Wh-questions” are in this category. The second type of question relates to seeking information. It could be used to ask for an outside fact, or for asking about general topics, and does not directly connect to one’s life while personal fact questions or opinion questions are used to seek information of about one’s personal life. The third question type is based on the asker’s purpose, for example displaying the students’ knowledge or for encouraging them to communicate.

Another type of question that teachers use to provide chances for students to show their proficiency in the target language is called a “display” question (Lightbown & Spada, 1999; Long & Sato, 1983). Brown (1994, p.165) stated that display questions are produced by the teacher when the answer is already known. They are used for checking or testing the students’ comprehension, confirming information, and requesting clarification. Teachers do not have an investment in the students’ answers as they already know them. Shomoossi (2004, pp.99-100) gave some examples of this kind of question, e.g., “True or false?”; “What is the meaning of current?”; and “Where does the stress fall in nutrition?”, etc. In addition, he also showed other examples of questions that teachers use in the language classroom, which are “Why do you think so?”; “Has a mosquito ever bit you?”; “How did you feel then?”; and “What is your opinion on working for the same company all your life?”. This classification of question is known as a “referential” question.

Similarly, Brown & Wragg (1993) indicated that a referential question is used to ask about a student’s personal life. It can be employed to encourage participation in the classroom discourse because it allows the learners to have a higher degree of freedom while responding. Students are normally unwilling to answer if they perceive that their answers are controlled by their teachers. This type of question is used when the teacher does not know the answer in advance, when they want to seek new information (Ellis, 1994). Lynch (1996) stated that learners can be reticent or do not answer their teachers’ questions if they realize that the purposes of asking are always just to test their knowledge and show their communication skills. Therefore, asking referential questions in the classroom may reduce students’ stress and increase their willingness to answer so that the students may accomplish their goals during the learning process (Thompson, 1997). In addition, Saputra (2013) further discussed the pattern of learners’ responses in the language classroom. These responses can be

classified into two types, which are short answers or phrases, and choral responses. One of the findings shows that referential questions were used the most among other question types in the language classroom. Explaining this, the teachers revealed that they want to get their students' attentions for the upcoming lessons and to discover how much they know or are familiar with.

The discussion above illustrates the value of asking different question types as well as how they affect students' responses when they are asked these types of questions. The purposes of using questions in the classroom may be categorized into two classifications: to check students' comprehension and to seek new information. According to previous review of the literature, it may be concluded that the questions that are used to recall students' knowledge more frequently occurred within the context of teaching grammar. On the other hand, the kind of question that can elicit new information is regularly used in the context of teaching communication. Ordinarily, in language classrooms, teachers often ask questions with different purposes to receive various student responses and use scaffolding techniques to help pupils produce better answers.

2.4 The Benefits of Teachers' Questions in the Classroom

Teachers' questions play a key role in the language learning process. Chaudron (1988, p.126) revealed that teachers' questions are used to acquire students' attention, promote production of verbal responses, and evaluate pupils' expertise in the learning process. Holland & Shortall (1998, p. 65) stated that teachers' speech in classrooms involves mostly asking questions. Lynch (1991) illustrated that it helps teachers to seek information from learners on something specific. An effective teaching approach in the classroom involves teachers asking questions that can motivate students' curiosity, provoke creative thinking, and guide them to seek new wisdom (Ornstein, 1995). Moreover, asking questions can challenge students to think critically and find various solutions to solve problems when students are confronted by them (Cotton, 2003). As seen from these usages, asking questions certainly plays a crucial role in the classroom setting.

Asking a question is essential in the teaching and learning process because it encourages students to feel willing to participate, and their participation is the most important factor that can help students learn in the classroom (Clark & Starr, 1986). Hyman (1979) supported the point that the process cannot succeed without students' participation and the use of asking questions appropriately. Moreover, he also illustrated that asking questions encourages students to think of how to respond, and it can also lead them to think of other different topics. Due to these benefits, this current research selected an experienced native-speaking teacher in order to investigate his beliefs and practices. Gatbonton (2008) defined an experienced teacher as one who has taught for many years, is less concerned with small specific grammar rules, and promotes negotiation of meaning in communication.

Based on the observations discussed above, the learning process cannot occur effectively if there is little or no response from the learners. These situations often happen in language classrooms when learners are asked questions as was shown in former studies. Therefore, to keep the learning process going, teachers should lend students a hand, or as explained before, provide scaffolding for the students when they confront difficulties responding in the classroom. It is expected that this research will shed light on the problems faced by instructors when asking questions to promote interaction in the classroom. This study can also provide appropriate assistance for teachers to help language learners reach a higher level of capability if they cannot provide the expected answers to the teachers' questions, as will be described in the following section on Vygotsky's ideas.

2.5 Zone of Proximal Development (ZPD)

The concept of Vygotsky, the Zone of Proximal Development (ZPD), has received attention from many linguists (Scarcella & Oxford, 1992; Schrum & Glisan, 1994). Vygotsky (1978) stated that the ZPD refers to an area of learning that has not yet been developed by the student but is in the process of maturing. This area is in between the actual developmental level in which one can solve any problem independently and the potential developmental level in which one can solve problems only with assistance

from others who have higher level skills (teachers and parents), or in cooperation with more capable peers (students, or other more highly skilled children).

With regard to this research, the ZPD was observed when the language learners had a difficult time answering, appearing reticent, laughing, or not completing answers, when responding verbally to the native-speaking teacher's questions. These signs are interpreted as indicators of critical situations in which students need to receive aid or scaffolding techniques from their instructor to develop or produce appropriate responses during the conversation.

2.6 Scaffolding in the Language Classroom

“Scaffolding”, in common usage, means the platform structure outside and surrounding a new building that allows developers to more easily construct buildings. When the builders complete their work, they will remove that platform because there is no longer any need to use it, and the building can stand by itself. In the Collins COBUILD Advanced Dictionary of English (2009, p.1387), the meaning of the word scaffolding is defined as follows: “Scaffolding consists of poles and boards made into a temporary framework that is used by workers when they are painting, repairing, or building high parts of a building, usually outside.”

In the classroom, the metaphor of scaffolding has been extensively used to portray the idea of supporting the students' learning process with the teacher's assistance. Wood, Bruner, & Ross (1976) coined the term “scaffolding” for this process of helping children/learners to accomplish a task and to develop their understanding during interaction. This method is a temporary tool for the teacher to help students understand the lesson or topic at hand. Without scaffolding, further progress during the process of learning may not be as successful as it could be. Diaz-Rico & Weed (2002) stated that when the learners are capable of performing, which in this case means proficiency in the language, the scaffolding tools should be eventually removed. When pupils are able to accomplish tasks, extend their knowledge, and enhance understanding by themselves, the teacher needs to withdraw that support as

the target of learning for students is to be capable of eventually performing the tasks by themselves (Hammond, 2001).

In order to extend students' capacity for accomplishing tasks in the classroom, teachers may consider many methods. Roehler & Cantlon (1997) defined scaffolding techniques using five categories as follows: 1) offering explanations, 2) inviting student participation, 3) verifying and clarifying student understandings, 4) modeling of desired behavior, and 5) contributing clues to help students reason through an issue.

Celce-Murcia (2001) revealed that a teacher or an expert uses scaffolding techniques while teaching in order to help students enhance their learning performance or accomplish a task in the classroom. Teachers can explicitly explain or give a hint to students in order for them to find an appropriate answer. Meanwhile, they are participating, for example, in a speaking task. Bradley & Bradley (2004) further explained three scaffolding types regarding specific situations for the teacher and how to use scaffolding techniques effectively in the classroom, as per the following:

1) Facilitating language: teachers use simple words or phrases, reduce the length of each sentence, and avoid using idioms or incomplete sentences.

2) Using the oral cloze technique: instead of asking students to complete the whole sentence by themselves, teachers reduce the degree of difficulty by asking them to provide a missing word or short phrase.

3) Employing visuals: in order to support the study environment, the teachers use other materials such as pictures, tables, graphs, and charts while eliciting students' responses.

In addition, Walqui (2006) illustrated six categories of scaffolding that are regularly used by teachers to assist students to achieve their objectives during activities in the second language classroom:

1) Modeling: Teachers give students simple oral examples and use gestures to explain when a new lesson or a task is introduced.

2) Bridging: Teachers try to connect students' prior knowledge that links to the next lesson by asking pupils to share personal experiences.

3) Contextualizing: Teachers provide a variety of scenarios in order to extend students' comprehension in a given situation. For example, the teacher will ask

a student to imagine a situation similar to their real-world experience in order to help them solve complex issues in the lesson more easily (p.173).

4) Schema building: This type of assistance is used when teachers want to connect students' prior knowledge together with their interests to achieve understandings of the new concept, which can provide a transition or introduction to a new lesson.

5) Re-presenting text: This strategy is employed when teachers request that students transform linguistic constructions that have been modeled by the teacher into a different form. For example, teachers want students to answer questions like these: 'What is happening?' 'What has happened?' and 'What will happen next?' (p.174).

6) Developing Metacognition: Teachers use this technique in order to help students to be aware of their own knowledge and their capacity for understanding. This can help students organize their thoughts and be able to make a decision on their own.

As regards the concept of scaffolding types and their benefits that are presented above, scaffolding is an important and necessary tool in a classroom. During teaching, teachers need to determine the learning abilities of learners so that the teacher can adapt their scaffolding techniques to enlarge their knowledge. The more complex a classroom task is, the more assistance from teachers is needed for pupils to complete it. This assistance is known as scaffolding (Clark & Graves, 2005). For this helping process, an experienced teacher may be required in the language classroom. Gatbonton (2008) explained "an experienced teacher" is one who has taught for many years, is less concerned with small specific grammar rules, and promotes negotiation of communication. Based on these guidelines, an experienced teacher was selected for this research.

2.7 Related Research

It has been asserted that teachers' beliefs affect teachers' behaviors during teaching. This study focuses on the situation of asking questions and using scaffolding techniques verbally. Therefore, it is necessary to review the literature of previous

research that relates to questioning and scaffolding used by teachers in classrooms so that these conceptual ideas can be studied.

According to the information provided in the introduction, many researchers agree that the purpose of language study is for learners to be able to produce the target language on their own. Questioning in the classroom is one of many strategies that teachers regularly use to elicit students' answers, test student's knowledge, or seek new information. Long & Sato (1983) stated that display questions are used to check students' comprehension, and referential questions are used to increase students' language skills in communication. When teachers investigate students' answer patterns carefully in the classroom, they may receive very valuable data that they can later use to identify issues and assist their learners appropriately. The findings from these observations imply that kind of questioning can enhance students' oral language communication skills. Moreover, Allwright & Bailey (1991) added that the findings in their study regarding using display questions by teachers can assist and encourage students to participate and can promote classroom interaction.

From the studies above, teachers believe that questioning in the English classroom benefits teaching and learning. Thus, they regularly ask students questions for different purposes, based on their opinions. For example, if teachers believe that teaching grammar is important, their instruction practices are focused on grammar rules, using a variety of scaffolding techniques. However, teacher's beliefs do not always coincide with what they teach in classroom practice. Richards, Gallo, & Renandya (2001) explored the beliefs of teachers who are teaching in Asian countries, including Thailand. The researchers collected data by using a questionnaire, asking teachers about their beliefs regarding teaching in the classroom. The results illustrate that teachers' beliefs influence their instructional approaches. For example, while teaching, the teachers motivated students with games and created various tasks because they considered that learning should come together with fun in the educational context. In another part of the research, it was also shown that teachers believed that grammar is an essential part of language teaching, but they taught less syntax and tended to encourage the communicative mode of learning. This is evidence of a discrepancy of the link between teachers' beliefs and their instructions. To explain this,

the data from interviewing teachers showed that their teaching approaches may be affected by the concepts of, in this case study for example, schools and programs. In the same year, Flores (2001) investigated teachers' beliefs and their performance in the U.S.A. by using a questionnaire. One hundred and seventy-six bilingual teachers participated in the study. The results showed that most teachers noticed that first language students are good at helping teachers and other students in transferring knowledge. One of the suggestions from this research is that the teacher should involve students' individual cultures in their instruction as it helps students while learning and increases their interest.

In order to enhance students' comprehension of the lesson, teachers should also understand pupils' linguistics abilities so that the lesson plans or teaching styles can be adapted. Suk-a-nake et al. (2003) investigated how Thai university learners at different levels of English proficiency respond to a variety of question types. The research focuses on the difficulties of understanding and answering, including the length of utterances of Thai learners. The participants were tested by Oxford University's Quick Placement Test Version II with 48 questions. The results of the study show that all learners could answer display questions, such as tag questions or yes/no questions. On the other hand, they found it difficult to understand and reply to questions on the following topics: study, procedure, clarification, and rhetoric. At the high level of learners' proficiency, students were encouraged to provide longer answers to referential questions that ask about their perspective on something, or evaluations, or judgments.

However, some researchers do not agree completely with the results of the study above, for example, Shomoossi (2004) studied the effect of teachers' referential and display questions that they used in EFL classrooms with Iranian learners. He argued that not all referential questions that were used in the classroom could create more interaction among participants than could display questions. When teachers did not address anyone specifically to answer the questions, learners' responses were either silences or choral responses. In addition, during working on exercises, learners applied short utterances to display questions. Even though this question type did not seem successful at creating classroom discourse, it worked better in another study; for example, Hickman (2004) pointed out that it is also possible to ask display questions

in order to encourage students to participate and interact more in the classroom. Also, one of the results illustrated that teachers' approaches on questioning are normally influenced by what they believe or expected outcomes. Farrell & Lim (2005) explored teachers' beliefs and practices while teaching in an EFL classroom in Singapore. Their study showed that most teachers believe that focusing on teaching grammar is essential. Therefore, the teacher concentrated on helping students learn grammar intensively by explaining the grammar rules, correcting any mistakes, and modeling the accurate answers. These are some effective techniques that the teacher provides when students are silent or answer inappropriately to the teacher's questions.

Yang (2006) discussed the contrast in the effects of the use of referential and display questions by native teachers in two ESL classrooms within two language schools. He observed the responses of 14 non-native learners (one Russian, one Venezuelan, two Koreans, and 10 Chinese) and used an audio recording to collect their conversations in the classrooms. The results revealed that the learners provided longer and more complex grammar structure utterances to teachers' referential questions. The findings of this research suggest that it is necessary to pick various topics based on classroom tasks and ask learners referential questions to encourage their responses. Moreover, Yang's results indicated that answering questions in the language classroom is necessary and shows whether or not learners' language skills have improved or if the students have understood instructions correctly.

In order to comprehend which teaching approach is appropriate for which class, classroom discourse should be observed. David (2007) studied the interaction between teachers and ESL learners in the English classroom. The research was produced to investigate the impact of the use of teachers' referential and display questions to students' responses within two schools in Nigeria. The results revealed that students interacted less when they were asked referential questions. Based on the findings, it was suggested that teachers in Nigeria should pay attention to the use of display questions to improve students' language abilities and to promote the classroom interaction. Other than considering questioning as an effective tool in the class, teachers believed that other determinants influenced their instruction methods. Bhakdikul (2007) also conducted a study regarding teachers' beliefs towards their teaching approaches in English classrooms. There were 19 participants, both foreign

teachers and Thai teachers, who worked in a Thai university. The results that were obtained from the interviews indicated the teachers' beliefs that curricula, objectives of the subject, materials, total attendance, lesson duration, and the classroom environment were the factors that influenced their teaching practices. Therefore, teachers should be aware of these elements and discover a way to adjust their methods in order to assist students' learning performance. This may require experienced teachers because they can maintain the flow of learning or modify their own teaching approaches based on students' competencies better than a novice teacher, as mentioned in the introduction.

McNeil (2012) is an experienced teacher who observed her class by the use of video recording and transcription. The whole process took 31 hours within five days to complete. Participants were 22 language learners in total (15 native English speakers and 7 Spanish first language speakers). The data was presented as dialogs to see if the scaffolding tools that the teacher used could assist the students to produce better answers to the teacher's referential questions. The interaction and social culture that occurred in the classroom were also examined. The findings of McNeil's research also showed that the Zone of Proximal Development (ZPD) was the area in which to provide the assistance (scaffolding) that language learners need, especially when they have a difficult time responding verbally to referential questions. In addition, creating talks using various topics by the teacher aids learners to engage themselves more, especially when they are asked referential questions, and their improved responses can show that learning has actually occurred.

Increasing the degree of students' interest can be accomplished in various ways by teachers. Engin (2013) suggested that pre-service teachers in a university in Turkey should use different modes of scaffolding, which can be either guidance or direct support, to enhance or elicit students' responses. Using these would help students develop their language competence. Considering how and when the teacher should use scaffolding techniques depends on pupils' responses. A finding of the study illustrates that teachers often helped students with a scaffolding technique like adding more information because the teachers believed that waiting for a student to answer by themselves uses up valuable class time. There is another example of research in the same country that indicated different modes of how teachers' beliefs aid students'

acquisition. Uysal & Bardakci (2014) investigated 108 EFL teachers in Turkey regarding their beliefs and behaviors while teaching. One of the findings revealed that most teachers believe that explaining grammar rules explicitly is crucial. It helps students understand the grammar used and allows them the ability to make better sentences. Thus, teachers' explanations can be used as an effective scaffolding technique in order to assist students understand what teachers taught rather than ask students to repeat or remember words or sentences.

To sum up from the studies above, the collective results illustrate that teachers have their own styles in asking various question types or using scaffolding techniques based on their beliefs. Interaction in the language classroom is a point of interest for teachers and researchers. Only a few of these studies investigated how an experienced native English speaking teacher's beliefs influence oral questioning and scaffolding in classroom discourse regarding Thai students' oral responses by using the qualitative research method. Instead, previous research has concentrated on the length of the answers, using the quantitative research method. Therefore, to contribute new insights to the body of research, in this study, the qualitative method has been selected. The researcher strongly believes that analysis of the speech between the teacher and learners will reveal different and novel dimensions of classroom discourse.

CHAPTER III

RESEARCH METHODOLOGY

This study explains the procedures that were used to describe how the native English speaking teacher's beliefs influence his teaching practices regarding questioning and using scaffolding techniques in the English classroom. The following chapter presents the details with regard to the participants of the study, the classroom setting, data collection, research ethics, and data analysis.

3.1 Participants

There were a total of nine participants (one native English speaking teacher and eight Thai postgraduates) who participated in the study that occurred in the second semester of academic year 2012-2013 in a university in Nakorn Pathom, Thailand. The qualitative method was employed due to the fact that it is considered appropriate for conducting this kind of research. Prior studies show that conducting research on how teacher beliefs influence instruction in the classroom using the qualitative method is needed as it can lead to a deeper understanding of teaching practices and expand the body of research (Block, 2007; Norton, 2000).

An experienced native English speaking teacher, 51 years old, from Canada taught eight Thai students in a classroom. He holds a Bachelor of Arts degree (concentration Theatre) from a University in Canada. In Canada, he taught children in various schools as an Artist in Residence as well as managed and served as the producer and musical director for an educational theatre company for children. In 2003, he was trained in the Text and Talk Academy in Thailand and received a TEFL (Teaching English as a Foreign Language) certificate, with the highest grade in his class. Since then, he has taught at two Thai universities and has more than 10 years of experience as an English language teacher in Thailand. He currently works for a graduate program teaching academic English skills, helping to write and edit the main

English proficiency examinations, and edits abstracts, theses, and journal manuscripts. He has helped many Thai teachers and researchers to be published in international journals. Regarding classroom experience, he is responsible for preparing and teaching lessons in grammar, academic writing, public speaking, test-taking, and reading skills. According to his background knowledge and the ideas regarding using an experienced teacher by Gatbonton (2008), this native English speaking teacher participant was selected as an appropriate instructor to be observed for this study.

The students in this study were eight Thais (three male and five female). They are postgraduate learners, 30-40 years old, from different majors (Mathematics, Religious Studies, Phytopharmacy, Environmental Education, Population Education, Neuroscience, and Medical Technology).

Table 3.1 Students' Information

Name (Alias)	Program Major	Gender	Paper-Based TOEFL Score	Attendance (out of 9 times)
S1	Neuroscience	Female	463	9
S2	Phytopharmacy	Male	393	9
S3	Religious Studies	Male	450	9
S4	Phytopharmacy	Female	420	6
S5	Medical Technology	Male	470	5
S6	Population Education	Female	397	7
S7	Mathematics	Male	407	6
S8	Environmental Education	Male	380	3

This course was a 27-hour course taught on Thursdays for nine three-hour sessions in the second semester of academic year 2012-2013. One of the learners was studying in an international program, and the rest were studying in Thai programs. Their codes, S1 to S8, are given by descending order of frequency of responses (i.e., S1 responded the most frequently).

Based on the students' PBT (Paper-Based Test) -TOEFL scores, they are at the upper beginner to intermediate level of English proficiency, categorized by many institutions, including the Vancouver English Center. At the upper beginner

level (347-393), one can communicate in basic ways in present and past simple tenses with daily vocabulary used. At the intermediate level (477-510), one can deal with unprepared conversation with others on various topics and be able to use the main tenses, for example, simple present and past, future tenses, and present perfect (Vancouver English Center, 2010). According to the participants' abilities in English, which are based on their TOEFL scores, the researcher strongly believes that they are capable of responding to most oral questions and are able to provide enough data for the analysis.

3.2 The Classroom Setting

The classroom environment in this study was organized as individually moveable seats so that teacher could adapt the classroom based on each activity and to reduce the distance between teacher and learners, who are the main actors in the learning process. All students faced their teacher, who normally positioned himself in front of the class with a large whiteboard behind him.

At the beginning and the end of the class, the teacher and the learners had casual conversations. This helped the learners feel free to speak and also aided the teacher to ensure that the learners have understood what they have been taught and to use the language appropriately.

3.3 Data Collection

For gathering data from the participants, interviews, classroom observation, and audio recordings of the interviews and classroom observation were all used. This study is designed to investigate how the native English speaking teacher's beliefs influence questioning and scaffolding as well as Thai learners' responses to the questions during a 27-hour TOEFL skills (e.g., structure, reading comprehension, etc.) course.

The native English speaking teacher was interviewed in English twice, before and after the class, about his beliefs or perspectives regarding teaching

approaches, levels of English communication abilities of the learners, and what may be the causes of problems in the development of their speaking skills. On the other hand, the Thai EFL learners were interviewed in Thai two times as well about their perspectives regarding the native English speaking teacher's instructions, what kind of problems they have when they were asked English questions, and what they normally do if they cannot answer a teacher's question.

Observation is another effective method that was employed in order to collect pertinent data. Schmuck (1997) pointed out that this method is commonly used to seek answers or explanations for a study when researchers are interested in what they see or hear in a specific setting. It comprises cautiously watching and systematically recording. This is according to the views of Marshall & Rossman, (1989, p. 79) who stated that observation is a systematic description of various activities that can be done in different contexts, for example, in the classroom, or in a social setting that has been selected for research. In addition, Johnson & Sackett (1998) illustrated that if the observer specifically knows who and what to observe, when and where they plan to observe, and how to record the observation, that is called structured observation. Because the use of classroom observation appears to have many benefits, the researcher selected it as one of the methods for data collection in the classroom.

In addition, the researcher recorded the participants' speech with a digital audio recorder and later transcribed it into English. The purposes of this study, which are investigating how the native English speaking teacher's beliefs influence questioning and scaffolding as well as Thai students' oral responses in the English classroom, were told to all participants. The researcher asked permission from all participants to collecting data in the classroom, and permission was given by all.

At the first three sessions, a total of nine hours, the researcher used the participant observation technique in the classroom without an audio recorder to give participants some time to get familiar with the researcher's presence. From session four to nine, all of the conversations during the instruction were recorded. Meanwhile, the researcher took notes on what could not be recorded by the digital audio recorder, for example, lesson topics for each session, and student attendance. A digital voice

recorder with a condenser microphone was placed in the middle, between the teacher and learners, to ensure a high quality recording of the conversations.

During teaching, the teacher tried to give opportunities to the learners to ask and reply to the questions. When there were not enough or a lack of responses from learners, the teacher usually asked them a different type of question or gave them a hint so that they could try to answer the questions. If learners could carry the conversation further, the teacher encouraged the learners with interactive approaches to assist them to be able to communicate comfortably. The learners' responses were recorded as examples of their communication abilities. These instances provided the data to apply to this study. While the native teacher conducted the lessons, the researcher observed the class without disturbing the participants to obtain natural data from the class.

3.4 Data Analysis

In order to understand the complexities of the acquisition of knowledge, studying in the classroom context is one method that can be used by researchers to find solutions and solve problems (Kincheloe, 2007). In this present study, the data was analyzed as follows: Firstly, all the conversations between the native teacher and learners recorded from the course were listened to. The researcher noted the beginning and ending times of the selected conversations when the teacher asked a question and whether or not a scaffolding technique was used to elicit a student's oral response. The teacher's questions and scaffolding are used to ask students questions from handouts to elicit the correct answer and to ask students questions in order to offer their opinions or comments, or elicit new information from the learners on various topics.

Secondly, the situation of each dialog was recorded in order to be able to understand the context for every conversation. After the selected conversations from the first step were transferred verbatim from the audio record to the text, the other utterances are also shown in double parentheses at the correct place in the dialog. To be able to follow the conversation more clearly, each symbol is explained as follows:

Symbols used in conversations

Bold	Words in bold indicate questions.
<i>Italics</i>	Words in italics refer to the teacher's scaffolding technique following learners' responses.
(2)	Numbers in parentheses indicate silences, which are presented as a period of time in seconds.
(())	Double parentheses denote the other utterances during the conversation, for example, ((laughing)), ((um)), ((chatting in Thai)), etc.
# #	Double pound signs are used when words are not clear, unintelligible, or cannot be analyzed.
//	Parallel backslash lines are used when people speak at the same time.
T	A capital T is used when the native English speaking teacher is talking.
S1, S2, S3,...	A number after S is used to denote which student is speaking.
Ss	This is used when students speak at the same time.
→	An arrow is used to point to a specific part of a discussion.

(Adapted from Hutchby & Wooffitt, 2008, pp. xi-xii)

Thirdly, the researcher listened to the selected conversations, slowed down, step by step, several times carefully to ensure the data is precise. This was done so that the researcher did not miss a word or other utterance. However, some parts of unnecessary details were omitted, for example, a phone ringing, noise from moving tables, etc. Skipping these helps keep the data neat and clear for interpretation and presentation.

Finally, the researcher used the previous relevant research to guide the selection of the points of interest and summarize the statements from the cited researchers, which are discussed after each dialog. This analysis of dialogs and interviews can shed light on how the native English speaking teacher's beliefs influence questioning and scaffolding. This will help provide information for teachers to develop their own instruction methods and practices.

3.5 Research ETHICS (MU-IRB)

Approval from the Human Ethics Committee, Mahidol University (MU-IRB) is required for research that is elicited from human subjects, in the case of this study, a native English speaking teacher and eight Thai students. Research ethics guarantee that research such as this minimizes harm, maximizes benefits, as well as ensures respect for human dignity and justice. In order to respect the participants' rights, the researcher informed the participants that the study was about investigating how the native English speaking teacher's beliefs influence questioning and scaffolding as well as Thai students' oral responses in the English classroom. The analysis of their speech, which is the basis of this research, may provide insight for professional development of English teachers in Thailand as well as help teachers guide Thai learners to enhance their oral responses. After that, the researcher asked for the permission of the participants to record their conversations on an audio recorder only. They also were informed that their information is completely anonymous. The researcher is legally allowed to use only their nicknames to report the data of this study, but they are identified a student using the aliases of S1, S2, S3,..., or Ss for more than one student speaking at the same time. The participants were informed that they would be able to participate or reject participation in this research at any time with no conditions. In addition, after finishing the research, all the participants will be informed of the outcome of this research. All sources of data collection, audio files and description of their speech, received from the participants will be destroyed within a year after the thesis is completed and passes the process of approval by the Faculty of Graduate Studies.

This chapter presents the methodology of this study on how the teacher's beliefs influence the questioning and scaffolding techniques that are used in language classroom discourse, specifically regarding one experienced teacher and learners' reflections in an English classroom. The participants' responses from the interviews are used to support the analysis of specific parts of classroom discussion with regard to the teacher's beliefs. In Chapter IV, the classroom extracts also present how scaffolding techniques support learners' oral responses.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings that were obtained from analyzing the conversations between the native English speaking teacher and the Thai students during the English class, as well as the teacher's interviews that were recorded by a digital audio recorder throughout the process of observation. The analysis mainly illustrates, using extracts from dialogs, that which applies to the research questions: 1) What are the native English speaking teacher's beliefs regarding questioning and scaffolding techniques in the English classroom?; 2) How do the native English speaking teacher's beliefs influence questioning and scaffolding techniques in the English classroom?; and 3) What are the Thai students' reflections regarding questioning and scaffolding techniques in the English classroom? This chapter is organized in the following way. First the beliefs of the teacher are explored, then following that, how those beliefs have influenced his questioning and scaffolding practices. Finally, reflections from the students regarding questioning and scaffolding are presented in detail.

4.1 The Teacher's Beliefs regarding Questioning

There are many possible modes of asking questions that the native English speaking teacher uses to elicit students' responses or to check their comprehension while learning. Thus, for this native English speaking teacher's beliefs, questioning in the classroom appears as a common strategy that he regularly uses. He asks various questions for different purposes, depending on what kind of information he expects to receive from his students. In this research, the native English speaking teacher asked a question as he believed it assists 1) to engage students, 2) to keep students interested in learning, and 3) to check students' knowledge.

4.1.1 Questioning Assists Students' Engagement

The teacher believes one of the best ways to involve students while teaching is to ask them questions. Based on the observation in the classroom, pupils neither volunteered themselves to express their opinions about the lesson nor asked a question to the teacher without the teacher's initiation of the question. These behaviors were noticed by the teacher, which was why he tried to use questions to engage students while teaching. He expressed his thoughts regarding questioning in the classroom on students' engagement in the extract below:

Interview Extract 1

The chief reason for using questions is to engage the students to get them participating in the lesson. I am not the type of teacher who likes to talk at a bunch of students, by giving them a lecture and hoping that they will absorb. But I have to say instead, I believe in the student-centered approach - that the student is responsible for their own learning, and the key to that, I believe, is to have these students engage, or turn on their 'on' switches.

Based on the interview above, the teacher seemed to believe that participation in the classroom is necessary. This, in his opinion, is the student-centered approach as he mentioned the necessity of turning them 'on', meaning getting them to participate. Therefore, he frequently used questions as a bridge to engage students in the lesson by asking the entire class questions. He thought that this method could provide an equal chance to every student in the class to answer or not. He explained it in the following manner:

Interview Extract 2

"I think for the most part, I ask the class in general and allow them to choose themselves if they want to answer or not."

The teacher's thought from the interview above illustrates that his questioning in the classroom is influenced by his beliefs. Some examples of these types of general questions are presented here:

“What did you do last weekend?” *“Which word did you choose?”*
“What English [activities] did you do last week?”
“What else?” *“What do you think?”*
“What should the blank be?” *“Nobody is going to guess?”*
“Have you ever danced?” *“Have you ever gone hiking?”*

In addition, the teacher believes that using such questions, or this type of general questioning technique, in the classroom can be useful more than just to engage the students in the specific lessons, but also benefits in order to keep students' interest in the general topic of English. Most of their interests found in this present study related to students' activities, what they do or did in their daily life.

4.1.2 Questioning Sustains Students' Interest in Learning

In order to keep students focusing on studying, the teacher believes that questioning is an advantageous method. This idea is influenced by the teacher's prior experience. When he was a student, he would sometimes completely lose focus in the class due to the fact that he was not personally interested in the subject. So, after he became a teacher, he began to ask students questions to gain their attention so that they might be interested in the knowledge being taught. He expressed himself regarding this concept below:

Interview Extract 3

When I was a student, and my teacher just talked on and on and on, I tended to daydream and lose my interest and think of other things. But if the teacher was excited and interested in the subject, then I tended to learn. So, I use what I learned as a student to be a better teacher.

Based on his opinion, a better teacher should involve students' interest, which helps evoke their learning attention. Thus, he regularly asks students different kinds of questions that may or may not be related to the specific learning objectives of the lesson plan in some ways (e.g., referential past tense questions before a lesson regarding the simple past verb form), or others that may not relate directly to the specific objectives, for example, asking them about their lifestyles, what they do in general, or what they may have done recently. The extract below shows how his beliefs influenced his questioning methods he uses to retain the students' interests in the classroom:

Classroom Extract 1

Context: The teacher asked what activities they did last weekend, and a student replied that she went to a mountain with the intention to see monkeys.

- 1 → T: Oh! ((laughter)) **Did you get to see the monkeys?**
- 2 S1: Yes. ((laughter))
- 3 → T: I love monkeys. **Did you feed them?**
- 4 S1: Yes.
- 5 → T: **Did they come right up to you?**
- 6 S1: (3) ((silence))
- 7 T: **They came up close to you?**
- 8 S1: Ah, no no. I scare because I have the monkey ## bite me.

[February 28, 2013]

In line 1 '*Did you get to see the monkeys?*' the teacher humorously asked a student. S1 answered '*Yes*' with laughter. He added that he also loved monkeys and continued asking S1 '*Did you feed them?*' in line 3. She answered in return, still using only one word '*Yes*'. He asked further '*Did they come right up to you?*' this time S1 was just silent for three seconds instead of answering the teacher's question. The teacher continued asking in line 7, '*They came up close to you?*' which has the same meaning of the question in line 5. As is seen, using different phrases helped the student understand the question and be able to provide new data. Even though there were minimal contributions from the student, at least S1 showed the capacity to reply

to the questions and tell what happened that weekend. All of the questions the teacher asked were in the past tense form, which was related to the upcoming lesson regarding the simple past tense. He elaborated on this point during the interview:

Interview Extract 4

There are also times when I ask a question, simply about their lives. It may have nothing to do with the lesson, or it may have something to do with the lesson. In some cases, I have taught simple past tense, for example because I want them to display their use of past tense verb forms.

The statement above sheds light on the expected outcomes from using seemingly unrelated questions in the classroom. This technique is likely influenced by the teacher's beliefs that originate from his personal experience when he was a learner. Since he has become a teacher, he has asked questions in order to sustain the students' attention while learning. In addition, the teacher can also use this kind of questioning to review or introduce certain question forms or grammar points, which may link to the next lesson as presented in Classroom Extract 1.

4.1.3 Questioning Reviews Students' Comprehension

In order to analyze students' understanding as well as for the previously detailed reasons, the teacher often uses various types of questions in the class. By asking a question and eliciting a response, the teacher will be able to understand to what extent his students have learned or understood a particular lesson. This is seen in the next paragraph:

Interview Extract 5

Now, even though there are certain grammar rules that one must teach the students; and, therefore, a lecture approach may be used by a different teacher, I still think that you can use a student-centered approach to deliver knowledge to students. If

I teach something and don't ask a question afterwards, I have no idea whether or not this student has learned it.

His words above demonstrate that questioning is a useful method for checking a student's understanding during teaching. He believes that even though this class mostly required him to teach English grammar, he thinks there are ways to test the knowledge of the students in a participatory manner by the use of questions in the classroom, which is shown in the extract below:

Classroom Extract 2

Context: The teacher asked the students to complete a sentence from a handout that he had prepared regarding different usages of different verb tense forms (e.g., past continuous vs. simple past). The sentence discussed below was 'I was exhausted and my legs (shake) _____.' After the students had completed it for themselves, he asked if they had ever learned or known of the word 'exhausted'.

- 1 → T: **Do you know that word?**
 2 → **What is 'exhausted'?**
 3 S2: Why? Why?
 4 T: //I was tired.
 5 S2: Why, why don't you use, 'I was exhausting'?
 6 T: 'Exhausted' is a passive adjective.
 7 S2: adjective
 8 T: Yeah, it's a passive adjective.
 9 **Do you know that word, exhausted?**
 10 → S2: (2) ((silence))
 11 → S1: tired
 12 T: Yeah, it's tired. Super tired. That's a passive
 13 adjective.

[February 7, 2013]

Even though the aim of the activity does not focus on whether or not students comprehend the word 'exhausted', the teacher still spent some time to check

if S2 understood its definition. The teacher initiated in lines 1 and 2, *'Do you know that word? What is 'exhausted'?'* After that, S2 did not answer the question but brought up another question *'Why? Why?'*. The teacher at first seemed to ignore the student's question, and he inserted the answer which applied to his previous question, *'I was tired.'* S2 completed his question to the teacher in line 5, which implied that the student was not inquiring about the meaning of the word, 'exhausted', but instead wanted to know how to use it. The teacher consequently explained to S2 the reason why, in this case, one was supposed to use 'exhausted' instead of 'exhausting'. Finally, the teacher asked S2 again about the meaning of the word. S2 was quiet, and another student, S3, answered with the correct response in line 11. As seen, the teacher asked a question in order to check students' understanding. Even though S2 did not provide the predicted answer after he gave the correct one, S3 showed that this questioned assisted someone in the classroom.

The teacher shared his thoughts regarding why he checked the students' understanding of the word 'exhausted' even though the task itself only required the student to find the missing word in the blank:

Interview Extract 6

This is a very common mistake for Thais, especially with the type of verb and adjective where one is passive, and one is active. Ah. 'interested' and 'interesting' is another one that Thais also mix up quite commonly, and these words 'exhausted', 'exhausting', 'interested', and 'interesting' are commonly on the TOEFL test.

The teacher's teaching experience in Thai universities, which helped formulate his insight above, has provided him a knowledge base of specific difficulties that Thais have with mastering the English language. When faced with a possible example of one of these common misunderstandings, he used a question in order to check students' knowledge with regard to a specific case (i.e., adjective suffixes). In this case, he tested to see if S2 knew how to use this word in a different sentence or would

be able to define the word, instead of making the relatively common mistake of confusing the passive for the active adjective, which other Thai students sometimes do.

According to the previous dialogs and the transcriptions of the teacher's perspective regarding questioning, it is revealed that the teacher believes that asking questions in the classroom is necessary for many different reasons. When asking a question, he always has a purpose (hidden or otherwise) for doing so. Moreover, the teacher selects different types of questions based on various objectives or actual situations.

4.2 How the Teacher's Beliefs Influence the Practice of Questioning

The question usages found in this research, which were influenced by the teacher's beliefs, are categorized into two categories: (1) 'display question' – the type of question that is used when the teacher has already known the answer and (2) 'referential question' – the question type that is used when the teacher does not know the answer in advance (Brown & Wragg, 1993; Long & Sato, 1983).

4.2.1 The Teacher's Beliefs Influence on Display Questions

In his perspective, he normally asks display questions, for which he already knows the answer in advance, in order to recall or evoke pupils' knowledge. This type of question demands short answers, and the teacher uses this type at appropriate times to test students' general knowledge or what they have specifically learned in a prior lesson.

Classroom Extract 3

Context: The teacher asked students to choose the underlined error of a sentence from an exercise that contains one error and give the reason why in the following example: To (1) analyze the effects of (2) population growth around the globe, countries (3) can be classified according to (4) its level of per capita GNP.

- 1 → T: Well, **which one did you choose?**
2 Ss: (12) ((silence))
3 T: **Anyone?**
4 Ss: (3) ((silence))
5 T: **Nobody is going to guess?**
6 Ss: ((laughter))
7 T: Okay. I will tell you. All right, I will tell you, number
8 four is wrong, 'its' is singular. It's a possessive
9 adjective, which we will learn next week, okay. We
10 will bring in the pronoun work. We need to talk about
11 pronouns and possessive adjectives. The possessive
12 adjective, 'its' should be 'theirs' for countries.

[February 14, 2013]

In line 1, '*Which one did you choose?*' is an example of display question, which requires an answer that he already knows. T-the teacher used this to check students' knowledge whether or not they could find the error from those four choices provided in the sentence. The response was only silence for 12 seconds. He asked further in line 3 '*Anyone?*'; the students still remained quiet. He then continued asking in line 5 '*Nobody is going to guess?*' in order to receive an answer so that he could evaluate his students' language competency. This time, the students' response was laughter instead of silence. After they laughed, the teacher decided to give them the correct answer and explanation without waiting for some seconds as for the earlier turns.

The above dialog provides an example of the teacher's acknowledgement regarding his students' reticence or laughter as they either could not find the error, or they did not know the answer. This idea matches with the students' interviews in which the students revealed that they normally laugh, are quiet, or smile if they do not know the answer. He apparently interpreted these behaviors as a sign of them not knowing the answer. It may explain why he considered providing the correct answer when his students laughed instead of answering his question. This knowledge was gained from his teaching experience in the Thai context. He expressed his opinion about these behaviors below:

Interview Extract 7

I have found that from time to time Thais laugh instead of answer the questions. Again, at first I had no idea of this culture, so I was quite insulted by and it took me a long time of experiencing that before I finally realized that the reason they are doing it is because they simply can't answer the questions.

Classroom Extract 3 shows that questioning in the classroom is significant and helps to check students' comprehension. This process can help the teacher to determine whether or not students understand certain grammar points. In this case, pupils' responses may imply to the teacher the trouble they have in understanding what the possessive adjective is and how to use it. This issue might not be identified and solved appropriately if the teacher neither asks a question, nor believes that the students' responses, which are silence and laughter, demonstrate their lack of knowledge. The next extract illustrates situation when the teacher received student's responses by using display questions.

Classroom Extract 4

Context: The teacher asked the students display questions in order to test if they understood when and why they should use present simple tense.

- 1 → T: **What time or**
 2 → **when do we use verb one or present simple?**
 3 → **When do we use it?**
 4 → **For what reasons?**
 5 S1: (3) I think routine. Routine
 6 T: Yeah, I am sorry, but because you have
 7 a quiet voice. You are correct, yeah.
 8 S3: daily activity
 9 → T: Yeah, daily activities, routines. **What else?**
 10 S1: Facts
 11 T: Yeah, so that is enough.

[February 7, 2013]

Before beginning the next lesson regarding the present simple tense, the teacher checked students' knowledge about its usage by asking them some display questions. The teacher started with three questions in lines 1-4 '*What time or when do we use verb one or present simple?*', '*When do we use it?*', and '*For what reason?*' Even though the teacher seemed to ask many questions at once, S1 was able to respond in line 5 '*I think routine. Routine*' within three seconds. The teacher then gave the feedback that the answer was correct. S3 also contributed by giving another possibly answer, that present simple tense is used for daily activities, as shown in line 8 '*daily activity*'. The students demonstrated their knowledge by supplying the correct answers, which included using the present tense to discuss routines and daily activities. After that, he continued by asking another display question in line 9 '*What else?*' the consequent answer presented by S1 was '*Facts*' in line 10, and the teacher ended the conversation confirming that he had received enough answers. The contents of this dialog proved to the teacher that students had learned and understood when and how to use the present simple tense. An exchange like this may help the teacher to realize his students' comprehension regarding each lesson and allow him to find suitable materials in order to disseminate the knowledge properly.

Classroom Extracts 3-4 demonstrate that the teacher generally uses display questions in order to check students' knowledge, involving syntax or reasons for the language usage in specific contexts. However, using only display questions in the classroom may not be good enough. He explained in Interview Extract 8 that invoking students' interests while teaching is also necessary. This method can be used as a bridge to engage not only the student whom the teacher is talking to, but also other students. That was likely why a referential question was used in combination with a display question.

4.2.2 The Teacher's Beliefs Influence on Referential Questions

When the teacher is curious about students' interests or activities, he asks referential questions, which require an answer that contains information not yet known to him. The questions normally relate to students' daily lives or what their interests are. He claimed that asking about students' interests during the class benefits students in various ways. This method not only helps increase the amount of students'

participation by answering the questions individually, but also can engage other classmates in sharing their lives. Moreover, this question type can be employed to decrease the stress in the classroom. His opinion about this is presented here:

Interview Extract 8

In some cases, I will ask a question simply because I'm interested in the student, and I also want the student or the other students to possibly share their interests. This helps engage the other students' interest as well because they can relive the experience with the student or the student themselves can relive a little and engage their own interest.

Classroom Extract 5

Context: A student went to a temple in order to do a mediation retreat. The teacher wanted to know if S3 could have a meal while participating in the retreat.

- 1 T: **What did you do last week?**
- 2 So, I know that I gave you that I gave you
- 3 homework, but now I want you to tell me
- 4 What you did last week.
- 5 S3: For me, I went to participate religion activity
- 6 in Issan.
- 7 T: Okay.
- 8 When you are on a meditation retreat,
- 9 → **are you allowed to eat?**
- 10 S3: Allow, Ajarn.
- 11 → T: **You can eat?**
- 12 S3: can eat
- 13 T: Okay, you can eat.

[February 28, 2013]

The teacher initiated the discourse by asking the students a referential question regarding what they did last week, *'What did you do last week?'* S3

volunteered to answer the question in line 5, *'For me, I went to participate religion activity in Issan.'* The teacher acknowledged that S3 participated in a meditation retreat in Issan (Northeast of Thailand) and asked for more information in line 9 *'Are you allowed to eat?'* which is grammatically correct. S3 gave the short answer *'allow, Ajarn'* (Ajarn is a title used for a teacher in Thailand) to the teacher's question. Even though S3's response was obvious enough to infer that participants on the meditation retreat were allowed to eat, the teacher still asked further in line 4 *'You can eat?'* S3 provided an incomplete sentence *'can eat'*, which is a grammatically incorrect way of saying that the student was allowed to eat or could eat during the meditation retreat. After the incomplete answers in line 10 and 12, the teacher restated the information with a full sentence in line 13, *'Okay, you can eat.'* He explained what reasons made him deal with S3 that way:

Interview Extract 9

When I asked my student, 'Are you allowed to eat?' He answered, 'allow Ajarn'. Yes, which is fully understandable, but I am teaching him grammar, so that he can pass the TOEFL test, not just teaching him to communicate, so I responded to it with a second or follow up question, 'You can eat?'. Hopefully, he will use some kind of subject verb object like, 'Yes, I can eat' or 'I am allowed to eat.' So that he would reinforce the grammar.

According to the interview above, the teacher asks a referential question in order to elicit information from the student, and he received an understandable answer, which was 'yes'. However, the teacher considers that this particular class should stress grammar; thus, he chooses to teach students what they need in order to pass the TOEFL test. However, his follow-up question *'You can eat?'* did not assist the student to provide the better or correct answer form as the teacher first assumed. If the teacher had changed his question from *'You can eat?'* to *'Can you eat?'*, the student may have understood the purpose of asking the same question in the different forms and may have been able to provide a more grammatically correct answer. Based on his

words above, this teaching behavior may differ if the teacher is responsible for a communication class. Classroom Extract 5 demonstrates that the teacher can also use a referential question while teaching grammar if the curriculums required it.

There are other examples of using combination between display questions to check students' knowledge and referential questions to elicit students' information. Here is the teacher's expression why he used the combined two question types:

Interview Extract 10

So, you can combine referential and display in one type of question by asking, 'What did you do last weekend?', and even though that is not a direct display question, their answer can provide information about whether or not they have learned how to use past tense.

The examples in Classroom Extracts 6-7 show how the teacher used a question in order to check students' knowledge about past tense, which was the next objective of the lesson on that day. Meanwhile, it also helped the teacher evoke data that is not yet known to him, regarding what activities his students have done recently.

Classroom Extract 6

Context: The teacher wanted to check student knowledge about past tense by asking questions regarding what kind of English activities one student did last week.

- 1 → T: **What English did you do last week?**
 2 → S6: (3) ((Silence))
 3 T: *What English did you so last week?*
 4 *What did you study?*
 5 *What did you listen to? What did you read?*
 6 → S6: (10) ((silence))
 7 Ss: (8) ((explaining the question in Thai to S6))
 8 → S6: homework
 9 T: Just your homework. Ah, okay.

[February 21, 2013]

The question in line 1 asked by the teacher, '*What English did you do last week?*', evoked only silence for three seconds from the student, S6. As the teacher wanted to test that particular student's knowledge of past tense, he continued questioning the same student with various past tense questions in lines 3-5. There was still no response, only reticence for 10 seconds. After that, other students began to participate. They gave S6 the Thai translation of the teacher's question. This time, S6 was able to produce a word in line 8, '*homework*', which was not an adequate reply, considering what the teacher intended to test. The single word answer did not indicate if S6 knew how to use the past tense form, and the teacher eventually gave up.

Based on this classroom extract, the teacher might have selected an unclear question '*What English [activities] did you do last week?*' or asked too many questions. This only caused confusion for S6 because other students were able to understand the questions and helped the student to clarify the original question. This is likely an instance of having a student with a low language competency. Even though his questions were ineffective for testing the student's knowledge about past tense, he did receive new information regarding that student's English activity outside of the classroom by using the combination of display and referential questions.

Classroom Extract 7

Context: The teacher used a question that requires the past tense form answer in order to check a student's language competency. A student went to a floating market, and the teacher showed interest regarding the trip.

- | | | |
|----|---|--|
| 1 | → | T: How long did it take you to bicycle? |
| 2 | | S2: It is about five minutes. |
| 3 | | T: <i>How long did it take you? How long?</i> |
| 4 | | S2: I see my friends at seven o'clock and go back |
| 5 | | to home. It is about two p.m. |
| 6 | → | T: Two p.m. Almost all day. What did you eat? |
| 7 | | S2: ((laugher)) have lunch. |
| 8 | | T: had |
| 9 | | S2: had, I have a last lunch at Lam Phaya |
| 10 | | ((laugher)) It's menu. It many many menu. |

- 11 T: Many different things.
12 S2: I am sorry ((laughter)).
13 T: Don't worry about that.
14 S2: Fish fry.
15 T: Fried fish. Okay.

[February 28, 2013]

As teaching the past tense form was the main objective, the teacher intended to check students' knowledge regarding this. He began with a question in line 1, *'How long did it take you to bicycle?'* Even though the answer from S2 provided new information in line 2, *'It is about five minutes.'* which seems correlate to the question about a length of time, the teacher still repeated the question, *'How long did it take you? How long?'* This may illustrate the teacher's preconception that five minutes for cycling to the floating market is not enough time, or the teacher was trying to provoke the correct usage of past tense. After that, S2 pointed out the time that he met his friends at seven in the morning and that S2 arrived home about two in the afternoon. The teacher received the approximate total time S2 spent on that day instead of how long S2 actually cycled to the market. He later seemed to give up on eliciting S2's the time spent and brought up another past tense question in line 6, *'What did you eat?'* The student laughed before responding *'have lunch'*, which did not answer the question with regard to what type of food S2 had. This missing information did not concern the teacher as much as the incorrect verb tense the student provided, which should have been the correct past tense form, *'had'*, as provided by the teacher in line 8. The student repeated *'had'* and then used *'have'* again instead of *'had'* as seen in line 9 *'had, I have a last lunch at Lam Phaya'* S2 next tried to answer the teacher's original question regarding what S2 had for lunch *'It's menu. It many many menu.'* The teacher corrected the answer, *'Many different things.'* S2 somehow realized that many mistakes were made and apologized. The teacher tried to relieve S2's concern and more responses ensued.

The classroom extracts above indicate that asking referential and display questions can test the students' knowledge of their language abilities or evoke new information. However, using only teacher's questioning strategies may not be

adequate in order to find solutions and improve both his professional skills and students' oral responses. There were many occasions that the students did not respond at all to the question or only provided a part of the correct answer to the teacher's question. Therefore, teachers should seek out alternate and varied assistance methodologies appropriate to upgrading teaching performance and classroom outcomes. For example, when there are students' unexpected answers consequences after the teacher's question, he can follow the Vygostky's scaffolding concept to extend or improve student's answers in the target language.

4.3 The Teacher's Beliefs regarding Scaffolding

Scaffolding, to the native English speaking teacher, may be a better choice than simply ignoring the non-response and moving on to the next question. The transcriptions from interviewing the teacher show that the scaffolding techniques used in the class are influenced by his beliefs, which are gained from the experiences of the teacher's own education, teaching experience, and professional training. These beliefs impact his usage of six scaffolding techniques, which are 1) giving a clue, 2) repeating a question, 3) spelling a word, 4) rephrasing a question, 5) modeling a word, and 6) giving the correct answer. These scaffolding techniques and explanations of his beliefs regarding them are all discussed in this chapter.

4.3.1 Giving a Clue

The teacher used this technique when he believed that students would probably have had a difficult time replying to his question. Therefore, he gave a clue either before or after asking a question as shown in Classroom Extract 9. In this case, the teacher gave many details about Clint Eastwood and Freddie Mercury before he brought up the question because he did not expect that students would know about the two men, who are more familiar to those from western cultures than Thais. Therefore, he chose to give some clues in the form of a broad background regarding the entertainers to the students, which might have helped them complete the sentences more easily. His explanation to the students taken from the transcript from that lesson

and presented below may illustrate how what he believes influences his practice in the classroom:

Number six and seven you don't know, I am sure. Because these are American stars. However, if you do homework with the Internet, you can Google. [Teacher makes musical sounds mimicking a famous song by Freddie Mercury] So, let me explain to you about these people. Freddie Mercury was a famous singer who died of AIDS. He is a very great artist, fantastic artist. That's our culture. I don't expect you to know it. I am sorry. Clint Eastwood, on the other hand, he is not dead.

This statement by the teacher may reflect that his personal experience influences his teaching strategy, giving a clue. He likely believes that Thai students do not know the two mentioned American stars (Freddie Mercury and Clint Eastwood). Thus, he gave pupils a clue, which he thought might lead them to produce an appropriate answer while doing the exercise.

4.3.2 Repeating a Question

According to the transcription from the digital audio recorder, the teacher used this technique, repeating a question, when he believed that students might have needed more time to grasp his question or just to hear the question again and provide a better reply. This thought is based on the teacher's personal experience when he was a student learning another language. A part of the interview about his beliefs regarding using this scaffolding technique is included below:

Interview Extract 11

Often when I ask a question of my students, I remember what it's like to learn a second language myself, having learned French, Thai, and several other languages, that it takes my mind some time to understand what the question is, what the words are.

In order to provide one more opportunity for the student to hear a question or statement that the teacher asked or stated, and think of a possible response, the teacher sometimes needs to repeat what he has said before. As revealed through the interviews, he described his thoughts regarding using this technique as follows:

Interview Extract 12

“Repetition allows people who may have not heard the first time due to air-conditioning noise or other students talking or some other distractive noise. It will give that student a chance to hear the question again clearly.”

4.3.3 Spelling a Word

This native English speaking teacher uses the scaffolding technique ‘spelling a word’ when he is not sure if the student is referencing the same word as the teacher. In his response to a question regarding this technique, he stated the following:

Interview Extract 13

“Sometimes, I will use the strategy of spelling a word that the student has said to make sure that I understand it correctly as Thais’ pronunciation is not always clear”.

This statement reveals that, according to his teaching experience in the Thai university context, the teacher believes that spelling a word helps clarify a word’s meaning. That was why this strategy regularly appeared in the classroom when misunderstandings or unclear situations happened while teaching. Here is an extract from the interview with the native English speaking teacher that expounds why and when he either spells a word for the students or asks them to spell it for him in the English classroom:

Interview Extract 14

Because Thai students are stronger at reading than speaking, in my opinion. They often know the word as they have read the word, and they have more than likely read the word and spelled the word many more times than actually spoken the word and certainly more times than they have spoken the word correctly. So, quite often if a student said a word that I cannot understand or think may be a different word, I will spell it to try to jog their reading memory of the word itself.

4.3.4 Rephrasing a Question

This technique is used when the teacher thinks it can help students in general by exposing them to various question patterns or specifically understand the question using a grammatical pattern that may be more familiar to them. What the true reason behind rephrasing a question is may be hidden in the opinions of the teacher regarding using the scaffolding technique of rephrasing question in the language classroom:

Interview Extract 15

(I sometimes rephrase a question) in order for the students to have different words that may jog their memory of the questions or help them to understand the questions. So, rephrasing is a strategy I use when I think the first phrasing of the question may not be familiar to all the students. Often the possibility that a student or some students may be confused by asking a rephrased question is because they may think it's a different question; however, my strategy is to ask the same question in different ways so they are exposed to more grammar, different semantics, and different ways of asking a question.

His opinions about rephrasing a question are influenced by his belief that his students will probably hear a variety of question forms in the TOEFL listening part as he further stated:

Interview Extract 16

“In my opinion, the TOEFL test has a listening part that is quite difficult, and the students are exposed to many different styles of speaking.”

As such, he feels it is crucial that he should expose these students to various questions forms so that they are able to understand more and be able to reply to the questions correctly.

4.3.5 Modeling a Word

The teacher believes using this scaffolding technique, modeling a word, can help students to develop their listening skill. While teaching, the native English speaking teacher asks students to repeat words or sentences after using the scaffolding technique of modeling because he believes that *“speaking correctly will help them to improve their listening skills and this can help them reach their expected scores of TOEFL”*. He further explained as follows:

Interview Extract 14

[...] there is listening grammar, too. For the listening part, listeners need to know, is it past or present? Is it future, or is it past perfect, or future perfect? Listeners will need to know. If speakers can remember the ‘ed’ ending, this can help listeners for the listening part. So, for listening grammar, listeners must know what the verb tenses are when they listen for the ‘ed’ ending. Is there and ‘ed’ ending, or not? If speakers don’t say it, listeners won’t know it.

The teacher's interview above indicates that modeling a word, in this case the –ed ending, may aid students' concentration on listening grammar. He did not only model a word, but also asked students to repeat it afterwards, as he thinks speaking is a key for effective learning.

4.3.6 Giving the Correct Answer

This is another strategy that the teacher used to pass on the knowledge to students because of the limited class duration. The teacher's beliefs with regard to addressing this situation acquired from his professional coursework can also influence his scaffolding method of giving the correct answer to students in the class. Here is the teacher's explanation for why he answers a question himself:

Interview Extract 17

Although I would prefer not to supply the correct answer to a question for a student, there are times in the classroom that I do. It is very rare, but sometimes when a student is having difficulty providing a correct answer, I will just give it to them in order to save time. I learned in my TEFL training that teachers are responsible for meeting certain learning objectives in the classroom within the given amount of time for a class. If time is running short and I still do not feel that I have met the teaching objectives, I may hurry the process along by simply giving the answer if a student is having trouble.

During the class, there were many times that students were faced with a difficult question, identified by students' laughter or a mismatched answer to the question. Thus, the teacher needed to provide the answer himself so that he could continue to the next lesson according to his lesson plan. He expressed further about giving the correct answer as seen in the extract here:

Interview Extract 18

If I think that it is a rare word that is not on the TOEFL test, for this class, I simply gave them the example, 'trekking', I said, do you know what 'trekking' is, and because my opinion is that it is not going to be on the TOEFL test, I just gave them the answer, 'trekking is hiking'. I think 'hiking' may be on the TOEFL test, so they need to know that vocabulary word to understand the sentence.

Based on his opinions regarding using the scaffolding technique, giving a correct answer, it can be concluded that the native English speaking teacher sometimes gives the correct answer so that he could move on to the next objective in time as he was trained in his professional coursework. This way he also ensured that students would not miss any significant vocabulary. He has learned this through his experience in teaching grammar in TOEFL structure and written expression.

4.4 How the Teacher's Beliefs Influence the Practice of Scaffolding

The following classroom extracts illustrate how the teacher's beliefs influence his practice of using scaffolding techniques, which often followed the students' first response, reticence, or laughter. These beliefs originate from his schooling, both formal and informal, which includes growing up in Canada, learning French, and his initial exposure to the Thai language. These experiences influenced his use of the following scaffolding techniques: 1) giving a clue and 2) repeating a question.

4.4.1 Giving a Clue

Classroom Extract 8

Context: The teacher asked students to complete the following sentences with the correct verb tenses: 6) Freddie Mercury____an interesting life and 7) Clint Eastwood____an interesting life.

- 1 T: *Clint Eastwood is alive. So, you have information.*
 2 → *Freddie is dead. Clint Eastwood is alive.*
 3 **What do you think?**
 4 Ss: (4) ((silence))
 5 → T: So, *Freddie Mercury*. **What do you use?**
 6 Ss: had
 7 T: had. Good. **Why?**
 8 Ss: (3) ((silence))
 9 T: **Why?**
 10 → S2: He is dead.
 11 → Ss: dead ((laughter))
 12 T: Yes, ((laughter)). His life is finished.

[February 7, 2013]

The dialog above captures a situation of how the teacher employed the scaffolding technique of giving a clue while working on a task. The students needed to complete the two blanks with correct choices of verb tenses, which were simple past tense and present simple tense. He began by giving some clues to the students in line 1, '*Freddie Mercury is dead. Clint Eastwood is alive.*', before he asked the question in line 2 to the class, '*What do you think?*' The students were silent for four seconds; thus, the teacher provided the directive for students to respond to one of the chosen clues and then continued with the more specific clue, '*Freddie Mercury*' in line 5 before asking the students to give him the correct verb tense that suits this person (still living or passed away). Narrowing the clue seemed to work as the teacher received the expected answer '*had*' as per line 6. He then asked the students regarding the reason they answered that. At first, there was no reply, so he asked '*Why?*' again after three seconds of waiting. While other students were quiet, S2 answered '*He is dead.*' This might have motivated other students to answer as they also replied to the teacher's question '*dead*'. The teacher confirmed the correct answer with laughter as is shown in line 12 '*Yes, ((laughter)). His life is finished.*'

This extract illustrates that the teacher's personal knowledge influenced his usage of the scaffolding technique, giving a clue, which worked in the classroom.

- 23 T: 'watch', I know you are watching and listening at the
24 same time, but we use 'watch' for T.V., 'watch' for
25 a movie, and 'listen to' radio.
26 In Thai, **do you listen to T.V. or watch T.V.?**
27 S3: watch

[February 21, 2013]

The teacher asked S3 what kind of English activities S3 did outside the classroom. While answering that in line 5, S3 was interrupted by the comment of the teacher in line 6 that listening to CNN radio is good for listening skill. A misunderstanding happened from this point and was recognized by S3 in line 13 'You mean radio?'. The teacher pointed out that S3 had said 'listen to' earlier. That was why the teacher interpreted the mentioned activity referred to as listening to the radio, not watching T.V. When a situation occurs where the teacher is unsure, clarification is significant; therefore, the teacher repeated the question, '*CNN radio or T.V.?*' in line 14. Instead of choosing either the answer listen to CNN radio or watch a CNN T.V. program, S3 replied '*yeah*' in line 16 and '*CNN*' in line 18. These answers did not obviously help the teacher receive new data indicating which activity, listening to CNN radio or watching CNN T.V. As the uncertain media format is the key to this communication, the teacher needed to ask the same question yet again, as shown in line 19. This time, unlike before, S3 finally gave the critical information in line 20, '*T.V.*'; thus, the teacher hinted that the verb that is used together with T.V. is 'watch'. After that, S3 produced the better answer, '*watch T.V.*' in line 27.

The extract above illustrates that the teacher selected a strategy, repeating a question, when he needed to reach agreement. That was why he repeated the question, '*CNN radio or T.V.?*' expecting to assist the student in order to enhance his answer. However, S3 could eventually provide information for the teacher regarding the activity, watching T.V. This scaffolding might not have worked effectively without an explanation of the grammatical rules regarding the difference between 'watch' and 'listen to'. That is why two scaffolding techniques were employed to solve a single situation in the classroom.

Alternate modes found in this study of how the teacher managed misunderstandings between the student and himself are presented in the following classroom extracts. The source of the teacher's beliefs is influenced by his own teaching experience in a Thai university, which affects his choice of using two different scaffolding techniques: 1) spelling a word and 2) modeling a word or a phrase.

4.4.3 Spelling a Word

Classroom Extract 10

Context: The teacher asked students to choose the underlined section (1, 2, 3, or 4) of a sentence from an exercise in a practice TOEFL test that contains the error and give the reason why in the following: (1) Because of business is an integral part of society, (2) it follows that major changes and trends in (3) the social environment may have (4) some effect upon workers in the company. This extract portrays a situation of misunderstanding of a vocabulary word between a student and the teacher. Instead of ignoring the student, the teacher considered finding a solution. The teacher clarified the misunderstanding with regard to this word using the spelling technique, which was apparently suitable to solve this issue.

- | | |
|------|--|
| 1 | T: What is wrong with it, S5? |
| 2 | S5: Ah 'because of' follows with ## |
| 3 | T: Follows with what? Face? |
| 4 | S5: (3) ((Silence)) |
| 5 | T: 'because of' follows with |
| 6 | S5: with ((speaking Thai for the meaning of 'phrase')) |
| 7 | T: Can you spell it? |
| 8 | S5: P-H-A-S-E |
| 9 | T: P-A.. |
| 10 | S3: P-H |
| 11 | Ss: P-H |
| 12 → | T: <i>phrase, P-H-R-A-S-E</i> |
| 13 → | S5: phrase |
| 14 | S1: Ah! phrase |

15 T: Exactly that. 'because' must have subject and
16 verb after or a full subject verb object.
17 'Because of' must have a noun or a group of
18 words that mean a noun only or subject only.

[February 14, 2013]

After selecting the correct answer, S5 gave the reason why he selected the choice (1) Because of, but he pronounced the word 'phrase' unclearly. Hence, the teacher used the scaffolding technique of spelling in order to clarify the word. This dialog shows that the teacher at first was unsure what word S5 said; therefore, he asked the student to spell it. S5 answered in line 8, "P-H-A-S-E" and the teacher repeated what he thought he heard, "P-A" in line 9. Other students, in sequence, argued that the word they tried to spell starts with "P-H" not "P-A" as appears in lines 10 and 11. The teacher finally understood the word given by the students the first time after the misconception regarding the letter 'H'. He afterward said, 'phrase' and spelled the actual word, as shown in line 12. However, this is evidence that the scaffolding technique 'spelling' helps the teacher to discern what that word is and also assist students in developing their responses. The evidence appears in lines 13, 'phrase', and 14, 'Ah! phrase'.

The dialog above illustrates that using 'spelling' as a scaffolding technique, for the teacher, is necessary because it helps the teacher and students grasp the meaning of a word as well as create mutual agreement. Based on Interview Extract 12, it is clear that his teaching experience in the Thai context for years influences his selection of scaffolding techniques. He believed Thai students have better reading skills than speaking skills. Therefore, he selected the scaffolding technique of spelling a word to facilitate their understanding. There is also another scaffolding technique, rephrasing a question, which the teacher believes can help students to grasp the question better and lead to better oral responses.

4.4.4 Rephrasing a Question

Classroom Extract 11

Context: A student said that he watched an English movie in order to practice his English skills. The teacher asked if he watched with or without Thai subtitles.

- 1 → T: **Do you use the Thai subtitles?**
 2 S2: I am try not to see.
 3 T: Okay, but, but, I know that you try not to see.
 4 → *Are the subtitles there?*
 5 S2: ((laughter)) Ah ha, yes.
 6 T: Okay. So, try next time, watch the same movie
 7 but take off the Thai subtitles, maybe put on
 8 English subtitles.
 9 S2: Oh! English subtitles. Okay.
 10 T: It will help you.

[February 21, 2013]

The teacher initiated a question in line 1, *'Do you use the Thai subtitles?'* He was probably expecting to hear either, 'yes', or 'no' as an answer. Unfortunately, S3 replied as *'I am try not to see.'* Even though the teacher acknowledged that he understood that S3 used Thai subtitles while watching a movie, *'Okay, but, but, I know that you try not to see.'* he rephrased the question anyway *'Are the subtitles there?'* This strategy seemed to be effective as S2 produced the better answer 'yes' in line 5, which fits the question form more correctly than the previous answer, *'I am try not to see'*. After that, the teacher suggested that S2 should put on the English subtitles for the second time S2 watched the same movie as this can help the student to learn English. The extract above highlighted that the teacher's belief with regard to using the scaffolding technique 'rephrasing a question' could either aid a student in answering correctly or improving the answer. In addition, to enhance students' listening skill, the teacher believed students must learn to pronounce words correctly, for example, pronouncing a verb that ends with -ed in order to distinguish the verb tense. This technique is presented in the extract below:

4.4.5 Modeling a Word

Classroom Extract 12

Context: After asking students to read the sentence ‘The Sistine Chapel was painted by Michelangelo.’ that they had already completed, the teacher noticed that nobody added the extra syllable ‘ed’ for the word, ‘painted’.

- 1 T: Okay, first of all, none of you said ‘was painted’.
 2 You all said, ‘paint’. For your listening skill,
 3 → we learned *paint-ted*, *paint-ted*.
 4 So, please speak it. Your speaking will help your
 5 listening, your listening should help your speaking.
 6 Now, you know ‘ed’, ‘t-e-d’,
 7 and ‘d-e-d’ add one more syllable.
 8 → So, *was painted by*. Again, the Sistine Chapel...
 9 Ss: The Sistine Chapel was painted by Michelangelo.

[March 7, 2013]

When the teacher noticed that students in the class did not pronounce the word ‘painted’ correctly, he modeled that word in line 3. Moreover, he gave reasons to practice the regular verb past tense ending and asked students to concentrate on stressing the final sound, ‘-ed’. His instructions in lines 4 and 5 refer to the teacher’s belief that the students’ listening skill can be enhanced by speaking out loud. Thus, he modeled the word ‘painted’ again before asking the students to repeat the correct word with the whole sentence. In line 9, the improvement of the students is seen by them pronouncing the word ‘painted’ correctly. He addressed this because he believes this is necessary for listening grammar comprehension, as evidenced in Interview Extract 14.

There is one more example of how a scaffolding technique can be used to keep the lesson flowing. The following example situation shows when the teacher considered using the scaffolding technique of ‘giving the correct answer’ instead of waiting for an expected response from a student:

4.4.6 Giving the Correct Answer

Classroom Extract 13

Context: Students were supposed to complete a sentence:

Today (be) ____ the second day of my trek around Mount Annapurna.

- 1 T: **Do you know what a ‘trek’ is?**
- 2 S2: ##
- 3 T: Um... That is the name of a mountain bike.
- 4 Ss: ((laughter))
- 5 T: That is a brand name for a mountain bike. No, no.
- 6 → *Trekking is hiking.* Hiking in the mountains.
- 7 → S3: walking
- 8 T: hiking or walking in the mountains.
- 9 So, trek is a hike or a long walk.
- 10 S1: Ah!
- 11 T: **Do you know hiking?** Yeah, hiking, walking,
- 12 trekking in the mountain or in the forest.
- 13 → S3: *medi, walking meditation.*
- 14 T: Walking meditation, I like it.

[February 2, 2013]

For this extract, the teacher asked students to read the sentence at first and then to provide the meaning of the word ‘trek’. S2 attempted in line 2, but was not correct, and other students did not say anything. Instead, they laughed in line 4. This behavior implies that when students have a difficult time answering, based on their interviews in Appendix D, Question 5, they think laughing is the best way to release stress during this kind of stressful situation. After a few turns, the teacher provided the correct answer in line 6, ‘*trekking is hiking. So, a trek is a hike or a long walk*’. This indicates another method he uses to make sure that student will not miss any significant vocabulary. This technique assisted students, at least S3, to extend their knowledge of vocabulary, as seen in lines 7 and 13. S3 not only understood the meaning of the word ‘trekking’, but the student also tried to use its synonym in a different context, ‘*medi, walking meditation*’. According to this classroom extract,

giving a correct answer is an effective technique that can scaffold students from whatever level of English proficiency they are at to a higher level.

Classroom Extract 13 shows how the teacher occasionally needed to answer his own question, or in other words, use the scaffolding technique of giving the correct answer for some significant vocabulary in order to serve the student needs, and to keep the lesson flowing as he was trained to do in the TEFL class. As is seen, the teacher believed that questioning and scaffolding benefited his students in learning English. That was why they were employed in the classroom. Even though these techniques often helped students to provide a better answer, they sometimes failed. Therefore, it is necessary to collect students' reflections regarding the teacher's questions and scaffolding techniques to find a pathway that can lead to development of teaching and learning in the language classroom.

4.5 Students' Reflections regarding Questioning

Based on the audio-recordings of the classroom observations and the students' interviews in this study, the students share their various reflections with regard to the teacher's questions and scaffolding techniques. These demonstrate that students behave differently to a question that they are familiar with and are able to respond to. When they were faced with questions that they could not provide any answers to or found difficult to answer, they preferred to receive assistance from the teacher. This idea is in line with the teacher's belief that employing scaffolding techniques after the first time asking a question can improve students' oral answers.

In addition, the students' interviews illustrate why they react or respond to the teacher's questions differently. Their reactions depend on whether or not they are capable of understanding the question and finding the expected answers. The students stated that they usually answer with a loud and clear voice as well as nod or keep eye contact with the teacher when they know the answer. On the other hand, most students are silent, respond quietly, or laugh if they are not sure or do not know the answer. In addition, they will avoid eye contact, show a blank face, or knit their brow. Only some students will ask the teacher to repeat his question.

4.6 Students' Reflections regarding Scaffolding

Based on the classroom extract regarding the six scaffolding techniques: giving a clue, repeating a question, spelling a word, rephrasing a question, modeling a word, and giving a correct answer, which the teacher employed when there were no responses from the students, most of their answers demonstrated an overall improvement after receiving such support from the teacher. The students' reflections regarding scaffolding techniques that were used in the classroom are presented below:

4.6.1 Giving a Clue

According to the students' reflections in Appendix D, they revealed that receiving a clue from the teacher after his first question could be either useful or useless to enhance their responses, depending on their knowledge or language competency. Sometimes, they could use the given clues to guess the approximate answer or deduce the expected answer. If the clues could not lead them to the correct answers, they could at least practice their critical thinking. On the other hand, some of them thought this strategy was without value if they had poor listening skill, or the correct answer required knowledge unbeknownst to them. This implies that sometimes giving a clue may work only for some students; thus, a different strategy should be employed to achieve better student outcomes for some students.

4.6.2 Repeating a Question

Most students shared similar thoughts to the teacher's regarding this technique during the student interviews. They stated that it helps them produce a better answer because they have a chance to hear the question again, which can inspire them to find the expected answer. Moreover, it also benefits them with regard to practicing their listening skill and pronouncing the question or sentence correctly. However, some students did not see this technique as useful if they were unable to grasp the meaning of the chosen vocabulary. In this scenario, it does not matter how many times the teacher repeats his question; no further understanding is achieved. However, most of the student participants agreed that this technique will at least help them to improve their listening skill as well as pronunciation. Because of this, the researcher feels that

this technique has merit, regardless of whether or not the students fully comprehend the question.

4.6.3 Spelling a Word

Regarding this scaffolding technique, the students' interviews illustrated that it helped them to understand the vocabulary when a teacher clarified a word or a sentence when they were studying English in the classroom. Even though this tool can be used for message interpretation between the students and the teacher, there was some negative critical feedback regarding this technique. Some students pointed out that this technique would not work for them at all if they did not know the word in the teacher's question. Thus, no matter how many times the teacher spelled that word, they would still not be able to figure out the meaning. However, they would write it down in their notebooks and find its definition after the class. This shows that the technique may not help them immediately, but could possibly help them in the future.

4.6.4 Rephrasing a Question

Most of the students reflected that rephrasing a question assists them to explore various grammar structures and remember how to use those forms. This could benefit them for both writing and speaking skills. They expressed that when the teacher used this methodology, it eased their anxiety because they realized that one question can be asked in many ways. One student added that when the teacher tried to rephrase the question, that student felt less stress and believed the teacher understood the students' language competency and tried to reduce the difficulty of the question. When they are asked unfamiliar questions, they can wait for the question forms that they know of and respond appropriately. According to their opinions, this technique of rephrasing a question can benefit students by enhancing their question-forming skills.

4.6.5 Modeling a Word

Based on the students' interviews regarding the teacher's usage of the scaffolding technique 'modeling a word', the students also agree with the teacher that imitating what he says enhances their listening skill. Some of them shared that having a native English speaking teacher model a word or phrase helps them to memorize it

and reduce their confusion about how to pronounce it correctly. According to them, the students always repeat the model words as they have been asked, and their responses improved. Regarding their reflections on this technique, the students indicated that they are not concerned, but enjoy studying with a native English speaking teacher. If they regularly repeat the modeled words, this could benefit them towards having a clear accent and might increase their confidence with their own speaking.

4.6.6 Giving the Correct Answer

In addition, the student's interviews demonstrate that their ideas correspond with the teacher's regarding giving the correct answer to a question when they do not supply it. Most students think that this scaffolding technique helps the flow of the lesson and saves time for more important activities, which coincided with the teacher's beliefs. They also mentioned that the teacher normally uses this strategy when they are silent or laugh instead of giving him answers. They stated further that his method can be used to reduce their stress or relieve embarrassing situations if they cannot provide the expected answers. The teacher employed this suitable method when silence and laughter occurred, as is seen in the classroom extracts.

This chapter mainly outlines the detailed dialogs, focusing on the questioning and scaffolding used, which may help reveal the thinking processes of the participants at that time. The interview extracts can also be a useful source for explaining why an interaction transpired the way that it did. In this paper, questions that were used by the native English speaking teacher, presented in many different ways, depended on whether he desired to test students' comprehension or encourage them to produce English. On the other hand, the teacher often uses scaffolding techniques in order to enhance student's understanding or verbal performance if he received no or not enough of a response from the students. The next chapter presents important points of discussion with regard to the findings and the answers to the research questions.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Considering the poverty of research on teacher's beliefs towards learning and teaching, this qualitative study was undertaken to reveal a native English speaking teacher's beliefs regarding questioning and using scaffolding technique in an English classroom. The significance of these objectives will be discussed in order to reply to the research questions: 1) What are the native English speaking teacher's beliefs regarding questioning and scaffolding techniques in the English classroom?; 2) How do the native English speaking teacher's beliefs influence questioning and scaffolding techniques in the English classroom?; and 3) What are the Thai students' reflections regarding questioning and scaffolding techniques in the English classroom?

5.1 Teachers' Beliefs regarding Questioning

Asking a question of students in the English classroom is considered as an effective tool that teachers commonly use in order to improve participation in the classroom. Moreover, asking questions can also aid language learners, who have less ability in responding to or producing the target language, to at least provide them a pathway to participate in the lesson (Brown, 2001). Similarly, the native English speaking teacher in this present study believes that students' participation is a key to success in learning a language. The native English speaking teacher responsible for this present class involved students in every lesson by asking them various questions. This belief was obtained from his own personal experience when he was a student. He stated that he was bored of one of his teachers' teaching style in Canada, which was entirely teacher-centered. His interviews indicated that he seemed unsatisfied being a passive learner. His personal experience seemingly effects his teaching approaches. Therefore, since he has become a teacher, he has regularly asked questions in the classroom.

It appears the teacher's beliefs impact his teaching practice in the classroom. This study discusses how the native English speaking teacher's beliefs influence his oral questioning techniques in the classroom. The data analysis of transcribed classroom extracts and the teacher's interview extracts on questioning in the classroom indicate that he purposefully asks questions while teaching. This approach is used flexibly, depending on what actual situation is happening and the specific reason for asking a question. The mentioned critical situations refer to when he needs to ask a question in order to test pupils' knowledge or to seek new information, either of which may or may not relate to the objectives in each lesson. In addition, his reasons for asking a question in the classroom, based on his interviews, originate from his beliefs that questioning helps students to increase their English competency. This opinion reflects previous research regarding the benefits of employing a question in order to develop English language learners' linguistics and cognitive skills (Gerstein, 1996; Gibbons, 2003).

Due to his believing that asking questions benefits students' learning, the teacher used this technique often as an effective tool in order to increase the activeness in the classroom while teaching, as is seen in the classroom extracts. Most research on teachers' questioning maintains that question types are investigated as categorized by employing the quantitative method (Thompson, 1997; Uysal & Bardakci, 2014). However, as mentioned, this current study focuses on how the native speaking-teacher's beliefs influence his questioning in the classroom. Therefore, counting how often the teacher asks questions in the classroom is not included. The main discussion aims to indicate how his thoughts effect his questioning in order to gain a deeper understanding. The significant points of discussion regarding using questions by the native English speaking teacher have three general purposes: to engage students, to sustain students' interests in learning, and to check students' knowledge. In order to accomplish these purposes in this study, the teacher asked different question types, as influenced by his beliefs.

5.2 How Teachers' Beliefs Influence the Practice of Questioning

Ordinarily, questioning in the classroom is known to be an effective method that teachers use to benefit students in various ways, for example, acquiring pupils' attention, seeking information, increasing the amount participation, evaluating expertise in the learning process, checking comprehension, or encouraging critical thinking (Clark & Starr, 1986; Cotton, 2003; Ornstein, 1995). These purposes of using questions in the classroom were also found in this present study. The teacher regularly asked various question types based on his beliefs, depending on what he expected to receive from asking questions. However, to clarify question types is not the main debate of the data analysis, but instead, this research concerns how the native English speaking teacher's beliefs influence questioning in the classroom practice.

Based on the results from prior studies, there are various distinct question types that are difficult to obviously classify into divisions. They can be identified by the question's grammatical structure such as a Wh-question (Thompson, 1997). In addition, question types can also be categorized by the responses to the answer, for example, convergent questions which require an answer as a few words or a short statement (Richards, 1996). However, studies over the large scale have categorized two types of questions, which are called by Long & Sato (1983) 1) 'display' questions, for which the teacher already knows the answer, and 2) 'referential' questions, for which the teacher does not yet know the answer. Thus, the discussion in this current study relates these two concepts and the native English speaking teacher's cognition on questioning.

5.2.1 Teachers' Beliefs Influence on Display Questions

According to previous studies, the display question is considered as a tool that is regularly used by teachers in the language classroom. This question type is commonly asked in order to check students' comprehension regarding the subject at hand or recall pupils' prior knowledge because the teacher already knows the answer in advance (Brown, 1994). Display questions that were found in this present study are mainly employed to test students' English grammar competency, such as "*What should the blank be?*", vocabulary definitions, for example, "*Do you know that word?*", and knowledge recalling, for example, "*What time or when do we use verb*

one or present simple?” The described interview extracts regarding using questions by the native English speaking teacher indicate that he believes that checking students’ comprehensions is important. Measuring his pupils’ knowledge by asking display questions can help him to modify appropriate teaching approaches that suit what the students need to enhance their English competency.

Most patterns of the students’ responses to this kind of question are shown as a few words or a short statement (Lemke, 1990). These students’ outcomes were shown as well in this current study when they were asked display questions. In addition, the answers to display questions appear as other utterances, for example, laughter, silence, only part of a word, or discussion in Thai with other Thai classmates in order to find a possible answer. As is seen, display questions are used to check students’ comprehension, or engage students while learning as the teacher believes this is a key to pass on knowledge while teaching. However, using this kind of question in the class for these purposes may not be enough because the teacher cannot properly evaluate short responses for students’ English competency. Therefore, referential questions to seek new information as well as keep student’s interest were also used by the teacher.

5.2.2 Teachers’ Beliefs Influence on Referential Questions

Using referential questions in the class is another common method that the teacher employs to seek new information or give a chance for students to think critically. Most questions are related to personal lives or general opinions regarding something while the teacher does not know the answer in advance (Ellis, 1994; Shomoossi, 2004). This question type is found in this current study as well while the teacher is teaching various topics, for example, *“What did you do last weekend?”* *“Have you ever gone hiking?”* or *“What do you think?”* These questions were not only asked to seek students’ information, but also to observe whether or not the students have learned something from a previous lesson or topic.

Based on the teacher’s interview extracts regarding using questions in the classroom, it can be concluded that his personal experience impacts his teaching methods. He mentioned that he did not like teachers from his past who mainly used the teacher-centered approach. He was often bored and started to daydream. Thus,

since he has become an English teacher in Thailand, he has asked students questions and asked them to participate in order to keep up their interest within the lesson. The review of teachers' beliefs and their teaching practices illustrates that teachers' prior experience, which are childhood lives, education, and knowledge, affects their teaching approach in the classroom (Farrell, 2006).

This teaching approach, asking display or referential questions based on the native English speaking teacher's beliefs, revealed both similar and different results to those in another study in the Thai context carried out by Suk-a-nake et al. (2003). The results of these two studies showed that both groups produced only a few words at a time, made short statements, or were reticent. On the other hand, the previous study's pupils found it was more difficult to respond to referential questions than display questions while the present study's participants felt the opposite. Prior studies within different classroom contexts, for example, in Iran (Shomoossi, 2004) and in Nigeria (David, 2007), show that asking display or referential questions supported the students to increase the amount of participation as well as produce more target language in the classroom, as many teachers assume (Saputra, 2013; Yang, 2006). This may explain why questioning in the language classroom is still continuously considered an important tool for the language teachers' beliefs.

5.3 Teachers' Beliefs regarding Scaffolding

Scaffolding techniques are importantly used by the teacher in the language classroom in order to assist or support student's abilities in learning. According to this essential idea, scaffolding techniques have great received attention from many researchers (Reiser, 2004; Scarella & Oxford, 1992; Shrum & Glisan, 1994). These techniques are believed to help pupils enhance their knowledge or improve their performance from whatever level they are at to a higher level, which they cannot accomplish without receiving help from the teacher. This area wherein such support is needed is known as the ZPD, based on the original Vygotsky concept. The assistance or support can be conducted by an expert in the field, in this case the native English speaking teacher, who is more adept at English than the Thai students.

The findings from this research of the teacher's beliefs regarding using scaffolding techniques in the English classroom are in line with other studies' results (e.g., Amin, 1997; Borg, 2006; Pajares, 1992), which reveal that teachers adapt or select their methods to enhance students' learning capacities based on their own experience. How the native English speaking teacher's beliefs influence his scaffolding techniques orally is one of the main discussions of this present study. The native English speaking teacher in this present study provided various scaffolding techniques, depending on either what the reactions of students were or what purposes of each lesson were. Two critical signals that the teacher could acknowledge when his students were faced with a difficult time answering questions were silence or laughter. In a previous study, using scaffolding techniques was also suggested as an effective tool to use in the classroom when teachers believed that students could not accomplish a task without help. The signal for a problem answering in that research was silence. Those students' behaviors, silence and laughter, were interpreted as a troubling sign, requiring help from the teacher to improve their responses or competency to apply knowledge (Sivan et al., 2000).

5.4 How Teachers' Beliefs Influence the Practice of Scaffolding

According to the previous research, teachers' beliefs impact how they teach, including the use of scaffolding techniques, which follow after the students' answers in the classroom. Haneda (2005) suggested that in order to enhance students' language competency, teachers should focus on elaboration, clarification, and explanation of students' responses. Moreover, while teaching, instructors should challenge students' views to increase the amount of interaction in the classroom. Therefore, discussing these techniques (giving a clue, repeating a question, spelling a word, rephrasing a question, modeling a word, and giving a correct answer) that are used by the native English speaking teacher could enlarge the knowledge and scope of other teachers in order to develop professional education.

5.4.1 Giving a Clue

This strategy is commonly found in the classroom. The teacher in this research uses it when he believes that his student may be able to find a possible appropriate answer if the teacher provides collaboration or a clue. He personally thinks that this technique helps students to have better understanding of an overall idea and can reply to the question more easily. Within this present study, he provided a clue before or after asking a question when he realized that Thai students may not have the same background knowledge, for example, the difference in cultures, the North American culture that he grew up in and the Thai culture that the students are familiar with. The evidence in Classroom Extract 9 reveals a signal, silence from students; the consequence was that the teacher explained more in detail or gave more clues to aid pupils to enhance their responses. If the results of asking a question were not satisfactory the first time, or up to the teacher's expectations, he selected the technique of giving a clue to assist students' answers. He believes that using a scaffolding technique is better than letting the silence remain. This opinion supports the suggestion of Sivan et al. (2000) who stated that a teacher should find an opportunity to reduce the amount of student's silence, as this silence is a problem, barring pupils' learning development.

How the native English speaking teacher assisted students when they were faced with difficult questions or unfamiliar question forms is in line with the study of Celce-Murcia (2001), who revealed that in order to improve students' answers, teachers who teach English as a second or foreign language used this scaffolding technique by explicit explanations or giving a clue. This method helped students to find an easier solution to produce the expected answers. This present study illustrates as well that this strategy is commonly used in the classroom. The teacher used it when he believed that his students may be able to find possible appropriate answers if he provided collaboration or clues. In addition, based on the students' interviews, their thoughts agree with the teacher's idea that this strategy can assist them to provide the expected answers from the given clues. Therefore, using this scaffolding technique is considered a way to encourage students' critical thinking and proper answering, as the teacher believes.

5.4.2 Repeating a Question

The native English speaking teacher in this present study revealed his usage of the scaffolding technique of repeating a question is influenced by his personal experience when he was a second language learner. He recognized that it took time for him to understand when he was asked a question in a different language. Therefore, since he has become a teacher of English to Thai students, he has given them more of an opportunity to understand his question by repeating it. This particular technique is employed in the classroom when he thinks the student may not clearly understand his question. The purpose of using this tool, based on Interview Extract 10, is to provide more time for the student to hear the question or think of a possible answer and enhance their oral responses.

This extract explains the teacher's perspective regarding repeating a question in language classrooms. On the other hand, some of the students in this study thought differently. Based on their interviews, they believe that this scaffolding technique may not help to improve their answers if they do not grasp what the question is, but it helps them to remember the correct question forms instead. Therefore, this method, when employed in the Thai classroom context, does not always enhance oral responses. It is used because the teacher believes this can somehow improve students' abilities to learn English as a foreign language as it worked with him while learning other languages.

As is seen, the teacher's teaching practice, repeating a question in the classroom, derives from his experience when he learned other languages. He considered that rehearing a question helped him to understand it better. This insight can be used as evidence to explain why he used this scaffolding technique for Thai learning English. He thinks that Thai pupils are unfamiliar with answering English verbally; thus, he sometimes repeated a question. He likely believes this technique can help students to have more time to interpret or understand the question better than just asking a question once. This finding supports other research's results regarding teachers' beliefs on their teaching practices, in which they often used their past experience as learners when teaching in order to support students' learning skills (Freeman & Johnson, 1998; Peacock, 2001).

5.4.3 Spelling a Word

Being familiar with teaching English to Thai students for many years, the native English speaking teacher believes that they have better reading skills than speaking skills. According to this thought, the teacher use the scaffolding technique of spelling a word to clarify a message as misunderstandings can occur while teaching and learning. He discovered that most of the time the students selected a correct word to reply to his question, but they could not pronounce it clearly or properly. This can be a critical issue that obstructs students' learning abilities as well as his professional development if the teacher disregards an unknown or confusing word that is provided by the student.

This is just one example that is found in this study regarding how the teacher's beliefs influence his instructional practice though teaching experience in the Thai context for many years. He strongly believes that this scaffolding technique, spelling a word, can assist to clarify what word a student means to provide to him. Without understanding the situation in the Thai context, he could not possibly interpret what the student is trying to communicate. Therefore, it is necessary to be able to realize the students' capacities. This is the case, he has realized based on his teaching experience in Thailand, that Thai students' strength is recognizing vocabulary but not being effective in speaking that vocabulary due to poor pronunciation. Therefore, the teacher tries to reduce this weakness by respelling the word to foster understanding between the teacher and the students.

This finding supports the conclusions of Levin's (2001) study regarding teaching behaviors, in which teachers' interaction in the local context affects their teaching modes in the classroom. According to Levin, teachers' beliefs are partially molded by their environment. In this present student, the native English speaking teacher displays in Classroom Extract 10 that the scaffolding technique, spelling a word, helps to solve misunderstandings as the teacher expects.

5.4.4 Rephrasing a Question

The teacher's notion of using this scaffolding technique, rephrasing a question, mostly appeared when there was no or an unexpected oral response from students. For example, if he received unexpected answers while doing an exercise, he

normally assisted them by rephrasing a question to clarify or enhance their responses. This result supports a study of Freeman (2002) who asserted that the teachers' teaching practice can be adapted or enhanced if the teachers understand how a teacher's beliefs affect their teaching practices.

Due to the beliefs of the teacher in this research regarding using this technique that were obtained from his own teaching experience in Thailand, he interpreted the students' silence as them not knowing the answer or not understanding the question. When this situation occurs, he rephrases questions in order to assist students to at least recognize the question forms and grasp their meanings. English questions can be asked using different forms, while retaining the same meaning. Because of this, he thinks that exposing students to a variety of question patterns is significantly useful. It helps pupils to get familiar with distinct question syntax, understand it, and know how to answer the question appropriately. This present study's finding coincides with Horwitz (1988) who found in his study that most teachers believe that students need to learn different forms of grammar and varied vocabulary in order to learn languages effectively.

Even though these beliefs originated from teachers who taught in different classroom contexts, they thought that students needed to study and be exposed to other grammatical forms. In this research, not only does the teacher believe this scaffolding technique is necessary, but the students also think that this can be useful toward their learning English. Based on their interviews about rephrasing a question by the teacher, they believe that it benefits their writing skill and releases their stress as they learn more possible ways to make questions. This finding implies that rephrasing a question is a great teaching tool, and teachers believe that it can efficiently assist students' learning.

5.4.5 Modeling a Word

This is another effective scaffolding technique, modeling a word, which is used worldwide by language teachers in classrooms. In this present study, the basic idea of employing this tool is influenced by the native English speaking teacher's teaching experience in Thailand. Along with the teacher's teaching experience, actual situations, various contexts, and subject matter are also considered to be important

aspects that influence teachers' cognition (Polat, 2010). Through his background teaching English in the Thai context, the teacher has learned that speaking English clearly can benefit students' listening skill, for example, in this study for the listening part in an English competency test. Therefore, he usually encourages students to repeat a word or a phrase after he models it.

Regarding this idea, there is pertinent research that was conducted in the western school context. Walqui (2006) pointed out that teachers can effectively use the scaffolding technique by modeling a word first and letting students repeat it afterwards. This is also a method that the native English speaking teacher employed often to support students' language abilities when they first learn a word or phrase, with the expectation that the students would eventually pronounce it correctly by themselves in the future. Based on the classroom extracts, there were many times that students repeated words or phrases after the teacher modeled it. However, as this present research was done for only a limited time, the results do not indicate if the students will be able to pronounce those words correctly themselves in the future according to the teacher's beliefs. At least the data shows that it is an effective scaffolding technique in the language classroom. In addition, it is used by teachers in different environments and contexts.

5.4.6 Giving the Correct Answer

This scaffolding technique is used when the teacher either believed that his question might be too difficult for students to respond to or the time to meet the specific objective of the lesson was limited. The teacher considered silence from the students after questioning as them probably not knowing the answer. This idea originates from his training in professional coursework, a TEFL certification course taken in Thailand. However, he mentioned in Interview Extract 14 that even though he personally prefers to not provide a correct answer for the student, he occasionally needs to do that when he feels the whole class has not yet met the learning objectives. Based on his opinions regarding using this strategy, it may be inferred that the native English speaking teacher usually plans ahead as to what to teach in the classroom and is adaptable depending on what situation may occur while teaching. This was the case when a student could not answer a question but the teacher needed to move on to the

next lesson in order to cover all topics. Therefore, he gave a correct answer instead of losing valuable time because of the student's silence.

This teaching behavior follows the study results of Johnson & Golombek (2002). Their research revealed that teachers certainly need to analyze a situation in the classroom before considering selecting an appropriate approach to support learning and teaching effectively. Moreover, they suggested that the way to improve teachers' cognition is to understand their own beliefs and be aware of how they select appropriate methods to pass on knowledge to their pupils. Following this concept, the teachers' in an EFL classroom in Singapore revealed that supplying the accurate answer is one of the techniques (other than explaining and correcting mistakes) that they employed when their students could not answer or reply to the question appropriately (Farrell & Lim, 2005). This practice is similar to the teacher in this present study. The beliefs of the teachers in the Singapore and Thailand contexts regarding when they should use this scaffolding technique can guide novice teachers on how to keep the instruction flowing.

As is seen, all the discussion above demonstrates that the native English speaking teacher's beliefs influence his teaching practices, asking questions and using scaffolding techniques in the English classroom. Examination of both his teaching approaches and interviews regarding questioning and using scaffolding techniques illustrates that there are specific reasons to choose specific techniques.

5.5 Students' Reflections regarding Questioning and Scaffolding

According to the students' interviews in this present study, their reflections of the teacher's questioning and scaffolding techniques are illustrated two ways, which are verbal and non-verbal responses. These two categories of responses correspond with the conception of previous studies (e.g., Lorsch, 2003 & Wu, 1993). Although this present study does not focus on how the students react to the teacher's questioning and scaffolding, actions such as nodding, smiling, avoiding eye-contact, or showing a confused face are explained by the students in their interviews. Their answers may imply that in order for researchers and teachers to understand students' behaviors

when they are asked questions in the classroom, both students' appearance and their verbal answers should be observed.

Based on the classroom extracts, most of the students had less difficulty answering referential questions than display questions. Most of the referential questions that were used by the teacher in this current study related to their daily life, for which students were capable of producing longer oral responses. Brown & Wragg (1993) indicated that this type of question is used to ask about a student's personal life, which can increase the amount of their participation as it allows them to have a higher degree of freedom while responding. On the other hand, replying to display questions is seemingly an issue for some students. Most students were reticent or laughed instead of answering these questions. According to the student's interviews, the aforementioned signals of reticence appeared when the student had a difficult time understanding the question, lacked knowledge on a topic, or did not know the expected answer. These behaviors were as well found in other reports detailing that a very large number of EFL learners, particularly Asians, are shy, passive, quiet, and less engaged when answering questions in the classroom (Cheng, 2000; Tsui, 1996).

Students' responses are important in the language classroom because they are reflections regarding their understanding that teachers can use to evaluate their progress. That is why questioning is a common strategy that teachers use in the classroom (Long & Sato, 1983). However, when there appear the mentioned signs of difficulty (reticence, laughing, etc.) when students are responding to questions, the teacher should support them to increase the length of their answers. As mentioned in the literature review, Haneda (2005) suggested that the third turn (Feedback) should target elaboration, clarification, and explanation of students' responses; therefore, teachers can extend the three-part sequence, or IRF. In this study, the third turn refers to the teacher's scaffolding techniques that can assist students to enhance their oral responses and decrease their reticence in the classroom.

5.6 Implications

It was found that conducting research on teachers' beliefs regarding their teaching approaches by using the qualitative method is inadequate (Block, 2007; Norton, 2000). Due to this reason, the methods that were employed in this present study can possibly enrich comprehension of how the native speaking teacher's beliefs influence his question and using scaffolding techniques as well as the Thai students' reflections on the teacher's practices. The classroom extracts illustrate how the teacher used questions and scaffolding techniques for different purposes. In order to achieve a deeper understanding of why the teacher conducted himself so, his interview extracts are explored in depth. In addition, the students' reflections regarding the teacher's practices can shed light on how to adapt the teaching approach appropriately to enhance the students' outcomes. These outcomes and the beliefs applied by the teacher are difficult to measure quantitatively. Conducting this research through the qualitative view can benefit students, researchers, and English teachers as detailed in the following:

The results of this study may reveal methods for teachers to provide opportunities to help learners, who may be shy and not willing to participate or involve themselves in the lesson if they have not been asked, produce more responses or enhance their actual answers. As well, researchers who are interested in English classroom observation can benefit from the extended body of research regarding teachers' beliefs and how they influence their practices that this research provides. English teachers can use this research as observational insight from a researcher's point of view in order to gain a greater comprehension of how their beliefs affect their teaching practices and as an extension of this, how these beliefs indirectly affect the students. This will allow teachers to improve their skills and adjust beliefs accordingly.

The use of the interviews as a tool to collect qualitative data contributes beneficial information because these can elicit the reasons behind the teaching practice in the classroom. Without this method, the research might be difficult to comprehend because the dialogue sections would only illustrate how the teacher performs in each situation, but not reveal what the teacher believes while addressing the students.

5.7 Conclusions and Recommendations

Study on teachers' beliefs is considered an important area that would greatly benefit professional development as it reflects on how they teach in the classroom (Freeman & Johnson, 1998). The present research reveals that the native English speaking teacher believes that participation by the students is an essential key to learn English successfully. As is seen in the Classroom Extracts, he used both display and referential questions as the first step in order to elicit student's answers. He asked display question in order to test the students' knowledge and often received unsatisfactory responses, which were silences, laughter, or short answers. Then he sometimes gave his feedback to the students' responses. This type of classroom discourse pattern, Initiation-Response-Feedback, is unsatisfactory for testing students' overall comprehension (Mercer, 2002; Nystrand, Gamoran, Kachur, & Prendergast, 1997; van Lier, 2001). For the students in the present study, the teacher tried to increase the students' participation in the classroom by using scaffolding techniques in various ways after asking the first display or referential questions. This concept concurred with prior research, which suggested that teachers should extend students' responses to encourage them to communicate so that the teachers can evaluate the students' knowledge from their extended answers (Nassaji & Wells, 2000; Tuan & Nhu, 2010).

After evaluating and analyzing the data regarding questioning and scaffolding technique usage in this study, it was revealed that the teacher's beliefs do influence his teaching practice. These beliefs originate from his personal experience, teaching experience, and professional training. While teaching, the teacher usually asked students a question and used scaffolding technique if he noticed that pupils were faced with a difficult time instead of moving on to the next question or letting the silence remain. Using scaffolding techniques in the classroom is considered an effective tool in order to enhance student's responses. Based on the Classroom Extracts 9-11, the dialogues indicate that when the students were asked questions, they first were silent, laughed, or answered incompletely. Yang (2010) revealed that these types of answer were caused by the students' low English competency, personal feelings such as the anxiety from making mistake or being laughed at, teachers' reaction to the silences, or students not understanding the instructions. However, after

receiving help from the native English speaking teacher, the students in this present research could produce better answers to the questions.

The improvement of students' answers goes in line with the concept of Wood, Bruner & Ross (1976), which illustrates that the teacher who is an expert in teaching can help, suggest, guide, or provide a solution effectively to students. This mode assists students in order to augment their level of competency, skills, or knowledge. This concept is similar to the idea of Vygotsky (1978), that the ZPD can be developed with the help of the teacher. Regarding these similar ideas, this current research asserts that the teacher is the key to enhancing students' oral responses. Without his beliefs or consideration towards students while teaching, the teacher may lose opportunities to realize and improve his teaching performance as well as students' outcomes.

This study, however, has limitations with regard to analyzing the data. The participants, eight Thai students, have shared much similar educational background, for example, they live and grew up in Thailand, have almost the same level of English competency, study within the Thai context classroom, and rarely use English outside the class. Therefore, they are less willing to participate in the classroom without the teacher's questioning or scaffolding techniques. This particular issue of learning English as a foreign language is also found in other studies, for example, Lucas (1984) & Sakda (2000).

However, the limitation of this current study is that it only concerns Thai students in the Thai classroom context. Their culturally influenced reactions to the questions may not provide enough challenging situations for the researcher to observe how various situations in a multicultural classroom might impact an English teacher's practice. Therefore, future research should be conducted with an experienced native English speaking teacher and a mixed-nationality classroom within the Thai context. This would extend the body of research in order to understand the influence of teachers' beliefs on teaching practices in the English classroom, and these results can be used to improve professional education as well as students' outcomes.

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APPENDICES

APPENDIX A
QUESTIONS FOR THE INTERVIEW WITH THE NATIVE
ENGLISH SPEAKING TEACHER
(SECOND SEMESTER OF ACADEMIC YEAR 2012-2013)

Part 1: The Native English Speaking Teacher's Educational Background

1. Could you please tell me about your educational background?
2. How did you become a teacher in Thailand?
3. What interests you about being an English teacher?
4. What English skills do you teach in this University?

Part 2: The Native English Speaking Teacher's Goals for This Class

5. What are you planning to teach in this course?
6. What outcomes do you expect for your students?

Part 3: The Native English Speaking Teacher's Beliefs Regarding Questioning

7. As you have to teach mainly grammar rules, do you think asking questions in the classroom is necessary? Why?
8. What percentage of your teaching is questioning?
9. What kind of questions do you use the most? Could you please explain why?
10. What do you do if students cannot respond to your questions?

Part 4: The Native English Speaking Teacher's Beliefs Regarding Scaffolding

11. Do you think using scaffolding techniques in language classrooms is necessary? Why do you think so?
12. When do you decide to use scaffolding techniques to assist students' oral responses?

APPENDIX B

TRANSCRIPTION OF QUESTIONS AND ANSWERS BETWEEN THE RESEARCHER AND THE NATIVE-SPEAKING TEACHER IN THE SECOND SEMESTER OF ACADEMIC YEAR 2012-2013

Interviewer: *Could you please tell me about your educational background?*

Teacher: *I am a native-speaking English teacher with a BA in theater from the University of Ottawa in Canada. Although my program concentrated on theatre, especially acting, I also took many classes in other languages, for instance, Chinese, Russian, and Irish Gaelic. Due to the fact that I went to a bilingual university, I also had to demonstrate my knowledge of French by passing a French proficiency exam similar to the TOEFL test. For that test, I drew upon my previous study of French in grade school and high school, as well as self-study.*

Interviewer: *I see. So, how did you become a teacher in Thailand?*

Teacher: *About twenty years after graduation, I decided to become a TEFL teacher, and through research on the internet, found out that I should get a TEFL certificate. I earned one of these at the TEXT and Talk Academy of Thailand by completing a six-week TEFL course designed specifically for Thai learners. Even though I had not yet decided where I would teach TEFL, the combination of my life-long dream of visiting Thailand and my research on the Internet led me to one of two TEFL schools in Phuket, Thailand. I had always wanted to visit this part of the world, and the cost of living here is low enough that I could afford to live here for the six or so weeks that was necessary. So, I came here in order to learn how to teach English and visit Thailand at the same time. Originally, I had planned to get my certificate and then go to teach in either Korea or Japan, but I gradually fell in love with Thailand and ended up staying here to teach.*

Interviewer: *What interests you about being an English teacher?*

Teacher: *The English language mostly, but that's not all. First of all, the language itself is fascinating because of its ever-changing nature and the richness of vocabulary, slang and idioms. Also, I had always been good at English as a child and a teenager. I was always several grades ahead of my age group in the subject of English. Finally, I am a writer of poetry, songs, short stories, and novels, so it has been an artistic medium for me since my high school years. Other than that, I find that I actually enjoy the process of teaching, in that it is a way to serve people directly, and so I love helping students who actually want to learn. It is nice to be able to contribute something worthwhile to society. Especially so here in Thailand, in that Thais need help with their English proficiency.*

Interviewer: *Okay, what English skills do you teach in this University?*

Teacher: *I have taught many different English skills since starting as a teacher here. My first full-time job was to teach TEFL, which is a combination of all four basic skills (reading, writing, speaking, and listening) taught in a student-centered manner, using as much participation from the students as possible. I then occasionally taught ESP (English for Special Purposes) for nurses, engineers, etc. About 3 years later, at my next job, I taught academic writing skills, grammar, public speaking, and reading. In my current job, I have taught most of those skills, as well as Speaking and Pronunciation, Academic Conversation, and Writing for Publication courses.*

Interviewer: *I see. What are you planning to teach in this course?*

Teacher: *This class is intended for those students who have passed all of the requirements for graduation in their program, with the exception of passing their English proficiency test. In this university, if they want a PhD, they must pass the paper-based TOEFL test with a minimum score of 500. I sent an invitation to all students who had failed this test on multiple occasions, in order to try to help those students who were having the most difficulty. Because only a very small number of those special case students responded, we opened the course to a few other*

students, all of whom had not passed their TOEFL test yet. So, my objective was to try to get them up to pass their TOEFL test. With that in mind, and due to the limited number of hours set for the course, my intention was to focus on the specific skills and grammar points that were absolutely necessary.

Interviewer: What outcomes do you expect for your students?

Teacher: *The specific objectives that I want to achieve is to help the students to understand and grasp the meaning and context of specific grammar rules instead of just memorizing tables. I feel that if they can grasp the context of a grammar point or rule on a deeper level of understanding, they will be able to better remember how to use these rules when under the pressure of examination. Also, of course, I want them to pass the test. If they don't pass the test, they cannot get their degree. So, I'm helping them get their degree. I hope that will motivate them enough.*

Interviewer: As you have to teach mainly grammar rules, do you think asking questions in the classroom is necessary?

Teacher: *Oh, yes, it's absolutely critical.*

Interviewer: Why do you think so?

Teacher: *If you don't ask any questions, how will you know if the students know what you're talking about, or have understood the lesson being taught? Feedback from the students is necessary to gauge what they have learned, or what they remember from the last lesson. My job as a teacher is not simply to spout information, they could just watch a video of a teacher and get that. My job is to facilitate the students' own learning, and to do that, I must constantly monitor where they are at in their learning.*

Interviewer: All right, what percentage of your teaching is questioning?

Teacher: *That's hard to say. I guess it differs according to what subject or skill I am teaching. It varies from almost none for a skill like pronunciation, which is mostly just modelling, repeating and correction, to more than half of the time with a subject like academic conversation. For this*

course, which focuses on grammar and test-taking, it will be relatively high. Maybe thirty or forty percent.

Interviewer: *What kind of questions do you use the most?*

Teacher: *Once again, that depends on the situation, and also the topic being covered in the lesson.*

Interviewer: *Could you please explain why?*

Teacher: *I will use display questions mostly when I am reviewing or checking the students' understanding regarding a grammar rule or usage rule that I may just have taught. Or possibly when I want to introduce a topic and want to find out who among the students already knows a certain rule. I will use referential questions much more often when introducing a conversation class, when I just want them to get talking to me or possibly talking to each other.*

Interviewer: *What do you do if students cannot respond to your questions?*

Teacher: *When I first began teaching, I didn't have the knowledge or skills that I have since developed in order to handle situations like these. I would sometimes just ignore the non-answer and move to another question or student. Sometimes I would just ask the same question again, repeating myself more slowly and clearly. Sometimes this worked, sometimes it didn't. Nowadays, I will often give a clue or rephrase the question, trying to use different vocabulary or structure that the student may be more familiar with.*

Interviewer: *Do you think using scaffolding techniques in language classrooms is necessary?*

Teacher: *Yes, I do think it is necessary to use scaffolding.*

Interviewer: *Why do you think so?*

Teacher: *I just have a genuine interest in helping students learn. I want them to achieve something, a better understanding, or a new word, or better pronunciation, or other. I remember my TOEFL teacher telling me that if a student is put on the spot to answer a question, and they cannot answer a question, the least that you should do is to help them in some way. Follow-up questions, or scaffolding, is an appropriate way of doing this.*

Interviewer: *I see. When do you decide to use scaffolding techniques to assist students' oral responses?*

Teacher: *There are a few signs when a student needs help. Obviously, if the student doesn't answer at all, something is wrong and they need help. Maybe they cannot understand the question, or maybe they just do not know the correct answer, or maybe they are just too shy to answer. So, if they are silent, I try to support them in some way. Also, if they just laugh. I have come to learn that Thai students laugh when they do not understand the question. At least, I think that's it. Maybe they understand but they are too shy to speak. Another problem that I often encounter is when Thai students talk to each other in Thai when asked to answer in English. I have come to learn that this is usually when the student doesn't understand, and they appeal to a friend for help. This process, however, in my opinion, does not help the student in the long run. It may help them for a moment, but, similar to cheating on an exam, the student may be able to pass the teacher's question, but will take little of value from the exchange. So, instead I will try to engage the student only and try to determine what they know and then try to support them to get to the next level.*

Interviewer: *Thank you so much!*

Teacher: You're very welcome. I hope my interview is useful for your research.

APPENDIX C
QUESTIONS FOR THE INTERVIEW
WITH THE THAI STUDENTS
(SECOND SEMESTER OF ACADEMIC YEAR 2012-2013)

Part 1: The Student's Information

1. Could you please tell me what program you are studying in?
2. Do you normally practice English outside the classroom? If so, how?

Part 2: The Student's Perspective towards the Native-speaking Teacher and His Teaching Approaches

3. What do you think about the teacher who is responsible for this course?
4. How do the following teacher's scaffolding techniques (Giving a Clue, Repeating a Question, Spelling a Word, Rephrasing a Question, Modeling a Word, and Giving the Correct Answer) affect your English competency in the classroom?

Part 3: The Student's Reactions to English Questions in the Classroom

5. When you are faced with a question that you cannot answer or find difficult to answer, what do you do?
6. Is there any difference in your behavior when you answer a question that you understand and one you do not understand? If so, could you please explain?
7. When the teacher asks a question that one can answer but you, and the teacher does not call your name, what do you do?
8. What are you the most concerned with when you need to answer the teacher's questions orally?

APPENDIX D
TRANSCRIPTION OF QUESTIONS AND ANSWERS BETWEEN
THE RESEARCHER AND THE THAI STUDENTS IN THE
SECOND SEMESTER OF ACADEMIC YEAR 2012-2013

Part 1: Student's Information

Question 1: *Could you please tell me what program you are studying in?*

S1: *I am studying in a Neuroscience program.*

S2: *I am studying in a Phytopharmacy program.*

S3: *I am studying in a Religious Studies program.*

S4: *I am studying in a Phytopharmacy program.*

S5: *I am studying in a Medical Technology program.*

S6: *I am studying in a Population Education program.*

S7: *I am studying in a Mathematics program.*

S8: *I am studying in an Environmental Education program.*

Question 2: *Do you normally practice English outside the classroom? If so,*

how?

S1: *Yes, I do practice English by watching foreign movies with the English soundtrack and subtitles. I also like to watch English video clips with children speaking and also cooking videos. Sometimes, I watch TED talks on YouTube to practice my listening skill. Moreover, I usually watch Adam Bradshaw clips on YouTube to practice my pronunciation. However, I neither practice writing in English nor grammar outside the classroom.*

S2: *Normally, I do not practice English. Sometimes, when I want to improve my skills, I watch American series, for example, Law & Order, Criminal Minds, with Thai subtitles. This way only seems to help improve my listening skill. I plan to practice more if I can.*

- S3: *Yes, I listen to TED (Technology, Entertainment, and Design) Talks once or twice per week. Moreover, I often watch movies or series in English on free T.V. and mono 29 channel, as well.*
- S4: *Yes, I normally practice English outside the classroom by listening to English weather forecasts or music. I also watch foreign movies with English subtitles. Reading literature reviews is another way to improve my reading skill.*
- S5: *Yes, I normally try to study in order to improve my English skills by watching music videos to understand the story and keep reading the lyrics at the same time. I have many favorite songs that I listen to again and again. Sometimes, I also watch English movies. In addition, I will try to communicate with an English native speaker every day or at a seminar.*
- S6: *Yes, I usually practice English by reading English novels or textbooks. If I have more free time, I listen to English music or watch T.V. in English with Thai subtitles.*
- S7: *I study English rarely. I am shy and afraid of speaking English, especially when I have to communicate with foreigners.*
- S8: *Only sometimes. I speak some words on the telephone with friends for fun.*

Part 2: The Student's Perspective towards the Native-speaking Teacher and His Teaching Approaches

Question 3: *What do you think about the teacher who is responsible for this course?*

- S1: *He is a good teacher. He tries to give us a chance to practice our speaking even though this class should be a lecture, I think. At some points, if students have difficulty understanding, he will try to explain until we grasp the idea. I really appreciate it! I feel he works hard for us. What I like the most about him is he has a lot of patience to understand the way Thai students speak English.*

- S2: *I think my teacher is so cool. He is always kind to us and tries to understand us. I like his various teaching styles. He teaches us step-by-step in a friendly way so that every student does not feel so stressed to study with him. I feel good receiving the knowledge from him.*
- S3: *The teacher has a good spirit for teaching. He usually asks us what instructions or which styles we prefer. For example, he asks us to vote if we would like to practice only the pre-test for the whole session or study each rule and practice exercises. I feel good that he sees us as a part of teaching and learning.*
- S4: *I think his clear voice and the way he speaks slowly aids me to understand contents in the classroom easier. I somehow feel that most topics he selects to teach us are very useful and give me a chance to 'click' on something that I was confused about before.*
- S5: *I think the teacher normally prepares lessons very well. The selected topics are useful for the academic field. What I like the most is that he has patience to understand our different levels of English proficiencies and adapts his teaching styles properly.*
- S6: *Let me think, studying with him changes my attitude about taking a lecture-style class. It was not as boring. He has a good sense of humor, which helps us reduce the amount of stress.*
- S7: *The teacher is kind and tries to understand Thai students whenever we need to communicate. One more thing that I like a lot is his technique to use new words while speaking and clarify the meaning somehow. I think this way helps me to increase my vocabulary.*
- S8: *I like that the teacher tries to adapt his teaching in order to help students properly. In this class, we do not have the same level of English proficiency. I know it is very difficult for him to help us to understand all the lessons he prepares, but I see he tries hard to help us. Unfortunately, My English is poor. So, I sometimes cannot comprehend the rules of grammar.*

Question 4: *How do the following teacher's scaffolding techniques (Giving a Clue, Repeating a Question, Spelling a Word, Rephrasing a Question, Modeling a Word, and Giving the Correct Answer) affect your English competency in the classroom?*

4.1 Giving a Clue

S1: *I think this technique is a challenge technique, like a puzzle that leads me to the right direction in order to find an answer on my own. I have to collect all the clues the teacher provides and try to figure out the expected answer.*

S2: *I find out that this technique helps me to answer the question easier. It also helps me judge my knowledge of English if I can reply to the question by using the clues the teacher provides.*

S3: *Giving a clue is one of my favorite techniques. I prefer to use my efforts to solve problems myself. Whether or not I can answer the teacher's question, I should, at least, try to figure it out on my own.*

S4: *When he gives a clue, I can guess, approximately, the answer. I think I have more ideas how to answer the question, and I will answer carefully based on the provided clues.*

S5: *Giving a clue is another strategy that is very helpful. I think this is the only technique that the teacher uses that aids me to think more logically.*

S6: *This one is my favorite teaching approach of the teacher because I can practice my critical thinking and try to find the answer from what clues the teacher gives to me. If he keeps doing this, he will help me think shaper in a short time, I guess. However, my listening skill is very poor. I hardly understand what the teacher says anyway.*

S7: *I think this technique is one of the best that excites me. It gives me an opportunity to challenge myself in order to respond to the teacher's question. I can estimate my English competency from this technique as well.*

S8: *Well, it depends. This method can be very useful if I have some idea of what the teacher is trying to hint at, which will lead to the expected answer. On the other hand, this can be useless if I have no knowledge about that topic, then it does not matter how much the teacher tries to give me clues, I will not understand it better anyway.*

4.2 Repeating a Question

S1: *I think it is the most useful key for study. It is very important that the teacher should repeat what he has said so that I will have a chance to hear some words that I may have not heard the first time. This mode helps me understand the message better.*

S2: *This strategy is good in order to help me to practice my listening skill. Even though the teacher speaks English with a very clear voice and slower than he normally talks to other foreigners, I think it may be better if he speaks faster and repeats only sometimes when students cannot follow what he teaches.*

S3: *This technique is quite simple that most teachers use, I guess. When the teachers repeat a question or other sentences again and again, it helps me to remember how to pronounce those words or sentences correctly.*

S4: *I sometimes do not grasp what the question is, so if the teacher repeats it for me once, I will probably somehow find the way to answer it.*

S5: *In general, when the teacher repeats a question or something, he speaks slower than normal. This gives me a chance to understand it better the second time. However, it does not matter how clear and slow the teacher repeats a question, if I do not know some words, I do not think this technique can help me at all.*

S6: *Repetition aids me to remember and get used to various question forms, how to ask appropriately, or in which context I should use this question not that one. I think if the teacher rephrases questions often enough, I can increase my confidence in the listening part when I need to do the TOEFL test.*

S7: *This technique helps me to catch what a question is if I could not understand it the first time. In addition, repeating a sentence, not only a question, is also very helpful because I then can have more time to hear some missing words than when I first heard it.*

S8: *I think this technique is very useful. If I cannot understand the question the first time, I still have a chance to hear it again. My listening is not good. Repeating a question will probably help me to recall the question forms when I need it in the future.*

4.3 Spelling a Word

S1: *As some words in English are pronounced the same, I think spelling some confusing words helps me understand the meaning correctly. When the teacher does that, I can also make a note or underline those words and surf on the internet for what their meanings are or how to use them appropriately.*

S2: *I like this technique because it helps me learn much needed vocabulary for the English test. Sometimes, I cannot understand the lesson because I have less vocabulary. I try to solve this problem by taking a note of words that I do not know the meaning of. Spelling from the teacher gives me a chance to write down the word correctly and find its definition after the class.*

S3: *I think this is the best way for me to learn any language successfully, not only for English. I think when the teacher spells words, it aids clarification of words, and this is a great way to improve my understanding while communicating and have less confusion with other similar pronunciations.*

S4: *This helps me to pronounce words better. There are many times I wonder to myself how much vocabulary I know but I just cannot pronounce correctly. That is why the teacher and I often have a difficult time understanding each other while learning and teaching.*

S5: *If I do not know the vocabulary, ten times of spelling still does not work for me, I guess. However, in the case that I know the word but I*

have forgotten it or I am unfamiliar with the teacher's accent, spelling is a good idea to help me.

S6: *The spelling technique is very good, but I think this can take a lot of time as there is much difficult vocabulary. The teacher cannot cover all the words, especially because we do not know many words.*

S7: *This technique reduces my confusion of the words' meanings because vocabulary, which may be pronounced the same, may also have different definitions. Thus, spelling a word is necessary for clarification. However, I think most of the time I have no problem in understanding a word because I can guess its meaning by guessing using the provided context.*

S8: *I think this technique is useful for communication when we misunderstand each other in the classroom, but for the TOEFL test, I do not think this technique is necessary.*

4.4 Rephrasing a Question

S1: *I think rephrasing a question enhances my writing skill because I will have the chance to expose myself to other question forms. I then will know how to write questions in many ways and can still keep the same meaning.*

S2: *Rephrasing questions is a good technique that helps me to learn English because I have a difficult time remembering grammar. This mode gives me more chances to hear various question types, and I can wait for the forms of questions that I know about and respond.*

S3: *I think this technique is good for me to provide me more choices of how to state a question or a sentence properly.*

S4: *I like when the teacher rephrases a question because I feel he tries to make that question easier. Sometimes, questions on the exercises are too complex, and I need the teacher to help me by rephrasing the question in a simpler way.*

- S5: *I like this technique a lot! When the teacher uses different phrases to clarify a sentence or question, I feel like I have more other possible ways to express it. This encourages me to have fun learning English.*
- S6: *I think this helping method is very suitable for this class. When the teacher rephrases questions, I can remember the forms of them and use that knowledge to improve my academic writing skill.*
- S7: *This technique make me feel more relaxed as I know there is more than one way to ask a question or answer orally. I like this teaching approach very much. I can also learn one question in various forms that all mean the same thing.*
- S8: *I think this is a good technique in order to learn how to ask a question in different ways. This method helps me to create more sentences.*

4.5 Modeling a Word

- S1: *This way helps me directly to improve my listening skill because I normally have problems understanding what the teacher says in English. I am not sure whether I do not understand it because he is a native speaker or not. It is nice to have the native speaking teacher models words or sentences so that I can remember what the correct pronunciation should be and I can imitate it.*
- S2: *For me, this is a good technique. It helps me to understand words better. I like to learn how to speak various ways but retain the same meaning. This can be very useful to improve my speaking and listening skills.*
- S3: *As I am not a native English speaker, this technique will help me to improve my speaking skill. I do not like to speak like a robot, so to have a human help me in pronunciation is quite good.*
- S4: *I think this technique is very important in order to improve my listening and speaking skill. If I do not know how to speak it correctly, I wonder how I can understand the listening part on the English test. There are many words that confused me regarding how to pronounce*

them. Having a teacher doing this is like having a private speaking dictionary to model for me. This is very useful.

S5: I like this technique the most! When I say something incorrectly, then the teacher models for me the better way, and I can remember it. I think learning from mistakes is the best way to learn. I am personally not shy when I make mistakes, especially in the language classroom.

S6: My listening skill is not good. I think it is nice to have a native-speaking teacher to pronounce words or sentences so that I get used to the standard accent, which benefits me in listening part in the TOEFL test.

S7: This technique provides me more time to learn new vocabulary and imitate what the teacher says. I want to have a standard accent. I want to improve my speaking skill. Every time the teacher models a word or a sentence, I feel good. I enjoy repeating that.

S8: As I am not an expert in English, I often make many mistakes writing academic English or communicating in English. If the teacher comes across words or sentences that I cannot pronounce or use correctly, I then can improve my speaking and writing skills by remembering how he models those mistakes at that time.

4.6 Giving the Correct Answer

S1: I personally think this is another idea to help us when we are silent. I think the teacher understands when or how we act when we have no idea how to answer. He usually tells us the answer if we laugh or are silent for a long time. This is a good idea when the class runs out of time and we need to move onto the next lesson.

S2: This mode is another good technique that helps me have time to rethink the relationship between the question and the answer. I can learn how to answer the question from this teacher's technique. Well, this strategy is surely useful in order to move on to the next topic because we have limited time.

- S3: *If I have tried my best to answer the teacher's questions, but I cannot think of one, then giving the correct answer would be a great help from the teacher. I expect the teacher to help me when I cannot answer so that I can extend my knowledge.*
- S4: *This method makes me nervous a bit. I feel like if this time the teacher gives me the correct answer, next time, with a similar question, I should not disappoint him by responding with something wrong. Oh! I remember something, for example, when he teaches us grammar rules, adding -s or -es depending on the subject, I will try to make sure that I use the correct subject/verb agreement.*
- S5: *If I do not answer the teacher's question, it means I have no idea what the question is or I understand the question but I do not know how to answer it. So, I would like the teacher give me the answer to fulfill my knowledge instead of leaving it and asking students to figure it out as homework.*
- S6: *This technique can save time with unnecessary points. I think it helps me erase my confusion if I cannot answer some questions then the teacher can help me out of that stressful or embarrassing situation.*
- S7: *This technique is very useful, especially when we do not have enough time to study many topics in the class. Moreover, I can also write down the correct answer in my notebook and try to understand its meaning or how to use it when I am at home.*
- S8: *Providing an example answer is the easiest way to deal with a poor student like me. It is the best approach to get to the point that the teacher wants.*

Part 3: The Student's Reactions to English Questions in the Classroom

Question 5: *When you are faced with a question that you cannot answer or find difficult to answer, what do you do?*

S1: *I will try to answer the question by myself. If it is too difficult to think of some words, I will use body language. I think this way will help the teacher understand what I am struggling to say.*

S2: *First, I will smile and try to think of the answer that the teacher needs. I personally believe the smile makes my classmates relax. Moreover, I laugh often when I cannot answer a question, for the same reason, laughter is a tool to reduce my tensions. I think it is better than crying or being sad. In my mind, laughter helps the world, so it can help me get away from a situation in which I cannot give an answer, too.*

S3: *I will answer anything that I think it should be and hope that at least some parts of my answer will respond to the teacher's questions. In my opinion, answering something is better than nothing.*

S4: *I will try to guess the answer by using the whispered words from my classmates. If this does not work, I will ask the teacher before he will move onto the next lesson. I sometimes laugh when I cannot respond to a question. While laughing, I will try to think of possible answers by thinking back on what the teacher said and try my best to use my knowledge to answer anything that may relate to his question.*

S5: *I will honestly admit when I do not know exactly about the topic or I will answer that I have no experience related to this content, but I will try to answer what I think the answer should be. I sometimes laugh as it can reduce my nervousness or worry.*

S6: *I will first ask my classmates. If they cannot help or give good explanations, I will then ask my teacher. Based on my experience, my classmates often say 'Why don't you instead ask the teacher?' when I need them to help me to find the answer. I sometimes forget easy*

words or idioms. With their help, I would possibly produce the answer.

S7: Of course, smiling is the first thing I will do even if this smiling is different from my normal smiling when I am happy. I will roll my eyes upwards and think about how to answer this difficult question. If I am confronted with a question that I have no idea about, I am normally stunned for a while and silent. If I think that it takes too much time to find the answer, I will apologize, such as, 'I don't know.' Or 'I can't answer.'

S8: I will ask my classmates because I think their English is better than mine.

Question 6: *Is there any difference in your behavior when you answer a question that you understand and one you do not understand? If so, could you please explain?*

S1: If I can answer a question, I will speak with a loud and clear voice. I will act confidently. If I do not understand a question, my voice will be very soft as if I am whispering to someone.

S2: If I understand the question I can answer with a clear voice and give eye contact with the teacher. If I cannot understand the question, I will avoid eye contact with the teacher.

S3: Yes, if I can understand the question, I will give my answer immediately. If I cannot understand the question, I will ask the teacher to repeat it again and try to answer it somehow on my own way.

S4: I normally nod if I understand the question and answer it with confidence. On the other hand, if I do not understand the question, my eyebrows move closer to each other with a confused face. I also ask the teacher to repeat the question or explain a bit more so that I can get some hints to respond.

S5: Yes, when I answer a question that I understand, I will answer that question confidently and immediately. In comparison, if I cannot understand the question, I will try to find ways to help me produce the

answer, for example, ask the teacher to clarify or elaborate the question. I will also buy some time to think and answer on my own.

S6: Yes, of course! There are differences in how I handle with a question that I do or do not understand. If I understand the question, I feel like I have to answer this. If I do not understand the question, I will show a blank face, or knitted brow. Sometimes, I have too much sweat on my hands.

S7: I always answer the question with confident actions and a loud and clear voice when I understand what the question is. In some case, if I do not understand the question, I might show something such as speaking in a soft voice and avoiding eye contact.

S8: It depends, if I understand the question and know how to respond, I will answer with a confident voice. If I understand the question but I do not know to answer it or I completely do not understand the question, I will ask the teacher to repeat it or be silent.

Question 7: When the teacher asks a question that no one can answer but you, and the teacher does not call your name, what do you do?

S1: I will raise my hand and try to answer.

S2: If I think the teacher really needs the answer, I will volunteer to answer.

S3: It depends, I sometimes try to help my classmate to answer or stay quiet.

S4: I will stand up and ask the teacher if I can answer this question.

S5: I will raise my hand up and answer it myself, or I will tell my classmate that is asked the question what the question is in Thai and tell what the answer should be.

S6: I will not try to answer because if the answer that I thought was correct, but is not, my friends will laugh at me.

S7: I will stand still no matter what happens. (I will not answer, no matter what the consequence might be).

S8: I do not answer even though I know the answer.

Question 8: *What are you the most concerned with when you need to answer the teacher's questions orally?*

- S1: *I am always concerned if the teacher notices that my answer is incorrect and he tries to change it to be correct. If so, my classmates will know it, too. I feel a bit uncomfortable and embarrassed.*
- S2: *Vocabulary concerns me the most. Sometimes, I know the answer in Thai, but I cannot think of English words. I feel like I need more vocabulary to communicate in English.*
- S3: *When I have to answer the teacher's question, I worry about how to communicate appropriately. I am afraid that the teacher will not understand the message that I try to send. So, for me, I think grammar comes after meaning.*
- S4: *I think I worry how to make the teacher understand what I mean. The teacher receiving a mixed message worries me the most.*
- S5: *I worry about how to speak for understanding more than concentrating on correct grammar. I think the teacher will understand me even though my sentence is not quite right.*
- S6: *I worry that I cannot put words in order to make the teacher understand what I am trying to say. I think I have a very difficult time communicating naturally.*
- S7: *I am always concerned with both vocabulary and grammar every time I speak. I am afraid that the teacher will not understand what I am trying to say.*
- S8: *I am concerned with what vocabulary I should use. Most of the time, I cannot answer the question even though I understand it because I have very little vocabulary. This affects my abilities responding to the teacher's questions.*

APPENDIX E

CLASSROOM EXTRACTS

Classroom Extract 1

Context: The teacher asked what activities they did last weekend, and a student replied that she went to a mountain with the intention to see monkeys.

T: **What kind of activities did you do?**

S1: Walk morning around the beach.

T: Nice!

S1: And shopping and travel about Khao Sammook.

T: **What is that?**

S1: Sammook mountain have the monkey. ((laughter))

T: Oh! ((laughter)) **Did you get to see monkeys?**

S1: Yeah. ((laughter))

T: Monkeys are so cute.

S1: Yeah.

T: I love monkeys. **Did you feed them?**

S1: Yes.

→ T: Oh! ((laughter)) **Did you get to see the monkeys?**

S1: Yes. ((laughter))

→ T: I love monkeys. **Did you feed them?**

S1: Yes.

→ T: **Did they come right up to you?**

S1: (3) ((silence))

T: **They came up close to you?**

S1: Ah, no no. I scare because I have the monkey ## bite me

T: **Really?**

S1: Yes.

T: **In the past?**

S1: Yes, in the past.

T: **When?**

S1: When about five years old.

T: **When you were five years old?**

[February 28, 2013]

Classroom Extract 2

Context: The teacher asked students to complete a sentence from a handout that he had prepared regarding the different usages of different verb tense forms (e.g., past continuous vs. simple past). The sentence discussed below was ‘I was exhausted and my legs (shake) _____.’ After the students had completed it for themselves, he asked if they had ever learned or known of the word ‘exhausted’.

S2: The second sentence, I am exhausting.

T: exhausted

S2: Yeah, why?

→ T: **Do you know that word?**

→ **What is ‘exhausted’?**

S2: Why? Why?

T: // I was tired.

S2: Why, why don’t you use, ‘I was exhausting’?

T: ‘Exhausted’ is a passive adjective.

S2: adjective

T: Yeah, it’s a passive adjective.

Do you know that word, exhausted?

S2: (2) ((silence))

S1: tired

T: Yeah, it’s tired. Super tired. That’s a passive adjective.

[February 7, 2013]

Classroom Extract 3

Context: The teacher asked students to choose the underlined section (1, 2, 3, or 4) of a sentence from an exercise in a practice TOEFL test that contains the error and give the reason why in the following: To (1) analyze the effects of (2) population growth around the globe, countries (3) can be classified according to (4) its level of per capita GNP.

T: Okay, number forty three.

Ss: (20) ((chat in Thai))

→ T: Well, **Which one did you choose?**

Ss: (12) ((silence))

T: **Anyone?**

Ss: (3) ((silence))

T: **Nobody is going to guess?**

Ss: ((laughter))

T: Okay. I will tell you. All right, I will tell you number four is wrong, 'its' is singular. It's a possessive adjective, which we will learn next week, okay. We will bring in the pronoun work, we need to talk about pronouns and possessive adjectives. The possessive adjective, 'its' should be 'theirs' for countries.

[February 14, 2013]

Classroom Extract 4

Content: The teacher asked the students display questions in order to test if they understand when and why they should use Present Simple Tense.

T: **When do we use present simple or verb one?**

Let's... for today, we say verb one and verb -ing.

→ T: **What time or**

→ **when do we use verb one or present simple?**

→ **When do we use it?**

→ **For what reasons?**

S1: (3) I think routine. Routine

T: Yeah, I am sorry, but because you have a quiet voice. You are correct, yeah.

S3: daily activity

→ T: Yeah, daily activities, routines. **What else?**

S1: Facts

T: Yeah, so that is enough.

[February 7, 2013]

Classroom Extract 5 and 6

Context: A student went to a temple in order to do a mediation retreat. The teacher wanted to know if S3 could have a meal while participating in the retreat.

T: Okay, well, I want to begin this week by asking you:

What did you do last week? So, I know that I gave you homework, but now I want you to tell me what you did last week.

S3: For me, I went to participate religion activity in Issan

T: Okay.

S3: Amnat Jaroen. I med, I have a meditation retreat.

T: Wow!

S3: Magha Puja Day.

T: **Do you feel lighter?**

S3: ((laugh)) I have no time to do homework, but I tried it last night.

T: Do you know what, that is fine. Don't worry about it as we correct our homework here.

You can fill in the blanks.

S3: No, Ajarn.

I completed.

T: Oh! You did. You completed it, too.

Good work!

T: So, when you are on a meditation retreat,

→ **Are you allowed to eat?**

S3: Allow, Ajarn.

→ **You can eat?**

S3: can eat

[February 28, 2013]

Classroom Extract 7

Context: The teachers used a question in order to check students' knowledge about Past Tense. Meanwhile, it also helped the teacher to search for students' data that was not yet known by him.

T: I want to ask you S6 ((Alias))

→ **What English did you do last week?**

S6: (3) ((silence))

T: *What English did you do last week?*

What did you study?

What did you listen to? What did you read?

S6: (10) ((silence))

Ss: (8) ((explaining the question in Thai to S6))

S6: homework

Just your homework. Ah, okay.

T: **Did you do it two times? One time no dictionary, second time with the dictionary?**

S6: (1) ((silence))

T: You did, okay.

[February 21, 2013]

Classroom Extract 8

Context: The teachers used a question in order to check students' knowledge about Past Tense. Meanwhile, it also helped the teacher to search for students' data that was not yet known by him.

T: **How about you? What did you do last week?**

S2: Last week, I have meeting my friends for cycling to floating market.

T: **You went to the floating market?**

S2: I bicycle for about seventy kilometers.

T: **Wow! Seventy kilometers both ways or seventy there and seventy back?**

S2: Ah! Go and back.

T: So, thirty-five kilometers there and thirty-five kilometers back.

S2: Yes.

T: Very good! **How many people did you go with?**
Uhm, fif - fifteen

T: Fifteen people?

S2: Yes, fifteen people.

→ T: **How long did it take you to bicycle?**

S2: It is about five minutes.

T: *How long did it take you? How long?*

S2: I see my friends at seven o'clock and go back to home. It is about two p.m.

T: **Two p.m.?** Almost all day. **What did you eat?**

S2: ((laugh)) have lunch.

T: had

S2: had, I have a last lunch at Lam Phaya

((laugh)) It's menu. It many many menu.

T: Many different things.

S2: I am sorry ((laugh)).

T: Don't worry about that.

S2: Fish fry.

T: Fried fish. Okay.

Ss: ((Chatting in Thai))

S2: Salad

T: Salad, okay.

S2: Ice cream.

T: Oh! Ice cream, too. That's a big one. It's okay
If you bicycle thirty five kilometers, you can eat
anything you want ((laugh)).

[February 28, 2013]

Classroom Extract 9

Context: The teacher asked students to complete the following sentences with the correct verb tenses: 6) Freddie Mercury____an interesting life, and 7) Clint Eastwood____an interesting life.

T: *Clint Eastwood is alive. So, you have information.*

→ *Freddie is dead. Clint Eastwood is alive.*

What do you think?

Ss: (4) ((silence))

→ T: So, *Freddie Mercury*. **What do you use?**

Ss: had

T: had. Good. **Why?**

Ss: (3) ((silence))

T: **Why?**

S2: He is dead.

Ss: dead ((laughter))

T: Yes, ((laughter)). His life is finished.

[February 7, 2013]

Classroom Extract 10

Context: The teacher asked a student which activities the student did to develop his English skills between listening to CNN radio or watching CNN T.V.

T: **Did you do some English that was not on the test?**

Think back to last week. **Did you do some English, or study English, or read some English, or listen to some English that was not about the test?**

S3: Yes, I listen to CNN and...

T: Listen to CNN. Very, very good. I highly recommend listening to CNN news. It is an American news channel, so usually you hear the American accent and news broadcasters usually speak very clearly.

They choose people who speak clearly so that they are easier to understand than series or drama movies.

S3: You mean radio?

→ T: Oh! **C-N-N radio or T.V.?** You said, 'listen to'.

S3: Yeah

→ T: So, which one? *Radio or T.V.?*

S3: C-N-N

T: *Radio or T.V.?*

S3: T.V.

T: Yeah, so, we usually say 'watch'.

S3: watch T.V.

T: 'watch', I know you are watching and listening at the same time, but we use 'watch' for T.V., 'watch' for a movie, and 'listen to' radio.

in Thai, **do you listen to T.V. or watch T.V.?**

S3: watch

[February 21, 2013]

Classroom Extract 11

Context: The teacher asked students to choose the underlined section (1, 2, 3, or 4) of a sentence from an exercise in a practice TOEFL test that contains the error and give the reason why in the following: (1) Because of business is an integral part of society, (2) it follows that major changes and trends in (3) the social environment may have (4) some effect upon workers in the company.

T: Okay, number forty. We have an interesting question. There is a rule that can help you here.

S5: Number one.

T: Number one is wrong. Very nice. Good work!

Anyone else? You all get number one?

Ss: (5) ((silence))

T: **What is wrong with it, S5 ((Alias))?**

S5: Ah 'because of' follows with ##

T: **Follows with what? Face?**

S5: (3) ((silence))

T: 'because of' follows with

S5: with ((speaking Thai for the meaning of 'phrase'))

T: **Can you spell it?**

S5: P-H-A-S-E

T: P-A..

S3: P-H

- Ss: P-H
- T: *phrase, P-H-R-A-S-E*
- S5: phrase
- S1: Ah! phrase
- T: Exactly that. ‘because’ must have subject and verb after or a full subject verb object. ‘Because of’ must have a noun or a group of words that mean a noun only or subject only.

[February 14, 2013]

Classroom Extract 12

Context: A student said that he watched an English movie in order to practice his English skills. The teacher asked if he watched with or without Thai subtitles.

- S2: I see movie.
- T: Watched a movie, good!
- S2: CD, video CD
- T: Good, good! **When you watch a movie, you turn on the sound track right? The English soundtrack?**
- S2: Yes.
- T: **How about Thai subtitles?**
- T: **Do you use the Thai subtitles?**
- S2: I am try not to see.
- T: Okay, but, but, I know that you try not to see.
- *Are the subtitles there?*
- S2: ((laughter)) Ah ha, yes.
- T: Okay. So, try next time, watch the same movie but take off the Thai subtitles, maybe put on English subtitles.
- S2: Oh! English subtitles. Okay.
- T: It will help you. Okay, the first time, Thai subtitles is

okay, you watch a movie, you can understand because of the Thai subtitles. Great, first time. Then watch a movie a second time and put on English Subtitles or no subtitles. So, the second time you know the story already because you watched it before. Next time is English only, and then you can learn the English. This will really, really help.

[February 21, 2013]

Classroom Extract 13

Context: After asking students to read the sentence ‘The Sistine Chapel was painted by Michelangelo.’ that they had already completed, the teacher noticed that nobody added the extra syllable ‘ed’ for the word, ‘painted’.

T: Okay, the Sistine chapel was painted by Michelangelo.
Number four, can you read it?

Ss: The Sistine chapel was paint by Michelangelo.

T: Okay, first of all, none of you said ‘was painted’.
You all said, ‘paint’. For your listening skill,
→ we learned *paint-ted, paint-ted*.

So, please speak it. Your speaking will help your listening, your listening should help your speaking.
Now, you know ‘ed’, ‘t-e-d’,
and ‘d-e-d’ add one more syllable.

→ So, *was painted by*. Again, the Sistine Chapel...

Ss: The Sistine chapel was painted by Michelangelo.

[March 7, 2013]

Classroom Extract 14

Context: Students are supposed to complete a sentence:

Today (be) ____ the second day of my trek around Mount Annapurna.

T: **Do you know what a ‘trek’ is?**

S2: ##

T: Um... That is the name of a mountain bike.

Ss: ((laughter))

T: That is a brand name for a mountain bike. No, no.

→ *Trekking is hiking.* Hiking in the mountains.

S3: walking

T: hiking or walking in the mountains. So, a trek is a hike or a long walk.

S1: Ah!

T: **Do you know hiking?** Yeah, hiking, walking, trekking in the mountain or in the forest.

S3: medi, walking meditation.

T: Walking meditation, I like it. I do walking meditation, too, but it is very meditative. That’s the adjective for meditation. When you go hiking or trekking because you have fresh air or nature all around. Okay, very good.

[February 21, 2013]

BIOGRAPHY

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