

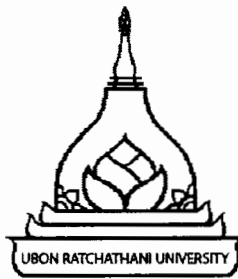


STUDENTS' PARTICIPATION IN CLASSROOM DISCUSSIONS



KITIYA PROMPA

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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Kitiya Prompa
Researcher

บทคัดย่อ

เรื่อง	: การมีส่วนร่วมของนักศึกษาในการอภิปรายในชั้นเรียน
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งานวิจัยนี้ เป็นการศึกษาการมีส่วนร่วมของนักศึกษาในการอภิปรายในชั้นเรียน (Discussion) ซึ่งเป็นรูปแบบการเรียนการสอนที่ไม่เพียงแต่สร้างโอกาสให้นักศึกษาได้เข้าถึง input ทางภาษา และนำไปสู่ความสามารถในการผลิต output เพียงเท่านั้น แต่ยังเป็นช่องทางที่ทำให้เกิดการพัฒนาทักษะทางด้านความคิดเชิงวิพากษ์ (Critical thinking skill) งานวิจัยเชิงคุณภาพนี้ ศึกษาลักษณะการมีส่วนร่วมของนักศึกษาในการอภิปรายในชั้นเรียน และเพื่อศึกษาความคิดเห็นของนักศึกษาในการเรียนแบบการอภิปรายในชั้นเรียน มีกลุ่มตัวอย่าง ได้แก่ นักศึกษาสาขาภาษาอังกฤษและการสื่อสาร คณะศิลปศาสตร์ มหาวิทยาลัยอุบลราชธานี ประเทศไทย จำนวนทั้งสิ้น 25 คน ที่เรียนรายวิชาทักษะการทำวิจัย ซึ่งเป็นวิชาเอกบังคับในหลักสูตร มีขั้นตอนการดำเนินการวิจัยโดยการสังเกตการณ์ในชั้นเรียนและการสัมภาษณ์ โดยเก็บข้อมูลการสังเกตการณ์ในชั้นเรียนจำนวน 8 ครั้ง ครั้งละ 3 ชั่วโมง รวมเป็นจำนวนทั้งสิ้น 24 ชั่วโมง ทั้งนี้ ผู้วิจัยได้สังเกตพฤติกรรมการมีส่วนร่วมของนักศึกษาในการอภิปรายทั้งในระดับห้องเรียนและระดับกลุ่มย่อย หลังจากนั้นได้ดำเนินการสัมภาษณ์นักศึกษาจากการสุ่มจำนวน 10 คน เพื่อสะท้อนความคิดเห็นในการเรียนการสอนแบบอภิปรายในชั้นเรียน และนำมาสู่ปัจจัยที่เป็นอุปสรรคของการเรียนการสอนแบบอภิปรายในชั้นเรียน จากการวิเคราะห์ข้อมูลพบว่า การอภิปรายในชั้นเรียนกระตุ้นให้นักศึกษาได้แลกเปลี่ยนความรู้และความคิดเห็นระหว่างกัน อีกทั้ง การอภิปรายในชั้นเรียนทำให้เกิดสัญญาณกระบวนเรียนรู้และการเรียนรู้ภาษาที่สอง อย่างไรก็ตาม ระดับการมีส่วนร่วมของนักศึกษามีความสัมพันธ์เชื่อมโยงกับความแตกต่างขนาดของกลุ่ม ประเภทของคำถาม และประเภทของหัวข้อ รวมไปถึงปัจจัยภายในของนักศึกษา งานวิจัยพบว่า ความสัมพันธ์ระหว่างผู้สอนกับนักศึกษาและนักศึกษาด้วยกันเอง รวมไปถึงทักษะและประสบการณ์ทางด้านความคิดเชิงวิพากษ์ ความรู้ที่มีมาก่อน (Background Knowledge) ความรู้ทักษะทางด้านภาษา ส่งผลต่อระดับการมีส่วนร่วมในการอภิปรายในชั้นเรียนของนักศึกษา

ABSTRACT

TITLE : STUDENTS' PARTICIPATION IN CLASSROOM DISCUSSIONS
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DEGREE : MASTER OF ARTS
MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE
ADVISOR : ASST. PROF. SAOWANEE T. ALEXANDER, PH.D
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This study aimed to explore undergraduate EFL students' participation in classroom discussions, as they provide not only opportunities for the students' exposure to linguistic input and ability to produce output, but also a platform to develop critical thinking skill. This qualitative research analyzed the nature of students' participation in classroom discussions and examined their reflections on the discussions. The participants were 25 undergraduate students majoring in English and communication at the Faculty of Liberal Arts, Ubon Ratchathani University, Thailand. These students took a mandatory course aiming to develop their research and critical thinking skills. The data was collected through classroom observations and interviews. Eight class 3-hour meetings were observed in their entirety and analyzed for characteristics of the students' participation in both whole class and group discussions. Later, ten students were randomly selected for interviews, which sought to understand the students' experiences in discussions. The analysis shows that classroom discussions encouraged students to share their understandings and thoughts on lessons. Moreover, multiple signs of learning and second language (L2) learning process through discussion-based instruction were found. However, the degree of students' participation in classroom discussions was related to different characteristics including size, question type, and topic of discussions as well as students' individual differences. The findings also suggest that student-to-student and teacher-to-student relationships and students' different levels of critical thinking, background knowledge, and linguistic competence, contribute to the degree of engagement in classroom discussions.

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CHAPTER 1

INTRODUCTION

This chapter describes statement of the problem and research questions.

1.1 Statement of the Problem

In Thailand, English is the only foreign language required as a compulsory course in the Basic Education Core Curriculum B.E. 2551. Thai students have to study English at least 12 years from the first grade to high school. However, not many students are successful in learning English. According to the results of the Ordinary National Educational Test (O-NET), the average score in English for the academic year 2017 for Grade 12 students was 28.31 out of 100. The low score was similar to the results from the academic year 2014 to 2016 (National Institute of Educational Testing Service, 2019). This reveals that Thai students struggle with English to a great degree.

Another result of Thailand's English proficiency was disclosed worldwide by the EF English Proficiency Index (EF EPI) organized by Education First, a world educational organization. In 2019, Thailand was ranked 74th out of a total of 100 non-native English speaking countries. Thailand had a score of 47.62, which was classified as the lowest level (Education First, 2019). For years the country has been in a low or very low proficiency range. Interestingly, for seven out of nine years between 2011 to 2019, Thailand would remain in very low proficiency. These proficiency rankings have shown that Thai students have been struggling with English for a long period of time. This raises concerns about the state of teaching and learning English in Thailand.

When it comes to learning English, although many Thai people have studied English for more than ten years (since they are in kindergarten until they graduate from university), they generally do not succeed in English. We can see that English is still a difficult subject for Thai learners. In my opinion, much needed are practical ways of teaching and learning English to enhance learners' abilities. But the reality of English teaching in this country is less than desirable. From my point of view, lecture-

based teaching, which is used by many classrooms in Thailand is not sufficient for learners. Moreover, Thai teachers prefer rote learning and memorization (Stone, 2017), which does not draw upon learners' active engagement in the production of language output.

In debates about second language learning, Krashen (1981) suggests that comprehension input is necessary and sufficient for language acquisition. On the other hand, several scholars and researchers argue that only input is not sufficient (Bygate, Skehan & Swain, 2001). Output is also needed for successful second language learning. (Swain, 1985; Swain & Lapkin, 1995). According to Mackey (1999), Long's interaction hypothesis (1983, 1996) facilitates second language acquisition. Mackey (2012) states that "Interaction approach highly values output that involves learners going beyond their current level of knowledge." Long (1996) also perceives that students' interaction with teachers or peers provides feedback as a useful aspect for language development. Pica and Mayo (2000) claim that interaction in the EFL classroom is related to learner contributions of input, feedback, and output in participation in communication tasks. They also state that learners use interactional strategies of scaffolding, completion, and self-correction that are further related to their input, feedback, and output needs. To move forward through different stages of learning, students need input, output, and feedback. One way to get there is through interaction with one another in class. Vygotsky (1978), who developed the sociocultural theory of learning known as the "zone of proximal development", proposes that learning occurs when people interact with one another such as parents, peers, and teachers. He further emphasizes that social interaction influences learners' development. Based on this model of learning then learners can learn not only from the teachers but also from one another as well.

Unfortunately, Thai education has been seen as teacher-dominated, and students are dependent and passive recipients for years (Kulsirisawad, 2012). Mascolo (2009) states that "Teacher-centered pedagogy is often described as being based upon a model of an active teacher and a passive student." Most classes in Thailand are teacher-fronted and controlled (Hayes, 2008). The traditional ways of teaching and learning English tend to be one-way communication-- teacher to students. English language teaching (ELT) in Thailand usually prioritizes classroom methods and materials

(Hayes, 2010). While students can gain linguistic input, which is necessary for the language learning process, from their teachers and textbooks, input alone is not sufficient for language learning to take place. I believe that classroom discussion is one of the instructions that facilitate two-way communication. Ewens (2000) defines the term discussion as “a diverse body of teaching techniques that emphasize participation, dialogue, and two-way communication.” The discussion develops critical understanding, self-awareness, appreciation for different perspectives, and the ability to take action (Brookfield & Perskill, 1999). Learning in discussion-based pedagogy requires students to be more than just passive recipients of knowledge (Witherspoon, Sykes & Bell, 2006). In classroom discussions, students have opportunities to speak and share their understanding with their classmates. A challenge is, however, encouraging students to actively participate in classroom discussions can be a difficult task. It is not a surprise then that students’ participation in the college classroom is frequently so low (Weaver & Qi, 2005).

Scholars point out several aspects that can affect students’ participation in EFL classrooms. For example, Mustapha, Rahman, and Yunus (2010) found that lecturer traits and classmate traits play important roles in encouraging and discouraging students’ participation. Moreover, student-to-student relationship in terms of friendship in the classroom facilitates learning skills; working together with friends would work more effectively because they know each other well (Hartup, 1992; Blatchford & Baines, 2010). Background knowledge is also one of the aspects reportedly influencing student participation in the classroom. Prior knowledge can either facilitate or hinders learners to connect and acquire new knowledge. If the prior knowledge is active, sufficient, appropriate, and accurate, it helps to learn new knowledge. On the other hand, if the knowledge is inactive, insufficient, inappropriate, or inaccurate, it hinders learning (Ambrose, Bridges, Lovett, DiPietro, & Norman, 2010).

Additionally, Bui (2014) found that topic familiarity influences students’ performance in the L2 classroom. Based on the study, students produced longer accounts on familiar topics. Previous studies, therefore, suggest that class discussions as a form of participation or engagement in the learning process have long been of interest to second language scholars. However, the reality of English language

teaching in Thailand seems to lag behind. This has sparked my interest in exploring this topic and examining an English language classroom in which discussions are encouraged and to see whether any insights can be gained and discussed in terms of the second language learning process.

1.2 Research Questions

My research focuses on verbal participation in classroom discussions. There are two research questions as follows;

1.2.1 How do students participate in classroom discussions?

To identify patterns of verbal participation in English classroom, the study explored students' verbal participation in class. The study focused on the ways that students interacted verbally with the teacher and among students themselves in classroom discussions. I looked at students' participation in terms of different question types and topics as well. Moreover, language choices, paralinguistic, and signs of L2 learning process were examined.

1.2.2 What are the students' perspectives toward classroom discussion?

To know more about the students who could and could not participate, I examined students' thoughts and perspectives toward classroom discussions and their interaction. These revealed some influential factors that encouraged and discouraged students' participation. Furthermore, the study emphasized the ways that students deal with their problems in classroom discussions.

CHAPTER 2

LITERATURE REVIEW

This section outlines the importance of interaction, nature of classroom discussion, and factors influencing classroom discussions' participations.

2.1 The importance of interaction in language learning

Interaction is crucial for learning, particularly in foreign language learning. Interactional activities involve both the teacher and students in the classroom. Vygotsky (1978), who developed the sociocultural theory of learning, proposes that learning occurs when people interact with one another be they parents, peers, or teachers. Vygotsky emphasizes that social interaction influences learners' development. The theory argues that there is a key concept called the "zone of proximal development". Vygotsky defines the zone of proximal development as " the distance between the actual development level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers (Vygotsky, p. 86)." It is the knowledge and skills that learners do not know how employ, but they can extend their knowledge and skills from others, especially from the advanced learners like adults and peers. Vygotsky's model indicates that learning a language is a socially mediated process for this reason that learners depend on those more knowledgeable to further their learning. Social interaction thus takes an important role in the learning process and language development. In the next section, I will illustrate some studies related to social interaction.

Hurst, Wallace, and Nixon (2013) conducted research on students' perspectives on the value of social interaction. The authors described social interaction as a meaningful dialogue among learners. They analyzed exit slips from three groups of undergraduate and graduate students to answer the following questions: (1) How did social interaction contribute to students' learning?, (2) what did students learn about literacy through social interaction in the courses?, and (3) did instructors prepare

students to employ social interaction in their future classroom? There were 45 participants in total. The first group of participants consisted of 15 students who took an undergraduate content area literacy course. The second group had 17 students who studied a graduate content area literacy course and another group consisted of 13 students who took a graduate literacy tutoring course. All courses involved collaborating with colleagues' activities regarded as social interactions. The research found that students in the three courses perceived that social interaction improved their learning. Furthermore, it improved their critical thinking and problem-solving skills.

Kramsch (1987) also pointed out that foreign language learning takes place in two contexts: the first one is the "external context" of language. That is, students learn words and grammatical structures that refer to an established distant culture. Another context, is called the "internal context." In this, students use these words and structures to communicate with others in their classroom. Through repeated participation in learning activities with others who are more knowledgeable or experts, learners transform the specific means for realizing them into individual knowledge and abilities. In short, learning takes place through social participation. Through participation then the learners learn not only the grammar structure of a language; they also acquire the communicative intentions and specific perspectives on the world that are embedded in them, and learn how to take actions with their words (Tomasello, 1999; Hall & Walsh, 2002).

Classroom interaction is one of the primary means by which learning is accomplished. In a language classroom, through interactions between the teacher and fellow students, they establish a common body of knowledge. Moreover, they also create a mutual understanding of their roles and relationship, and the norms and expectations of their involvement as members in their classroom (Hall & Walsh, 2002). Learners can not only learn from the teacher, but they can also learn from each other as well. Pica, Lincoln-Porter, Paninos, and Linnell (1996) stated that "Language learners are frequently and increasingly each other's resources for language learning." Mayo and Pica (2000) studied learner interaction in a foreign language setting which concerned the EFL classroom as an environment that promotes input, feedback, and the production of output for L2 learning. They demonstrate that student-to-student interaction in the EFL classroom was related to their contributions of input, feedback,

and output in participation in communication tasks. The findings from their observation pointed out that the learners used interactional strategies of scaffolding, completion, and self-correction, that further related to their input, feedback, and output needs. This is similar to a study by Long and Porter (1985). They analyzed the interaction among learners and NSs, and among learners themselves and explained that learner-learner interaction shows greater motivation, more initiative, and less anxiety regarding their language learning. Learners were found to produce more language which was characterized by a broader range of sociolinguistic functions and also consists of functions that help learners to comprehend messages which therefore serve as input for L2 learning. Aside from addressing input in language learning, learners can also provide feedback to each other when interaction was involved. Feedback promotes a learner's comprehensibility as well. Bruton and Samuda (1980) found several collection moves in the classroom where learners were working together include error collection, feedback, negotiation, and confirmation check moves. Similarly, Pica and Doughty (1985), and Porter (1983, 1986) found numerous examples of calling attention to others' errors enhanced message comprehensibility. Learner interaction also promotes the production of modified output, which is a sign of learning when the learner originally produces output but realizes later that the output is not desirable. Mayo and Pica (2000) claimed that when learners are given signals that modify their previous utterances from other learners or the teacher, they produce modified output in their responses. Long (1983) who is among the proponents of the interaction hypothesis, claims that interaction promotes language acquisition because of the modified output, and learners are provided the input they need. Pica, Lincoln-Porter, Paninos, and Linnell (1996) considered that it has been believed that language learners who are provided with verbal interaction get the opportunity to follow up on new words and grammatical structures during their participation in language lessons and to practice them in the context.

Lier (1982) distinguished roughly four types of classroom interaction based on the degree of control by the teacher and the topic. The first type is independent talks among members of the group on any topic and without the teacher's monitoring. Secondly, an interaction in which a topic or task is provided by the teacher and students needs to clarify and solve it. Classroom discussion is an example of one of

activities in this type. The third type of interaction is described as students are under the control of and monitored by the teacher. The teacher is only the one who selects the topic and manages all the procedures. The last type of interaction refers to activities where the teacher controls the activities' rules. The topic is either irrelevant or it is up to the students. These four types of interaction indicate the attempts of the teacher and students who are in turn speakers, listeners, addressees, or by-standers. Members of groups can succeed in the interactional activities by the way they take and avoid, sustain or yield turn-at-talk, by the way, they initiate, build, and steer topic, and by performing the corrections (Allen, Frohlich, and Spada, 1983). These four types of interaction indicated the attempts of the teacher and students who are in turn speakers, listeners, addressees, or by-standers. Members of groups can succeed the interactional activities by the way they take and avoid, sustain or yield turn-at-talk, by the way they initiate, build, and steer topic, and by performing the repairs (Allen, Frohlich, and Spada, 1983).

The next section is the review of the discussion, one of the classroom interaction types, which is also the main emphasis of the study.

2.2 The nature of classroom discussions

Classroom discussions are part of classroom activities that require interaction. Schwab (1954) claims that classroom discussion is imperative for developing in students the "intellectual arts" of thinking and communicating and discussion engages students in activities of thought and communication. Barners, Britton, and Rosen (1971) and Cazden (1986) characterize discussion as a recognized part of classroom life. It is a form of a larger system of communication, classroom discourse, by which teachers teach and students demonstrate what they have learned. According to the Vygotskian perspective, "discussion may be thought of as dialogues that serve as windows on our thinking; as dialogues, discussion is based on social interaction" (See Vygotsky 1962; Wertsch, 1980). Bridges (1979), Dillon (1981), and Pinnell (1984) believe that classroom discussion ideally are give-and-take dialogues that encourage participants to enhance and clarify their understanding. More than that, Smith (1995) states that the give-and-take of conversation enlivens us, teaches us, and refined our sense of others and ourselves. The benefits of classroom discussion include helping

students develop critical understanding, self-awareness, appreciation for diverse perspectives, and the ability to take action (Brookfield & Preskill, 1999). Several studies have examined class discussions and yielded interesting results as follows.

Alvermann, O'Brien, and Dillon (2016) conducted qualitative research about what teachers do when they say they are having discussion. In the first part of the study, twenty-four middle school teachers were asked to define and describe an effective discussion. The findings shows that most of the teachers describe a good discussion as those in which students are active participants and thoughtful sharer of information. In the study, the researchers interviewed five teachers who confirmed that they were indeed conducting discussion as they individually watched their own discussions on videotape. The researchers sometimes support intellectualized definitions and sometimes contradict them. The study also observed 24 classrooms to explore the discussion. They classified eleven classroom discussions as "recitation", six classrooms were classified as "lecture/recitation", and seven classrooms were classified as an "open forum", in which students independently give opinions, give comments, and raise questions. Apart from teachers' definitions of discussion and discussion types, the research looked at the type of materials used in the classroom discussions. They separated the types of materials into three groups: worksheets, textbooks, and other materials like videotape, films, Weekly Reader selection, and notes. Textbooks were the most used as the material in the classroom discussion. Worksheets and/or textbooks mostly found in recitation and lectures/recitation and recitation. On the other hand, open-forum discussions likely used other materials.

Another study on teachers' perceptions of classroom discussions was conducted by Larson (2000). The researcher also observed that the majority of classroom interaction is of "recitation style" which appeared in Alvermann, O'Brien, and Dillon's study (2016). However, Larson offers a different definition of the term "discussion". Larson (2000) believes that discussion is a useful teaching technique for developing higher-order thinking skills - skills that support students to interpret, analyze, and manipulate information. During an interaction in discussion, students contribute an understanding of the topic (Johnston, Anderman, Milne & Harris, 1994). Bridges (1987) explained that discussants' understanding of a topic by expanding to other discussants fosters different perspectives, provides discussants' opportunities to

share different ideas and opportunities for other discussants to accept, refute, or criticize alternative ideas.

Larson also did a study to characterize discussion based on teachers' conceptions. The research found six conceptions of discussion. They were perceived as recitation, a teacher-directed conversation, an open-ended conversation, a series of responses to challenging questions, a guided transfer of knowledge to the world outside the classroom, and practice with verbal interaction skills. These conceptions of discussion are intersected with two purposes of discussion: (1) discussion as a method of instruction, through which teachers stated that discussion encourages students to build their own knowledge of the subject matter and it exposes students to multiple perspectives, and (2) discussion competence as the subject matter, which the teachers reported that discussion skills prepare students for discussions outside of the classroom.

In addition to investigating teachers' perceptions of discussions, researchers have also conducted studies on students' perceptions as well. For example, there was a study of four first-year college students who took a course called "Freshman Humanities Seminar". The study focused on the discussions on the students' play or poem that they had written themselves. The course incorporated the book club model as a part of the course. The students were asked to write about their ideas of what made good discussion on the first day of the course, the midterm week, and the last day of the course. The result revealed that each participant perceived discussion as a conjoint educational activity

In classroom discussion, there are three main aspects of the discourse. They are turns-at-talk, management of the topic, and repairs (Kramsch, 1987). Researchers of language classrooms have pointed out the power that comes from controlling the turn-at-talk in the classroom. In a teacher-oriented classroom, the teacher controls the turn-at-talk and selects the speaker in class. This raises little attention for students to listen to one another and makes students fear to be selected. The second aspect is topic management. If students are in an active interaction, they must be shown how to control the way topics are established and sustained, and how to participate at the appropriate moment. The last aspect are "repair tasks". In a teacher-oriented class, linguistic errors and other sources of trouble are mostly initiated by the teacher. The

teachers points out the errors and asks students to correct the mistake. In contrast, errors are considered to be a natural accident in the interaction in a group-oriented class. These three aspects show teacher-to-student and student-to-students interaction in the classroom. Moreover, the interaction between them show some signs of L2 learning process include input, output, and correction.

Discussion is an effective teaching and beneficial tool in the classroom, particularly in the language classroom. However, teachers or curricula seem to provide classroom discussion rarely. In the next section, I review studies that have attempted to identify reasons or factors that influence student participation.

2.3 Factors influencing participation in classroom discussions

In general, participation in classroom discussions can be divided into two: verbal and nonverbal. Some students are able to talk, share opinions, give examples, raise ideas, and respond to others' perspectives. However, there are some students who cannot demonstrate their verbal participation in the classroom. The problem that has occurred in the English classroom is many students keep silent and not many students can establish conversation or discuss in the classroom, especially speaking in English seems to be more difficult for students. Mustapha, Rahman, and Yunus (2010) aimed to find out the influencing factor that shapes student participation. The participants included 85 undergraduate students. From interviews and observation, the researchers found that lecturer traits and classmate traits play important roles in encouraging and discouraging student participation. The factors that encourage student participation respectively include positive lecture traits, positive classmate traits, engaging class content, and the physical setting such as the size of the class. On the other hand, the factors that discourage student participation are negative classmate traits, negative lecture traits, negative students traits includes personal problem, fear of making mistakes or making grammatical errors, non-conductive physical settings like a classroom with no air conditioner or the size of the classroom, and uninteresting and difficult course content related to topic.

Kue (2011) investigated how learners in a British EFL setting received the classroom practice of student-student interaction. The researcher studied this through

semi-structured interviews and the researcher observed in paired or small group discussion. The studies revealed that student-student interaction can bring about second language learning, especially regarding grammar, lexis, and pronunciation. In addition, the study investigates the influences on learner perception on factors such as how well they perform each task, who they interact with, and the extent to which the broader context of interaction created rapport or inhibition. There were three main factors found in the study. The first group were “self-dependent” factors, which come from the speaker him/herself such as physical well-being problems. The second group were “other-dependent” factors such as the partner’s personality and way of taking part in the discussion. Another group which influenced students’ engagement was “context-dependent” factors such as topic.

Other factors that are reported to influence student participation in classroom includes age (Harward, James, & Taylor, 2002), gender (Auster & MacRone, 1994), students’ willingness to talk (Chan & McCroskey, 1987), course level (Fritschner, 2000), student preparation (Harward, James, & Taylor, 20002; Haward & Henry, 1998), and student emotions like confidence or fear (Haward & Henry, 1998; Fassinger, 1995). There are some educational environmental factors that can influence students’ participation; they consist of faculty authority (Fassinger, 1995; Howard & Baird, 2000), class size (Fassinger, 1995) and classroom instructor communication variables (Fassinger, 2000; Karp & Yoels, 1975)

Students who cannot produce verbal discussion or keep silent in the classroom are believed to perform less than the vocal participants. O’Connor, Michaels, Chapin, and Harbaugh (2017) examined participation and learning in a whole-class discussion. Silent students were seen as and divided into two groups: disaffected silent students and engaged silent students. A hypothesis of the research was silent students will do worse on measures of learning.

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Therefore, classroom discussions seem to encourage students' signs of learning process especially in the L2 learning such as input, output, feedback, negotiation of meaning and correction. However, students' engagement can be affected by some aspect such as the teacher, classmates, themselves, and topic. In the next section, I provide details of my research methods.

CHAPTER 3

METHODOLOGY

This section discusses in detail the research participants, data-collection procedure, and data analysis as follows.

3.1 Participants

The participants were undergraduate students who took a course titled Research Skills. It was a mandatory course for students majoring in English and Communication Program, Faculty of Liberal Arts, Ubon Ratchathani. The course aimed to develop the students' research skills, critical thinking, and to prepare the students for doing their own studies in the next course; Independent Study. The course covered types of research, topic selection, literature review, research questions, research proposal, data collection, data analysis and synthesis, and research report. In the second semester of 2019, there were two sections of the course. I observed a section with 25 students. They were 21 third-year students and the other four students were seniors. The class meetings were three hours each. The classroom was known as "Smart Classroom." There were about seven group tables for the students and classroom surrounded by televisions and whiteboards (see Appendix G). In general, the teacher initiated classroom discussions and assigned students to discuss topics related to the lesson in groups. I explored the nature of students' participation in both whole-class discussions and group discussions. Of these 25 students, ten students were randomly selected for an individual interview.

3.2 Data-collection procedure

Two main research methods used were class observations and interviews. The observation started in the eighth week of the course. There were 24 hours in total of class observations. I observed each 3-hour class in its entirety and analyzed the characteristics of the students' participation in both whole-class and group discussions.

The content topics included qualitative research methods, data analysis, mixed methods research, and reporting results or findings. See Appendix A. When I observed the class, I took notes and recorded the sound of the student discussions. Classroom discussions occurred when there were teacher-to-student and students-to-students interactions. The discussions generally related to asking and answering questions and giving opinions about what was being discussed. Appendix B contains an example of observation notes. The students' participation was mainly collected through teacher-to-student and student-to-student verbal interaction in whole-class discussions and group discussions. The whole-class discussions were mostly led by the teacher. The teacher asked questions or opinions about any topics to the class. These discussions generally occurred when the class meetings started and when the teacher moved to other content topics. In addition, the whole-class discussions sometimes occurred when the teacher wrapped up lessons and students' activities after group discussion tasks. On the other hand, group discussions usually occurred after the teacher discussed each content topic. A group contained about three to five students for each task. The students' groups could be divided into two groups, a by-choice group, and by-chance group. The by-choice group referred to the group that students chose by themselves or the group that they sat in at the beginning of the class meeting. The by-chance group referred to the group that came from randomization by the teacher.

To collect data from several groups of students, I moved occasionally when each discussion session was done. Since I was the only one who collected data, I could only collect data from the group which I sat in. In whole-class discussions, I could hear some students who replied to the teacher's questions. The teacher occasionally walked around and asked questions to students individually, I sometimes could not hear what answers were if my position was quite far from them, and if they spoke quietly. Moreover, when there were several students who replied to the teacher at the same time, I could only collect the data that was clear to understand. Some data was unintelligible for me.

In this study, I did not focus on the amount or number of times that students' participation occurred. I focused on the degree and the frequency of their engagement. There were three main aspects that I focused on in the class observations. The first aspect was the degree of students' participation in terms of different sizes, question

types, and topic types of discussions. Secondly, I explored language choices in the classroom that students used while they were having discussions. Additionally, signs of learning and second language (L2) learning processes occurred in discussions.

After class observations, I randomly selected ten students for interviews about their perspectives on classroom discussions and their participation in them. I made an appointment with each student for individual interviews. The interviews took about 40 to 60 minutes for each student. The interviews were in Thai and Thai-English switching and sometimes emerged technical terms related to the course. Each interview started with warm-up questions. Then I asked the students about their participation in classroom discussions. I used a semi-structured interview (SSI) which is referred to as a type of interview that “employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions” (Adams, 2015). Interview questions were related to the students’ reflection on discussion-based instruction, their language choices in the discussions, and aspects in which could encourage and discourage them to participate in the classroom discussions. See the list of the interview questions in Appendix C. To gain students’ reflection on participation and reasons that could affect their engagement, I also used stimulated recall interviews as a method. The stimulated recall is defined as “a form of introspective inquiry that has been employed extensively in education research, primarily as a means of investigating individuals’ concurrent thinking during specific past events” (King, 2016). I collected the data by note-taking and sound recording which were approved by the participants.

3.3 Data Analysis

I analyzed several aspects related to classroom discussions including the degree of students’ participation, language choices, and signs of the learning process. The data of students’ participation in classroom discussions was analyzed from the notes and transcribed sound recordings from the observations and interviews. There were three main aspects that I examined in the class observations. The first aspect was the degree of students’ participation in terms of different sizes, question types, and topic types of discussions. The different sizes of discussions referred to the number of participants that were involved in each discussion task. I divided the sizes into two groups; whole-

class discussion and group discussions. As the group discussions could be divided into two groups; independent and random groups, I analyzed both of them to see the differences in students' participation. Furthermore, questions were separated into two types; close-ended questions and open-ended questions. Another aspect that was focused on the degree of students' participation was different topics. Three topic types that were analyzed included *course content-related topics*, *topics not directly related to course content*, and *grammar and language usage-related topics*. Secondly, I analyzed language choices in the classroom that students used while they were having discussions. As the participants were students who studied English as a Foreign Language (EFL students), I focused on the use of English in the discussions. Additionally, signs of learning and second language (L2) learning processes occurred in discussions were analyzed through the observations. They were input, output, feedback, noticing, correction, scaffolding, and the emergence of technical terms and negotiation of meaning.

Furthermore, the data from the interviews were analyzed by focusing on how students perceived classroom discussions and their participation in them. For example, I analyzed how they estimated their participation in both whole-class and group discussions, what they like or do not like about taking part in the discussions, what they are concerned about when having discussions, which topics encouraged, and discouraged them to participate in classroom discussions through their perspectives. Additionally, I identified the participants by using pseudonyms as a student with English letters such as Student A, Student B, and Student C. The pseudonyms were used in both observation and interview findings. More importantly, I consulted with my advisor in the process of data analysis.

CHAPTER 4

FINDINGS

This chapter discusses observation and interview findings. It begins with what I have observed in the way the students participated in classroom discussions. Based on a total of 24 observation hours in the Research Skills class, the findings on the students' participation in classroom discussions are presented in three sections. The first aspect includes the degree of participation related to different sizes of classroom discussions, types of questions, and types of topics. The second section shows how language choices are related to classroom discussions. The final section is concerned with signs of learning.

4.1 Degree of students' participation in classroom discussions

Based on the observations, I found that the degree of students' participation in classroom discussions was related to the different sizes of discussions, types of questions, and types of topics.

4.1.1 Participation in different size

The following section provides the ways in which students participated differently in different sizes of discussions in terms of numbers of participants. The sizes of the discussions were separated into two groups: whole-class and group discussions.

4.1.1.1 Participation in whole-class discussions.

In whole-class discussions, Students participated at different levels. The participation in the whole-class discussions was mainly through teacher-student interaction. The teacher regularly asked questions and the students' opinions on any topics which were either directly related or not related to the course contents. Therefore, the students' answering and sharing ideas in response to those questions show the students' verbal participation in this regard. I found that there was a small degree of students' participation in this type of discussion. Answering questions promptly rarely appeared in the class. During these discussions, the teacher frequently

asked questions to the entire class. Then the teacher waited for the students' responses. Apparently, the students could not answer the questions promptly. If nobody provided any answers, the teacher continued to explain and gave some examples until she got an answer from the students. They generally took time to think about the topics being discussed, and only a few students answered the questions. Interestingly, answering out loud in the class was uncommon. Many students answered questions quietly like they were simply talking or whispering to themselves. Murmuring occurred from time to time during these discussions. Some of the students either verbalized their answers or discussed them with their classmates sitting beside them, but they did not answer the questions directly to the class.

While the teacher generally asked the class several questions, students' participation in terms of asking the teacher questions was only occasional. I found that the questions that were asked by the students out loud in the class were limited. However, I noticed that students' questions that were asked in the class were only related to the contents of the lesson. The following excerpt occurred when the teacher lectured on qualitative sampling methods. The class was discussing different types of sampling methods in qualitative studies: purposive, convenience, snowball, and quota. While the teacher was giving a lecture on the last sampling method-- quota sampling-- one of the students raised his hand and asked the teacher a question as follows:

Excerpt 1

Teacher: Now, any questions?

Student A: Achan krap,

Teacher.

Teacher: Yes.

Student A: Rao samat sai quota dai yoe khanat nai krap?

How big of a quota can we use?

Teacher: Kor laew tae rao, rao tong kid wa ying rao mi quota lay chan, chamnuan participant kor cha ying noy long
It depends on you. We have to think that if we have multiple quotas, the number of participants will decrease.

Then the teacher gave some examples of conditions that the students should concern about using quotas in doing research.

The excerpt above shows that the students asked the question loudly and directly to the teacher. It occurred after the teacher concluded the topic of stratified sampling and she asked if the students have any questions. The question was about using quota which related to the content the teacher taught previously. Another excerpt below was a question which occurred while the class was discussing an appropriate research question if they would like to know which of the two main singer contestants was more popular: *E-Ka Dam* or *Durian*, on The Mask Singer TV show, a popular celebrity singing contest in Thailand. The class also discussed methods that could be used to get data. At first, the discussion was in small groups. Then the teacher asked each group what the research question should be, what data-collecting method should be used, and the sharing of the results of their discussions with the entire class.

Excerpt 2

Teacher: You chatam *sampling* baepnai *random sampling* or *stratified sampling*?

What method are you going to use, *random sampling* or *stratified sampling*?

The students turned to one another after the teacher asked the question:

Student A: *Random* (whispering to the group members)

Student B: *Convenience* maidai roe (whispering to the group members)

Can *convenience* (sampling) be used?

Student B: *Convenience* maidai roe kha (asked the teacher)

Can *convenience* (sampling) be used?

The two excerpts above show that both students asked questions directly related to the course contents which were discussed at the moment. Moreover, their questions demonstrated their understanding of what was being discussed. According to the first excerpt the student asked about quota sampling to expand his current understanding. He basically wanted to know whether there was a limitation of using this sampling method. This implied that he already understood the concept of

sampling. The example also shows that the student understood what random, stratified, and convenience sampling methods were. When the teacher gave her two choices, she did not choose one of them. She asked the question if she could use another type of sampling method instead.

In summary, students' participation in the whole-class discussions was to a limited degree. While the teacher started each discussion and asked many questions to the class, the students' engagement was inconsistent. Answering questions promptly and loudly was rare. However, I found that students' participation in small group discussions was different from the whole-class discussions. I found that the students normally engaged well in their group discussions. I will discuss the nature of students' participation in group discussions as follows.

4.1.1.2 Participation in group discussions.

Students' participation in group discussions was different from that in whole-class discussions. In my estimate, participation in group discussions was moderate. Group discussion was an activity in which all group members were engaged. When the teacher assigned students to make a group of three to five people and discuss any topics together, they talked with other members of their groups and expressed their ideas regularly. All students participated in their groups at different levels whether the group was chosen by the students themselves or randomly assigned. Nonetheless, students' participation differs in these two types of group assignments. When the students grouped independently to discuss topics, friendliness was apparent during their discussions. They discussed and talked to each other freely and smoothly in their groups. By contrast, when the students were in random groups, their participation was more academic. All group members gave their ideas and strictly focused on the task assigned.

Based on my interviews, although the teacher was not the focus on this study, asking the students to reflect on her helped me to understand how her presence interacted with their participation. Interestingly, all of the students interviewed said that they never initiated a question or asked the teacher questions in class. For instance, Student C reported, "When I had a question, I kept it to myself. I asked my friends. It was surprising that I did not ask the question to the teacher directly." One of them was surprised by the fact she was afraid to ask the teacher even

when she regarded the teacher as easy-going. Despite the fact that whole-class discussions occurred quite frequently, most of the participants reflected that their participation in the whole-class discussion was mostly limited.

Participation in group discussions allowed the students to reflect on their classmates. Most of them reported that they participated more when they discussed with their groups of those they considered friends. For instance, Student D reported that when he was grouped independently with his friends, he talked much, and sometimes talked nonsense.

Another interesting point was that some of the students perceived that having discussions with members in random groups increased their participation and helped them to express ideas well. Student C reported “For me, I preferred random groups. The groups which I chose myself, what should I say? When my close friends had already given their ideas, I did not give mine or argue them. It was because we knew each other well, our ideas sometimes similar to each other, so I did not give my opinion.” She further reported that “In the random group, the members of the group did not know each other well. It encouraged us to give and argue ideas with other members independently. I also felt if I argued with my close friends, I may dissatisfy them.”

The interview finding above show that students’ the degree of participation depends on other students’ in the class as well. The teacher and their classmate seemed to influence their participation in classroom discussions. Moreover, in group discussions, their friendship with group members seemed to influence their participation as well.

In the by-choice group, I found that most students usually grouped with the classmate who they were familiar with such as close friends or friends who were in the same circle either inside and outside the classroom as well as a person who was in the same year of the study program. For example, the four senior students always group together. Most of the third-year students grouped with their friends or close friends. Moving around to different groups seldom occurred.

Moreover, I noticed that leadership appeared in group discussions. When the teacher asked questions to each group, there would be one student who usually initiated the answer of the group and then the other members supported the

idea. The students who started responding, they usually answered the teacher's questions firstly as they were the representative or leader of the group. Furthermore, students' engagement with the teachers' questions when there were group discussion tasks was limited. In some groups, there were only one or two students who kept answering the teacher's questions.

Based on interviews, most of them reported that they were not the members who led the discussion or answered first. They played a supporting role in the group. Student D reported that "In a group discussion, I did not the one who answered questions first. In general, my friends answered the questions firstly. I later supported his/her ideas" In addition, I found a student (Student Q) who I noticed that he usually answered questions like he was a leader or representative of the group. He was also one of the students I interviewed. He reported that he always responded to the teacher's questions when the teacher asked his group. He thought that it was maybe because he was the oldest member of the group. He confirmed "Yes, I answered the question first. It seemed that other members were juniors. (So,) I was always the first one who responded to the teacher."

In addition to this, the size of the classroom discussion based on the number of students engaged interplayed with the degree of students' engagement. Participation of the whole-class and group discussion was at a different degree as discussed in the next section.

4.1.2 Participation in different question types.

In the classroom discussions, the types of questions that were asked in the class can be divided into two types: close-ended and open-ended questions. The d of students' participation is related to the two types of questions as discussed below.

4.1.2.1 Close-ended questions.

The students were able to answer close-ended questions promptly. In the excerpt below, the whole class was discussing the definition and examples of the term Variable. The teacher gave some examples and asked them if they thought each example could be considered a variable.

Excerpt 3

Teacher: *Variable* tuapae paewa ari

Variable, what does it mean?

Students: (Silence)

Teacher: Namnak pen tuapae daimai
Can weight be a variable?

Students: Dai
Yes.

Teacher: Si pen tuapae daimai
Can colors be variables?

Students: Pen dai
Yes.

Teacher: Rongrian pen maikha
Can schools be variables?

Students: Pen
Yes

Teacher: Changwat pen tuapae daimai
Can provinces be variables?

Students: Pen
Yes.

Teacher: Phummiphak pen tuapae daimai
Can regions be variable?

Students: Pen dai
Yes

4.1.2.2 Open-ended questions.

Silence occurred when the teacher asked open-ended questions. The students tried to answer the type of questions only after the teacher gave them clarification and encouragement.

Excerpt 4

Teacher: What would be a benefit of an oral questionnaire?

Students: Rao chuai amnuai khamsaduak
We provide convenience.

Teacher: Nokchak amnuai khamsaduak mi arai aik mai
Apart from convenience, what else?

Students: (Silence)

Another excerpt below shows that the students answered a question after they were encouraged by the teacher to try to answer the question. It occurred when the class was discussing quantitative analysis. The teacher asked the students why a strong claim was important. The teacher started asking the question in English, then translated it in Thai and ended up with encouragement in Lao.

Excerpt 5

Teacher: Why do you want to make a strong claim?

Students: (Silence)

Teacher: Why do you have a yes/a no question?

Teacher: (Continued) Tammai bangkhang rao tongkan *claim* bok ma lod na (endind up with an encouragement in Lao)
Why do we need claims? Tell me.

Students: Hai chadchen lae nachuathu

To make it (research) clear and reliable.

Furthermore, when the teacher kept asking questions and opinions about lessons and topics, it became apparent that the students struggled with expressing and clarifying their ideas. The teacher regularly answered the question herself after getting no answers from the students. The following excerpt took place when the class was discussing the benefits and drawbacks of collecting data by using a questionnaire. After the class finished discussing a drawback of using questionnaires, the teacher asked the class about the challenge in using the method.

Excerpt 6

Teacher: What is the challenge of a questionnaire?

Teacher: Tang laeo na maichai drawback taepen challenge, challenge khuarai

It is different. It is not the drawback, but the challenge.

What is the challenge?

Student: Tatai

Teacher: As a noun.

Student: Khamtatai

Teacher: *Yes, Khamtatai. Khamtatai nai kanchai questionnaire kuearai?*

Yes, it is. What is the challenge of using questionnaire?

Student: (No one answered the question)

Teacher: *Man maichai drawback maichai khosia tea pen Khamtatai man khu arai*

It is not a drawback. It is not the drawback but it is a challenge. What is it?

Student: (No one answered the question)

Teacher: *So basically, you have to carefully ... look questions, you have to carefully verse your questions, aware they are not loaded, they are not misleading, they are easy to understand. They are clear...*

Then the teacher continued explaining the challenge of using questionnaires to the class.

Apart from silence, when students were asked open-ended questions, they answered with short words or phrases. In the following excerpt, the teacher asked a question of whether the students have recognized questions in the university's evaluation system.

Excerpt 7

Teacher: *Rao cham dai maikha wa khamtham mi arai bang?*
Do you remember what are the questions?

Student E: *Achan*

Teacher

Student F: *Laksut*

Curriculum

Student G: *Hongrian*

Classroom

To sum up, the degree of students' participation in classroom discussions was related to close-ended and open-ended questions. The students highly and promptly participated in the discussion with closed-ended questions, whereas there was less participation in the discussion with open-ended questions. Students'

engagement increased when the teacher gave more details and examples. Encouragement at the end of questions seemed to stimulate the students' involvement. In the next section, I will discuss the students' participation in terms of different types of topics.

4.1.3 Participation in different topic types.

Based on the contents, I divided the topics into three types, namely, course content-related topics, topics not directly related to course content, and grammar and language usage-related topics. The findings show that different topics were related to the degree of students' participation. The description is provided as follows.

4.1.3.1 Course content-related topics.

Course content-related topics were the topics that were related directly to the lessons, such as topics of qualitative sampling methods, qualitative data-gathering methods, data analysis, reporting results/findings. Based on the course packet, the content mainly included definitions, concepts, strengths, weaknesses, comparison of different concepts, and examples of course content related to doing research. In each lesson, there were activities which also included different topics such as raw data from interviews with HIV positive individuals, mock data from an informant recalling a story about her fellow inmate, content analysis of *Article 44* and *Lamyai Haithongkham's* songs.

Based on my observations, topics in discussions at the beginning of each class meeting were directly related to the course content. The teacher usually started with a lecture on concepts of each course content-related topics and asked questions to the class for discussions. I found that the students had less participation in the whole-group discussions when the topics were related to the lesson. That is, they were silent when the teacher asked them about the differences between thematic and narrative analysis even though the class had talked about them previously.

However, course content-related topics that were provided in each activity show a great degree of the students' participation. In each class meeting, students were assigned to discuss and complete tasks in the course packet. For example, the students were assigned to discuss in groups to see any themes emerging in a set of interview data with HIV positive individuals who were shunned by their community and had lived in exile in a cemetery. At the end of the group discussion,

the students were asked to give a possible theme. I found that every group shared their idea with the class. Later, the class discussed the most appropriate theme of the example data. I found that both group and whole-class discussions in this activity went very well. Student-to-student and teacher-to-student turn-taking were smooth. Hence, a greater degree of students' participation emerged when the students discussed course content-related topics in final activities after they got background knowledge on each topic from the teacher.

Interestingly, I found that the topics that students paid more attention to discussion activities were ones on general issues. The topics that surrounded them as university students or the familiar topic that they heard or experienced before. In one of the class meetings, the students were assigned to make a group of two and choose a research question. They had to discuss methods that they would apply to their chosen research question. There were about 51 research questions provided in the activity. The handout with these questions was provided before class meeting for a couple of days. On the day of the class meeting, the teacher posted on the course Facebook group that she was not able to come to class on time and she was probably late for an hour, so she asked the class to complete this task and they had to discuss with other groups when she arrived. I had observed for the first-hour class without the teacher. Most of the students did not focus on the task. Some of them came to the class late. Some of them went to buy the handout. Some of them talked about what the task was. It was about 20 minutes before the teacher arrived when the student actually started doing the task. When the teacher arrived at the class, each pair started to discuss their research question and methods with other pairs. Surprisingly, the topics which they chose were limited to only a few. Based on my observations, the research topics were related to customers' motivations to buy drinks from coffee shops, kind of pets that UBU (Ubon Ratchathani University) students would secretly keep in the dormitory room, controversies in Donald Trump's speech, and reasons why some EC (English and Communication program) students do not wear a uniform to class. Although there were many questions provided, wearing a uniform and motivations for buying a drink were selected twice, each time by a different student pair. The most frequently chosen topics were related to the students' daily lives and campus lives.

Based on the interviews, I asked the students about their preparation for this activity as a stimulated recall interview question. Most of the students reported that they did not read all the 51 research questions provided in the tasks. Most of them started reading the list of questions at the beginning and stopped when they decided to choose a question. The list was about three pages long. Some of them reported that they read only one page or one and a half-page of the list. Moreover, one of them reported that he chose one question from the list because he liked the number of the question item. This shows that they did not take the task of choosing the topics seriously.

In terms of pre-class preparation, some students reported that they did not read the course packet before class. Some of them reported that they sometimes scanned it before class. Most of them reported that they reviewed the lessons by themselves when they had quizzes or examinations. Some of them sometimes discussed the lesson with friends after class. Furthermore, when they did not understand a lesson, they asked their friends, not the teacher. A few students reported that they asked questions to the teacher directly when they did not understand. However, they often asked the teacher after class or when the class meeting ended. In addition, the last class meeting, which I observed, was a consultation class. On that day, the teacher let the student discuss and consult their research methods with her in person. I found that there were not many students who came to consult their research projects with the teacher. This episode shows that even in-person discussion, most of the students seemed to avoid talking to the teacher directly.

In short, the degree of students' engagement in the discussions in terms of *Course content-related topics* was limited at the beginning. However, when the students gained more information about each topic, their engagement gradually grew, as seen in their discussion task at the end of each topic. In the next section, I discuss the second type of topic called *Topics not directly related to course content*.

4.1.3.2 *Topics not directly related to course content.*

There were not only *course content-related topics* that were discussed in the class. The teacher also discussed some topics which did not appear in the course packet I included global situations, Thai society, political issues, social

problems, local beliefs, university, and students' university experiences. Each topic was not directly related to the course content. In a class meeting, the class discussed the concepts of validity and reliability. The teacher first asked students to look up the definition of the words "validity" and "reliability". Then the class discussed the concept of validity and the teacher initiated a topic of the Coronavirus outbreak. The excerpt below shows a discussion on the validity of Coronavirus testing.

Excerpt 8

Teacher: Two days ago a Chinese passed through immigration in France, you know while taking some kind of a fever reduction, pain reliever, or fever-reduction medicine. So you take fever reduction medicine, then your temperature is lower, right? And she passes through the temperature detector, fever detector to check the body temperature of the people passing through to determine whether the person has a fever or not. So, She was from China and she was able to pass through the detector without being detected as having a high temperature, but she ended up... you know... but she had Coronavirus in her system. But because she took the medicine before passing through the system...

Then the teacher started asking a question what the students thought about the fact the temperature detector could not detect the woman's temperature. The question was as follows:

Teacher: Khamtham khongrao kokhu tha rao pen *authority*, bok loei wa *research* nai chiwit prachamwan, *detector* khu khuangmu khongrao nai kan wat wa kai me khai, khuangmu khongrao *valid* mai

Our question is, if we are authorities, research in daily life, the detector is our instrument. To measure who has a fever, is our instrument valid?

Students: Mai (murmuring)

No.

Teacher: Chaimai?

Right?

The teacher concluded that we could not use the instrument because it could not detect people who have or may have Coronavirus. The teacher continued asking the class about the validity of the instrument in the following excerpt.

Teacher: Paewa khuangmu kan ti cha *screen* khon ti acha tidchua, sung dan raek khue do chak *body temperature* ti farangsed chai man mai *valid* chaimai?

This means screening people who might be detected with the first procedure being measurement of body temperature (by the detector) in France, was not valid, was it?

Students: (nodded their heads)

The class kept discussing Coronavirus testing. In the following excerpt the teacher asked the class whether they knew the testing in Thailand.

Teacher: Rao hen ti thai tam mai ka

Do you see what Thailand does?

Students: Hen (some student replied and some nodded their heads)
Yes.

Teacher: Mue thai tham, man mi mu thai mai tham, lea mu thai tham

When Thailand does, there are when Thailand does not do (anything) and when Thailand does (something).

Teacher: Rao hen mai ka nai khao, *do you see that?* Khao tham yangngai

Do you see the news? Do you see that? What do they do?

Student H: Mai dai hen khao tham, tea ru wa tham leaw, ru wa tuad leaw, nu daiyin khaenan kha

(I) did not see (how) they do, but (I) knew that they already did (test), (I) knew that (they) have already tested, I just knew that.

Then the teacher suggested the students try to find more information about Thai testing. Later, the teacher encouraged the class to continue discussing the reason why Thai people had criticized when Deputy Prime Minister and Public Health Minister Anutin Charnvirakul post on his Facebook that Thailand did not need to install temperature detectors at the airports because all flights from Wuhan, China, had been canceled. The teacher asked the class, as shown in the excerpt below.

Teacher: Long chai taka *logic* sika, chai taksa *critical thinking*, khu tha bok wa mai tong screen lae, maimi khuang maimi flight chak Wuhan lae, thammai khon da Let's use (our) logic, critical thinking if (someone) said that it was unnecessary to scan (people at the airports), (because) there were no airplanes, (or) flights from Wuhan, why do people criticize (that)?

While some students were giving their opinions, one of the students shared her opinion audibly to the class that the virus could not be spread in only Wuhan was one of the reasons as the excerpt below.

Student I: Man mi okad tid machak ti eun

The virus could possibly have been contracted from elsewhere.

The above excerpt shows that the students' engagement increased when they discussed topics not directly related to course content. Nonetheless, the students participated differently when the topics related to their experience and close to them. For instance, when the class discussed campus life or courses that they had studied in the program, their discussions went smoothly. The student-to-student and teacher-to-teacher responses came out promptly. The excerpt below was a discussion on designing a questionnaire or a survey of popularity. The teacher gave the class a research question of which on-campus coffee houses was the most popular among EC students. The details of the discussion are as follows:

Excerpt 9

Teacher: Kon eun rao piaptiap arai
What do we compare first?

Students: Coffee houses.

Teacher: Mi ki ti, long nap si wa mi ki ti, How many?
How many coffee houses? Let's count how many of
them. How many?

Some students answered the question.

Student A: Hok lue ched
Six or seven.

Student C: Hok
Six.

Teacher: Oh! Nap mai tuan
Oh! (It is) countless.

Then, the teacher went to the point of the survey design.

Teacher: Rao tham baepsoptham, rao nap arai, rao piaptiap arai
(When) we design the survey, what do we count? What
do we compare?

Students: (Students were murmuring)

The teacher explained that they needed to divide the survey in
different sections addressing such topics as the opinions on
atmosphere, price, and taste. The class continued the discussion as
shown below.

Teacher: Kid lenlen, sommut wa rao top bapsobtham, rao ja wot
hai ran nai pen un dap nung nai ruang banyakad
Let's think! If we have to do a survey, which coffee
house do we vote as the number one for atmosphere?

Student A: The BalconyKiss. (Other students answer quietly)

Teacher: Nai ruang khamgai khamsaduak, rao aja vote hai
Balcony pen un dap nung ko dai
For the atmosphere, we may vote for Balcony as the
number one.

The teacher continued asking the next question.

Teacher: Nai ruang raka, rao ja vote hai ti nai

For price, which coffee house do we vote for?

Student B: Chapayom (Other student were murmuring)

Finally, the teacher asked another question on the design of the survey.

Teacher: Lae nai ruang khong radchat, rai ja vote hai ti nai

For taste, which coffee house do we vote for?

For the last question, several students were contributing their opinions, but they were not intelligible to me. They gave confidently different names of coffee houses. Then the teacher explained that the data of this aspect were various because people had different favorite tastes of coffee.

The excerpt above shows that if the topics of discussions were familiar to the students, ones that they could be a part of, for instance, as a UBU student, an EC student, or a customer, the students' verbal participation was clearly high. Their participation occurred promptly and frequently. Unlike the discussions of something that they did not have experienced or they were not interested in, their participation was limited. Therefore, the familiarity of the topics was related to the degree of students' engagement in classroom discussions.

4.1.3.3 *Grammar and language usage-related topics.*

The last topic was beyond the course content but it generally occurred while the class was having discussions. Grammar and language usage-related topics included discussions of technical terms, vocabulary, and grammatical points. Pronunciation was also included. When the new course-related content topics were introduced to the class, the teacher regularly asked the class for definitions of words such as *endanger*, *correlation*, *causation*, and *manipulate*. When the students answered questions and shared their ideas, the teacher began discussing grammatical uses such as how to use singular and plural nouns, comparative adjectives, and punctuation. The excerpt below illustrates a discussion of how to use punctuation. Each group was asked to give a research question to examine the most popular singer

on a TV show. Several groups gave their research questions with the same preposition *between*, so the teacher started to discuss another option to change the question.

Excerpt 10

Teacher: How are you going to collect data? (Asked a group)

Student B: Our question is who is more popular, *E-Ka Dam* or *Durian?* comma kon (She ended up a Thai word “kon” which meant “before”(to separate clause)

Teacher: Who is more popular? Laew ko chai arai na, kum nan khu bok chai arai na tha maichai betwee, rue lum laew Who is more popular? Then what do we use? That group (the teacher pointed to another group at the back), what did I tell you if we did not use “between”, did you forget?

Student B: Among

Teacher: Chai sanyalak arai
Which punctuation mark do we use?

Students: Comma (answered by some of the students)

Students: Colon (answered by some of the students)

Student A: Colon lue semi (talked to friend beside him)
Colon or semi(colon

Student B: Colon

Teacher: Colon naka, yang ma chai comma yu
It is a colon. (Someone) still uses a comma. (She said that while some students kept choosing “comma”).

The teacher added another question.

Teacher: Lae ko chai and lue or
Then, what do we use (between) and, and or.

Several students verbalized both choices audibly. Most of them answered “or” and spoke louder and louder. However, the teacher did not give them the correct answer and she told them to find it themselves.

Furthermore, when the teacher asked them to pronounce some words, they were not confident in pronouncing those words. The excerpt below occurred when the teacher asked the students how to pronounce a common mispronunciation word “determine”. She gave an example sentence to the class and the discussion details were as follows:

Excerpt 11

Teacher: The goal of this research is to de... arai na (She wrote the word “determine” on the whiteboard)

The goal of this research is to de... what is it?

Students: (Murmuring)

Teacher: De...? De...? Deter..? Deter..?

Teacher: Petchy, deter... ari kha. (Called on a student)

Petchy, deter.. what is it?

Teacher: Determine (Gave the correct pronunciation)

After the teacher gave them the right pronunciation, the students were laughing. The teacher continued pronouncing other mispronunciation words.

Teacher: determine, examine (the teacher pronounced the final syllable as the possessive pronoun “mine”)

Students: (Laughing)

Teacher: Tea po choe kham ni, undermine wa san (She pronounced the final syllable as *min*)

When (you) see this word, undermine.

Students: (Continued laughing)

I also found that when the teacher introduced the class to new words, some students repeated the teacher’s pronunciation quietly with him/herself. These actions show that they were not confident in pronouncing some words. Therefore, they paid attention to the correct pronunciation and practiced in the classroom.

Moreover, the grammar and language usage-related topics were not initiated by the teacher only. The students also discussed this topic among themselves. In a class meeting, the class discussed methods of reporting findings. The teacher

asked the class the importance of examples of findings. A student gave her idea to her friend beside her. The details were as follows:

Excerpt 12

Student J: To make our point clear, clearer.

Student H: More clear.

Student J: More clear lu clearer

More clear or clearer

Student H: Clear.

Based on my observation, when the teacher initiated discussions of vocabulary and grammatical points, the students paid attention to these topics. Some of them answered the questions. Some of them took notes on their handout or notebook. The class was not silent when they discussed grammar and language usage-related topics. These topics also appeared in student group discussions. So, discussions of grammar and language usage-related topics implied the students' awareness of language uses as language learners.

Based on the interviews, I found that the differences in discussion topics were an important reason for the students' participation or lack of it. The students could participate and talk spontaneously on topics that were familiar to them such as day-to-day activities and so forth. Their participation in discussions was limited when they discussed course content-related topics or academic topics. For example, Student K reported that her participation went down when the class discussed the lessons of the day and her participation went up when the topics were related to something that she knew and experienced previously. She said that "It is because of something that we do not know, (and) are not familiar with. If I see (something) often, I know a lot. If I know (something) a bit, my participation through answers and discussions decreases. It decreases our potential because I do not know it." Then, I asked her about the topics that she could discuss to a great degree. She replied, "Talking about the poor, I can imagine. I am a part of them. I can image step by step. When the teacher talked about the flood, I understood because I was one of the volunteers. I know their real problems. I know how they were in the situation. It is because I was a part of the situation. I saw it with my own eyes. I can recall it. So, I was confident when I answered the questions. It was 100 percent sure."

In addition, participation in classroom discussion was related to self-perception and their perceptions of the teacher and classmates, and different topics. My analysis of their reflections is as follows.

Some of the participants reported that their self-consciousness reduced their participation in classroom discussions. For example, Student H reported that her lack of confidence reduced her participation in classroom discussion. She said, "I wanted to answer the questions but I was not confident. When I answered, I was afraid it was incorrect. I do not know why I have to block myself. The teacher was easy-going, either right or wrong answers were fine with her. There was something that discouraged me from giving opinions. However, I really wanted it (giving opinions). I wanted to share my points of view. But I lacked confidence. I was afraid of correctness and incorrectness."

Another Student C perceived that her slowness in thinking and processing information influenced the degree of her participation in discussions. She observed, "Before the midterm (examination), I did not participate much. When the teacher asked if we (students) had questions or asked questions. (I) could not catch it." She further said, "Sometimes, I did not read the course packet. So, when the teacher asked questions. I did not understand them. I did not know what the teacher was talking about. I could not have good participation. When the teacher asked the questions, I could not follow them."

There were some students' reflections on their language choice in classroom discussion. Student L also perceived that "Most of the time, I used Thai in the class. However, I prefer using English, but sometimes I cannot recall some words. It is difficult even giving options in Thai."

As shown above, several students perceived themselves in a negative way with their lack of confidence, lack of thinking skill, lack of language competency, and their fear of the teacher, and the incorrect answers, which affected their participation in classroom discussion. Another important point from my observations is language choices in the classroom. The course was for third-year students majoring in English, I have observed their language in classroom discussions. I found that there were linguistic varieties used by the teacher and the students. I will

provide the ways the class participated in discussions in terms of language choices in the next section.

4.2 Language choices in the classroom

The language choices in the classroom discussions can be classified into four groups. They are using Thai, code-switching between Thai and English, English, and the local Lao dialect, respectively. For the most part, the students used central Thai in classroom discussions. They used Thai to answer questions and discuss spontaneously with the teacher and their classmates through whole-class and group discussions. The second characteristic that appeared in the classroom is code-switching between Thai and English. In general, the students discussed with their classmates in Thai but occasionally inserted English words or phrases in their Thai dominant discourse. Similarly, some students started to express their ideas in English and ended up using Thai. The other two characteristics, using English and the local Lao dialect, occurred from time to time. Surprisingly, using English was uncommon in classroom discussions. Students spoke English when the teacher asked them to discuss in the language. Furthermore, some students gave short answers in English when the teacher asked questions in English directly. There were few students who gave their answers and opinions in English spontaneously. For the last group of language choices, the dialect, which was known as *Lao* or *Isan* emerged in group discussions. A few students spoke Lao with their members of their group once in a while.

As the participants were English language learners, I found that discussions in English appeared seldomly among student-to-student discussions. They used English when the teacher assigned them to discuss in English. The following excerpt was a students' discussion in English of methods for their chosen research questions.

Excerpt 13

Student M: First of all what method that you will do?

Student O: Questionnaire, interview. (She changed her mind and responded quietly)

Student M: Questonair first? (Inserting)

Student P: Interview kon
Interview first.

- Student P: Interview because we can get like deep ... (struggled with the next word)
- Student M: Information.(Inserting)
- Student O: Deep data.(Inserting)
- Student P: Ah! Like that before observation (Continued)
- Student M: And how about observation?
- Student O: Observation is er he told (her pair) me that er we can see about point of view when er er participants
- Student P: When participants talk to bad ways (Inserting)
- Student O: And how why they choose uh choose wear a uniform or er do not wear a uniform.
- Student M N: Umm!
- Student M: So, for our (paused)
- Student O: Method. (Inserting)
- Student M: (continued) methods, we will er we will observate (chose a wrong word choice), we will observe first. (Correct her word choice) by by observe around our faculty for for seeing their er their their er
- Student O: Er putthika arai na (Thai)
What is the word of behavior?
- Student M: (continued) their uh (laughing) their their
- Student O: Behavior boh (English and Lao)
It is behavior?
- Student O: (Continued) Their behavior yeah, their behavior like maybe maybe they will hurry to come
- Student O P: The class?
- Student M: Yeah, to come to class, and they will have a lot of works to do or to submit, yeah we will see general, general of
- Student N: General information
- Student M: Yeah, and then we will interview them after observe because we will know that oh this is our our participants. So and then we will focus on our participants by observation, oh no by interview like the question is about why why you why you

Student O: Why you do

Student M: Why do you

Student O: Why do you don't wear uniform and and any any factors or any problems that make them er do

Student P: Do not wear uniform.

Student M: (Continued) do not wear uniform, yeah. But we not choose er questionnaire too because we have no we have no like no no schedule or no time to do.

According to the excerpt, the students' discussion went smoothly. The teacher told the class to use English in the discussion. Even though they usually use Thai in other group discussions; they were able to discuss in English in this session most of the time. They rarely used Thai and Lao. I also noticed that there were repeating words and using filler during the discussion. They could not articulate words that they wanted to say. The Student M and Student O sometimes repeated the same words and sometimes emerged filler *er* like "*We will er we will observate, we will observe first by by observe around our faculty for for seeing their er their their er*" as shown in the excerpt. These seemed to delay and interrupt their discussion. However, they kept trying and continuing to finish their statements or ideas. They sometimes rearranged their sentences. Moreover, other members helped each other when pauses occurred or when the conversation did not flow smoothly. For instance, Student O helped Student M to finish her sentence. Student M said "So, for our ..." she paused, Student O inserted the word *method* immediately. Then Student M accepted and repeated the word. It seemed to be the right term that she was thinking of.

However, while students were having discussions, I found some critical moments that show the students' signs of learning. The clear signs of students' learning were observed through the emergence of technical terms, negotiation of meaning, self-correction or correction of others, and scaffolding. The examples and details of the signs of learning will be discussed in the next section.

4.3 Signs of learning process

In the classroom discussion, I discovered some signs of student learning. They were input, output, and feedback, the emergence of technical terms and negotiation of meaning, correction, and scaffolding. These signs were provided in details as follows:

4.3.1 Input, output and feedback

Based on my observations, the class was discussion-based instruction. There were teacher-to-student and student-to-student interactions. The teacher taught students how to do research through the lesson. The course content was delivered to the students. There was not only the course content that the teacher provided to the students. They also gain knowledge through topics that were not provided in the course pocket like additional examples and controversial issues that the teacher initiated. More importantly, they gain knowledge related to English grammar and usage via the teacher's speaking. The students also gained these inputs from each other especially when they were having discussions in groups. Students' responding and answering to the teacher and classmates' questions show that they were producing their ideas to the others in the class. They provided output in the classroom discussions. While each discussion was continuing, the teacher usually gave feedback to the students to let them understand the lessons. Moreover, students themselves could give and gain feedback to each other while they were discussing. In brief, input, output, and feedback could be seen in the classroom discussions frequently and obviously.

4.3.2 The emergence of technical terms and negotiation of meaning.

In general, the students applied some technical terms related to the Research Skills course in their discussions. In the following excerpt, a group of students were designing a questionnaire on the task I discussed earlier, which was about answering the question of which singers in question was more popular.

Excerpt 14

Student C: Khamtham arai, khamtham kue arai na

What (is) the question? What is the question?

Student P: Rao ja pai ha, khomun *qualitative* pai *analyze* yang ngai

How do we find qualitative data, (and) how do we analyze it?

Student B: Sarup exactly man kue arai

So, what is the task exactly?

The students had not started to discuss when one member of the group asked the teacher when she was walking past their group.

Student B: Ajarn kha, ajarn tuan jot dai mai kha

Teacher, could you tell (us) the task again?

Then the group started their discussion and completed the task. The following excerpts show the discussions involving technical terms.

Student B: Kom participant khong rao kue kai

Which group will be our participants?

Later, they talked about their participants. The excerpt below show more technical terms.

Student O: Man thong do duay na khamtham man sai scale daimai, bang un man pen opinion

(We) have to check if we can apply the scale. Some questions ask for opinions.

Student B: Tha pen scale tualek, rao ko tham dai

If it is (about) scale (or) number, we can do that.

Therefore, the students were able to use some technical terms or key vocabulary words right after they had learned and discussed them before in the previous class meetings or activities. The example terms were in italicized and underlined including *qualitative*, *analyze*, *participant*, *scale*, and *opinion*. These terms were used spontaneously even though they were recently introduced and talked in the course.

In the excerpt above, I also found that negotiation of meaning occurred in the classroom discussions. The students sometimes asked questions to their friends or the teacher when they could not follow the content or tasks. They usually asked their friend first. Asking the teacher questions to clarify the content or activities rarely occurred.

4.3.3 Correction.

Based on my observations, I found that corrections in classroom discussions occurred from time to time. They were both corrections of their peers and

self-corrections. In my discussion of grammar and language usage-related topics, the teacher and students were concerned about language uses. In several activities, the teacher assigned the students to summarize their ideas from group discussions by writing them on the whiteboard and sharing them with the other groups. The teacher obviously pointed out their content and grammar. The teacher often corrected the students' grammar directly. She sometimes gave sample ungrammatical sentences and corrected the sentences with the class.

For example, the teacher assigned the students to discuss and use compound sentences to write observation findings based on the graphic representations provided in the handout. When they were writing their observations on the whiteboard, the teacher walked around to give her feedback. The teacher saw two ungrammatical points on the board and she corrected the points. In the following excerpt, the teacher circled the final letter "s" in the phrase "each students" which was written by a group of students.

For example, the teacher assigned the students to discuss and use compound sentences to write observation findings based on the graphic representations provided in the handout. When they were writing their observations on the whiteboard, the teacher walked around to give her feedback. The teacher saw two ungrammatical points on the board and she corrected the points. In the following excerpt, the teacher circled the final letter "s" in the phrase "each students" which was written by a group of students.

Excerpt 15

Teacher: Each students wa san (She pronounced the phrase)

Each students, Ah!

Student O: Khu ka nu kho thod

Teacher, I am sorry.

The teacher also underlined the word "collolated" and changed it to "correlated".

Another excerpt below shows that the students corrected their peer's mistakes in classroom discussion. This activity took place when the teacher asked the class to find grammatical errors in a sentence which a student commented on the course Facebook group. The sentence was "The author believe the Hell exist."

Excerpt 16

Teacher: What wrong with this sentence?

Students: belives (Verb agreement)

Students: Hell (Capitalization)

Students: existš (Verb agreement)

The excerpt above shows that the students engaged in a discussion when trying to correct other students' language use.

Apart from the correction of others' mistakes, the students sometimes corrected their language uses themselves as well. The following excerpt shows self-correction by a student when he was discussing his research methods. One of his friends presented this choice to examine controversies in Donald Trump's speech by textual analysis. When the presenter finished reporting, the student asked him as follows:

Excerpt 17

Student A: Where text do you find? Where do you find the text?

Student D: No, source!

Student A: Source!

The excerpt shows that Student A corrected himself twice. The first time was when he rearranged his question and the second time was when his friend gave him another word choice.

Interestingly, sometimes corrections from the teacher let students notice their mistakes. A paralinguistic that occurred occasionally while the class was having the discussion was students' laughing when they made mistakes. The excerpt below illustrates students' reactions while they were discussing in the class. The teacher asked each group to give a keyword of the mock interview.

Therefore, teacher-correction, peer-correction, and self-correction appeared in the classroom discussion. The other-correction could be both the teacher and students. The students also corrected themselves on their speaking and writing in discussions.

4.3.4 Scaffolding.

It was the last important sign of learning that I found in classroom discussions. Based on my observation, scaffolding appeared when the class was

having discussions of the final tasks of each section, including a discussion of methods that the student used to their selected research questions. As I gave a long excerpt on the topic of wearing uniforms in the language choices session, the students' discussions reflected their understanding. They asked others about the method and the reasons for choosing each method. The episode shows that the students understood necessary concepts in doing research. They knew what each method was. They also knew how to use them. Before this discussion task, they were introduced to and learned each method by the teacher. Therefore, the knowledge that they knew and understood in class before became their background knowledge. Then they used their background knowledge to perform their ideas in discussions.

4.3.5 Critical thinking skill.

This aspect was raised in the interviews. Several informants reported that classroom discussions developed their critical thinking skill. For example, Student L reported that "I think that it makes me active in class. I can get others' ideas. Some others give different ideas and so do I. The answers may be right or wrong, but we help each other to provide the best idea. Helping each other does not put pressure on me as I do not understand the lesson. It also corrects me whether I am right or wrong. Student H also perceived that "In my opinion, discussions let me think. It encouraged me to think. If I compared to the regular classroom in which teachers kept talking, the teacher initiated a point in the discussion. It provided me an opportunity to think about it and practice thinking." She further reported that "It helped me developing vision and knowing the others' vision. Then, we share the ideas together and it becomes the better version." Similarly, Student C recalled her experience that "I studied with a teacher. The teacher gave only lectures based on slides. The student did not (have the opportunity to) speak in class. I did not mean that the teacher did not allow the students to speak, but the teacher focused only on slides. So, the atmosphere made me feel sleepy. On the other hand, having discussions made me alert."

In brief, students thought that classroom discussions encouraged them to think and shared ideas with others. They also reflected that they preferred discussions by comparing this method to other teaching methods such as lecture-based teaching, which they had experienced before.

CHAPTER 5

DISCUSSIONS

Based on my findings in Chapter 4, the degree of students' participation in classroom discussions was related to different characteristics including the size, question type, and topic of discussions. This points to the students' lack of background knowledge, critical thinking skill, and limited linguistic competency as potential contributors to the degree of their engagement in classroom discussions.

5.1 Participation in classroom discussions

According to the different degree of students' participation in the whole-class and group discussion, student-to-student and teacher-to-student relationships affect participation. Whole-class discussions display teacher-to-student relationships and group discussions display student-to-student relationships. As the findings have shown, the teacher-to-student relationship is limited. To recall, the teacher initiated discussions and asked the entire class several questions, which the students answered. However, the degree of the students' participation was not consistent in the whole-class discussions. The students sometimes kept silent or gave answers quietly. Based on my interviews, most of the students did not participate much in the whole-class discussions. Voluntary responses to the teacher's questions were rare. Moreover, some students reported that they had never asked or answered any questions in the whole-class discussions.

However, the students' participation in group discussions was prompt and spontaneous either in their chosen or random groups. Based on my findings, all students were involved in group discussions. They shared their understanding with each other. They asked and answered each other's questions. Their turns talking were natural. In addition, closeness among group members seemed to have influenced their participation. Participation in the chosen groups with close friends encouraged them to talk much and independently, but it was difficult for some students to show

disagreement with others. Participation in random group discussions provided more opportunities to get different ideas, share their opinion and debate with others.

Students' engagement in both the whole-class and group discussions shows social interaction in the classroom. Vygotsky (1962) claims that people learn through interaction with others including parents, teachers, peers, and experts. In classroom discussions, the interaction between the teacher and the students, and students and students, supports students learning through the course. As Pica, Lincoln-Porter, Paninos, and Linnell (1996) also stated, "Language learners are frequently and increasingly each other's resources for language learning."

5.2 Lack of background knowledge

Based on my analysis, different discussion topics garnered different levels of students' participation. The topics can be characterized as *course content-related topics*, *topics not directly related to course content*, and *grammar and language usage-related topics*. Topics related to the concepts in the handout received the least degree of students' engagement. Students struggled with topics that they are not familiar with. In terms of the other two topics, students are able to participate promptly. It is probably because the topics are close to their daily life. As language learners, they pay attention to grammar. So, their participation occurs frequently with the grammatical points.

The students' engagement shows that background knowledge is important for learning. To follow the content and any topics, students' knowledge is needed. As the interviewees have reflected, they can participate more in the discussion if the topics are familiar to them. Background knowledge helps to build confidence to share ideas. It is understandable that they are not confident when they have to discuss topics that they do not have prior knowledge on. Ambrose, Bridges, Lovett, DiPietro, & Norman, (2010) state that students' background knowledge can either help or hinder their learning. They claim that students come to the class with their prior knowledge which includes a combination of facts, concepts, models, perceptions, beliefs, values, and attitudes. Their knowledge may be appropriate or inappropriate for the different contexts. The authors further emphasize that if the students have insufficient knowledge for the task or learning situation, it might impede learning new knowledge.

5.3 Lack of critical thinking skill

Based on the observation findings, students' participation in classroom discussions reveals some problems related to their ability to answer questions. The ability to answer questions and to clarify their thoughts in class is limited. Students' struggle occurred obviously when they were asked open-ended questions. Their limited ability to express themselves may have discouraged them from fully engaging in the discussions. They could not elaborate on their ideas. Moreover, students' reflection on discussion points to their lack of experience in using critical thinking in the classroom. This episode is related to a report by Thailand Research Fund (TRF) that Thai educational system fails to teach logical thinking skills as it was reported through the low scores in the Programme for International Student Assessment (PISA) in 2015. The average score of logical thinking and analytical skill exams was 36.5 percent. There was just 2.09 percent of all students passing the test (Rujivanarom, 2016). It is not surprising then if the students were not fully engaged in discussions because they were not able to back their stances with good logic.

The students' reflection also shows their experience in classrooms. In general, they have studied with lectured-based teaching. In teacher-centered instruction, students do not have a lot of opportunities to ask questions and share their ideas. It is a criticism that teacher-centered classroom is a style of teaching favored by the majority of Thai teachers (Stone, 2017). Thai teachers prefer rote learning and memorization (Stone, 2017).

5.4 Lack of linguistic competence

The findings of language choices reveal that the students struggle in using English in classroom discussions. In general, the students used Thai. In the class, speaking English emerged occasionally. Most of them used English when the teacher demanded them to do so. In that case, they could communicate in English and they understood each other. However, their discussions reveal some problems with speaking ability. For example, they sometimes inserted Thai or Lao words into the discourse; they could not remember words they wanted to use, or they struggled with grammar. These problems show that students' limited linguistic competence such as lack of vocabulary, or lack of grammatical knowledge influences their speaking performance.

The lack of confidence in using English could be a reason why the students did not discuss in English often.

5.5 Signs of the language learning process

Classroom discussions reveal signs of the learning process. Firstly, students develop their critical thinking skills. Based on my interview findings, most of the students perceived that classroom discussions encouraged them to think and share their ideas with others. Some of them reported that discussions provide their opportunity to practice thinking. Elder and Paul (1996) claim that when teachers advocate the classroom with critical thinking skills, the students are required to express themselves precisely, examine things from more different points of view, test and check for accuracy, and understand the content better. They are also better able to explain and apply what they learn.

Other signs of the learning process are related to language development. As the course focuses on research skills for these undergraduate English-language majors, using English in the classroom discussion provides them an opportunity to monitor their language use and give them opportunities to notice their errors. The students can get input, others' feedback, and produce output when they interact with others in a language classroom. Pica and Mayo (2000) claim that interaction in the EFL classroom was related to learner contributions of input, feedback, and output in participation in communication tasks. They also state that learners use interactional strategies of scaffolding, completion, and self-correction that are further related to their input, feedback, and output needs. The emergence of scaffolding and corrections in the classroom discussions shows learning processing. Therefore, participation in classroom discussions brings about language learning circumstances. It supports students to practice and develop their language skills.

CHAPTER 6

CONCLUSION

This chapter provides conclusion, limitations of this study, and recommendation for further study

6.1 Conclusion

The study explored the nature of students' participation in classroom discussions. It also examined students' reflection on classroom discussions. The degree of their participation was related to several characteristics including the size, question type, topic of discussions. Teacher-to-student and student-to-students relationships, lack of background knowledge, lack of critical thinking skills, and lack of confidence seemed to influence the ways the students participated in classroom discussions. However, students' participation did not depend on one aspect. There is no dominant factor. In a discussion, participation can be related to many aspects. Moreover, a students' engagement is based on different reasons at different times.

This study shows that classroom discussion is an alternative way of teaching in the EFL classroom. The interaction between teacher-student and student-student supports students' learning process. Everybody in the discussion can be a source of learning for each other. They can get input, feedback, and produce output in the class. Furthermore, the students can develop their thinking skills through participation.

6.2 Limitations of this study

The research study suffers from methodological limitations. The observations were done by me only, which was limited by the ability to gather data from different angles and seating areas in the classroom. Moreover, there was only course and only class that was observed. Therefore, there was no comparison between discussion-based instruction and other pedagogy.

6.3 Recommendation for further study

Given the findings in this study, several dimensions should be explored in detail. Further research could examine students' participation as a longitudinal study to see their development. Moreover, students' grade results and teachers' reflection should be examined. Another aspect is doing research on students' use of English in EFL classrooms and signs of the L2 learning process in classroom discussions.

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APPENDICES

APPENDIX A
Schedule of Class Observations

Schedule of Class Observations

No.	Date	Time	Topics	Remarks
1	January 15, 2020	12 pm – 3 pm	Qualitative research methods - Qualitative sampling methods - Qualitative data-gathering methods	
2	January 22, 2020	12 pm – 3 pm	Qualitative data analysis - Thematic analysis - Narrative analysis	
3	January 26, 2020	1 pm – 4 pm	Qualitative data analysis - Content analysis Qualitative research methods - Validity and reliability - Sampling - Major designs	Make-up class
4	January 29, 2020	12 pm – 3 pm	Qualitative data analysis - Major designs - Questionnaire survey	
5	February 5, 2020	12 pm – 3 pm	Mixed methods research	
6	February 12, 2020	12 pm – 3 pm	Reporting results/findings - Evidence - Methods of reporting results/findings (Text and Tables)	
7	February 16, 2020	1 pm – 4 pm	Methods of reporting results/findings - Text - Tables - Visuals	Make-up class
8	February 19, 2020	12 pm – 3 pm	Consultation of research project	

APPENDIX B
Sample of Observation Note

Sample of Observation Note (Whole-class discussion)

คำอธิบาย: กิจกรรมนี้เกิดขึ้นหลังจากที่นักศึกษาแต่ละคนได้แสดงความคิดเห็นเรื่องข้อดีและข้อเสียของการทำวิจัยได้แก่ การสังเกตการณ์ การสัมภาษณ์ และการวิเคราะห์เนื้อหา โดยได้ออกมาเขียนกระดาน อาจารย์ผู้สอนเริ่มพิจารณาข้อคิดเห็นต่างๆ ของนักศึกษา และได้อภิปรายพูดคุยเรื่องของการสังเกตการณ์ทั้งห้อง ดังต่อไปนี้

อาจารย์: We look at methods that we can use to get data, when we have qualitative research questions. Remember what the goal of the qualitative is, what is the goal of qualitative research?

(นักศึกษาพูดพิมพ์ ไม่สามารถจับใจความได้)

อาจารย์: Insight into something that happens of phenomenon, behavior, thing that we notice that might be interested in to us that why we ask question about them. Now, because one we need to get insight, once to get deep understanding of something, some people, some group of people, some beliefs, right? So, you think about how to get that deep understanding. Maybe we can observe people, so which of observing people, we take part in the activities, right? We observe them as doing the same activities that they are doing. So, we call that participant observation, right? It is because we become a participant. For example, if we are interested in people's belief about ผีปอบ and we heard that the people will try to get, you know tonight at 12 am. So, we join the group hunting for ผีปอบ as we are doing the things collecting ผีปอบ doing whatever that chairman had shown us. We are participants in that activity. But as doing that, we don't enjoy the activity but we participated in for our data. As we do that people feel more relaxed. People feel like you are part of them. So, people become natural more likely they will become more natural. So, that why you said it is helpful to get the data of behavior and context. I would say in a natural manner because when we observe doing things, they are doing things on their own, they are going on their lives and staff but there might be some problems too, right? When people are being observed, they might be unnatural. Sometimes they don't feel like comfortable. They don't feel

themselves. So that is the problem. Weakness ของมันอย่างหนึ่งก็คือ เวลาเราไป observe คน คนอาจจะไม่เป็นธรรมชาติก็ได้ จุดประสงค์ของการ observe คือเราอยากเห็นคน did action แต่บางครั้งคนไม่เป็นธรรมชาติ ถ้าเขารู้ตัวว่าเขาถูก observe เราจะแก้ปัญหาดังนี้ยังไง How do we fix that problem? ฮือ

(นักศึกษาพูดทำท่าเหมือนจะตอบคำถาม)

นักศึกษา: ใช้กล้อง

อาจารย์: ฮือ

นักศึกษา: Observe ผ่านกล้อง

อาจารย์: Security camera, observe ผ่านกล้อง In the past, when cameras could see you from certain angle, มีกล้องอยู่ทุกมุม ชีวิตไม่มี privacy แล้ว participant จะมีความเป็นส่วนตัว เป็นธรรมชาติไหม

นักศึกษาหลายคน: ไม่

อาจารย์: ก็ไม่อยู่ดีเราอาจจะว่ามันง่าย เราใช้กล้องเยอะๆ แต่ว่าถ้าใครรู้ตัวว่าถูก observe โดยเฉพาะถ้าจะดูพฤติกรรมที่มันอาจจะ sensitive เขียนตำราหรือเปล่านะ

(นักศึกษาหัวเราะเบาๆ)

อาจารย์: ใช่ไหม คือถ้าเราศึกษาอะไรที่มัน sensitive อย่างความคิดเห็นของนักศึกษาต่อพฤติกรรมของอาจารย์ ถ้าเราอยากศึกษาจริงๆ เราก็จะต้องดูทุกอย่างว่าเขาคิดยังไง ใช่ไหม ถ้าสมมติว่าเราไป observe ตามป่าเขาลำเนาไพรในหมู่บ้านเล็กๆ เราจะไปตั้งกล้อง ชาวบ้านจะรู้สึกยังไง

(มีนักศึกษาตอบ แต่เสียงเบาจึงจับใจความไม่ได้)

อาจารย์: เออ ใช่ไหม “เฮ้อ อีหยัง” ใช่ไหม แล้วยังไง ทำยังไงเราถึงจะได้ data เยอะๆ

นักศึกษา: แฝงตัว

อาจารย์: แฝงตัว

(นักศึกษาหัวเราะเสียงดัง)

อาจารย์: ถ้าเราไม่มองแฝงตัวในแง่ร้าย คำว่าแฝงตัวเป็นคำในแง่ร้ายใช่ไหม ที่ทำได้เลยโดยที่ไม่มองว่าเป็นแง่ร้ายคืออะไร

นักศึกษา: ตีสนิท

อาจารย์: ตีสนิท

(นักศึกษาหัวเราะเสียงดัง)

อาจารย์: ทำไมในหัวของพวกเจ้ามีแต่เรื่องชั่วร้าย

(นักศึกษาหัวเราะเสียงดังมากขึ้นอีก)

อาจารย์: ไปทำความเข้าใจคนเคยสนิทสนม

(นักศึกษาหลายคนกล่าวอุทานแสดงความเข้าใจ)

นักศึกษา: ให้รู้สึกดีต่อกัน

อาจารย์: Exactly! ใช่ไหม *ไม่ต้องเรียนภาษาอังกฤษดอก เรียนภาษาไทยก่อน*

(นักศึกษาหัวเราะ)

อาจารย์: เราก็ไปทำตัวให้คุ้นชินสนิทสนม นี่คือเหตุผลว่าทำไม ethnographic study ถึงเป็นที่

นิยม ethnographic study is when you live in a community, you become members of the community, you spend a lot of times in the community, three months, four months, six months, a year, a year and a half, two years อาจารย์ที่ธรรมศาสตร์ อาจารย์บุญเลิศ วิเศษปรีชา ทำวิทยานิพนธ์ไป.เอกรื่องคนไร่บ้านที่ฟิลิปปินส์ ไปอยู่เป็นคนไร่บ้าน ใช้ชีวิตอยู่ข้างถนนนอน กิน เป็นอยู่ปีหนึ่ง คล้ายๆ กับว่า ไม่ใช่ไปตีสนิท หรือแฝงตัว (นักศึกษาหลายคนหัวเราะ) แต่คือว่า คือเข้าไปเลย ก็ไม่ได้หลอก ไม่มี sanction บอกว่าตัวเองเป็นใคร แต่ไม่มีคนเชื่อ บอกว่ากำลังเรียนปริญญาเอกอยู่ที่มหาวิทยาลัยวิสคอนซิน ชาวบ้านตอนแรกก็ไม่เชื่อ ก็ถึงว่าต้องอาศัยเวลา เพราะฉะนั้น เรอบอกว่า weakness ของ observation คือ He spent a lot of hours to get the data, that is true. คือถ้าสมมติว่า you, you ไป observe นิดนึง คนอาจจะไม่เป็นธรรมชาติ แต่เมื่อ you ใช้เวลานานกับเขามากขึ้น เขาก็จะเริ่มมีความคุ้นชินกับเรามากขึ้น และก็จะรู้สึกว่าเขา trust เรา This element is very very important, trust. Trust คืออะไรคะ

นักศึกษาหลายคน: ความเข้าใจ

อาจารย์: เป็น verb คือไว้นือเชื่อใจ เป็น noun คือความไว้นือเชื่อใจ เพราะฉะนั้น เราก็ต้อง gain trust จาก participant ของเรานี้เป็นเหตุผลว่าทำไม observation จึงมักเกิดในงานศึกษาแบบ ethnographic study ที่เราอยู่ใน community นั้นๆ แต่คำว่า community ที่เราศึกษา บางครั้งมันไม่ใช่ community ที่เป็น physical ไม่ใช่หมู่บ้าน ไม่ใช่อะไร แต่จะเป็น community ที่เป็น abstract เป็น community of practice คือ เป็น community ที่คนรู้สึกว่าตัวเองเป็นส่วนหนึ่ง เช่น ชมรมพระเครื่อง สมมติว่าเราอยากศึกษาเรื่องความเชื่อเกี่ยวกับพระเครื่อง คือจะต้องดูยังงักรุ่นไหน เหลี่ยมอะไร เขาก็จะมีคำศัพท์ของเรา คนที่สนใจพระเครื่องเขาก็มาจากหลายๆ ที่ใช่ไหม อาจจะอยู่ในอุบลฯ อำนาจเจริญ เขาอาจจะมิกลุ่ม chat หรือว่ามีองค์กร มี office ที่เขาใช้ในการปฏิสัมพันธ์กัน เราก็สามารถไปเป็นส่วนหนึ่งนะคะ เข้าไปทำความรู้จัก เข้าไปศึกษา หรือร่วมกิจกรรมเวลาที่มีการจัดกิจกรรม การพูดคุย

เกี่ยวกับพระเครื่อง คือทำกิจกรรมร่วมกันกับเขา อะไรประมาณนี้ อันนั้นก็ เป็น ethnographic study แต่มันไม่ใช่เหมือนการไปอยู่ในหมู่บ้าน ไม่ใช่ความหมายของ community ในเชิงกายภาพ แต่เป็น community ที่เป็นลักษณะ abstract เช่น เราอาจจะมีใจเรื่อง *cosplay* ไซ้ไหมคะ เราก็ไม่เห็นจะจำเป็นต้องสร้างเป็น หมู่บ้าน *cosplay* (นักศึกษาหลายคนหัวเราะ) ไซ้ไหม คือเรานัดกันทำกิจกรรม อย่างเด็กแว้นก็จะชอบไปจัด trip (นักศึกษาพิมพ์ๆ) คือเด็กแว้นก็ไม่จำเป็นต้องอยู่ หมู่บ้านเดียวกัน เราจะไปหา community ที่เป็นลักษณะทางกายภาพไม่มี แต่เขา สื่อสารกันผ่านทาง social media หรือว่าโทรศัพท์ และก็ไปร่วมกันทำกิจกรรม มี อาจารย์คนหนึ่งที่ธรรมศาสตร์ อาจารย์ที่ธรรมศาสตร์น่าสนใจ ศึกษาชีวิตของเด็ก แว้น อาจารย์เป็นผู้หญิง ก็ไปนั่งเป็นสก็อต (นักศึกษาหลายคนหัวเราะ) และก็ไปกับ เด็กแว้น ไปทำกิจกรรม อันนี้ก็ เป็น ethnographic study และก็ใช้เวลานานมาก คือการทำ ethnographic study, you ต้อง observe แน่นนอน but sometimes you can interview as well การที่เราทำ observation เราเห็นคน in action เรา เห็นความเชื่อ มัน less intrusive หมายความว่า participant ไม่ต้องทำอะไรเลย เขาก็อยู่ของเขา เขาก็ทำกิจกรรมของเขา เราก็ observe เอง เพราะฉะนั้นมันก็ไม่ ไปลู่กล้าความเป็นส่วนตัวนะคะ

หลังจากนั้นอาจารย์พิจารณาความคิดเห็นของนักศึกษาข้ออื่นๆ ถัดไป

Sample of Observation Note (Group discussion)

คำอธิบาย: อาจารย์ได้ให้นักศึกษาแต่ละกลุ่มจับประเด็นหรือ Theme ที่ได้จากข้อมูลสัมภาษณ์ ส่วนหนึ่งเกี่ยวกับกลุ่มผู้ติดเชื้อเอดส์ที่ถูกเนรเทศให้ไปอยู่ที่ป่าชานอกหมู่บ้าน โดยอาจารย์กำหนดให้แต่ละกลุ่มร่วมกันอภิปราย เพื่อหาคำสำคัญ ภายในระยะเวลา 5 นาที โดยก่อนหน้านี้อาจารย์ได้ให้เวลาแต่ละคนอ่านข้อมูลสัมภาษณ์แล้ว ประมาณ 5 นาทีเช่นกัน การอภิปรายในกลุ่มของนักศึกษามีดังนี้

นักศึกษา 1: คือถูกรังเกียจ

นักศึกษา 2: ใช่ ก็คือคำพูดพวกนี้มันจะบ่งบอกว่าถูกรังเกียจ

นักศึกษา 3: แล้วกูรู้สึก ว่า 1 2 3 4 มันเป็น narrative หหมดเลย เพราะมันมีความสัมพันธ์ มันมีที่มาที่ไป

นักศึกษา 1: ข้อ 5 มันเป็นใหม่

นักศึกษา 3: กูว่าข้อ 5 เป็น thematic เพราะว่าย่างงละ เพราะเขาอาจจะมองคนที่เปลี่ยนออกก็ได้ใหม่ “เวลาไปซื้อของในหมู่บ้าน บางร้านไม่ให้เข้าไปหยิบของในร้านเลย อยากได้อะไรก็จะไปหยิบให้” (อ่านข้อความที่ยกมา) อาจจะมองคนนั้นแค่เปลี่ยนออกรีเปล่า ไม่รู้ เอ๊ะหรือยังง

นักศึกษา 2: (นักศึกษาพูดเบา ไม่สามารถจับใจความได้)

นักศึกษา 3: เออ มันน่าจะเป็น narrative เหมือนกัน

นักศึกษา 3: ไม่ถูกยอมรับ เอ้อ รังเกียจ

นักศึกษา 2: Different

นักศึกษา 3: Different เหรอ

นักศึกษา 4: มันไม่ dif (ตัดคำ)

นักศึกษา 3: มันไม่ เขาว่ามันเป็นเรื่อง มันน่าจะตอง

นักศึกษา 4: ถูกแบ่งแยกออกไป

นักศึกษา 3: ใช่ อาจจะเป็นอันนั้นได้ใหม่ การที่เขาเป็นแบบนี้ เขาอาจจะไม่เหมือนคนอื่นทั่วไป มันเกิดมาจาก...(เสียงเบา) เขาเลยถูกรังเกียจ

นักศึกษา 4: คนที่เข้าใจกัน ต่างจากคนอื่น

นักศึกษา 1: คนนอก

นักศึกษา 4: ที่ไม่เห็นใจเขา

นักศึกษา 1: ข้อ 5 ถ้าเราจะเปรียบ แม่ค้าหยิบจับ จริงๆ แล้วไม่ได้ติดต่อผ่านการสัมผัส

นักศึกษา 2 3 4: น้ำลาย เป็นน้ำลาย เป็นเลือด (พูดเสริมขึ้นมา)

นักศึกษา 1: ก็เสียงอยู่ดี

นักศึกษา 3: แต่มันก็เสียงอยู่ดี

นักศึกษา 4: ใช่ เป็นกูๆ ก็ไม่กล้าจับ

นักศึกษา 3: ไม่ คือถ้าโดยน้ำลายอย่างนี้ อาจจะมีส่วน

นักศึกษา 1: อาจจะเป็นความต่างตรงนี้แหละ ที่เราจะ(พูดไม่จบประโยค)

นักศึกษา 3: เท่านั้นแหละ

(เกิดความเจ็บครู่หนึ่ง)

นักศึกษา 3: ความรู้สึกสงสาร ก็ในเรื่องของความเป็นจริงมันน่าจะเป็นอย่างนี้ มันก็เป็นอย่างนี้แหละ

นักศึกษา 2: ใช่ มันก็เป็นอย่างนี้

นักศึกษา 3: ถ้าเราเจอจริงๆ เราอาจจะกลัวแบบเขา เราก็กลัว

นักศึกษา 4: สัญชาตญาณก็อาจจะกลัวแหละ

นักศึกษา 2: ใช่

(นักศึกษาสองคนในกลุ่มพูดเรื่องอื่นที่ไม่เกี่ยวกับกิจกรรมที่ทำอยู่ และเกิดความเจ็บครู่หนึ่ง)

นักศึกษา 3: มันก็ไม่ธรรมดาแหละ การที่เราเจอแบบนี้ เป็นมึงๆ มึงก็ไม่กล้าเหมือนกัน

นักศึกษา 4: คือไม่ใกล้เลย

นักศึกษา 1: เราก็คุยได้ เราแบบรักษาระยะห่าง

นักศึกษา 3: มันต้องมี distance

นักศึกษา 4: แน่นอน

(สัญญาณเตือนดังขึ้น)

นักศึกษา 3: อะไร อะไรนะ difference

หลังจากนั้น อาจารย์ผู้สอนได้ถามแต่ละกลุ่มถึง key word และร่วมกันอภิปรายทั้งชั้นเรียนถึง key word ที่เหมาะสมที่สุด

APPENDIX C
List of Interview Questions

List of Interview Questions

คำถามในการสัมภาษณ์

1. นักศึกษามีส่วนร่วมในการพูดคุย ถาม-ตอบ หรืออภิปราย ในกลุ่มอย่างไร เพราะเหตุใด
2. นักศึกษามีส่วนร่วมในการพูดคุย ถาม-ตอบ หรืออภิปราย ในชั้นเรียนอย่างไร
3. นักศึกษาใช้ภาษาอะไรในการพูดคุย ถาม-ตอบ หรืออภิปรายในกลุ่ม
4. นักศึกษาใช้ภาษาอะไรในการพูดคุย ถาม-ตอบ หรืออภิปรายในชั้นเรียน
5. ส่วนใหญ่แล้วนักศึกษานั่งอยู่กับเพื่อนกลุ่มเดิมหรือไม่ นักศึกษาคิดเห็นอย่างไรเมื่อได้นั่งอภิปรายกับเพื่อนที่สนิท/กลุ่มเดียวกัน และกลุ่มที่ไม่ได้เลือก
6. ในหลักสูตรนี้ มีวิชาใดบ้างที่มีการเรียนการสอนที่ได้พูดคุยและอภิปรายในชั้นเรียน และมีความรู้สึกอย่างไรในการมีส่วนร่วม มีวิชาใดที่
7. นักศึกษาคิดอย่างไรกับการเรียนการสอนที่ได้พูดคุยและอภิปรายร่วมกับเพื่อนชั้นเรียนและอาจารย์
8. นักศึกษาตอบคำถามเมื่อใด (เมื่อครูเรียกชื่อหรือเปล่า) นักศึกษาอาสาตอบคำถามเองหรือไม่
9. นักศึกษาเคยโดยเรียกชื่อเพื่อตอบคำถามหรือไม่ และนักศึกษารู้สึกอย่างไร
10. นักศึกษารู้สึกมั่นใจในการตอบคำถามหรือไม่ อย่างไร
11. นักศึกษารู้สึกมั่นใจในการพูดคุยในประเด็นที่เรียนหรือไม่ อย่างไร เพราะเหตุใด
12. นักศึกษารู้สึกกังวลเกี่ยวกับอะไรเวลาที่มีการอภิปราย ถาม-ตอบ
13. นักศึกษารู้สึกอย่างไรเมื่อได้รับ feedback จากการตอบคำถาม (ผิด/ถูก)
14. นักศึกษามีความคิดเห็นว่ารายวิชานี้มีความยากง่ายอย่างไร
15. นักศึกษารู้สึกสนุกในการเรียนแบบอภิปรายหรือไม่ อย่างไร
16. นักศึกษาคิดว่ามีปัญหาในการเรียนรายวิชานี้หรือไม่ อย่างไร
17. ในรายวิชาทักษะวิจัยนักศึกษามีส่วนร่วมในการอภิปรายในชั้นเรียนเพิ่มมากขึ้นเท่าเดิม หรือลดน้อยลงอย่างไร เพราะเหตุใด
18. เมื่อนักศึกษาไม่เข้าใจหรือมีคำถาม นักศึกษาทำอย่างไร นักศึกษาเคยถามประเด็นที่สงสัยหรือไม่ (ถามอาจารย์ทันที ถามเพื่อน ถามอาจารย์นอกห้องเรียน หาข้อมูลด้วยตัวเอง)
19. เมื่ออาจารย์ให้เวลาในการอภิปรายในกลุ่มประมาณ 5 - 10 นาที นักศึกษาได้ใช้เวลาอย่างไรบ้าง
20. แบบฝึกหัดที่ให้เลือกข้อคำถามจากงานศึกษาอิสระ 51 หัวข้อ เพื่อออกแบบวิธีการวิจัย นักศึกษาเลือกหัวข้อใด นักศึกษาได้พิจารณาอย่างไร เหตุผลที่เลือกหัวข้อนั้นคืออะไร และได้พูดคุยกับเพื่อนมากน้อยเพียงใด

21. กิจกรรมที่เราได้วิเคราะห์ข้อมูล ระหว่างหัวข้อ ม.44 กับ ผู้สาวขาลေး นักศึกษามีความเข้าใจในหัวข้อที่ได้วิเคราะห์มาน้อยเพียงใด สามารถตอบคำถามได้รวดเร็วหรือไม่ อย่างไร (ถามหัวข้ออื่นที่เคยมีการอภิปราย)
22. เวลาที่นักศึกษาช่วยกันเขียนสรุปเนื้อหาบนกระดานตามแต่ละกิจกรรมหลังจากที่มีการอภิปรายในกลุ่ม นักศึกษามีความมั่นใจในการสรุปและเรียบเรียงคำตอบหรือไม่ และเมื่ออาจารย์มาดูข้อความและพูดคุย คำตอบของนักศึกษามีความถูกต้องหรือไม่ อย่างไร
23. นักศึกษาคิดว่าส่วนใหญ่แล้วอาจารย์ได้ให้ Feedback หรือ Comment กับคำตอบของกลุ่มนักศึกษาในเรื่องใด อย่างไร
24. ในกิจกรรมที่อาจารย์ให้ลองเขียนตัวอย่างการเขียนสรุปผลการวิจัยผ่านทาง Google Drive นักศึกษาได้ส่งข้อความสรุปผลการวิจัยนั้นหรือไม่ เพราะเหตุใด และเมื่อหมดเวลาการส่งข้อความ นักศึกษาได้ร่วมอภิปรายตัวอย่างข้อความของเพื่อนร่วมชั้นหรือไม่ อย่างไร
25. เวลาที่อาจารย์ถามเกี่ยวกับคำศัพท์ หรือถามเกี่ยวกับไวยากรณ์ นักศึกษาได้มีส่วนร่วมตอบคำถามหรือไม่ อย่างไร
26. นักศึกษาเข้าเรียนในรายวิชานี้สม่ำเสมอหรือไม่ เพราะเหตุใด
27. นักศึกษาเตรียมตัวในการเรียนวิชานี้อย่างไรบ้าง
28. ผลคะแนนของนักศึกษาในรายวิชานี้เป็นอย่างไร

APPENDIX D

Sample of Interview Notes

ผู้สัมภาษณ์: แล้วถ้า discussion ในกลุ่มละบางทีก่อนเรา discuss ในชั้นเรียน อาจารย์ก็จะให้เราคุยกันในกลุ่ม

ผู้ให้สัมภาษณ์: ในกลุ่มหนูก็พูดๆ อยู่ บางทีหนูนั่งกลุ่มบางคนแบบว่า ถ้าในความรู้สึกหนูนะ บางคนที่เขารู้เรื่องมากกว่าหนู บางทีหนูก็แบบว่าจะไม่ค่อยได้แสดงความคิดเห็นเท่าไร บางทีตามเขาไม่ทัน อ้อ อ้อเธอ เออออกไปกับเขา ไม่ใช่ว่าหนูไม่ร่วม discuss กับเพื่อน หนูก็ discuss อยู่ แต่มันก็ไม่ได้ถูกเป๊ะๆ อะไอย่างนี้ แต่บางทีอีกกลุ่มหนึ่ง เรื่องที่หนูพอรู้ มีแบบว่า background knowledge มาก่อน ก็พอที่จะแบบว่าเสนอ idea หรือไม่ก็แย้งเพื่อนได้ รวมๆ ก็โอเค เวลาอาจารย์ให้ discuss กันในกลุ่ม แต่ถ้าเรื่องการเมือง บางทีหนูก็ไม่ค่อยทันนะ แต่ถ้าเป็นเรื่องอย่างที่เราเรียนตอนนั้นอย่างเรื่องโรคเอดส์ อันนั้นหนูเข้าใจใน อันนั้นหนูก็พอรู้ มันก็แบบว่าพอคุยกับเพื่อนรู้เรื่อง พอจะตอบคำถามอาจารย์ได้

ผู้สัมภาษณ์: แสดงว่าประเด็นที่กำลังคุยอยู่ ที่ถูกยกมา ถ้าเรามีความรู้เดิมมันก็พอได้ใช้ไหม แต่ถ้าเป็นเรื่องที่ประมาณว่าเรายังไม่เคยศึกษามาก่อนหรือว่าไม่ค่อยรู้ เราก็จะรู้สึกว่าเราไม่มีอะไรที่จะไปแลกเปลี่ยน

ผู้ให้สัมภาษณ์: ใช่ แต่ก็อยากคุยกับเขาอยู่ แบบมันก็ไม่เข้าใจตรงนั้นแบบเป๊ะๆ ก็เลยแบบว่าถ้าพูดไปมันจะผิดไหม แต่ก็ถ้าผิดมันก็ได้มาอายุ การผิดแล้วหนูจะอายหนูไม่เป็นแบบนั้น แต่คือมันไม่มีอะไรจะคุย เวลาจับประเด็นเรื่องอะไรที่เราไม่รู้แล้วพูดไป มันก็จะแบบว่ากลายเป็นว่าตัวเองพูดขึ้นมาลอยๆ

ผู้สัมภาษณ์: ทีนี้ บางทีเราก็จะมีการย้ายกลุ่มใช่ไหม เวลาที่เราอยู่ในกลุ่มกับเพื่อนที่เรารู้จักคุ้นเคยกันดี หรือเราเลือกเอง หรือบางทีที่มีการ random กลุ่มแบบ random ตามกิจกรรม เราว่ามีความแตกต่างกันไหนดระหว่างกลุ่มที่เราเลือกหรือถูกสุ่ม

ผู้ให้สัมภาษณ์: สำหรับหนู หนูว่าแตกต่างกัน สำหรับหนูๆ ชอบแบบสุ่มมากกว่า ถ้าแบบที่เราเลือกเอง บางทีเออ ยังไงละ สำหรับหนูบางทีมันรู้จักกัน บางทีเพื่อนที่เราสนิทกันมากๆ บางทีมันก็พูดไปแล้ว เราก็เออไม่พูดไม่แย้งก็ได้ประมาณนี้ บางทีการที่เราสนิทกับเพื่อนในกลุ่ม ด้วยความที่สนิท บางที idea มันก็คล้ายๆ กัน เอาเป็นว่าเราไม่พูดก็ได้ สำหรับกลุ่มที่ random คือ บางทีเพื่อนเขา ด้วยความที่ไม่รู้จักกัน มันได้แสดงความคิดเห็น ได้แสดงแย้งกันได้สนุกกว่าๆ เพื่อนคนที่รู้จักกัน บางทีหนูก็มีความรู้สึกนะ ถ้าบางทีแย้งเพื่อนที่แบบรู้จักกัน *เอ๊ะมันสิเคียดให้กู* ถ้าหนูๆ ชอบ random มากกว่า รู้สึกว่าได้แสดงความคิดเห็นของตัวเองได้เต็มที่ บางทีคนที่รู้จักกัน เราพูดไป บางทีมันก็ไม่เอา ไม่เอาความคิดเรา บางทีมันก็

แบบว่า บางที่ทำให้หนูคิดว่าไม่ยากแสดงความคิดเห็นกับคนอื่นแล้ว สำหรับคนที่รู้จักกัน แต่ถ้าถามหนูว่าชอบอันไหนมากกว่ากัน หนูชอบ random มากกว่า

ผู้สัมภาษณ์: แล้วเวลาที่เรามา discuss เราใช้ภาษาอะไรเป็นหลัก

ผู้ให้สัมภาษณ์: ขึ้นอยู่กับกลุ่มที่หนูนั่ง ถ้าแบบอยู่กับกลุ่มที่เพื่อนเป็นคนไทย ส่วนมากก็ใช้ภาษาไทย คือหลักๆ 80-90% ใช้ภาษาไทยเลยคะ บางที่เพื่อนก็จะพูดอีสานอีสานได้บ้าง แต่ก็ไม่ใช่เยอะ

ผู้สัมภาษณ์: แสดงว่าเราใช้ภาษาอีสาน

ผู้ให้สัมภาษณ์: หนูใช้ มันมีเหมือนว่าหนูเคยใช้ ก็เวลา discuss ก็มีไทย อีสานบ้าง คือถ้ากลุ่ม หนูกลุ่มไทยทั้งหมดหนูก็จะไทยทั้งคาบเลย มันมีแบบตอนที่อาจารย์ให้ random สลับกลุ่ม มีเพื่อนที่มาจากโคราชหรืออุบลฯ มันก็พูดอีสานได้ หนูก็สลับไปคุยอีสานกับมัน และก็สลับมาใช้ไทย แต่ก็ยังมีภาษาอีสานอยู่ด้วย

ผู้สัมภาษณ์: แล้วถ้าเป็นแบบตอบคำถามอาจารย์ในห้องละ เวลาที่เรา present idea

ผู้ให้สัมภาษณ์: ก็ภาษาไทย หรือนอกจากอาจารย์ถามเป็นภาษาอีสาน

ผู้สัมภาษณ์: ภาษาอังกฤษใหม่

ผู้ให้สัมภาษณ์: ภาษาอังกฤษน้อยครั้งนะ

ผู้สัมภาษณ์: คือในห้องอาจารย์ก็จะพูดทั้งอังกฤษ ไทย อีสานใหม่ ในภาษาอังกฤษคือเราพูดน้อยใช้ใหม่

ผู้ให้สัมภาษณ์: จริงๆ มันก็ควรพูดภาษาอังกฤษนะเนาะ แต่บางที่มันเหมือนได้ยินไทย อาจารย์พูดไทย ก็แบบว่ามัน consciously speak ก็ไทยไปเลย จริงๆ ก็ควรตระหนักว่าควรพูดภาษาอังกฤษนะเนาะ

APPENDIX E
Sample of Discussion Tasks

Sample of whole-class discussion task

Week 10: Reporting results/findings

First of all, while some researchers use the words results and findings interchangeably, I keep them as two different things. I use "findings" for qualitative research because there is no treatment in this approach. You only set out to use simple elicitation methods. What you gain from these methods is what you have found. The word "results" to me refer to something that you have obtained from some form of intervention, e.g. a test or an experiment. So, to me "results" are something "resulting from" an action. Anyway, you may use the words interchangeably as you please as long as you know that others might use them differently.

Our findings/results are essentially "answers" to your research question. So, remind yourself often what exactly you aim to find out from your research. To make your answers convincing, you need **evidence** to support it. Regardless of your approach, be it qualitative or quantitative, you need evidence to back your observations or claims in the findings/results. Now do you think you understand the term evidence well enough? Let's try something. Suppose you have conducted research and arrive at the following findings or results. In what form is your evidence?

Claims/observations	Evidence
1. Ghosts exist.	_____
2. Villagers studied suffer economic problems.	_____
3. Using songs helps students learn English.	_____
4. UBU students are satisfied with the canteens.	_____
5. Mr. Durian is more popular than Mr. Crow.	_____
6. Mr. Crow sings better than Mr. Durian.	_____
7. The Thai justice system is reliable.	_____
8. Corporal punishment helps to discipline children.	_____
9. Serving in the military proves manhood.	_____

As you can see, you cannot always find evidence or proof to support some of these claims? What does it mean then? It means we need to remind ourselves of what can be taken as evidence and what not as well as how much we can say about our

APPENDIX F

Sample of Discussion Task Related to Topics

Sample of Discussion Task Related to Topics

Week 9: Mixed methods research

Recall that the goal of qualitative research is _____ and the goal of quantitative research is _____. Then what is the goal of mixed-methods research? (In your own words)

Let's see if you can tell whether any of these questions benefits from a mixed-methods approach. Note that some questions are still not appropriately worded or ungrammatical:

- 1 Are there any controversies in Donald Trump's speech before getting elected as the president of America?
- 2 What are the motivations that make some customers decide to buy drinks from coffee shops with expensive prices rather than other shops (with normal prices)?
- 3 What are the motivational reasons that make some groups of Thai people follow Pra Dhammachayo?
- 4 What are characteristics of desirable classroom in EC students' views?
- 5 What do the first year students in English and Communication major at UBU think and behavior about Edusoft program?
- 6 What kind of pets do UBU students raise in dormitory and why?
- 7 What are the reasons why the twelfth grade students at Detudom High School choose their faculty in university education.
- 8 Why do not some English and Communication students speak with foreigners even in general conversation context?
- 9 What do UBU students in the ten faculties think about studying 4 English courses?
- 10 What makes some UBU students smoke electronic cigarettes?
- 11 What are the reasons which possibly influence non-Khmer speakers in Thailand to perceive that Khmer speakers are involved in black magic?
- 12 Why are some LA students afraid of asking their teachers the questions about what they do not understand in class?
- 13 To what extent are Japanese-major students in UBU interested in studying Mandarin?
- 14 Why do some Faculty of Liberal Art's students at Ubonratchathani University not participate in the freshmen welcoming activities of the Faculty?
- 15 Do third-year students in English and Communication program (EC) at Ubon Ratchathani University, have stress management techniques or not? If yes, what stress management techniques do they use?

- 16 How do Liberal Arts students in Ubon Ratchathani University behave and think about music piracy?
- 17 What are UBU's LA students' opinions and behavior about studying in a - three - hours -class ?
- 18 What do students and teachers in faculty of Leberal Arts think about teacher and student restroom segregation?
- 19 Do sellers at UBU Food Center choose to use Isan or Central Thai with some students? How?
- 20 What do students in English and Communication program at Ubon Ratchathani University in general think about some teachers who use Isan while teaching?
- 21 What do students at the Faculty of Liberal Arts, Ubon Ratchathani University think about plagiarism?
- 22 What are factors effecting minor choice of English major students, Ubon Ratchathani University ?
- 23 What is elderly people' attitudes in Wat Phrathat Nong Bua community toward watching comics of working-aged adults?
- 24 What are the opinions and behavior of UBU students regarding answering questions in classrooms?
- 25 Which careers are the majority of students from the Faculty of Liberal Arts interested in?
- 26 How does a daily one-round trip of Nonsawang, the village which is 80 kilometers away from town, affect the Nonsawang villagers?
- 27 What do their question be like, if the students of UBU have to question about something new?
- 28 What are the reasons that the university students read books in public places?
- 29 How do EC students follow the way they believe which will be able to improve their English skills?
- 30 What are factors that affect Ubon Ratchathani students' decisions for choosing on-campus housing or off-campus housing?
- 31 Why are some English and Communication students do not wear a uniform to class?
- 32 What are the main factors that influence UBU student's decision on dormitory selection?
- 33 Can fourth - year Liberal Arts students answer elementary school level questions on general astronomy? If yes, which level can rank them?
- 34 Do Liberal Arts students like reading general books? what kind of them? How many pages per week do they read?

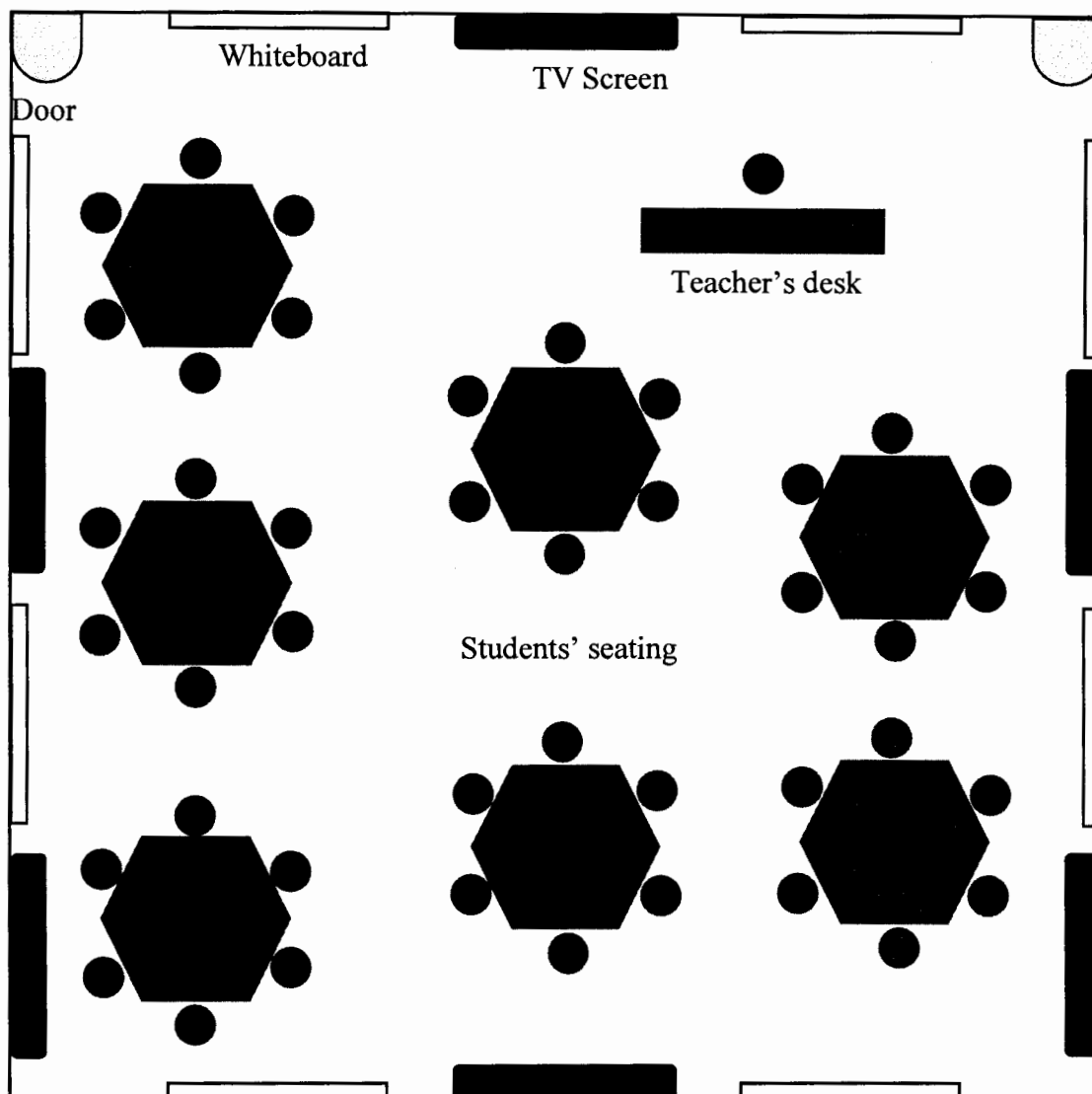
- 35 What do students, faculty and staff at the Faculty of Liberal Arts, Ubon Ratchathani University think about UBU students drinking alcohol at the bars in front of the university?
- 36 Do UBU students have unsuccessful communication in Isaan language? How?
- 37 Why do some people think that playing League of Legends (LOL- online game) will make players become more aggressive?
- 38 Do some EC students who have financial problems in their families and not good at learning want to study abroad? Why?
- 39 What motorcyclists in Ubonratchathani think about the traffic police?
- 40 Why do some people think that men drive better than women?
- 41 What are the interesting careers for English and Communication students, Faculty of Liberal Arts, Ubon Ratchathani University? What are the factors influencing them to choose such careers?
- 42 How do EC students think about their ideal teachers?
- 43 Which methods do foreign teachers who cannot speak Thai use to solve communication problems with their students?
- 44 What are the factors that influence Liberal Art students to use the SAC library ?
- 45 Why are some UBU students willing to follow the SOTUS system even though they have the right to ignore it?
- 46 Do people in Thai society accept homosexuality(LGBT)?
- 47 How do English and Communication students in UBU use swear words to express feelings with friends?
- 48 What type of books does a group of UBU students who like to read English books read? Why?
- 49 Do Suai teenager, among the age of 15-20 at Plaung Tong village believe that Ram Phi Fa can treatment of illness?
- 50 Why do some Ubon Ratchathani university students not like English?
- 51 Why do some people in the middle class look down upon those teenagers, between the age of 16-22, who work part-time, regarding them as poor people?

Activity: Do the following:

1. Each of you chooses one research question which you think is the best candidate for a mixed-methods research (5 minutes).
2. Then, form a group of five and discuss all 5 methods in order to choose the best candidate (10 minutes).
3. Once you get your question, discuss your participants, data-collection methods and analyses in order to answer your question. Be specific about your methods. Be clear as to why you think the question is the best candidate for a mixed-methods research (10 minutes).
4. Then, present your research proposal to the class (5-10 minutes per group).

Discussion questions: What are some of the benefits for mixed-methods research (think of validity)? What are some of the challenges?

APPENDIX G
Classroom Seating and Facilities

Classroom seating and facilities

VITAE

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