

การวิเคราะห์ว่าทกรรมในชั้นเรียน : กรณีศึกษาของนักศึกษาชั้นปีที่ 1 ที่ไม่ได้เรียนวิชาเอกภาษาอังกฤษในมหาวิทยาลัยผู้อ่อนร์

CLASSROOM DISCOURSE ANALYSIS: A CASE STUDY OF FIRST-YEAR NON-ENGLISH MAJORS IN PU'ER UNIVERSITY

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บทคัดย่อ

ในประเทศไทย มีการพัฒนาทางด้านสังคมและการติดต่อสื่อสารระหว่างประเทศขึ้นอย่างมาก โดยเฉพาะอย่างยิ่งความสัมพันธ์ระหว่างการสอนและการเรียนรู้ภาษาอังกฤษในระดับมหาวิทยาลัย ตามที่หลักสูตรรายวิชาภาษาอังกฤษของระดับมหาวิทยาลัย ปี พ.ศ.2550 ซึ่งได้กล่าวถึงหลักการพื้นฐานของการศึกษารายวิชาภาษาอังกฤษในระดับมหาวิทยาลัยไว้ว่า ให้ผู้เรียนมีทักษะทางการสื่อสาร และความเข้าใจเกี่ยวกับนานาชาติ ดังนั้นการศึกษารายวิชาภาษาอังกฤษในระดับมหาวิทยาลัยจึงเป็นเรื่องที่น่าสนใจเป็นอย่างมากในการวิเคราะห์เกี่ยวกับว่าทกรรมในชั้นเรียน (Classroom Discourse) รายวิชาภาษาอังกฤษในระดับมหาวิทยาลัย เพื่อทำให้การเรียนการสอนมีประสิทธิภาพมากยิ่งขึ้น และทำให้ผู้เรียนเป็นผู้เชี่ยวชาญในการใช้ภาษาอังกฤษ

การวิจัยในครั้งนี้เป็นการวิจัยเชิงคุณภาพด้านวัฒนธรรมทางสังคม ซึ่งรวบรวมข้อมูลจากการสังเกตการจัดกิจกรรมการเรียนรู้ภาษาอังกฤษในห้องเรียน จำนวน 3 บทเรียน และการสัมภาษณ์จำนวน 3 ชั่วโมง เพื่อค้นหาแบบแผนว่าทกรรมในชั้นเรียนที่เหมาะสมกับรายวิชาภาษาอังกฤษในระดับมหาวิทยาลัยของมหาวิทยาลัยผู้อ่อนร์ ตลอดจนรูปแบบการใช้ภาษาและการตรวจเชิงลึกในห้องเรียนของผู้สอนเช่นกัน

ผลการวิจัยพบว่า มีการใช้รูปแบบว่าทกรรม IRF (initiation-response-follow-up) ในห้องเรียนมากที่สุด โดยในส่วนของรูปแบบการใช้ภาษาและปฏิสัมพันธ์ระหว่างครูกับผู้เรียนนั้น มีการใช้วัจกรรมกลุ่มซึ่งมากที่สุด ตามด้วยวัจกรรมกลุ่มบุคคลก่อตัวและวัจกรรมกลุ่มผู้มีมติตามลำดับ โดยไม่ปรากฏวัจกรรมกลุ่มแต่งการณ์ ด้านปฏิสัมพันธ์ระหว่างครูกับผู้เรียน พบว่าผู้สอนมีปฏิสัมพันธ์ด้านการตรวจสอบความเข้าใจและการตรวจสอบความถูกต้องกับผู้เรียนมากที่สุดตามลำดับ นอกจากนี้ผู้สอนยังมีการใช้ภาษาอังกฤษเป็นภาษาแม่ในการอธิบายรูปแบบใบงาน ความหมายของคำและการมองหมายงานแก่ผู้เรียนอีกด้วย

งานวิจัยชิ้นนี้ช่วยให้ครูผู้สอนใช้ภาษาอังกฤษเพื่อสื่อสารในการออกแบบหลักสูตร และปรับเปลี่ยนวิธีการสอนได้ดียิ่งขึ้น ซึ่งเป็นประโยชน์กับผู้เรียนจากการที่ได้ค้นพบจุดอ่อนของตนเองด้วยเช่นกัน ดังนั้นนักเรียนสามารถแก้ไขปัญหาตามวัตถุประสงค์ได้ถูกจุด และชัดเจนมากยิ่งขึ้น

คำสำคัญ: การวิเคราะห์ว่าทกรรมในชั้นเรียน; แบบแผนว่าทกรรม; วิธีการพูดของครูผู้สอน; นักศึกษาที่ไม่ได้เรียนวิชาเอกภาษาอังกฤษ

Abstract

In China, with the development of society and international communication, more and more importance has been attached to college English teaching and learning. According to the 2007 version of the college English syllabus, the fundamental aim of college English education is to foster communication skills and international understanding. Therefore it is of great interest to analyze the discourse of college English classroom in order to improve teaching and to make learners proficient users of English.

This study, from a sociocultural perspective, aimed to find out the classroom discourse patterns used in the college English of Pu'er University, including the language forms and interactional modification checks as well as the teachers' use of native language.

With the qualitative case study design, such instruments as classroom observation and interview were employed. Based on the Sinclair and Coulthard IRF, speech act theory and interactional modification, the study was conducted in non-English major class in Pu'er University, involving three classes and 16 interviewees selected among them. Throughout observations of three lessons and 3 hours interview, the study examined the strategies employed by non- English majors in natural classroom contexts, based on that, what patterns used in Pu'er University were explored.

The results were found that IRF structure (initiation-response-follow-up) occurred in the highest frequency among the discourse patterns. In terms of language forms and interactional modification, the act of directives was the most frequently used by the teachers, followed by assertives and commissives act while declarations were not found in the research. In addition, comprehension checks and confirmation checks was respectively the most frequently used mode of modification. Furthermore, it was revealed that the teachers mainly used Chinese to explain English grammatical rules, the terms of the text, translate some words and to assign the task.

The current study would be beneficial for English teachers in designing communicative courses and adjusting teaching methodology. Students could also gain benefit from the data to find out the weak points, thus, they could solve their problems with cleared aims.

Key Word: classroom discourse analysis; discourse patterns; teacher talk; non-English Majors

Rationale and Significance of the Study

Discourse is defined as “the language in use” (Cook, 1989 : 6) and discourse analysis is a concerned with the “the analysis of language in use” (Brown and Yule, 1983 : 1). Nunan (1991) views classroom discourse as “the distinctive type of discourse that occurs in classrooms. Classroom discourse is the discourse used in classroom, including student and teacher talk (Cheng Xiaotang, 2009 : 3). As the fundamental aim of college English education is to foster communication skills and international understanding, it is of great interest to analyze the college English classroom discourse in order to improve teaching and to make learners proficient users of English. As many classroom-oriented researchers have pointed out, it is only through a better understanding of classroom interaction processes that teachers can render their teaching more profitable for learners (Jamila Boulima, 1999 : 15). Therefore, the empirical study has been conducted.

Objective of the Study

1. To describe and analyze College English classroom discourse of Pu'er University.
2. To find out the classroom discourse patterns as well as the language forms and interactional modification checks.
3. To describe the teacher talk and student talk time allotment, as well as native language used frequency in College English in Pu'er University.

Significance of the Study

The findings of this study would be useful for the teachers who desire to improve their classroom teaching and promote the college English teaching at Pu'er University. Moreover, the result of this study would benefit the teachers in English teaching and learning.

Participants

The subjects for this project included three teachers lecturing at College English and 160 freshmen from three non-English major classes at Pu'er University.

Research Procedure

MP3 recorder was the major instrument used to collect discourse data. Moreover, the author adopted the non-participant observation and In-depth interview for collecting the data in three classes in college English of non-English majors at Pu'er University. The three classes were observed from May to June in 2014. It was 45 minutes' recording for each class. One major source of data for the present study was semi-structured interviews with the two chosen teachers and 16 students.

Summary

In summary, this study has revealed four main points concerning Discourse structure, Speech acts, Interactional modification and the use of native language in classrooms as described below; Firstly, there are rigid Initiation-Response-Feedback Structure, but the discourse structures which is more complex than IRF structure account for predominant proportion in EFL classrooms at Pu'er University, which can be summarized as follows: as follow: I; IR; IRF; IIbRF; IIblbRF; IRIbRF; IIbRlbfRF; IIbR/IIbRF and IIbR/IIbRF when IRF occurred in the highest percentage. Secondly, in terms of teacher's Speech Act types, the directives types with a percentage of 52%, were the most frequently used act, followed by assertives which amount to 38% of the total act types. There was a noticeable low frequency of commisives (n=5). In addition, the declaration types were not found in the research.

Thirdly, for the interactional modification checks, the author found that comprehension checks with a percentage of 74% were the most frequently used mode of modification, followed by confirmation checks which amount to 26% of the total interactional modifications. Fourthly, the study revealed that amount of teacher talk surpassed that of student talk in most cases. Moreover, it showed that teachers mainly used Chinese to explain English grammatical rules or the terms of the text as well as to translate some words and assign the tasks.

Discussion

Based on the findings, the following discussed is expounded in accordance with the sequence of the three research objectives. Firstly, after study the frequency of discourse interaction patterns. It found that Sinclair and Coulthard's model can be applied to college English classroom discourse analysis. However, several different patterns found in the data showed that teachers of college English were attempting to motivate students' participation in classroom discourse, and complicated discourse patterns existed in these classrooms but most of the exchanges were still limited in the pattern of "IRF". Their existence also suggests students' low English proficiency and teachers' dominance over the class in college English classrooms, which has been mentioned above. It has been proved that confirmation checks and clarification requests have more beneficial effects on learner's L2 comprehension than comprehension checks. Therefore, the result gained in this study might suggest that the classrooms under investigation somewhat lack opportunities of meaning negotiations which often occur in natural context. Thus, teachers should use more confirmation checks and clarification requests to create teaming conditions for meaning negotiation and encourage the students to produce more target language output. In their pro-

cess of teaching, the directives were always used to organize the class and imparted knowledge by English teachers. They are considered as one of the important components of teachers' speech acts. Teachers' directives are regarded as one channel for English teachers to teach language, give instruction and manage class teaching. The directives are in connection with student's understanding of teaching content and performance of the task in class, which have significance on the result of teaching and learning processes. In English teaching class, standard and proper directives will not only provide quality language inputs to students but also help to enhance teaching effects.

Based on the analysis, the results imply that the classes investigated were still following a traditional way of teaching: the teachers took up most of the talking time while students had fewer opportunities to practice speaking English, as a result, would not well facilitate learners' progress in language acquisition. They were, to a large extent, playing a passive role during the process of teacher-student interaction. Thus, we could see from the findings that the key problem was not in reducing the teacher talk directly but in that teachers should change their roles in teaching.

Chaudron (1988) stated that in the foreign language classrooms, the common belief was that the fullest competence in target language was achieved by means of teacher providing a rich target language environment. However, besides English, the teachers also use a certain quantity of Chinese. This is supported by some researchers. Anton and Dicamilla (1999) contended that when a teacher used the native language in the target language classroom, the learner used the native language as a cognitive tool to help scaffolding his/her learning as well. According to the interview of the teachers, Chinese was used in class because it would be too difficult or too time-consuming for the students to

process and understand the grammar, the terms or the words.

Recommendation

Recommendation the Application

On the basis of the findings, an attempt is made to put forward some implications that can be employed in EFL classrooms to improve college English teaching and learning. Firstly, teachers can take the data of the current study for reference. The study result is significant in improving college English teaching and learning and promoting students' English proficiency in that it outlines the patterns and features of the classroom discourse and shows us a clear picture of college English classroom.

Recommendation for Further Study

The limitations of the present study need to be pointed out because they may have somewhat negative effects on the research findings. Firstly, variables such as students' level, different teaching styles and methodologies have not been taken into consideration. Secondly, the data has been collected by audio-recorder rather than video-recording, therefore, non-verbal communication between teachers and students occurring in classroom discourse which may be relevant in the analysis is ignored. Thirdly, the present study is only restricted to three classes at Pu'er University. The results of this research may require further study with a greater sample classes to test its reliability.

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