

**AN ANALYSIS OF CLASSROOM INTERACTION PATTERNS APPLIED BY
A THAI ENGLISH TEACHER IN AN ENGLISH FOR YOUNG LEARNER
CLASSROOM AT SUANSANTI SCHOOL IN BANGKOK**

THESIS

Submitted to
Master Program of English Language Education
as Partial Fulfilment of the Requirements for the Attainment of
Master's Degree in English Language Education



By

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**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN**

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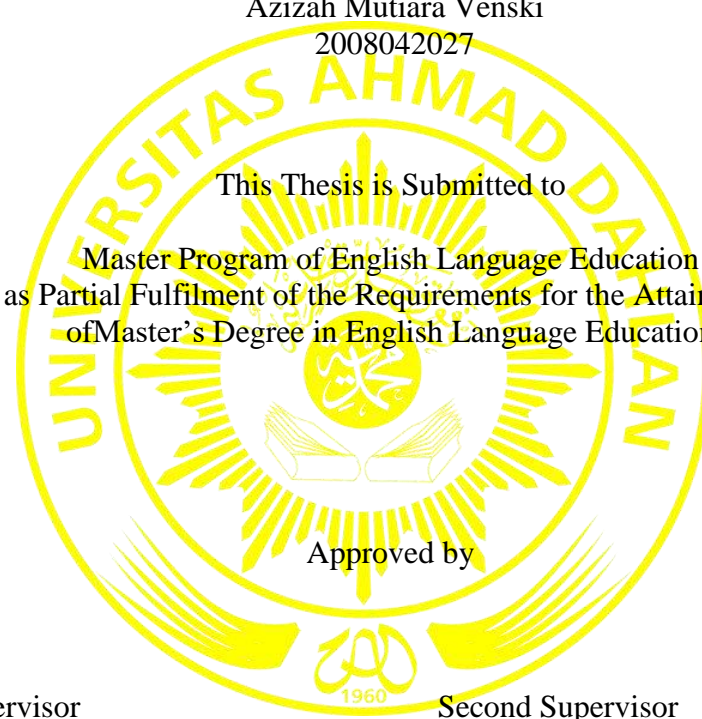
APPROVAL PAGE

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The panel of examiners certify that this thesis entitled "An Analysis of Classroom Interaction Pattern Applied by a Thai English Teacher in an English for Young Learner Classroom at Suansanti School in Bangkok", prepared and submitted by Azizah Mutiara Venski, has been examined on December 23, 2023. It is declared to have fulfilled one of the requirements for attaining a Master Degree in English Language Education.

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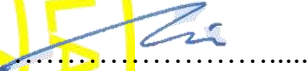
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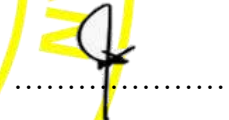
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Dengan ini saya menyerahkan hak *sepenuhnya* kepada Perpustakaan Universitas Ahmad Dahlan untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut.

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MOTTO

Do your best while enjoying it.

DEDICATION PAGE

This thesis is dedicated to

my beloved family and my future family.

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First of all, the researcher would like to express her gratitude to Allah SWT for the blessing and mercy given so that this thesis can be completed well. *Shalawat and Salam* are always dedicated to our prophet Muhammad SAW, the prophet who has brought Islam as the *Rahmatan Lil Alamin*.

In finishing this research, the author feels many feelings and struggles. This thesis cannot be completed without the assistance and guidance from the various parties. Therefore, the researcher would like to express her sincere gratitude to:

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9. All parties that cannot be mentioned one by one.

The researcher finally acknowledges how far from great this thesis is. Thus, this is the best thing that the researcher can do. Reader's feedback and recommendations are also required by the researcher. However, the researcher hopes that this thesis can improve knowledge of the English learning process in the future.

Bangkok, January 22, 2023



Azizah Mutiara Venski

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ABSTRACT

Classroom interactions are believed to play an important role in teaching and learning process. It is generally accepted that classroom interaction can determine the success of teaching and learning process and improve students' language ability. This study aims to find the types of classroom interaction pattern applied by a Thai English teacher in an EYL classroom, show the dominant pattern applied, and reveal the impacts of applying the classroom interaction patterns applied to the EYL teaching and learning.

The descriptive qualitative method was used in this study. The data were gained through classroom observation and semi-structured interview involving a Thai English teacher and 42 students in class 5/2 elementary school at Suansanti school, Bangkok. The researcher used video recording, as the data collecting technique. To analyze the data, this study adapted Miles's et al., (2014) procedures including data condensation, data display, and conclusion.

The results indicate that there were five classroom interaction patterns applied by the Thai English teacher. Three dominant patterns applied were choral responses (36.52%), teacher talk (27.54%), and close-ended teacher questioning (26.96%). However, this study found the least dominant patterns applied by the Thai English teacher, namely open-ended teacher questioning (1.20%), individual work (7.78%), and no patterns such as group work, collaboration, students initiates-teacher answers, full-class interaction, and self-access. Additionally, the classroom interaction patterns applied by the Thai English teacher pointed both positive and negative impacts on English for young learner teaching and learning. The positive impacts include building a sense of comfort and belonging, promoting students' motivation, and enhancing social development, while the negative impact is associated with passive participation.

Keywords: *Classroom interaction, Thai English teacher, Teaching English to young learner*