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**APPENDICES**

## **APPENDIX A**

**The Samples of Transcription of the Subjects' Teaching Extracted From  
the Video Recording Of Lessons (English Version)**

## The Samples of Transcription of the Subjects' Teaching Extracted From the Video Recording of Lessons

### Extract 1

*S4 : This sentence is more polite.*

*L : Polite. What does it mean?*

*S4 : Polite is 'Su Pab'.*

### Extract 2

*S1 : Stepfather is...father... father means....*

*LLL : 'Phor'.*

*S1 : So, stepfather is... 'Phor Liang'.*

*L : How about sister-in-law?*

*S1 : For example, I have one brother. My brother married with his wife,  
so his wife is my sister-in-law.*

*LLL : [Silence.]*

*S1 : You see?... My brother married with his wife. His wife is my sister-  
in-law.... Ok. 'Pee Sa Phai or Nong Sa  
Phai'.*

### Extract 3

*S4 : People. Is it countable?*

*LLL : Countable/Uncountable.*

*S4 : For people. Look carefully. Person means 1 person, right? People  
means many people, right? It has plural form so is it countable?*

*LLL : Yes.*

*S4 : Yes. People is countable noun. If noun has its plural form, it is  
countable noun. Whatever can be added with s, es is plural form.  
But for people, its form is changed and it is countable.  
Information. It is countable?*

*LLL : Countable/Uncountable.*

*S4 : Uncountable. Do not put s after information, not informations, only  
information.*



**Extract 4**

- S2 : *My foreign friends from USA will come to Thailand on this holiday. They want to travel in Thailand and I have to find a good place for them to travel. Understand? Who will come to see me this holiday? Who? Who?*
- LLL : *[Silence.]*
- S2 : *My foreign friends from USA. My friends are for ....*
- LLL : *Foreigner.*
- S2 : *From which country?*
- LLL : *USA.*
- S2 : *They come to Thailand for traveling, right? So, what do I have to do? Find a good place, find...find....*
- LLL : *'Ha'.*
- S2 : *Umm...find a good place for them to travel.*

**Extract 5**

- S3 : *Page 68. 'Odd word out.' Do you know what you have to do when you see this kind of instructions?*
- LLL : *[Silence.]*
- S3 : *Find the irrelevant word. Try to do it.*

**Extract 6**

- S4 : *Can you do it? What does the question ask you? It asks "Where is the supermarket", doesn't it? It means where the supermarket is. Then, you see the map and find the supermarket is between the library and the bank. You see? The word given in blanket is 'on', so you put 'on' .... It is on the what... "*
- L : *It is first street.*
- S4 : *It is first street. No. If you put only 'first street', you cannot get marks. It should be "It is on the first street."*
- L : *Can I use 'supermarket', teacher?*
- S4 : *Yes. The supermarket is on the first street.*

**Extract 7**

- S2 : *The next word 'transportation' ... 'Kan Ka Ma Na Kom, Kan Kon Song' Transportation in Bangkok, can you think about it?...What are they?*
- L : *Bus.*
- S2 : *Bus. Ok. Thank you. Bus. What else?*
- LLL : *Train, sky train, airplane.*
- S2 : *Airplane. It flies in Bangkok? Think about transportations in Bangkok.*
- LLL : *Tricycle.*
- S2 : *Tricycle. If there are 2 wheels, it is called a bicycle, and 3 wheels, called a tricycle. Anything else?*
- LLL : *Subaru.*
- S2 : *Subaru is a minibus. Subaru is the brand of the car. Ok. Minibus.*
- LLL : *Taxi, boat, horse carriage.*
- S2 : *Horse carriage? Where? Bangkok? Only transportation in Bangkok.*

**Extract 8**

- S2 : *Is there a horse carriage in Cha-um? Where?*
- L : *Yes, there is. I have been to Cha-um. I have ridden a horse.*
- S2 : *I see. Horse riding, not horse carriage. You use a difficult vocabulary. [Laugh]*
- L : *[Laugh] Have you ridden a horse?*
- S2 : *I am an ordinary person; only take a taxi-bus. [Laugh]*

**Extract 9**

- S2 : *[Student's name] If you do not stop talking, I will let you teach for me.*

**Extract 10**

- S3 : *Ok. Stop talking. The lesson is almost finished. Stop talking.*

**Extract 11**

S3 : *Do you want to review the lessons by yourself, if so I will not have to speak and will not be tired?*

LLL : *No.*

S3 : *So, please, be quiet.*

**Extract 12**

S2 : *[Student's name] where is your group?*

L : *Over there.*

S2 : *Go to your seat. Why are you reading the newspaper here?*

**Extract 13**

S3 : *What page do you have to open? What page? What page?*

L : *This page, teacher.*

S3 : *Your friends went to page 68 already. What are you doing?*

**Extract 14**

S4 : *Is this difficult?...Study the rule of how to use some and any carefully. Let see it in order to be able to do the exam.*

**Extract 15**

S3 : *This is a basis for doing the exam.... This part will be in the exam, but not exactly from this.*

**Extract 16**

S4 : *When we do the exam like this, don't forget to read the instructions first, and then we scan the above picture.*

**Extract 17**

S1 : *Ok. Please, give me your notebook. Send your homework. Put it on this table. Hurry up. Time's up already. Hurry up. Send your notebook.*

**Transcript Conventions**

Symbols used to identify who is speaking:

- S (S1, S2, S3, S4)     =    Subject (Subject1, Subject2, Subject3, Subject4)
- L                             =    unidentified student
- LLL                         =    whole class

Other symbols:

- ‘ ’                             =    vocabulary
- ‘ ’                             =    used to indicate pauses
- ...                            =    used for commentary
- [ ]

## **APPENDIX B**

### **Semi-Structured Retrospective Interview Questions**

### **Semi-Structured Retrospective Interview Questions**

1. What is your lesson's objective(s)?
2. Do you think L1 should be used in English teaching? / Is it appropriate to use L1 in English class?
3. How many percentages of L1 and L2 did you use / should be used?
4. Are you satisfied with your L1 use?
5. What are your purposes of L1 use? / Why did you use L1?
6. Do you intend to use L1 and are you aware of when you used it?
7. How was the students' reaction after you used L1?
8. Do you think being a novice teacher can influence your L1 use? And "If you have more teaching experience, would L1 use be decreasing or not?"
9. Have you ever tried other techniques to minimize L1 use? If yes, what are they?

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