

Prhomput Thammarutjinda 2012: Analysis of Classroom Discourse in a Tenth Grade Biology Class: A Case Study of English Program Curriculum at Matthayom Watnairong School. Master of Arts (English for Specific Purposes), Major Field: English for Specific Purposes, Department of Foreign Languages. Thesis Advisor: Mrs. Issariya Thaveesilpa, Ph.D. 95 pages.

This research investigates the nature of classroom discourse in a Biology classroom at Matthayom Watnairong, a school which provides an English Program (EP) Curriculum and has won several awards from the Ministry of Education, Thailand, under the framework of the Initiation-Response-Evaluation (IRE) pattern (Mehan, 1978, P.32-64) and the structure of classroom lesson (Mehan, 1979, P.73-74). Moreover, the research aims to illustrate the teacher's strategies in classroom discourse as well as the students' attitudes towards the strategies employed.

This research entails two main mechanisms, observation and research instruments, to achieve the objectives. Thirty tenth-grade students in a science curriculum were observed and interviewed through the perspectives of the framework. The research instruments include a questionnaire, a classroom observation check-sheet, video camera recordings and a semi-structured interview. Each instrument was used to collect students' attitudes, verbal and non-verbal reactions of the interlocutors, transcripts, and the teacher's strategies, respectively.

The findings suggest that the nature of classroom discourse explored in the Biology class was constructed through the pattern of Initiation-Response-Evaluation and the structure of classroom discourse. The IRE model derived from the class was mainly in accordance with that of Mehan (1978) and Mehan (1979). However, there were some exchanges which were considered not to be full cycles of the IRE pattern due to some cultural factors which can be reflected by the students' answers in the questionnaire. The strategy, which is compatible with the pre-formulating method of Cazden (1988), was employed when the teacher encountered difficulties in explaining by formulating questions to convey the insight of the lesson to students.

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Student's signature

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Thesis Advisor's signature