

## ABSTRACT

### **Nurhidayah, Mila Ida (2020). A Portrait of Indonesian EFL Teacher Talk and Student Talk in English Classroom in Thailand: An International Teaching Practicum Context**

In recent years multiple research studies have investigated teacher talk and student talk in a classroom setting, with particular regards to the teachers' teaching and students' learning of a second or foreign language. This current research intended to investigate the interaction of teacher talk and student talk using the framework of the Flanders Interaction Analysis Categories (FIAC) system in an EFL classroom in Thailand. The research employs a descriptive qualitative design involving one Indonesian English teacher and 31 Thai students in the second grade. The study revealed six types of teacher talk have been utilized within the classroom, which in order of the frequency were: asking questions, giving directions, accepting or using students' ideas, lecturing, praises or encouragement, and the more rarely employed category of criticizing or justifying authority. However, the category of accepting feelings was not present within the talk of the teacher in this study. In terms of student talk types, student talk response was predominantly used over student talk initiation. The study also discovered the impact upon learning of the teacher talk and student talk in this context was that the students lacked confidence to initiate talk due to the imbalance of indirect teacher talk. This study may also be used as a reference for teachers to reflect and improve upon their use of talk and activities for students in the classroom.

Keywords: teacher talk; student talk; English classroom discourse; Thailand context