

MASTER'S THESIS

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AN ANALYSIS OF TEACHER-PUPIL INTERACTION
IN ESL CLASSROOM WITH REFERENCE TO
NATIVE SPEAKING AND NONNATIVE SPEAKING TEACHERS

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ABSTRACT

This paper addresses the issue of teacher-pupil interaction in upper secondary ESL classrooms in Hong Kong. It aims to identify the differences between teacher-pupil interaction in classes with native speaking (NS) teachers and that with nonnative speaking (NNS) teachers. In this study, four English lessons from secondary 4 classes were recorded and transcribed. The analysis was based on the transcriptions of the lessons and the system adopted in the analysis was mainly derived from Sinclair and Coulthard's (1975) Categories. The findings demonstrate that pupils in classes with NS teachers took more responsibility for participating and initiating during the classroom interaction.