Analysis of Attitudinal Resources in an EFL University Classroom Talk in the Deep South of Thailand: An Appraisal Perspective

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Abstract

This study presents the analysis of a sample of a classroom discourse from an English language for communication and learning class in a Thai university in the southernmost Thailand. The analysis of resources in this paper is based on the Appraisal theory (Martin, 1992; 2000; Martin & Rose, 2003; Martin & White, 2005). The Appraisal theory was developed from the Systemic Functional Linguistics (SFL) theory originated by Michael Halliday (Halliday, 1994; Halliday & Matthiessen, 2004; Thompson, 2014). The objective of this study is to investigate the linguistic resources within the classroom talk, especially while the teacher and students are interacting and expressing their attitudinal meanings. The participants in the study were a Muslim male teacher and 32 undergraduates. The data were taken from classroom recordings of the discourse, and transcription of the same discourse. This paper used functional analysis taken from the Attitude system of the Appraisal theory which provides three types of attitudes (affect, judgement, and appreciation). The findings show that the teacher and students expressed all three kinds of attitudes, judgement, appreciation, and affect and they expressed positive rather than negative attitudes which conform to the literature and the appraisal framework. This indicates that using the framework works well in some degree to analyze the context of the classroom talk which leads to better understanding and how we apply it to the context of language teaching and learning development by ways of critical classroom discourse. The analysis also illustrates how the classroom relationships between the teacher and students are constructed. The study provides and suggests some insights into how the Appraisal theory plays out in the sample of classroom discourse and its implications.

Keywords: Appraisal, Deep South of Thailand, Systemic Functional Linguistics, Thai EIL Classroom Talk

1. Introduction

In English language classes, an important resource available to teachers and students with which to achieve learning goal is 'language' (Christie, 2000, p. 184). Language that teachers use in classrooms can define whether a class will succeed or not (Cook, 2000, p. 144). It is about 'language of classroom' that is relevant to negotiating understandings, building conversation, and managing activities when teachers are conducting instruction (Christie, 2000; Xiao-yan, 2006). Likewise, the opportunities for teachers and students to express their thoughts, opinions and attitudes can reflect the value system of their personalities, building and maintaining the interlocutors' relationships and organizing the discourse (Hunston & Thompson, 2000). To understand increasingly how teachers and students are working together in classrooms, the evaluative classroom talk needs to be clarified. A number of linguists (Derewianka, 2007; Songsukrujiroad, Chaiyasuk & Praphan, 2015; Chu, 2014; Hong, 2012; Souza, 2006; Arunsirot, 2012; Srinon, 2017; Lai, 2010) have studied the evaluative language by using Appraisal framework related to students' compositions, academic writing, news, articles, national anthems and the leader's speech. However, a few studies on the spoken text has been rarely investigated. In this regard, Eggins & Slade (1997) do analyze Appraisal in casual conversation. Hence, the present study will fulfill the research gap by evaluating an EFL classroom talk through this framework.

With reference to the Appraisal framework identified in Systemic Functional Linguistics, the language classrooms need teachers and learners to be involved in interpersonal relations through their stances. The Thai classroom culture exhibits social hierarchical power. Park (2000) discussed that the learning characteristics of Southeast Asian students have distinct and diverse cultural values, such as respect for authority, commitment to family tradition, and a strong social hierarchy. As in the present Thai educational system, passive learning still exists. Thai students tend to accept and wait for knowledge from their teachers (Wiriyachitra, 2002; Nomnian, 2013; Wongwanich, Sakolrak & Piromsombat, 2014). This characteristic does not promote taking part in class, also tends to lack the expression of ideational and attitudinal resources from students. Khuvasanond (2013) contends that students who receive teacher-centered instruction in classrooms in Asian countries are assumed to be passive and reserved rather than expressive of their ideas. They rarely initiate class discussion until they are called on. In doing so, teachers should play a significant role in deploying the language to enhance positive language learning in learners.

With respect to classroom management, the teacher directly influences the classroom talk. Many studies involving Teacher Talk (TT) (Shomoossi, 2004; Howell, Thomas & Ardasheva, 2011; Gharbavi & Iravani, 2014) found that 'IRF' sequence type of teacher talk not only minimizes interaction but it also fails to allow students to expand on their answers or learn by talking to explore a concept. Moreover, it is a "significant factor in creating inequalities in student opportunities to develop intellectually complex language knowledge and skills (Hall & Walsh, 2002). Teacher-centered and too much teacher talk can be problematic in Thai educational system. Therefore, the analysis of language function under SFL and Appraisal is necessary to evaluate the language in order to get better understanding of teacher-learners interaction in terms of social-orientation and the

manner by which teacher-students express what they mean through the way in which text is worded. Hence, the present study demonstrates resources for attitudinal meaning in a Thai EFL classroom talk that aims to answer the following research questions:

1) By using the Appraisal framework, how are the teacher and students' attitudes represented in their EFL classroom talk?
2) By using the Appraisal framework, what language choices did the teacher and students make which are represented in their EFL classroom talk?

2. Contextualizing University Classroom Talk in the Southern Border Provinces

Many provinces in the deep south of Thailand - Narathiwat, Pattani , Yala and some districts in Songkhla province where Islam predominates, are approximately 83% Muslim comprising more than a million people in the four border provinces (Premsrirat, 2017; Rappa & Wee, 2006). Muslim communities in the deep south inhabit a unique and dynamic space descending from the Malay ethnic group (Sisamouth & Che Lah, 2015). Without a doubt, a culturally diverse setting has been developing such as many cultures, beliefs, languages, and etc. The education in the southernmost provinces of Thailand has long been a challenge because of the sharp contrast between school culture which represents "national" culture and the culture of students in the southernmost region (Arphattananon, 2011).

In the educational system of the deep south provinces, there are two systems to choose from Thai-Muslim students: Thai government educational system and Islamic education. A majority of Thai-Muslim students start their school in a tadika (preschool) and ponok or Islamic boarding school. According to Liow, 2009; Madmarn, 2003; Suhrke, 1970, these schools have always taught basic principles of religious knowledge, ethics, and morality, and thus educate young Muslims in all aspects of Islam and its centrality to identity and life (as cited in Sateemae, Abdel-Monem & Sateemae, 2015, p. 7). They have become the preferred educational institution for many Muslims in the south, particularly in the rural areas.

The present ponok usually teach religious subjects during the first half of the school day (i.e., from 8 a.m. to noon). The other half of the school day (i.e., 1 p.m. to 4 p.m.) is dedicated to secular subjects that all Thai students usually are taught including social sciences, sciences and math, Thai and English languages, arts, physical education/sports and occupational skills. Religious subjects are generally taught in the Malay language, and secular subjects are taught in Thai, although at times religious and secular subjects are taught in an integrated fashion (Sateemae, Abdel-Monem & Sateemae, 2015). Hence, a vast majority of Thai-Muslim students are taught religion for 50% of the time and the other 50% are for secular subjects that means less hours of learning secular subjects. Unquestionably, the report in 2015 and 2016 from Ordinary National Educational Test Thailand (O-Net) which is administered annually by the National Institute of Educational Testing Service to grade 6, grade 9 and grade 12 students in public and private schools in order to test the knowledge and thinking ability according to the Basic Education Core Curriculum B.E 2551 (A.D. 2008), found that the average scores in all subjects test in the

three border provinces were decreased -1.06 (Narathiwat), -0.38 (Pattani) and -0.56 (Yala), respectively.

With reference to the language situation in the deep south of Thailand, Pattani Malay (Jawi), Southern Thai, Standard Thai, Standard Malay and Arabic are spoken. Thai-Muslims in the southernmost provinces speak Patani Malay vernacular (Jawi) as their mother tongue (Rappa & Wee, 2006; Nookua, 2012; Premsrirat & Uniansasmita, 2012). It is used along the border with Malaysia - Narathiwat, Pattani, Yala and some districts of Songkhla (Nookua, 2012). Thus, the Thai-Muslims in this region are unique and distinct from the Thai majority who speak Thai as their mother tongue. Their mother tongue (Patani Malay) is widely used in everyday communication and in their social interaction. Regarding Thai language, they use Thai language in government, education, and media. Apart from Pattani Malay and Thai, Arabic is used for religious purposes, as well as classical Malay written in the Arabic-based "Jawi" script (Uniansasmita, 2010). Thus, for the Thai Muslims in these southernmost provinces, Patani Malay is their mother tongue with Thai as their second language, and English as a third language which they learn in school (Madeeyoh & Charumanee, 2013; Srisueb & Wasanasomsithi, 2010).

Next, the section below is a review of theoretical framework in the area of language evaluation- *'the appraisal'*.

3. Theoretical Framework

The Appraisal Framework was pioneered by Martin (1992, 2000), Martin and White (2005) from the Systemic Functional Linguistics Theory (SFL) by Halliday (1994, 2004) was developed. The Appraisal is a system of interpersonal meanings that is "concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers/ listeners aligned" (Martin & Rose, 2007, p. 25). Regarding the context of the present study, the authors focus on the attitudinal meaning resources that the teacher and students use for interaction during the class. There are two reasons for selecting the Appraisal as an analytical tool of evaluative language. First, the study aims to examine the spoken text of the teacher and students concerning their expression of thoughts, feelings, and opinions in order to discern the phenomenon of language choice in classroom talk. Second, the study intends to explore their interpersonal relationships through their stances. Under these two reasons, the study can unfold the attitudinal resources in a Thai EFL classroom talk in the south deep of Thailand.

Appraisal framework is divided into three semantic domains: Attitude, Graduation, and Engagement. The Attitude Domain – one of three semantic domains of the framework is selected to be employed as a main analysis tool for language evaluation. The two other domains which are Graduation and Engagement were not employed in the study. This is due to the present study's main focus of exposing the attitudinal language choices of the teacher and students through their stances in the classroom talk and to uncover their interpersonal relations under the attitudinal resources.

Attitude is related to feelings of thoughts and emotional responses, judgement of people's characters and evaluation of products or processes. Attitudinal meaning can be either positive or negative feelings of the speaker/ writer or the feelings attributed to another. Furthermore, it can be expressed implicitly or explicitly. Implicit or invoked attitudes are realized through the choice of ideational meanings, lexical metaphors, and non-core vocabulary items (Martin & White, 2005, pp. 64-65). On the other hand, explicit or inscribed attitudes are directly shown by using words that name specific emotion (Martin & Rose, 2007, p. 30). Attitude domain is divided into three regions of feeling, 'affect' (people's feelings), 'judgement' (people's character) and 'appreciation' (the value of things).

Graduation deals with the resources of grading the feeling of someone or something (Martin & Rose, 2007), there are two types of resources for amplification. Firstly, it is called 'force'. It concerns the turning of the volume up or down, and the second type is called 'focus' which deals with sharpening or softening kinds of people and things. The last domain is called *Engagement*. It refers to the resources characterizing the speaker's or writer's voice as it 'positions itself with respect to, and hence to 'engage' with, the other voices and alternative positions construed as being in play in the current communicative event' (Martin & White, 2005, p. 94). The basic system of Appraisal theory is shown in the figure below.
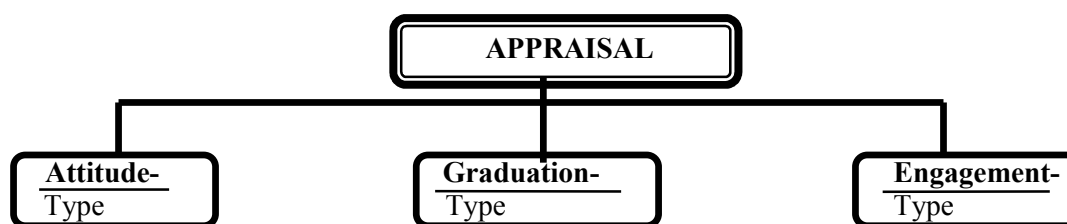

Figure 1: An overview of Appraisal (Martin & White, 2005)

Inscribed and Invoked Attitudes

Evaluation of attitudinal meaning can be realized either explicitly or implicitly. Explicit or inscribed realizations are those attitudinal resources that are apparently indicated through evaluative lexis, particularly adjectives. Those inscribed attitudes unfold the meanings by themselves. On the other hand, implicit or invoked instances are comprehended via the ideational meanings (Afford), lexical metaphors (Provoke) and non-core vocabulary (Flag) (Martin & White, 2005, pp. 61-67).

This paper focuses exclusively on the system of 'Attitude'. Within the Attitude system, is a sub-system set namely 'affect', 'judgement', and 'appreciation'.

Affect is the emotional region which refers to expressing feelings, opinions, and emotions. Affect can be grouped into four categories: dis/inclination, un/happiness, in/security and dis/satisfaction. The 'dis/inclination is related to how the speaker is inclined or disinclined towards something; the un/happiness is concerned with the emotions of happy or sad; the in/security involves the feelings of peace and anxiety; and finally the

dis/satisfaction refers to feelings of achievement and frustration in terms of the activities in which people are engaged. The figure below illustrates the categories of 'affect.'
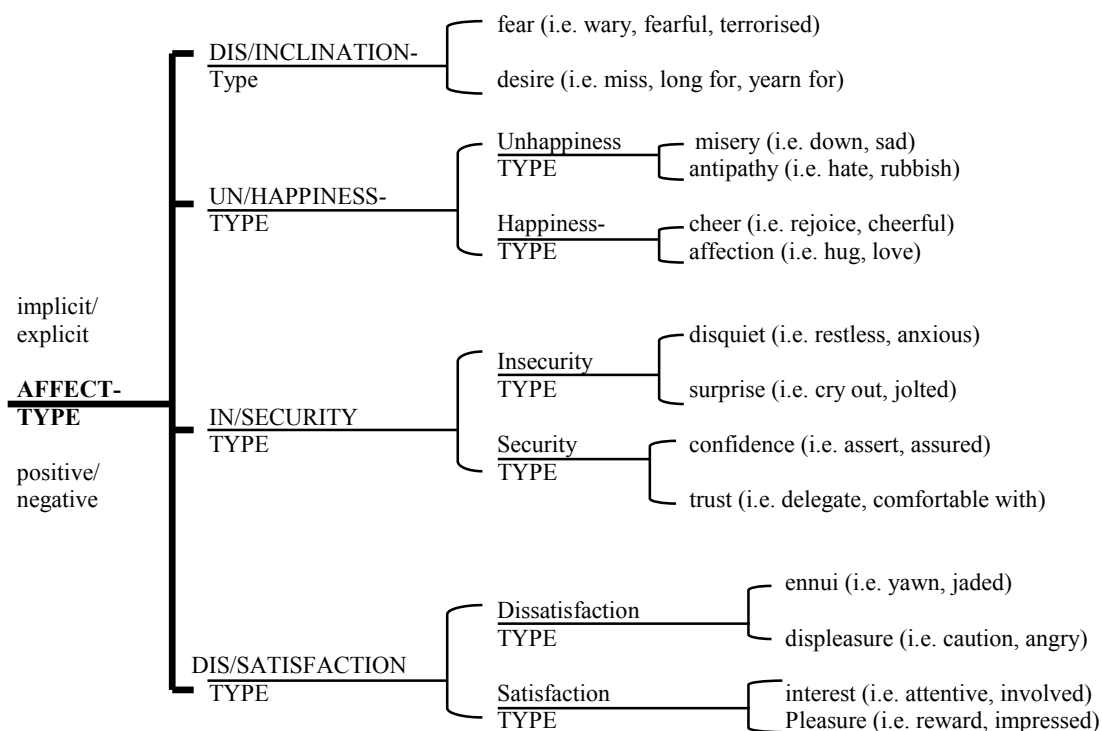

Figure 2: The categories of Affect with lexical instantiations (Martin & White, 2005, pp. 48-51)

The next sub-system is called 'Judgement', dealing with the evaluation of the people's behaviors/ characters. There are two categories: social esteem and social sanction. *Social esteem* has to be made following 'Normality' (how special someone is?), 'Capacity' (how capable they are?) and 'Tenacity' (how dependable they are?). *Social sanction* has to be made according to 'Veracity' (how honest they are?) and 'Propriety' (how ethical they are?) (Martin & White, 2005, pp. 52-53). According to an introduction tour through the appraisal theory website, the system of judgement or the way people judge ability, normality, morality, honesty, etc. is frequently based on their culture. Here is the table of categories of Judgement with the lexical instantiations.

SOCIAL ESTEEM	Positive (admire)	Negative (criticize)
Normality (how special?)	lucky, natural, fashionable…	unlucky, odd, eccentric…
Capacity (how capable?)	robust, mature, clever, successful…	weak, childish, slow, unsuccessful…
Tenacity (how dependable?)	resolute, brave, dependable…	cowardly, despondent, undependable…
SOCIAL SANCTION	Positive (praise)	Negative (condemn)
Veracity (how honest?)	truthful, honest, credible…	dishonest, lying, deceitful …
Propriety (how far beyond reproach?)	good, moral, respectful, ethical…	bad, immoral, unfair, selfish…

Table 1: The categories of Judgement with the lexical instantiations (Martin & White, 2005, p. 53)

These excerpts below illustrate the depiction of 'Affect' and 'Judgement'. In the 1st and 2nd excerpts, they are the samples of 'Affect' subsystems; the 1st excerpt is related to the teacher who desired students to choose what they preferred either turning on the audio sound or pronouncing dialogue by the teacher. The 2nd excerpt concerned with The affect instances are coded in the square brackets; the italic expression is interpreted as example of Attitude system; ' - ' means negative and ' + ' means positive.

The 1st excerpt:

263	T	LET's have a look conversation.
264	T	This is a conversation between Ja:son and An:drea.
265	SS	= Andrea.
266	T	you *want [Aff: + inclination]* me to turn on the audio sound or *would you like [Aff: + inclination]* me to just pronounce it?
267	SS	yeh.
268	T	with my accent.
269	SS	It's up to you. *[Aff: + inclination]*
270	T	It's up to me? *[Aff: + inclination]*
271	SS	YES!
272	T	I *want [Aff: + Inclination]* you to listen to my voice.
273	SS	Okay! Okay! Hala hala.
274	T	Hala, okay I think *my accent is near native speakers' accent.[App:+react; quality]*.
275	SS	(*students are laughing[Aff:+hap;cheer]*.) okay okay.
276	S?	Whayever *you'd like [Aff::+inclination]*.
277	T	*Even your minds don't accept my accent[App: -react; impact]*, you guys should do.
278	SS	(*students are laughing[Aff:+hap;cheer]*.) okay okay.

The 2nd excerpt is when the teacher talked to students involving the religious, the affect; security category is interpreted.

The 2nd excerpt:

588	T	…Where do you go for karaoke?
589	SS	Coliseum.
590	T	Have you been there?
591	SS	(cannot catch the words.)
592	T	If you *believe [Aff + sec; trust]*me, it is *not good [Jud; -propriety and/or App; - valuation]*for Muslims, right?
	SS	(Two students were powerfully discussing each other.)
593	T	What's *wrong [App; - val]*with you? Now, *we're in the camera. Relax! Relax[Jud;+ normality]*!

Based on the 2nd excerpt, the teacher expressed his feeling to judge how the people (Muslims) behave (go for karaoke) based on his religious beliefs while he was teaching the new Muslim generation (all students in the class) how to appropriately behave so the Judgement; propriety was evaluated. Thus, he brings his beliefs, experiences, expectations, and culture into the evaluation of people's behaviors. In other words, this context can probably be assessed in terms of 'appreciation; valuation' category; if the teacher means that Muslims should not go to karaoke at any places because it (any place in which karaoke was there) is not appropriate related to Islamic doctrine. Hence, these linguistic resources should ensure the purpose of writers/ speakers explicitly in terms of interpretation.

The final sub-system of Attitude is 'Appreciation'. It refers to the interpersonal resources for expressing positive and negative evaluation of things, texts, natural phenomena and processes (Martin & White, 2005, p. 56). Appreciation can be divided into three categories which are *Reaction*, *Composition* and *Valuation*. Within three categories, subcategories are provided. Reaction deals with the evaluation of people's impact about something and its quality. Composition is related to the assessment of the balance and complexity of something, and Valuation refers to the value of something.

Type of Appreciation	Positive	Negative
Reaction Impact (did it grab me?)	arresting, exciting, fascinating …	dull, boring, tedious, dry…
Quality (did I like it?)	okay, fine, good, splendid, lovely…	bad, nasty, ugly, plain, repulsive…
Composition Balance (did it hang together?)	balance, harmonious, unified, symmetrical…	unbalance, discordant, irregular…
Complexity (was it hard to follow?)	simple, pure, elegant, clear…	ornate, extravagant, unclear…
Valuation (was it worthwhile?)	profound, innovative, creative…	shallow, reductive, insignificant…

Table 2: The category of Appreciation with the lexical instantiations (Martin & White, 2005, p. 56)

Here is a sample of Appreciation evaluation in the 3rd excerpt below. The teacher was instructing regarding 'how to use verb to do'.

The 3rd excerpt

639	T	Right? Okay, (he is pointing to on the board.) this is wh-question plus …
640	SS	==verb to be
641	T	Umm..
642	SS	Verb to do
643	T	Okay, verb to do. There are 'do' and 'does' then plus subject
644	SS	== subject
645	T	And helping verb. Ahh… this is a structure that is very *easy [App: + Com; complexity]* pattern.
646	SS	Noisy
647	T	This is STRUCTURE. Ah.. what are you explaining, Arseeroh? What's your explanation? Arseeroh Baka, which one do you misunderstand?

From the 3th excerpt, the teacher expressed his evaluation in terms of using 'verb to do' structure as *inscribe attitude* (a structure has very *easy* pattern). The teacher tried to tell his students that the use of 'verb to do' is not difficult meanwhile his words also conveyed encouragement. The next section will present the research methodology used in this study.

4. Methodology

This study focuses on the English classroom talk at a university level located in one of the three southern border provinces of Thailand (Yala) in order to explore the attitudinal expression at the moment of teaching and learning by employing Appraisal theory as a principal analysis tool. Within the Appraisal theory, the author focuses on the Attitude system which is comprised of three sub-systems: Affect, Judgement, and Appreciation.

4.1 Participants and Setting

The participants were a male Thai-Muslim teacher with over five years teaching experience and using Pattani Malay as a mother tongue. Also, 32 sophomore students who enrolled in English for Communication and Learning Development course and they were not English major. Regarding the students' backgrounds, the majority of them are Muslims and they graduated from ponok or private religious schools. They speak Pattani Malay that is well-known as 'Jawi'. It is the dialect of Thai-Muslims in the three southern border provinces and some Songkhla districts. According to Madeeyoh and Charumanee (2013) and Srisueb and Wasanasomsithi (2010), Thai-Muslims in the three southern border provinces speak Jawi as their mother tongue and Thai as a second language; moreover, Arabic language has also an influence on them in relation to their Islamic religious study, for instance, reading Qur'an, and praying Dua (an act of supplication). For English language, they use it only in the classroom so that their proficiencies are quite low.

4.2 Data Collection

In order to analyze the negotiation of attitude resources between the teacher and students in the classroom, some processes were set for the data collection. Firstly, the classroom talk was recorded for two hours in the class of English for Communication and

Learning Development. The teacher's lesson was related to a conversation with a title 'Where do you work?' (Interchange I, 3rd edition) and was instructing the grammatical structure of using verb to be and verb to do. The total of moves they used was 827. Secondly, the data was transcribed and transcription symbols were used which were adapted from (Eggins & Slade, 1997) see Appendix II. The last process was to analyze and code the transcription data with consideration to the attitudinal negotiation meaning based on the Appraisal framework (Martin & White, 2005). For the symbols of coding see Appendix I.

4.3 Analysis Procedures

The authors organize the procedures to analyze the present study in the following steps.

Step 1: the audio tape recording is used in the class in order to record teacher and students' conversation.

Step 2: the author transcribes the data by using the basic transcription convention adapted from Eggins and Slade, 1997, p. 5.

Step 3: analyzing and coding data with consideration to the Attitude Domain followed by the Appraisal framework (Martin & White, 2005).

Step 4: After analyzing and coding the data, the presentation of the data is demonstrated with a discussion of the findings.

5. Key Findings

This section answers the two research questions proposed in the Introduction part as restated below:

Q1. By using the Appraisal framework, how are the teacher and students' attitudes represented in their EFL classroom talk?

Q2. By using the Appraisal framework, what language choices did the teacher and students make which are represented in their EFL classroom talk?

Before answering the research questions set up, the baseline data is presented below.
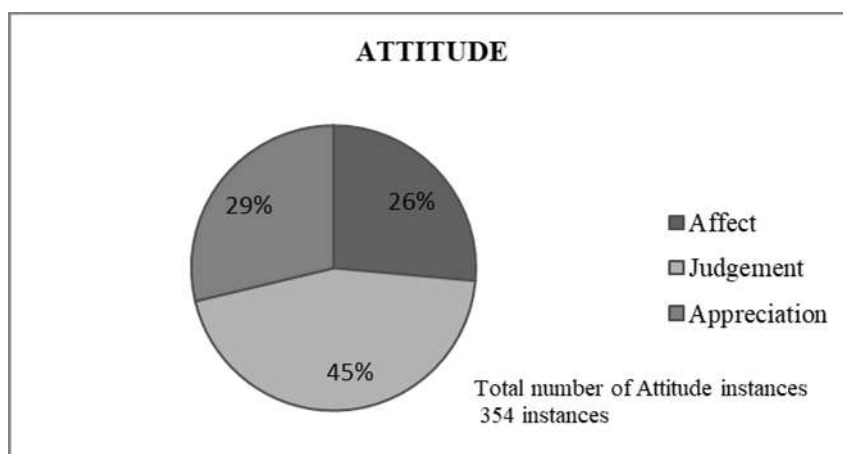

Figure 3 The proportions of three main types of Attitude

Overall, the aggregated instances of Appraisal revealed that in approximately two hours of the English for Communication and Learning Development classroom talk, 354 instances of the combination of the three categories of Attitude domain expressions were produced. To reply the two research questions, this section will demonstrate from the results of the analysis and show their choices that the employment of Attitude system by the teacher and students in their classroom talk followed by the illustration of the proportions of inscribed Attitude by selected Attitude subtypes and the proportions of invoked Attitude by the three invocation strategies, then the proportions of the polarity of Attitude.

According to the Figure 3, the proportion of Attitude domain 'Judgement' category is mainly found in classroom discourse followed by 'Appreciation' and 'Affect' categories. Frequently, the teacher expressed his attitude to judge his students' abilities, mostly in positive rather than negative ways in order to encourage his students' learning. The study showed that the use of positive judgement of capacity category was largest followed by the propriety and normality categories. The examples below illustrate the analysis of judgement system in a Thai EFL classroom talk.

The example no.1 of Judgement: Capacity

69	T	Everybody! Last week we did the first quiz and I have already marked your paper. Most of you did *okay[Jud: +capacity]*.
70	SS	Did anyone get the *full mark[App: +reac; quality]*?
71	T	No!
72	SS	What's the *top score[App: +reac; quality]*?
73	T	What did you prefer? Most of you got two; three, and four out of ten; that's the first quiz, it seems *you are confused [Jud:-normality]*on the first part, right? There are three topics; first is my best friend; second is my teacher and the third is my classmates are very nice.

As an example of Judgement: Capacity, the teacher judged his students' abilities on their quiz performances as *'okay'*, that showed a neutral judgement even if their scores did not reach the mean. Next is another example of Judgement: capacity. After the teacher and students read the conversation, the teacher said…

The example no.2 of Judgement: Capacity

338	T	How's your accent? Is it near native speakers?
339	SS	Ours?
340	T	Yes.
341	SS	(They smile and nod their heads).
342	T	It is near native-speakers, isn't it?
343	T	Okay, *very good [Jud: + Capacity]*

Based on the above excerpt, the teacher judged his students' accents quite similar to a native speaker with praise 'good'. The teacher frequently expressed the words repetitively in terms of judging his students' abilities, for example, 'good', 'and excellent'. This strategy often happens in the classroom as the teachers should encourage and give them feedback in terms of their interaction. The next is an example of Judgement: Propriety.

The example no.3 of Judgement: Propriety

588	T	…Where do you go for karaoke?
589	SS	Coliseum.
590	T	Have you been there?
591	SS	(cannot catch the words.)
592	T	If you believe, it is *not good [Judgement: - Propriety]* for Muslims, right?

The teacher expressed the attitude towards his religious beliefs. He believes that going to karaoke is not good for Muslims. This judgement showed his culture, experiences, and religious observance (Martin & White, 2005: 52). Other examples are Judgement: Propriety, they are relevant to grammatical distinctions in the system of modalisation (Halliday, 1994). The judgement: propriety category can be related to modulations of obligation such as 'imperative language', 'should', 'be supposed to'.

The example no.4 of Judgement: Propriety

373	T	I have seen SOME of you did not pronounce it. It MEANS your mouth doesn't move.
374	T	Some of you did not move your mouth. You *should* try *[Judgement: +Propriety]*, at least we pronouce together.

Here is another example of using imperative language.

596	T	Okay, the sentence of "where do you work?" and "what do you do?". It relates to or focuses on the grammar of using verb to 'do'. *Turn [Judgement:+Propriety]* your book on unit 2, page …10…10. *Look at this! [Judgement: +Propriety]* If there is a question, there *should have an answer[Judgement:+Propriety]*.

The next examples concern the analysis of Judgement: Normality. Here is a situation where the teacher was translating the conversation in Thai with high speed talking and then the students said…

The example no.5 of Judgement: Normality

464	SS	Teacher! Teacher! You speak *slowly [Judgement:-Normality]* please.

554	T	Natthaporn, where do you go to see the movie?
555	SS	Coliseum.
556	SS	Central Had Yai Festival.
557	T	Central Festival! What about Coliseum here? Hmm..*high so (society)[Judgement:+normality]*
558	SS	(laughing)

Both examples of Judgement: Normality showed that in the former sample the students evaluated the teacher with his high speed talking. They need the teacher to reduce the speed of his speech. In the latter sample, the teacher judged the students' behaviors as high society people when they said they went to see the movie at Central Festival in Had Yai that located in a big city. In fact, in their local place 'Coliseum' is the place for watching movies but they did not prefer to it, so the teacher made fun with them as they acted as high society people. For Judgement: Tenacity and Veracity are not in the present study. Table 3 below summarizes the list of resources of Judgement found in this study.

Social Esteem	Positive	Negative
Normality	specialized, okay, nice, usual, nature, high society, usually sleep	confused (3), slow
Capacity	okay, correct, excellent, good (5), treat, look after, take care, intelligent	not accept, cannot do
Tenacity	-	-
Social Sanction	**Positive**	**Negative**
Veracity		
Propriety	Look!, should try, Listen!, Relax!, Look at!, Turn page.., Silent!, should have answer, should answer, Give me	not good

Table 3: The resources of Judgement found in the present study

The Appreciation category mostly used the 'reaction' followed by composition and valuation. The teacher mostly highlighted the students' accents, lessons, and entities in terms of emotional reaction. Example no.6 below presents the way the teacher evaluated his accent that is similar to native-speakers.

The example no.6 of appreciation: reaction

272	T	I want you listen my voice.
273	SS	Okay, okay. Hala, hala.
274	T	Hala! Ah, okay! I know my accent is *near native-speakers [App: +react; quality]*.
275	SS	[Students are laughing] Okay, okay.
269	SS	It's up to you. *[Aff: + inclination]*
270	T	It's up to me? *[Aff: + inclination]*
271	SS	YES!

The next example presents the evaluation of appreciation: composition; complexity.

The example no.7 of appreciation: composition; complexity

642	SS	Verb to do
643	T	Okay, verb to do. There are 'do' and 'does' then plus subject.
644	SS	==subject.
645	T	And helping verb, this is a structure that is very *easy pattern [appreciation: composition; complexity]*
646	SS	Noisy
647	T	This is STRUCTURE. Ah.. what are you explaining, Arseeroh? What's your explanation? Arseeroh Baka, which one do you misunderstand?
648	SS	(silence)

In the example no. 7, the teacher was explaining how to use 'verb to do' and he evaluated the structure of verb to do as 'very easy pattern'. He probably tries to convey to his students that the use of verb to do is not difficult and tries to push them to be more encouraged. Here below is the table 4 that presented the lexical items of Appreciation category found in the present study.

Appreciation	**Positive**	**Negative**
Reaction	near nativeness, interesting [textbook], great [textbook], love [textbook], heaven [textbook], nee pa nge [Jawi], beautiful, like, comfortable, fantastic, Amway[t],	expensive, low class Close-up[t], Colgate[t], Lotus[t], bad breath
Composition	easy (3), new	differ, difficult
Valuation	important, guarantee	local

Note on textbook these instances were used by the teacher that exist in the textbook (Interchange I) while he was teaching.

Table 4: The resources of Appreciation found in the study

The final system of ATTITUDE domain is 'Affect'. In terms of affect, the teacher and students use both positive and negative feeling responses through verb phrases and adjectives. From the data, the subcategories of affect employed mostly were positive *happiness* followed by *inclination*, *security* and *satisfaction* respectively. Here is example no. 8 illustrating the teacher's desirability.

The example no.8 of Affect

263	T	LET's have a look conversation.
264	T	This is a conversation between Ja:son and An:drea.
265	SS	= Andrea.
266	T	you *want [Affect: + inclination]* me to turn on the audio sound or *would you like [Affect: + inclination]* me to just pronounce it?
267	SS	yeh
268	T	…with my accent.
269	SS	It's up to you. *[Affect: + inclination]*
270	T	It's up to me? *[Affect: + inclination]*
271	SS	YES!
272	T	I *want [Affect: + Inclination]* you to listen to my voice
273	SS	Okay! Okay! Hala hala.
274	T	Hala, okay I think *my accent is near native speakers' accent.[App:+react; quality]*.
275	SS	(*students are laughing[Affect:+hap;cheer]*.) okay okay
276	S?	Whatever *you'd like [Affect:+inclination]*.
277	T	*Even you guys don't accept my accent[App: -react; impact]*, you should do.
278	SS	(*students are laughing[Affect:+hap;cheer]*.) okay okay

In the example no. 8, the teacher expressed his feeling that involves his intention rather than the reaction. The teacher wants his students to listen to his voice rather than turn on the audio sound. Even though he asked for their opinions, he made a decision. In addition, non-verbal reaction [*laugh*] always happened in the class which showed the positive environment and it is coded as happiness in cheer subcategories. The resources of affect are shown in the table 5 below.

Affect	**Positive**	**Negative**
Dis/inclination	want (4), would like, up to you, up to me	-
Un/happiness	good (2), thank you (4), you're welcome, okay, like	sorry (2), don't worry
In/security	sure, together, believe	-
Dis/satisfaction		complain

Table 5: The resources of Affect found in the study

The second key finding was the proportions of Explicitness of Attitude in a Thai EFL classroom talk: Attitude instances were analyzed with regards to the inscription (explicit) or invocation (implicit) realization strategies of Attitude. The proportion of the Explicitness of Attitude revealed that the inscription was the most influential realization strategy. For the invocation strategies of Attitude, Afford was the most frequently used while Provoke was not used. The proportions of Explicitness of Attitude are illustrated in figure 4.
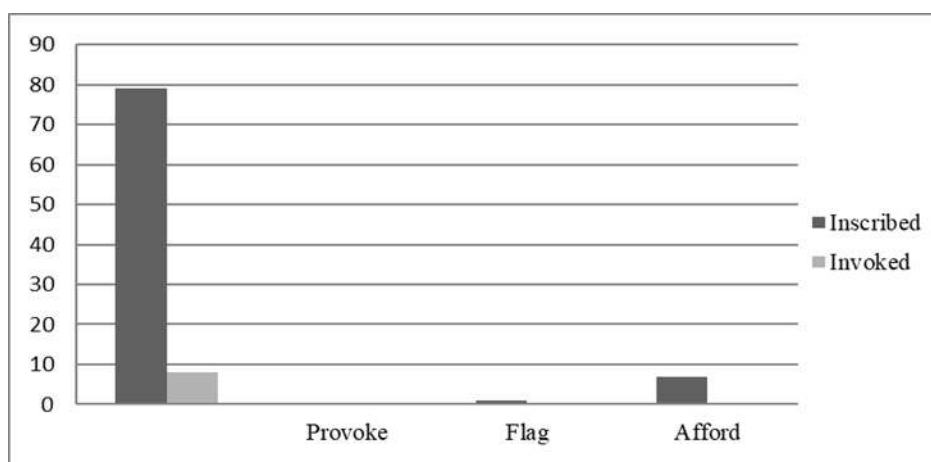
Figure 4 The proportions of inscription and invocation realization strategies of Attitude

According to the findings above, another example displayed '*invoked*' attitude in a situation where the teacher and students have a small talk about the brands of toothpaste. The abbreviation *"t"* means invoked attitude. In addition, the appreciation: valuation is evaluated below.

The example no.9 of appreciation: t (+,-) reaction

742	SS	Teacher! Your saliva is splashing!
743	T	Ah! I use *"Amway" [App: t+react; quality]* brand, not the brands of "*Close up* or *Colgate*" *[App: t-react; quality]* they are *low grade [App: -react; quality]*.
744	S?	I use the brand of "*Lotus*" *[App: t-reat; quality]*
745	T	Well, all of you don't complain about *my bad breath [App: -react; quality]* because I have just been to see the dentist for scaling and I don't have any decayed teeth. So, I absolutely *guarantee [App:+val]* that I don't have any halitosis, all you guys don't worry.

In the example of no. 9, the teacher expressed several emotional reactions about the toothpaste's brands. He mentioned the brand "Amway" that is acknowledged as a product of high quality in the world, then the teacher compared the brand between "Amway" and "Close-up & Colgate" that the price and quality are less than "Amway" . Interestingly, this shows his emotional reaction that evaluates quality of toothpaste through the use of brand's names metaphors. The teacher expressed his attitudes through proper nouns 'Amway, Close-up, and Colgate' instead of expressing adjectives or verb phrases. In addition, the appreciation: valuation is evaluated through his strong certification of no halitosis by using verbal group 'guarantee'.

The final key finding was the proportions of Polarity of Attitude that the teacher and students used in class. The study uncovered that both the teacher and students expressed both positive and negative attitudes. However, positive stances are greater than negative proportions as shown in Figure 5.
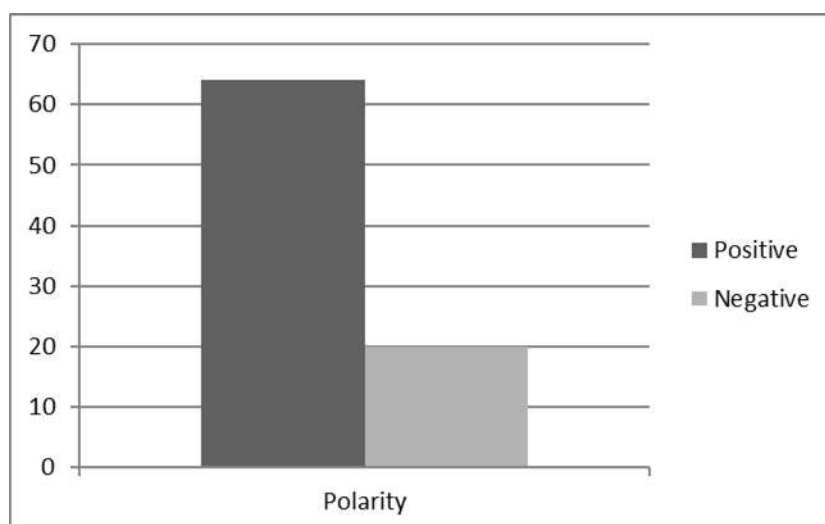
Figure 5 The proportions of positive and negative instances of Attitude

As the figure 5 showed, this is an example that the teacher expressed some negative attitude to students.

The example no.10 of Polarity of Attitude

588	T	…Where do you go for karaoke?
589	SS	Coliseum.
590	T	Have you been there?
591	SS	(cannot catch the words.)
592	T	If you believe, it is *not good [Polarity-Negative]* for Muslims, right?

6. Discussion and Conclusion

The results of the study can be summarized and discussed in two following points.

5.1 As shown by the present results, the classroom talk in a Thai EFL tertiary education indicate that both the teacher and students expressed attitudinal resources; the large number of the judgement resources presented the highest proportion among three kinds of Attitude domain in particular when the teacher assesses his students' abilities, characters, and behavior such as praise, warning, and instructing which normally happened in classrooms which is called 'Teacher's Feedback'. Likewise, the study of Teacher's Feedback or Teacher's Evaluation refers to teachers making the assessment of students' answers from the form of language and this has been reported as forms of '*judgement*' made on students' performance (Cullen, 2002; Nunn, 2001). According to Ran and Danli's study (2016), the evaluative feedback did account for the largest number especially to praise by saying "good", "excellent", "yes" and "ok". This form of Teacher Feedback is displayed as the most dominant type of feedback used in second language and foreign language classrooms (Gattullo, 2000).

Furthermore, the present study displayed the teacher often using positive attitudes rather than negative one in order to make students concentrate more and motivate for learning. In the pedagogical theory, positive feedback is significant because it provides affective support to the learner and fosters motivation to continue learning (Ellis, 2009). A

few negative effects in the present study were expressed by the teacher to indicate his authoritative voice as Yuliati (2013) discussed that it is common in academic setting that means the authority of the teacher was still a paramount and dominating issue.

5.2 The way the teacher and students expressed their emotional reactions showed their personal aspects and their relationships through language choices. The language choices revealed that they expressed highly the informal utterances or colloquial conversation. For example, T: "How're you doing today all you *guys*?" and the teacher often used the other personal references to call students such as '*kae*' (Thai language) means 'you', or called by nickname. It is normally used with a person who has less power and those are informal lexis. They always made jokes to each other, which made the classroom more livable. This aspect can support students learning and their interpersonal relation is much more increased. As Poynton 1990, presented a model of the interpersonal relationship related to an aspect of social context '*Tenor*.' This model can be organized in three dimensions (power/ statue, contact and affect), but Martin & Rose (2007) proposed two main variables in tenor (power and solidarity). As the present study, the teacher and students shared feelings about value of a social action that happened in the classroom. The teacher often negotiated solidarity relations with students as Lai (2010) pointed out that the solidarity can help teacher build up a relatively democratic and harmonious relation with students. Therefore, the solidarity is such a key of interpersonal relationship that exists in the classroom interaction between teacher and students.

Consequently, the evaluative attitudinal resources are interesting not only in perceiving speaker's/writer's feelings and values but also in revealing speaker's /writer's positioning (Martin & White, 2005). The evaluative lexis used by appraisal framework reflects the teacher and students' attitudes. It enables the author to shed light on how the new generation of a Thai-Muslim teacher and students express and negotiate opinions on each other. This study can contribute to an effective channel of promoting and creating the relations of alignment and rapport between the teacher and students in the moment of teaching and learning in order to reach effective learning.

7. Recommendations and Implications

The present study has only studied one of three domains of Appraisal framework - Attitude, so it will be better to include Graduation or Engagement in terms of evaluative language in classroom talk in order to see the whole dimensions of language evaluation. However, we found some problematic issues regarding the analysis of appraisal especially the interpretation. It could be said that some categories in Attitude domain are difficult to discriminate for the purpose of interpretation; there may be different interpretation in different social context. In order to implicate appraisal framework in the classroom, teachers are able to evaluate their own and students' choices in terms of expressing interpersonal meaning in class. They can see whether the use of language will be encouraged, support students in learning or just control students to limit their expression. Furthermore, appraisal can reflect teachers and students' thoughts, feelings, and classroom relationships. Lastly, teachers can come up with the available language patterns that support learners in practical language learning and also apply the lexical instantiations of

appraisal resources in reading comprehension course since this framework can be used as an important strategy to develop learners' critical abilities.

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Appendix I
Abbreviations of coding Attitude systems (Martin & White, 2005, p. 71)

Abbreviation	Meaning
+	positive attitude
-	negative attitude
t	invoked attitude
des	affect: desire
hap	affect: un/ happiness
sec	affect: in/ security
sat	affect: dis/ satisfaction
norm	judgement: normality
cap	judgement: capacity
ten	judgement: tenacity
ver	judgement: veracity
prop	judgement: propriety
reac	appreciation: reaction
comp	appreciation: composition
val	appreciation: valuation

Appendix II
Transcription key (adapted from Eggins and Slade, 1997, p. 5)

Punctuation	- Full-stops (.) : mark completion or certainty - Commas (,) : signal non-final talk; breathing time - Question marks (?) : indicate question or uncertainty - Quotation marks (" ") : indicate the change in voice when the speaker directly quote or reported speech. - Exclamation marks (!) : signal surprised, shocked, amazed
WORDS IN CAPITALS	-words in capital letters: indicate the increased volume and emphatic stress
Unclear talk	Empty parentheses: ( )
Transcriber's guess	Words within parentheses to mark the uncertain transcription (transcriber's guess)
Hesitation talk	Hesitations are shown in three dots: …
Overlapping	Overlapping talks are shown in double equal ==
Non-verbal information	Non-verbal information are transcribed within square brackets: [humour sense]
Thai language	Thai language is transcribed in Thai: บทนี้คือการแนะนำตนเอง
Jawe language	Jawe language is transcribed within square brackets: [อีโจ๊ะ]
Extended voice	Extended voice is transcribed with three dash: ---
Comic voice	Comic voice is a speaker mimics a native-speaker accent with his/her first language, and comic voice is displayed with *