

T eacher Use of Acts in Activity Transitions

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Abstract

This study was conducted to investigate a teacher's use of acts in the transitions and the differences between acts in different types of transitions. The subject of this study is a non-native teacher from an in-sessional English course for post-graduate students at King Mongkut's University of Technology Thonburi. The instrument used for data collection was video-recording. The data were transcribed and analyzed to find the acts used in activity transitions and the differences between acts among types of transitions by using 'The Birmingham School of discourse analysis' framework of Sinclair and Coulthard (1975). The result revealed that there were six types of acts used in transitions. Marker, Silent Stress, Starter, Meta-statement, Conclusion, and Comment were all found in inter-activity transitions but Starter and Comment were not identified in intra-activity transitions. The forms and functions of Meta-statement were different but the context positions remained the same for these two types of transitions. Uttering words and statements in transition time can be used to focus or frame students. The study suggested that teachers should have a clear purpose before uttering words because the purpose can change students' interaction or attention in transitions.

Keywords: *transitions, discourse analysis, exchanges, moves, acts*

1. Introduction

In classroom management, the role of teachers is not only to give knowledge, but also to manage classes well. If the teachers manage the classes wisely, the students will understand lessons easily. Under the umbrella of classroom management, there is one aspect called 'transition'. Arlin (1979, p. 42) defines transitions as a teacher-initiated directive to students to end one activity and to start another. Watson Todd (1997, p. 42) also defines transitions as 'a shift in one of the facets of interaction, such as the topic, the task or the language code.' In this study, the teacher's use of verbal language to change from one stage in an activity to another stage or from one activity to a different activity can be seen as transition in the classroom.

Doyle (1986, cited in Richards & Lockhard, 1994, p. 121) mentions that effective transitions tend to occur with teachers who have teaching experience. In contrast, Arlin (1979, p. 42) supports that ineffective transitions interrupt students from learning new content from classroom activities. It can be claimed that inexperienced teachers do not know what to do while transitioning. Therefore, the study of a teacher's acts in transitions in the classroom would be a guideline for a novice teacher to understand what acts to use in the transition time.

2. Literature review

2.1 Importance of transitions in the classroom

Transitions in classrooms play significant roles in classroom management. Epanchin et al. (1994, p. 107) state that transitions in the classroom can help the students focus on the lesson. When the students focus on the lesson, off-task behavior may not occur in the classroom. Likewise, Arlin (1979, p. 55) supports that effective transitions can be seen as a means to both increase efficient use of time and decrease the negative consequences of disruptive, off-task behavior. Similarly, Froyen (1993, p. 87) claims that transitions can be used as one technique to raise students' attention on one task. Moreover, Park (2014, p. 37) indicates transitions can prepare the students to know what to expect in the next activity.

Furthermore, the smoothness of the classroom can be facilitated by the use of transitions (Froyen, 1993). In order to maintain the flow of the lesson, the teacher should use transitions as one strategy. Richards and Lockhard (1994, p. 120) support that organized transitions can establish a link between one activity and the next. The teacher can use the link as a tool to direct the pupils' attention and focus. Watson Todd (1997, p. 43) suggests that during a transitional period from one activity to the next, teachers can provide the focus on what to follow to the students. Thus, when the students know what to follow, the teacher can lead the class smoothly by using transitions. As a result, teachers should be aware of the use of effective transitions. With unstructured transitions, the effect may be loss of learning time, unexpected behavior, and lack of coherence in lessons.

2.2 Types of transitions

Transitions occur in an activity or between activities. Brown (2001, p. 129) defines the meaning of activity as "a reasonably unified set of students' behaviors, limited in time, preceded by some direction from the teacher, with a particular objective." Transitions are mainly divided into two types which are intra-activity transitions and inter-activity transitions. First, inter-activity transitions involve the closing of one stage and the opening of another stage of the same activity (Jacknick, 2011; Park, 2014). Froyen (1993, p. 86)



explains that intra-activity transitions occur between one stage and the next within an activity, as when the teacher finishes one stage and another stage is begun in the same activity. For example, when teachers finish eliciting vocabulary about the appearance of a face such as face shape, then they speak a word or statement in order to shift to elicit hair styles (Park, 2014).

The other type of transition is inter-activity transitions. It happens between two boundaries of activities, between main stages or main activities of a lesson (Froyen, 1993). For instance, the teacher initiates utterances to close a warm-up activity and start the next activity (Park, 2014). Thus, inter-activity transitions involve the use of utterances to close the last stage of a previous activity and the opening of a new stage of the next activity (Jacknick, 2011). In the next part, the two types of transitions employed in classroom discourse are discussed.

2.3 Transitions in the classroom discourse

Transitions normally occur between the two boundaries of transactions. In order to identify transitions, Sinclair and Coulthard (1975) propose the foundations of transitions in their framework, the Birmingham School of discourse analysis. They view the interactions of a stage in classroom language on a ranking scale. The scale consists of acts, moves, exchanges, and a transaction.

a) Act

Act is the lowest level of the scale. The meaning of acts is similar to those of speech acts. Speech acts generally refer to functions which underline the intent of the speaker (Yule, 2010). From the study of Sinclair and Coulthard (1975, p. 40-45), there are 22 acts which occur in the classroom (See Appendix).

b) Move

Move is the level above acts. There are five classes of moves (Sinclair & Coulthard, 1975). First, framing move is indicated by the teacher that he/she regards one stage in the lesson as ending and another as beginning. Second, focusing move is the action when the teacher's discourse directs the pupils to what the next/previous events of the lesson are. Third, initiation move is the action of the teacher to interact with the students by asking questions, giving instructions or giving information. Fourth, response move is the responses from teachers and students made in response to the initiations. Last, feedback move is the action of teachers to tell the students to show the progress of their learning.

In this study, the researchers focus on framing moves and focusing moves since they relate to transitions. According to Sinclair and Coulthard (1975, p. 40-43), there are only

six acts which can be found in framing and focusing moves. In the framing move, there are Marker and Silent Stress being used. Teachers have to use only Marker “*ok, well*” and Silent Stress “^” to form this kind of move. As for the focusing move, only five acts out of twenty-two acts can form focusing moves which are Marker, to mark the boundary of discourse; Starter, to provide information about direct attention; Meta-statement, to focus students on events in future time; Conclusion, to summarize previous events; and Comment, to expand Conclusion or Meta-statement (Sinclair & Coulthard 1975: 40-43). Moreover, it is stated that the use of Marker can occur in the two types of moves (Sinclair & Coulthard, 1975: 40-43).

i) Framing move

Example 1

This example displays Marker and Silent Stress in the framing move.

Move in Boundary Exchanges	Teacher Talk	Act
Framing	Well	Marker
	^	Silent Stress

ii) Focusing move

Example 2

This example shows Marker and Conclusion in the focusing move.

Move in Boundary Exchanges	Teacher Talk	Act
Focusing	Now,	Marker
	What we’ve just done is giving some energy to this pen.	Conclusion

Example 3

This example shows Conclusion and Comment in the focusing move.

Move in Boundary Exchanges	Teacher Talk	Act
Focusing	So that’s the first quiz.	Conclusion
	I think you got that all right.	Comment

Example 4

This example shows Starter and Meta-statement in the focusing move.

Move in Boundary Exchanges	Teacher Talk	Act
Focusing	So that's the next quiz.	Starter
	We'll do that just now.	Meta-statement

c) Exchange

Exchange is at the upper level beyond moves. There are two major classes of exchange which are Boundary and Teaching. The boundary exchange is the signal to begin or to end the stage of a lesson and activity in the classroom. The definition of the exchange is related to transitions. The other exchange is the teaching exchange. That means the progress of the lesson is moving on. Moreover, these exchanges are built up from the move. The boundary exchange is formed by two moves: framing or/and focusing whereas the other three types of moves are formed in the teaching exchange.

d) Transaction

In the uppermost level beyond exchange is transaction. A transaction is an event, topic, series of actions or a stage of activity that teachers carry out in specific situations which are composed of at least one exchange. Plus, one transaction can be considered as one stage in an activity and one stage normally achieves only one purpose. A transaction that is stated or ended is indicated by boundary exchanges.

2.4 Previous studies on transitions in the classroom

Many researchers conducted studies concerning transitions in the classroom. Arlin (1979) researched teacher-initiated transition time and non-transitional time. She focused on teacher use of ineffective transitions that could disrupt time flow in the classroom. The participants in five experiments were 50 students from grades one to nine. The finding showed that unstructured transitions had an influence to increase disruptive behaviors. Plus, ineffective transitions could interrupt time flow in the classroom. It can be stated that the transitions are important in the classroom.

Another research study by Park (2014) focused on how Korean-as-a-foreign-language (KFL) teachers implemented activity transitions. The teachers used the *-(u)psita* form to transit activities in a lesson. This form is one of the six speech styles which are semi-formal. Sohn (1999, cited in Park, 2014, p. 26) states that the semi-formal speech shares the same meaning as the English expression 'let's'. She video-recorded twenty hours of interactions between teachers and students in four upper-level classrooms. She observed two types of transitions: intra-activity transitions and inter-activity transitions. The result

supported that structured transitions can properly facilitate students to follow instructions and prepare the students to focus on the next activity. So, this study confirmed that the study of teacher transitions could raise awareness of teachers' discourse practice of different types of transitions in the classroom. It could help teachers clearly use transitions in their own pedagogical teaching.

In this study, the researchers aimed to study acts which were used in two types of transitions, intra-activity transitions and inter-activity transitions, because they could help teachers to transit the stages into/between activities. So, in order to use good transitions, acts used in transitions are important to build up those transitions. Therefore, the researchers hoped that understanding those acts could help teachers construct clearly-structured transitions.

The following two research questions were posed:

1. What acts did a teacher use in transitions?
2. Did the acts differ among different types of transitions?

3. Methodology

3.1 Participant

The participant of this study was a non-native English teacher who has been teaching English for ten years. The teacher is an English lecturer at King Mongkut's University of Technology Thonburi (KMUTT). The teacher taught LNG 600, an in-session English course for post-graduate students to practise reading skills (skimming, scanning, note-taking, and inference), and writing skills (note-taking, summarizing, and argumentative essay), to 29 Thai students from the Graduate School of Management and Innovation at KMUTT. The participant volunteered to be the subject in this study.

3.2 Research instrument: Video recording

The purpose of using video recording is to investigate what acts were used by the teacher in the transition period in classroom interaction. There were six video recordings used in this study. The researcher recorded the videos once a week. The camera was set in the back of the classroom and mainly focused on the teacher. The recorded video was used as a main instrument because the video could enable the researchers to not only hear the recorded voice, but also see the teacher in the transitions.

3.3 Research procedures

The study was divided into four stages. Firstly, the researchers prepared a guideline for data analysis by adopting the framework of Sinclair and Coulthard (1975). The guideline was used to identify the acts that were used in the transitions. Secondly, a



meeting was arranged to inform the subject of the purpose of the study and to ask for permission from the subject to record the video. Thirdly, six teaching sessions were recorded. Lastly, the data were analyzed according to the framework in order to categorize the acts that were used in the teacher's transitions.

3.4 Data collection and analysis

The study aims to investigate acts in transitions. In order to conduct a systematic analysis, there were five steps planned in this study. Firstly, after all the data had been transcribed, the researcher classified the sets of transactions into their related activity. Secondly, the boundary exchanges of transactions within activities were identified to find the positions of the intra-activity transitions. Additionally, the boundary exchanges between two activities were investigated in order to locate the inter-activity transitions. Thirdly, after indicating the types of transitions, two sets of data which were in the intra-activity transitions and inter-activity transitions were organized. The framework 'The Birmingham School of discourse analysis' was used to analyze the types of moves in the boundary exchange from each set of data. Fourthly, the same framework was used to find out the acts from the moves in each transition type. Last, the frequency of the acts from the two types of transitions was counted.

4. Findings

4.1 Types of acts and moves in two types of transitions

The data are presented as follows. Firstly, six acts and their frequency in two types of transitions are presented in Table 1.

Table 1 The frequency of the use of acts in two types of transitions

Number	Acts	Types of transitions		Total acts used in transitions
		Intra-activity transitions (Times/100%)	Inter-activity transitions (Times/100%)	(Times/100%)
1	Marker	53 (46%)	90 (50%)	143 (48%)
2	Silent Stress	49 (42%)	31 (17%)	80 (27%)
3	Starter	-	5 (3%)	5 (2%)
4	Meta-statement	8 (7%)	41 (22%)	49 (17%)
5	Conclusion	4 (4%)	11 (6%)	15 (5%)
6	Comment	-	3 (2%)	3 (1%)

Secondly, the types of moves in boundary exchanges used in the transitions are shown in Table 2.

Table 2 The frequency of moves in the two types of transitions (% of the time)

Moves in Boundary Exchanges	Types of transitions		Total moves used in transitions (100%)
	Intra-activity transition	Inter-activity transitions	
Framing move	41 (65%)	22 (35%)	63 (52%)
Focusing move	21 (35%)	37 (65%)	58 (48%)

Thirdly, there are five excerpts which are used to show the acts that were used for the two types of transitions as follows.

Excerpt 1

The table below shows Marker, Silent Stress, and Meta-Statement which were used in intra-activity transitions.

Moves in Boundary Exchanges	Teacher Talk	Act	Intra/Inter-activity transitions
Framing	I have been studying Phd for four years but I do not graduate yet... <i>Alright</i>		Intra-activity transitions
	^	Marker Silent Stress	
Focusing	<i>We are going to introduce ourselves.</i> I want to know you tell me your nickname, your work. You can think of what is interesting about you.	Meta-statement	

In Excerpt 1, the teacher initiated statements in the intra-activity transition to transit two stages of the activity. The first activity was an ice-breaking activity. In the first stage, the teacher had a small discussion about the students' lives while studying in the M.A. in Management and Innovation. After that, the teacher uttered words to end the stage of the activity in the form of Marker and Silent Stress in the framing move. Then, the teacher began the next stage of the activity by using Meta-statement in the focusing move. After that, the teacher explained what students were to do in the next stage which was introducing themselves.

Excerpt 2

The following table demonstrates Marker and Conclusion which were used in intra-activity transitions.

Moves in Boundary Exchanges	Teacher Talk	Act	Intra/Inter-activity transitions
Focusing	Where is the Metropol parasol? English for proper noun will contain a capital letter so you have to scan for the capital letter._ <u>Alright</u>	Marker	Intra-activity transitions
	<u>This is the technique of scanning.</u>If you look for who design the structure you look for the name.	Conclusion	

In Excerpt 2, there were two topics being used for practicing scanning which were places and persons. In the first stage, the teacher taught students how to scan for places in the text. In the second stage, the teacher instructed the students about how to scan for persons. The teacher told the students to scan for the name of a person in the text. It can be seen that the intra-activity transition was used between the first stage and the second stage. Therefore, Marker and Conclusion were found in the focusing move.

Excerpt 3

The following table displays Marker, Silent Stress, and Meta-statement which were used in inter-activity transitions.

Moves in Boundary Exchanges	Teacher Talk	Act	Intra/Inter-activity transitions
Framing	What's paragraph? Paragraph 1 Many invasive species are introduced to the new habitat every year as a result of global trading. <u>Ok</u>	Marker	Intra-activity transitions
	^	Silent Stress	
Focusing	<u>Now</u>	Marker	
	<u>We are going to do the close reading.</u> In the close reading, I will turn the sound for you and I will pause every paragraph	Meta-statement	

In Excerpt 3, there were two activities which were checking the answer of the skimming exercise and close reading. In the first activity, the teacher checked the answers of the skimming exercise. The teacher began to check answers continuously until the last question

of the exercise. In the second activity, the teacher informed students about what to do in close reading. So, the period between these two activities were inter-activity transition. In the inter-activity transitions, the teacher used the Marker “OK” along with silent stress to end the previous activity in a framing move. Then, the teacher used the Marker “Now” to open the new activity in a focusing move and used Meta-statement to focus on the next activity.

Excerpt 4

The following table shows the Marker, Silent Stress, Starter, and Meta-statement which were found in the inter-activity transition.

Moves in Boundary Exchanges	Teacher Talk	Act	Intra/Inter-activity Transitions
Framing	We don't say traffic is jam We say traffic jam Are you happy with your sentence? <u>Ok</u>	Marker	Inter-activity transitions
	^ —	Silent stress	
Focusing	<u>Alright</u>	Marker	
	<u>We come to the last part of this Chapter.</u>	Starter	
	<u>We are going to look at non-defining clause....</u> Look at the clip go back to your book on page 24. You will see the explanations	Meta-statement	

In Excerpt 4, there were two activities which were correcting the students' answers of the cause and effect sentences of students and practicing non-defining clauses. In the first activity, the teacher corrected the students' cause and effect sentences. In the second activity, the teacher started playing a video clip concerning 'non-defining clause'. The time between the first activity and the second activity was the inter-activity transition.

In the inter-activity transition, the teacher began to end the activity by using the marker “OK” in the framing move. Then, in the focusing move, the teacher used the marker “*Alright*” to start the new activity. The teacher also used Starter to provide more information to the students that the activity was ready to start. The teacher used Meta-statement to help the students to focus on the next activity.

Lastly, so far, according to Table 1, there were three acts out of six acts which have significant frequency. They were marker (48%), silent stress (27%), and meta-statement (17%). Thus, it is interesting to see their differences in these two types of transitions.

For the conclusion, **it** was found in both types of transitions but **it** did not have a lot of frequency (5%). So, the researcher did not include it in the next part.

4.2 The differences of acts between intra-activity and inter-activity transitions

The data of Marker, Silent Stress, and Meta-statement are individually presented in the tables below. The table of each type of act has three subtopics. The first subtopic is a word form; it means the realization or surface structure in a teacher's monologues. The second subtopic is the contextual position of acts in the moves between types of transitions which means the position of the acts which were identified in the framing (Fr) and focusing (Fo) moves. The last topic is functions. 'Function' means the purpose for which a word or sentence of a language is used.

Table 3 The use of Marker for two types of transitions

Act	Word forms used between types of transitions		Contextual positions of acts in the moves between types of transitions				Functions of acts between types of transitions	
	Intra	Inter	Intra		Inter		Intra	Inter
			Fr	Fo	Fr	Fo		
Marker	Alright Now Ok	Alright Now Ok	/	/	/	/	To mark the boundary in the discourse	To mark the boundary in the discourse

According to Table 3, for intra-activity and inter-activity transitions, the teacher also used the same word forms of Marker such as *Alright*, *Now* and *Ok* for the two types of transitions. In terms of the functions, there were only two similar functions that the teacher used for the two types of transitions. In terms of the positions, these forms also shared the same positions as when they were found. So, the word forms, the functions and the positions of the marker were the same in the two types of transitions.

Table 4 The use of Silent Stress for two types of transitions

Act	Word forms used between types of transitions		Contextual positions of acts in the moves between types of transitions				Functions of acts between types of transitions	
	Intra	Inter	Intra		Inter		Intra	Inter
			Fr	Fo	Fr	Fo		
Silent Stress	(pause)	(pause)	/	-	/	-	To highlight the marker	To highlight the marker

According to Table 4, for intra-activity and inter-activity transitions, the teacher also used the same word forms of Silent Stress. The word form of Silent Stress counted on the pausing of the teacher's utterances after using the Marker in each framing move. Moreover, in terms of context position, it was found that Silent Stress remained only in the framing move. The teacher used the same function of the Silent Stress, that is, to highlight the Marker for the two types of transitions.

Table 5 The use of Meta-statement for two types of transitions

Act	Word forms used between types of transitions		Contextual positions of acts in the moves between types of transitions				Functions of acts between types of transitions	
	Intra	Inter	Intra		Inter		Intra	Inter
			Fr	Fo	Fr	Fo		
Meta-statement	Let's+V1+ Object	Let's+V1+ Object	-	/	-	/	To focus students on a stage in an activity	To focus students on the whole activity
	S+be+Ving	S+be+Ving to						
		S+will+V1						

According to Table 5, for the intra-activity transitions, the teacher used two word forms of Meta-statement which refer to the future time. They were "let's + v1 + object, *Let's look to through the course syllabus*", and "S + be + Ving to, *We are going to introduce ourselves*".

However, these two word forms were only found in the focusing move and the function of these forms contained only one function which intended to focus students on the next stage in each activity. For the inter-activity transitions, the teacher employed one more word form of Meta-statement to refer to the future time. It was "S + will + v1, *I will give you twenty minutes break*". This word form was identified in the focusing move and the function of this word form aimed to focus students on the whole activity.

5. Discussion

5.1 The reasons for using six acts

Based on the findings, both intra-activity transitions and inter-activity transitions were used in the class; six acts out of twenty-two acts emerged: Marker, Silent Stress, Starter, Meta-statement, Conclusion, and Comment. The other eighteen acts were not found in transitions because their functions and the context positions were related to teaching, not transitions (Sinclair & Coulthard, 1975, p. 49). Moreover, these six acts appeared normally in the language class and the teacher frequently used them when the teacher

wanted to transit from one stage in the activity to the next. It could be seen that the teacher was aware of choosing the six acts in transitions because their functions could support the forming of transitions. Therefore, the teacher should be aware of selecting acts for transitions.

a) Marker

The Marker was a signal to the students for the beginning and ending stages in the lesson. If the teacher was not aware of using it, the stages in class will move very fast. So, the students might not be able to catch up with the lesson.

b) Silent Stress

The teacher should be aware of using silence. For example, when the teacher keeps quiet for too long after uttering the Marker, the students in the class will start talking with their friends. So, the duration of Silent Stress is important (Arends, 1989, p. 291).

c) Starter

The Starter can be used to prompt students to start the next activity. The teacher intended to use it to give more context to students in the transitions before focusing students on the next activity. For example, before the teacher used the Meta-statement, the teacher used the Starter to start the next activity in excerpt 4.

d) Meta-statement

The Meta-statement played a major role in making students focus on the lesson. The teacher should be aware of the right time to use it. The period of time for using was very important for student interaction. For example, when the teacher wanted to focus students on a stage in scanning, the teacher could use the Meta-statement in a stage. When the teacher wanted to focus students on the next stage, the teacher used it between the two activities.

e) Conclusion

The Conclusion was very helpful for ending stages in activities. The teacher should know the time to use it because it can be used to conclude the previous activity. When the teacher wants to end the previous activity, he/she would use it at the end of the activity.

f) Comment

The Comment always occurred along with the conclusion. It showed that the comment was bound with the context. The teacher should know when to use it. When the teacher tried to use the Comment, the teacher would use it to expand the conclusion.

5.2 The similarities and differences of acts for the two types of transitions

Based on the findings, there were three acts, Marker, Silent Stress, and Meta-statement, which were used for the two types of transitions. Given the significant frequency of their occurrence, it is interesting to see their differences.

a) Marker

Based on the findings, the Marker was found in the intra-activity and inter-activity transitions. In the two types of transitions, the Marker was found in framing and focusing moves. In part of using framing move in the classroom, the teacher used it to signal the beginning or ending of stages, so the Marker was appropriate for use in the framing move in order to frame lesson activity. For example, the teacher began a reading lesson by using *Alright* for starting the lesson. In the focusing move, in order to focus students on activities, the teacher may need to give a signal to the students as the opening part of the focusing move. This action was related to the function of this move. Furthermore, the teacher used the same word forms of the Marker such as “*Alright*”, “*Now*”, and “*Ok*” for the two types of transitions to highlight the boundary of stages (Sinclair & Coulthard, 1975, p. 40). For example, in the reading class, when the teacher started discussing scanning for names, she used the Marker “*Now*” as a signal to her students that the beginning of the talk had already begun. Therefore, it was appropriate to use the Marker in the transitions because using it could help the students to detect the boundary of stages in the classroom so the students could easily follow the next stages (Walsh, 2006).

b) Silent Stress

Based on the findings, Silent Stress occurred in two types of transitions at the framing move. In the two types, the Silent Stress was found in the framing move because the teacher may prefer to use it to highlight the framing action (Sinclair & Brazil, 1982). This could be the reason that the Silent Stress was not found in the focusing move. Moreover, as we look at the word forms and the functions of the Silent Stress concerning the framing move, there was a pause and the function of the form used. It is clearly seen that this type of transition is used to highlight the Marker. So, when the Marker and Silent Stress “^” were used by the teacher, the students would know the Silent Stress was the sign from the teacher to signal the ending or beginning stages of activities. So, the teacher should use the Silent Stress along with the Marker in the framing move to make the Marker clearly noticeable. Therefore, the teacher should be aware of the amount of Silent Stress used as Arends (1989, p. 291) warns that pausing can lead to a loss of teacher control as silence gives the students opportunities to misbehave.



In the intra-activity and inter-activity transitions, it can be seen from the findings that the differences of the Silent Stress could not be found because the Silent Stress was found in the same move and in the same function.

c) Meta-statement

Based on the findings, Meta-statements were used in two types of transitions. They were used only in the focusing move for two types of transitions. However, they did not occur in the framing move because it contrasted with the function of the framing move. So, the differences of the Meta-statement in terms of the move remain unseen. It could be reflected that the teacher showed the clear purpose of choosing the acts with the correct move that was the focusing move. In doing so, the teacher would be able to focus students on the next stages. However, when we closely look at the functions of the Meta-statement, it revealed the differences of the Meta-statements found in the two types of transitions. In the intra-activity transitions, the function of the Meta-statement was to focus on a stage in an activity. In the inter-activity transitions, its function was to tell the students what the subsequent activity would be. Therefore, this could reveal that the functions of the transition were co-related with the stage of the lesson. If the teacher used Meta-statement in the activity, it would focus students in the stage of activity. When the teacher used it at the end of the activity, it would direct students' attention to the next activity. From the differences, it shows that the teacher should be aware of the function and time to transit the class orderly.

Differences of Meta-statements concerning word forms were found for the two types of transitions. For intra-activity transitions, there were two word forms of the Meta-statement which were "*Let's + v1 + object* " and "*S + to be + Ving*". For inter-activity transitions, there were three word forms of the Meta-statement which were "*Let's + V1 + object*", "*S + to be + Ving to*", and "*S + will + V1*". A different point from the use of the word forms could be noticed in both types of transitions. The different point was the word form "*S + will + V1*" which was used only in the inter-activity transitions. If we closely look at this difference of the Meta-statement, the main function of this word form was to refer to the future time so it could be used in the focusing move. So, the teacher could use different forms of the Meta-statement in the transitions. This showed the purpose of the teacher because the teacher tried to provide many forms in the focusing move as transitions. It could help students to see a variety of language use in the classroom but the teacher should remember that the functions of various forms should be clear in order to be properly used in structured transitions.

6. Conclusion

Transitions are one of the useful teaching techniques that could help teachers to organize the classroom and promote students' learning. In order to use the transitions in the classroom, it is found that acts are the significant part to form the transitions. In this study, there were two types of transitions which were intra-activity and inter-activity transitions. It was found that Marker, Silent Stress, Meta-statement, and Conclusion were found in the intra-activity and inter-activity transitions. Moreover, all six acts were found in the same positions for the two types of transitions. The functions of the Marker and the Silent Stress were not different for the two types of transitions but the functions of the Meta-statement were differently used in the two types of transitions. In the transitions, the teacher also used a variety of forms. These findings could be a guideline to provide correct transitions for the teacher who encounters difficulty in using transitions.

7. Limitations of the study

This study was a small-scale research. The researchers wished to address only the acts that were used in transitions. Plus, the result of the study was obtained from one participant who taught six classes. For further study, the investigation of transitions should focus on different groups of students and different teachers in six classes. These would be valuable as empirical evidence for future studies concerning transitions.

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