

An impact of students' interpersonal relationships on their opportunities for language development in an EAL classroom in Thailand (work in progress)

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Although classroom-based research in applied linguistics and education has addressed students' relationships in language learning, the previous studies did not explore the impact of students' relationships on their opportunities for language development. This classroom-case study aims to investigate why and how students negotiated relationships with their classmates and how those negotiations affected their English development overtime. The data, collected in a Thai EAL classroom over one 13-week semester, included students participating in small group discussions, classroom interactions, interviews and online conversations with the focus on six students. I utilized Positioning theory and Systemic Functional Linguistics (SFL), more specifically the analysis of semantic system of speech functions to gain insights into the nuances of students' discursively constructed relationships. The insights into relationships between students will propose implications for EAL teachers to apply the importance of students' interpersonal relationships in their classrooms to their teaching routines.

Key words: Interpersonal relationships, positioning, opportunities for language development