

**PERCEPTIONS AND REFLECTIONS OF  
THE PRE-SERVICE EFL TEACHERS  
ON CLASSROOM INTERACTION**

**Yüksek Lisans Tezi**

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**PERCEPTIONS AND REFLECTIONS OF THE PRE-SERVICE EFL TEACHERS  
ON CLASSROOM INTERACTION**

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**MA in English Language Education Program**

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## **ABSTRACT**

### **PERCEPTIONS AND REFLECTIONS OF THE PRE-SERVICE EFL TEACHERS ON CLASSROOM INTERACTION**

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English Language Teaching Program

Anadolu University, Graduate School of Educational Sciences, February 2020

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This study aims to unveil perceptions and reflections of the pre-service EFL teachers on classroom interaction, factors affecting classroom interaction and the ways to improve classroom interaction. For this aim, a qualitative research design was used. A total of 110 pre-service EFL teachers took part in the study and filled a perception questionnaire regarding their perceptions and reflections on classroom interaction. Besides, a group of seven pre-service teachers were also asked to write self-reflection reports and peer reflection reports regarding classroom interaction right after their teaching practices during practicum for four weeks. Field notes were also taken by the researcher during practicum and finally, semi-structured interviews were conducted with those seven pre-service teachers. The qualitative data gathered were analyzed by using the Constant Comparison Method. The findings revealed that classroom interaction has positive effects on language learning environments in many ways according to the pre-service teachers. Besides, it was indicated that they were aware of the factors affecting classroom interaction and provided detailed information about them. Lastly, the participants stated plenty of ideas concerning the ways to develop interaction in the classroom. The findings of the study were discussed by referring to the relevant literature and various implications were drawn as well as providing suggestions for further research.

**Keywords:** Classroom interaction, Teacher perceptions and reflections, Turkish pre-service EFL teachers.

## ÖZET

### İNGİLİZCE ÖĞRETMEN ADAYLARININ SINIF İÇİ ETKİLEŞİME YÖNELİK ALGILARI VE YANSITMALARI

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Bu çalışma, İngilizceyi yabancı dil olarak öğreten öğretmen adaylarının sınıf içi etkileşime, sınıf içi etkileşimi etkileyen faktörlere ve sınıf içi etkileşimi arttırmak için başvurulacak yollara ilişkin algılarını ve yansıtma raporlarını ortaya çıkarmayı hedeflemektedir. Bu amaçla, bir nitel araştırma yöntemi desenlendi. İngilizceyi yabancı dil olarak öğreten 110 öğretmen adayı çalışmaya katıldı ve sınıf içi etkileşim üzerine algı ve yansıtma raporlarına ilişkin bir algı anketi doldurdu. Buna ek olarak, yedi kişiden oluşan bir öğretmen adayı grubundan uygulamalı staj döneminde gerçekleştirdikleri her öğretmenlik deneyimi sonrası sınıf içi etkileşimi göz önünde bulundurarak dört hafta boyunca öğretmen adayı yansıtma raporu ve akran geri bildirim formu yazmaları istendi. Araştırmacı da uygulamalı staj döneminde sınıf içi etkileşim ile ilgili notlar tuttu ve son olarak, bu yedi öğretmen adayıyla yarı yapılandırılmış görüşmeler yapıldı. Toplanan niteliksel veri, Sürekli Karşılaştırma Metodu (Constant Comparison Method) kullanılarak analiz edildi. Çalışmanın sonuçları, öğretmen adaylarına göre sınıf içi etkileşimin dil öğrenme ortamlarında birçok yönden olumlu etkileri olduğunu ortaya koydu. Ayrıca, öğretmen adaylarının sınıf içi etkileşimi etkileyen faktörlerin farkında olduğu görüldü ve adaylar, bu faktörler hakkında detaylı bilgiler sundu. Son olarak, adaylar sınıf içi etkileşimi arttırmaya yönelik birçok farklı fikir belirtti. Çalışmanın bulguları, alanyazına atıfta bulunularak tartışıldı ve gelecekte yapılabilecek çalışmalar için önerilerin yanı sıra çeşitli uygulamalar sunuldu.

**Anahtar Sözcükler:** Sınıf içi etkileşim, Öğretmen algıları ve yansıtma raporları, İngilizceyi yabancı dil olarak öğreten Türk öğretmen adayları.

*To my precious father and mother...*

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Hafize AYAZ

Eskişehir 2020

04./02/2020

#### **STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES**

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Hafize AYAZ

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## **LIST OF ABBREVIATIONS**

|      |                                                        |
|------|--------------------------------------------------------|
| CEFR | : Common European Framework of Reference for Languages |
| CLT  | : Communicative Language Teaching                      |
| EFL  | : English as a Foreign Language                        |
| ELT  | : English Language Teaching                            |
| ESL  | : English as a Second Language                         |
| L1   | : First Language                                       |
| L2   | : Second Language                                      |
| PT   | : Pre-service Teacher                                  |
| SLA  | : Second Language Acquisition                          |
| TPR  | : Total Physical Response                              |

## **1. INTRODUCTION**

Classroom interaction plays a key role in language learning classrooms since the primary goal is to be able to learn and communicate through the target language which requires interaction between learners and teachers, and also learners and learners (Brown, 2001; Gass & Mackey, 2006; Li, 2017; Pianta, 2016; Sert, 2019; Sundari et al., 2017; Walsh, 2002, 2011). Even though all the components of classroom interaction such as teachers, students, and the classroom environment are vital, teachers play a decisive role in the lesson (Walsh, 2011). Accordingly, the interaction in the classroom is often initiated by the teachers; thus their role and responsibility regarding students' achievements are of paramount importance (Adaba, 2017; Choudhury, 2005; Hermanto, 2015; Seedhouse & Jenks, 2015; Walsh, 2011). They should take the factors affecting classroom interaction into account, choose activities accordingly and manage the interaction in the classroom effectively. Moreover, teachers should sometimes take a less active role in interactions to enable learners to take part in classroom interaction more (Reddington, 2018). Therefore, it places a large burden on teachers since the steps that they take to direct classroom interaction as an orchestrator or a facilitator may have noticeable impacts on learners' opportunities for learning (Sert, 2015, 2017, 2019; Walsh, 2006; 2011; Walsh & Li, 2013; Walsh & Sert, 2019).

Walsh (2006) emphasizes the value of classroom interaction for providing opportunities for learning and states that enhancing those opportunities is possible, yet teachers should be conscious enough of interaction in the classroom and its impacts on the process of language learning. Similarly, Cancino (2015) suggests that teachers should develop an increased awareness of their interaction with learners to be able to make instant decisions that can boost learners' chances to get involved in interaction through meaningful negotiations. Besides, it has been observed that teachers make decisions during interaction in the classroom according to their perceptions (Walsh, 2003). In line with this idea, the link between teachers' perceptions/beliefs and classroom interaction has been investigated in several studies in the literature (Adaba, 2017; Li & Walsh, 2011; Petek, 2013; Sundari, 2017). Many researchers have reported that teachers' decisions and classroom practices are influenced by their beliefs and perceptions (Farrell & Bennis, 2013; Farrell & Ives, 2015; Hoy et al., 2006; Kuzborska, 2011). Therefore, teachers' perceptions of classroom

interaction based on their classroom practices may provide insights into their awareness of classroom interaction and it can be examined to both explore and raise their awareness of this issue. Moreover, investigating teachers' interactive practices, their beliefs and perceptions behind these practices and the effects of their actual teaching practices regarding the role of classroom interaction would shed light on the way how opportunities for learning are met in foreign language classrooms. Thus, this study aims at investigating the perceptions and reflections of pre-service English as a foreign language (EFL henceforth) teachers about classroom interaction, factors affecting classroom interaction and the ways to increase classroom interaction based on their classroom practices in the practicum.

### **1.1. Background to the Study**

The connection between interaction and learning has been the center of concern among researchers over the years and it has been commonly argued that interaction has an essential role to play in the learning process. Moreover, it has been regarded as an indispensable part of learning according to the 21<sup>st</sup> century skills. Since “knowledge is grounded in a setting and distributed across a community, rather than abstract and isolated within individuals” these days (Dede, 2010, p.8), social and cross-cultural interaction is regarded as one of the main skills of this century. Moreover, technological advances in many fields have created a need for a common communication tool, which is learning English regarded as a lingua franca of 21<sup>st</sup> century (Solak & Bayar, 2015). Regarding the purposes of language learning today, the needs of people mostly center on interacting face to face and online with other people on the other side of the world. Therefore, social interaction and learning English has been given utmost significance in today's world.

In line with the new concepts that shape the 21<sup>st</sup> century, classroom interaction is also attached great importance in EFL learning classrooms “because language is at once the subject of the study as well as the medium for learning” (Tsui, 1995, p.12). Walsh (2011) highlights the importance of classroom interaction and states that classroom interaction should be focused on to improve teaching and learning. Rivers (1987) agrees and adds that students can benefit from authentic materials and activities during meaningful interaction in the classroom, which may lead them to improve their linguistic competence. Hence,

classroom interaction which is effectively managed and maintained can contribute to the learning opportunities and thus to the students' achievement. Therefore, classroom interaction can be regarded as an essential factor that influences students' learning and achievement in foreign language classrooms (Sert, 2019; Walsh & Li, 2013; Walsh & Sert, 2019) since EFL learners mostly lack learning opportunities outside the classroom.

Since it is a highly significant concept, interaction has become the focus of some theories and hypotheses in the literature as well. First of all, Sociocultural Theory has been introduced by Vygotsky (1978) claiming the significance of interaction for the language acquisition process. He argues that social interaction is the primary means to provide learners with the target language input. Thus, learning is believed to occur when the learners interact with more knowledgeable others (MKO) such as the teacher and peers. Similarly, Long (1983) asserted the importance of interaction in the process of language learning and presented the Interaction Hypothesis. He stated in his hypothesis that there must be a negotiation of meaning between a learner and an interlocutor as a result of the incomprehensible message for language acquisition to occur. While interacting with a more competent interlocutor to achieve comprehensible input, the language acquisition process is believed to facilitate. Hence, both points of view suggest that both teachers and students get involved in classroom interaction as interactants and the interaction between them leads to language acquisition (Lightbown & Spada, 2013).

In line with its significance, classroom interaction has been studied many times bringing different aspects of it to the fore in both English as a second language (ESL henceforth) and English as a foreign language (EFL henceforth) contexts. To set an example, many research studies have investigated the effects of interaction on second language acquisition (SLA henceforth) (Bitchener, 2004; Dobinson, 2001; Ellis et al., 1994; Ellis & He, 1999; Kuiken & Vedder, 2002; Luan & Sappathy, 2011; Mackey, 1999; Mackey & Philp, 1998; Mackey & Silver, 2005; Oliver & Mackey, 2003; Soler, 1996, 2002). It has been usually claimed that interaction and grammatical development are connected (Kuiken and Vedder, 2002; Mackey, 1999; Mackey and Philp, 1998; Mackey and Silver, 2005). Besides, the development of speaking skills has mostly been associated with interaction (Adaba, 2017; Kouicem, 2010; Saeed et al., 2016). Moreover, interaction has been found to help the retention of new vocabulary in many studies (Bitchener, 2004;

Dobinson, 2001; Ellis et al., 1994; Ellis & He, 1999; Luan & Sappathy, 2011). Since interaction is assumed to play a central role in L2 acquisition, investigating the patterns of interaction in the language classroom has been the focus of research as well (Consolo, 2006; Inan, 2012; Rashidi & Rafieerad, 2010; Storch, 2002; Watanabe & Swain, 2007). The results have often shown that the IRF (Teacher Initiation-Student Response-Teacher Feedback) model, a well-known interaction pattern, have been followed in the classrooms. This cycle often takes place in a close manner without room for genuine conversation. In this regard, the role and effects of teacher talk have been the concern of classroom research regarding classroom interaction. The studies on teacher talk revealed that teacher talk can help learner participation by giving feedback, error correction and extended wait-time (İnceçay, 2010; Kuru Gönen & Aşık, 2016; Walsh, 2002; Walsh & Li, 2013), or obstruct learner involvement as a result of limited wait-time, constant teacher interruption, and questions limiting learners' opportunities to speak (İnceçay, 2010; Walsh, 2002; Yaqubi & Rokni, 2013; Yataganbaba & Yıldırım, 2016; Zambrano, 2003). Consequently, considering its effects on student involvement and thus classroom interaction, teacher talk can be considered as one of the key elements regarding the effectiveness of classroom interaction.

Since teachers have an essential role to play in classroom interaction, their varying practices such as their use of questions, L1 use, interactional strategies, and their perceptions related to all these elements have also been investigated. For teacher's use of question types in the language classroom, their preferences of question types and their effects on classroom interaction have been analyzed. The studies have often focused on two types of questions which are display questions (known information question) and referential questions (questions with an unknown answer). The results of the studies have mostly revealed that teachers usually prefer using display questions (David, 2007; Farahian & Rezaee, 2012; Long & Sato, 1983; Qashoa, 2013; Shomoossi, 2004). However, referential questions have been reported to increase classroom interaction more when compared to display questions since it leads students to answer the questions longer (Brock, 1986; Shomoossi, 2004; Vebriyanto, 2015; Yang, 2010). Accordingly, it is suggested in several studies that teachers should develop awareness of the impacts of question types on classroom interaction to provide an interactive language learning environment for learners (Farahian & Rezaee, 2012; Qashoa, 2013).

Furthermore, the use of mother tongue (L1) in classroom interaction has been also examined since it is one of the realities of many EFL classes (Bhooth et al., 2014; Kang, 2013; Paker & Karaağaç, 2015; Sali, 2014). The findings of these studies have mostly supported a balanced use of L1 since it can help teachers to create interactional learning opportunities if it is used wisely. To set an example, the use of L1 has been stated to aid classroom interaction by enabling students to collaborate and socialize in their mother tongue more easily and quickly (Colina & Mayo, 2009; Sah, 2017; Sali, 2014; Sampson, 2012). Moreover, teachers are found to use L1 when they regulate classroom interactions and proceedings effectively and to promote classroom relationships (Sali, 2014). Last but not least, teachers' classroom interaction strategies such as scaffolding and extended teacher turns (Rido et al, 2014; Suryati, 2015), and teachers' and learners' perceptions of classroom interaction (Adaba, 2017; Li & Walsh, 2011; McDonough, 2004; Petek, 2013; Sundari, 2017) have been the subject of several research studies.

To put in a nutshell, all these studies reveal general findings on teachers' opinions about the role and effects of classroom interaction on their actual practices and how important it is to create a more learner-centered classroom atmosphere by increasing classroom interaction. Thus, to explore pre-service EFL teachers' perceptions related to classroom interaction particularly during teacher education may serve a very important purpose since it may lead them to increase their awareness of this issue. There have been some studies on the interactional practices of pre-service EFL teachers in the Turkish context (Balıkçı, 2018; Bozbıyık, 2017), yet studies regarding pre-service teachers' perceptions of classroom interaction are very limited. When the studies in the Turkish EFL context are analyzed in detail, there is only one study conducted to unveil in-service teachers' perceptions of classroom interaction based on their use of question types (Petek, 2013). As a consequence, there is still a need for further research in the current literature investigating pre-service EFL teachers' perceptions and reflections on classroom interaction depending on their teaching practices.

## **1.2. Statement of the Problem**

English has been one of the compulsory subjects taught in the weekly schedule at all schools according to the Ministry of National Education in Turkey since 1997 (Can,

2005). As a result of the enhancing significance of learning English in recent years, young learners have started to learn English in second grade according to the educational reform made in 2012 (Kirkgöz et al., 2016). Before this reform, the students had their first English lessons in fourth grade during their primary education. When the new teaching program is examined, it can be seen that while listening and speaking skills have been emphasized to be improved in the curriculum of young learners, the other main skills which are reading and writing have been integrated into the curriculum in the following years. Moreover, the new curriculum designed according to the principles of the Common European Framework of Reference for Languages (CEFR) has adopted a communicative and action-oriented approach (Yaman, 2018). Accordingly, it aims to keep up with the new age and support young EFL learners to interact with people from different cultures or countries employing face-to-face as well as online communication. Thus, it has a framework emphasizing that English is a pathway for purposeful and authentic interaction (Kirkgöz et al., 2016). Besides, classroom interaction is also placed great importance according to the general characteristics of the learning and teaching environment given in the curriculum. Regarding the opportunities to be able to use a foreign language in the Turkish context, it is an obvious fact that learners do not have enough chances to be exposed to the target language except for classrooms. Since the classroom is usually the only place to talk, listen and interact in English, it increases the importance of the quality of classroom interaction. Therefore, it is stated in the curriculum that students are supposed to be always interacting with their peers during communicative activities. Teachers, on the other side, are expected to use different activities such as individual, pair work and group work, and materials to increase the efficiency of learning and classroom interaction (Bajrami & İsmaili, 2016). However, when the classrooms are observed in real life, it is clearly seen that many factors have effects on both students and teachers in terms of classroom interaction.

The underlying factors can be the national curriculum, textbooks and high-stakes tests (Sundari, 2017). Teachers should follow the national curriculum and textbooks provided by the government. The problem arises when the activities in the textbooks are not interactive enough and this may limit teachers' classroom practices to develop classroom interaction (Shomoossi, 2010). Moreover, the tight schedule in the curriculum may hinder teachers from searching for and preparing more interactive activities or

materials needed for enhanced classroom interaction. Another important fact in Turkish education is that teachers must also prepare the learners for the upcoming high-stakes tests which mostly assess students' grammar, vocabulary and reading skills. Unfortunately, this condition may put teachers in a difficult situation since they shoulder the responsibility of assisting learners for those tests. While emphasizing those skills, they may neglect skills requiring communication and interaction as they are not included in the assessment of high-stakes tests (Kilickaya, 2016). Besides, teachers who are willing to improve these neglected skills may be confronted with a serious problem, students' and parents' expectations. Since students want to be successful in the upcoming tests, they attach great importance to the test content and they aspire to be taught accordingly. As grades taken from those tests are supposed to show students' achievements by parents, they also think that teachers should teach students depending on the content of the high-stakes tests.

In addition to these underlying factors mentioned above, there are also evident factors affecting classroom interaction such as factors related to teachers, students, and the classroom environment. When the factors related to the classroom environment are considered, large class size should be mentioned first as it is one of the main problems in terms of classroom interaction in Turkey. The classes usually include more than thirty students and it causes many problems for teachers. Under normal circumstances, each student is supposed to get involved in the activities and produce language skills in language classrooms. However, in such large classes, it seems impossible for teachers to achieve this aim. Even though group work and pair work can be utilized to overcome the problem mentioned, the teacher may face another problem which is classroom management. Therefore, large class size poses a serious problem for teachers regarding the efficiency of classroom interaction since it is usually reported to cause them to lose control over the classroom (Baleghizadeh & Farhesh, 2014; Blatchford, 2003; Blatchford et al., 2001; Bruhwiler & Blatchford, 2011; Carless, 2002; Hayes, 1997). Furthermore, the classroom seating arrangement may be regarded as one of the factors related to classroom environment affecting classroom interaction. Thus, the ideal classroom layout should be selected to boost classroom interaction even though Mahmud and Suryana (2015) argue that it may be very difficult to apply the ideal seating plan in a large class with limited space. In most of the Turkish EFL classes, there is a similar problem because the seating

plan is usually designed and used in rows as the class size does not allow using other seating arrangement styles.

Apart from the factors related to the classroom environment, student-related factors have also a major role in classroom interaction as students are one of the active participants in the classroom. Firstly, students' affective characteristics including motivation, anxiety, and confidence may be counted among one of the most essential factors about classroom interaction since they have been stated to affect the flow of it according to some studies (Adaba, 2017; Carton & Goodboy, 2015; Kodri, 2018; Maftoon & Ziafar, 2013; Sundari, 2017; Ullah, 2016; Weaver & Qi, 2005; Zhao, 2013). When the students have a high level of motivation and confidence, and less anxiety, they can get involved in classroom interaction easily. However, as expressing themselves in a foreign language is mostly challenging for them, they are usually observed to be anxious and unmotivated while participating in the lesson. This may also result from students' age, proficiency level, fear of being evaluated by peers or teachers, and background knowledge related to the particular topic (Akkakoson, 2016; Cağatay, 2015; Kasbi & Shirvan, 2017; Mukminin et al., 2015). Therefore, it can be inferred from the previous studies that several factors related to students may have impacts on classroom interaction.

Last of all, as the managers of classroom interaction, teachers bear the responsibility for initiating and maintaining classroom interaction (Walsh, 2011). Hence, classroom interaction may be highly impacted by teacher-related factors such as teachers' professional knowledge, proficiency level, internal motivation, and beliefs and perceptions. Some studies showed the effects of teachers' professional knowledge, proficiency level and motivation on classroom interaction (Carson & Chase, 2009; Dewaele & Merter, 2017; Keller, 2017). For instance, it has been observed that EFL teachers who have high proficiency level had more positive attitudes towards their students and loved dealing with their participant students more, which resulted in enhanced classroom interaction (Dewaele & Mercer, 2017). However, there is a lack of research related to teachers' perceptions of classroom interaction.

As language classrooms are highly interactive and classroom interaction play important roles in the language learning process, gaining insights into EFL teachers' perceptions of classroom interaction is of paramount importance. Moreover, the pre-service

EFL teachers' perceptions and reflections on classroom interaction would illuminate their awareness and offer an insight into the ways to increase the quality of it according to their ideas. At that point, EFL teacher education programs should be mentioned since they make a significant contribution to the pre-service teachers' beliefs and perceptions. Yet, Walsh (2011) expresses his concern about these programs by saying that in spite of its obvious significance, little time has been allocated to help teachers understand classroom interaction in teacher education programs. A great majority of them spare an extensive amount of time to teaching methods and to subject knowledge while only few devote allow nearly enough time to improve understandings of interactional processes and draw very little attention to classroom interaction. Sert (2019) also suggests as follows:

“we need to make 1) practitioners aware of the importance of classroom interaction in relation to learning, 2) provide them with tools to integrate classroom interaction in teacher education, and 3) bring developmental evidence to illustrate change in teaching practices over time”. (p. 218)

In agreement with the previous ideas, Farrell (2009) states that teachers are not conscious of their adopted classroom interaction routines and the effect of those practices on learners. However, they should improve their understanding of the connection between classroom methodologies and classroom interaction to provide a more effective learning atmosphere. In Akcan's (2016) study, some reasons behind their lack of awareness were mentioned by novice non-native EFL teachers. Accordingly, they stated that they are not informed enough about the difficulties confronted while working in crowded public schools during teacher education programs. Moreover, they also mentioned that they need more leadership from cooperative and supervisor teachers during practicum concerning the use of target language more efficiently for improved classroom interaction. Hence, it can be said that the content of their teacher education program and the conditions they experienced in classrooms were different from each other.

Owing to insufficient resources provided during teacher education programs, one of the main places in which pre-service teachers can gain awareness of classroom interaction is teaching practicum. Accordingly, the importance of practicum in pre-service teacher education is invaluable as the pre-service EFL teachers both observe English classes and have teaching experiences throughout one year. Yuksel and Saglam (2018) also showed that pre-service teachers improved teacher competencies over the years during teacher

education and they felt more qualified in their last year. Since they get experiences during practicum, it can lead them to espouse new ideas on the role of classroom interaction in language learning or teaching or add to their existing ideas since they mostly face many classroom realities for the first time. Moreover, the pre-service teachers have plenty of opportunities in which they can combine their theoretical knowledge and actual classroom practices in the practicum, which may bring about a deeper understanding of the complicatedness of classroom interaction (Caires & Almeida, 2005). However, there is not a previous study conducted in the Turkish EFL context aiming to unveil the pre-service EFL teachers' perceptions and reflections on classroom interaction, which has given rise to a serious gap to fill. Due to this critical gap, current literature lacks sufficient information regarding what pre-service EFL teachers know and think about classroom interaction, and what they do and think when they face classroom realities. Therefore, this study seeks to find out the Turkish pre-service EFL teachers' perceptions and reflections on classroom interaction based on their classroom practices in the practicum.

### **1.3. Purpose of the Study**

The primary goal of this study is to examine the perceptions and reflections of pre-service EFL teachers on classroom interaction focusing on different aspects. Therefore, three research questions were addressed as follows:

- 1) What do pre-service English as a foreign language (EFL) teachers think about and reflect on the role of classroom interaction in language teaching?
- 2) What do pre-service EFL teachers think about and reflect on the factors (e.g. the teacher, giving a purpose, using L1, student grouping techniques, the seating arrangement, and others) regarding classroom interaction?
- 3) What do pre-service EFL teachers think about and reflect on the ways to increase classroom interaction?

### **1.4. Significance of the Study**

The on-going interaction in the classroom results in a creation of a variety of learning opportunities, some of which are the outcome of the teacher's plan; others emerge

as a by-product of the plan, “but some others arise independently of any intentions, perhaps as a by-product of classroom interaction” (Slimani, 1992, p.209). Therefore, the flow of classroom interaction is highly crucial in the learning process. Regarded as the orchestrator of classroom interaction, teachers play a crucial role in controlling and directing the interaction in the classroom. Thus, their perceptions related to classroom interaction bearing their classroom practices in mind are worth examining because they eventually influence how they approach teaching in the classroom. Li and Walsh (2011) argue that to gain a greater understanding of teachers’ beliefs and perceptions, the focus should be on their classroom interactions since “an understanding of classroom interaction lies at the very heart of an understanding of learning and teaching” (p.42). More clearly, they stated that most of the key themes of teacher’s beliefs and perceptions such as the teacher, learners, subject matter, and professional development are in the center of interaction: all require interaction to be understood fully. Similarly, Li suggests that classroom interaction provides “evidence of teachers’ pedagogical stance” (2017, p.66). Moreover, she puts forward that teachers’ understanding of learning is hidden in the interaction and can be examined through and in their classroom interaction. Accordingly, Yeşilbursa (2017) also notes that when EFL teachers state their ideas about the patterns of classroom interaction, it might enable them to become more conscious of their particular roles in students’ learning. Therefore, considering its importance, there have been many studies in the literature to investigate different aspects of classroom interaction. However, studies on the EFL teachers’ perceptions of classroom interaction are quite limited in the literature (Hall, 2017; Thoms, 2012). For this reason, their perceptions and reflections on this issue should be investigated since knowing their thoughts and actual practices related to classroom interaction may contribute to the field in several aspects.

First of all, the results of this study may contribute to the current literature since it may provide insights into how pre-service English language teachers perceive and reflect on classroom interaction based on their teaching practices by means of several qualitative research instruments such as self-reflection reports, peer reflection reports and field notes. In the Turkish EFL context, Petek (2013) carried out a study to analyze whether there is a connection between in-service teachers’ beliefs and their actual practices about classroom interaction by examining their use of question types. Yet, to the best knowledge of the

researcher, no studies have been conducted to discover the perceptions of pre-service EFL teachers on classroom interaction in the Turkish context. Hence, the present study strives to fill a significant gap. Secondly, this study may shed light on pre-service EFL teachers' perceptions and reflections on the factors which have an effect on classroom interaction and on the ways to develop interaction in the classroom depending on their actual practices during practicum. Furthermore, the findings of this study may also increase both pre-service and in-service EFL teachers' awareness of the relationship between classroom interaction and foreign language learning and teaching. Through developing such awareness, teachers can improve themselves and provide effective learning opportunities for their students.

To conclude, this study aspires to contribute to the literature and fill an important gap by providing new and valuable insights into classroom interaction, factors affecting classroom interaction and ways to develop classroom interaction according to pre-service EFL teachers' reflections and perceptions.

### **1.5. Limitations of the Study**

The present study was carried out at the English Language Teaching (ELT) department of Anadolu University with senior undergraduate pre-service EFL teachers. Therefore, the results are limited to this research context and the pre-service EFL teachers who participated in the study. Accordingly, the findings revealing pre-service EFL teachers' perceptions and reflections on classroom interaction cannot be generalized to all pre-service EFL teachers in all EFL teaching contexts. Moreover, the pre-service EFL teachers stated their thoughts about classroom interaction concerning their classroom experiences in the practicum. Thus, the school that they were assigned and the grade that they were teaching may have an influence on their opinions on classroom interaction, resulting in some differences.

### **1.6. Definition of Terms**

Pre-service EFL Teacher (PT): A teacher candidate who is also a student teacher having undergraduate education in foreign language education departments (Balıkçı, 2018)

Cooperative Teacher (CT): A classroom teacher that is an instructor of the classroom in which a teacher candidate is placed (Putman & Handler, 2016)

Supervisor Teacher: A supervisor teacher from teacher education institutes who monitors and guides pre-service teachers having teaching practices during practicum

Classroom Interaction: It refers to “verbal exchanges between teacher and students, and between students and students in classroom settings” (Lo & Macaro, 2012, p.30).

### **1.7. Conclusion**

In this chapter, the background of the study, statement of the problem, research questions, significance of the study and limitations of the study have been presented. The following chapters will introduce comprehensive information about the relevant literature, the methodology of the study and the findings followed by discussion. The last chapter is reserved for the conclusion of the study, implications in the light of the findings and further suggestions.

## **2. LITERATURE REVIEW**

### **2.1. Introduction**

This chapter presents the general definition of interaction, classroom interaction and its importance in language learning, patterns of interaction, types of interaction, factors affecting classroom interaction, teachers' perception and its importance and research studies conducted on classroom interaction.

### **2.2. Interaction and its Role in Language Acquisition**

Interaction has generally been defined as a process in which two or more people engaged in reciprocal actions. According to Brown (2001), interaction is the transfer of thoughts, feelings, or ideas between two or more people, which results in a mutual effect on the sender and the receiver. This two-way effect is crucial while defining interaction since it includes not only a reflection of one's ideas but also an understanding of others' thoughts (Rivers, 1987). Wagner (1994) also emphasizes the reciprocal nature of interaction by defining it as types of events involving at least two objects or actions that influence one another.

Considering the nature of languages, the idea that interaction is somehow related to language learning and acquisition has been a matter of debate and brought about various points of view on the role of interaction in second language development. Starting in the late 1970s, Evelyn Hatch stated the importance of studying input and interaction with second language learners proposing the reason that learning how to communicate and maintain conversations was the key to develop second language learning (Hatch, 1978). The role of input in triggering second language acquisition was also highlighted in The Innatist Theory of Chomsky suggesting that children were born with an innate ability to acquire a language and they only need exposure to the input (Richards & Rodgers, 2001). Similarly, Krashen (1982) regarded input as an essential factor in the language acquisition process and thus introduced The Input Hypothesis. Accordingly, language acquisition can take place only when learners receive comprehensible input, which is slightly modified and one step beyond the learner's current language learning ability, known as  $i + 1$  to provide them with ample scopes for developing language skills. Long (1983) also claimed that comprehensible input aids acquisition and for an input to be comprehensible, interactional

modification is necessary, which led to the existence of the Interaction Hypothesis. Long (1983) argued in his hypothesis that for language acquisition to occur, the learner and interlocutor should involve in the process of negotiation of meaning. When the constant flow of communication is broken, or on the brink of breaking down because of the incomprehensible message, negotiation emerges (Pica, 1996). As a result of communication breakdowns in the conversation between the learner and interlocutor, the learner receives feedback from the interlocutor signaling a problem with the message. In the process of the negotiation for the correct form of the message, the learner has a chance to achieve comprehensible input from the interlocutor and find out the solution to carry on the conversation. In brief, obtaining comprehensible input through negotiations of meaning with a more competent interlocutor is thought to assist language acquisition according to Long (1983) since it bridges input, learners' interior competence, and output. Similar to Krashen (1983), Long (1996) attaches importance to comprehensible input, yet he highlights the necessity of modified interaction in which negotiation arises for comprehensible input.

In line with the claims of these theories, Vygotsky (1978) also developed Sociocultural Theory (SCT) presenting its primary theme as social interaction. He believed that interaction is the source of human development and it contributes a lot to the language learning process. According to the theory, students get opportunities to learn the target language effectively when they interact with more knowledgeable others in language classrooms. Therefore, social learning was claimed to precede and build language development (Lantolf, 2000). Besides, he argued that learning cooperatively with the teacher and more skilled others paves the way for scaffolding. Used by Wood, Bruner, and Ross (1976) for the first time, scaffolding is a term that can be described as a kind of assistance given by the teacher or a more knowledgeable other/peer to canalize the learner to the Zone of Proximal Development by serving comprehensible input.

The Zone of Proximal Development (ZPD) is one of the key terms of Sociocultural Theory and it is used to describe "the social and participatory nature of teaching and learning" (Verenikina, 2008, p.163). According to ZPD, there are two development levels of children acquiring a second language. The first is the actual development level of children which they achieve on their own without help while the other is the potential

development level that children can have with the aid of a more competent instructor or peer. Vygotsky coined the term ZPD to indicate the distance between these two levels and supported the fact that when the learner is within the zone of proximal development, educators should supply the needed assistance to contribute to the learning process. While helping learners, three essential factors should be focused on. First of all, a more knowledgeable other (MKO) having a higher ability than the learner about the topic or task should involve in the process. Secondly, the learner should have social interactions with a proficient tutor which enables the learner to observe and practice the skills. Lastly, scaffolding should take place. Thanks to scaffolding by the teacher and more knowledgeable peers, learners can expand their learning boundaries and learn more than they could on their own. The main and final goal is to help the learner become self-regulated.

Taking all these into account, it can be put forward that Sociocultural Theory lays great emphasis on the help of more knowledgeable others and collaboration in the process of language acquisition. Accordingly, it highlights the importance of social interaction in the classroom since a child can reach more input through scaffolding and thus develop language skills in an interactive classroom. Last but not least, many other researchers (Allen et al., 2011; Li, 2017; Pianta, 2016; Seedhouse, 2004; Sert, 2019; Walsh, 2002, 2011) have stressed the significance of interaction in second language development. To give an example, Seedhouse (2004) put great emphasis on understanding how classroom interaction is organized to fully understand the cognitive processes concerning L2 acquisition. Besides, it has been stated by Allen et al. (2011) and Pianta (2016) that the degree of interaction between the teacher and students is linked with student development. Likewise, Gass and Mackey underlined the importance of interaction with interlocutors since it provides learning opportunities and feedback for language learners (2006). Moreover, Walsh (2002) claimed that interactional features of communication between teachers and learners can play a major role in the facilitation or limitation of learning opportunities. Finally, Sert (2019) highlighted “the convergence between pedagogical goals and unfolding classroom interaction” regarding the learning opportunities for learners (p.216).

### **2.3. Classroom Interaction**

When the language learning classrooms are considered, it is beyond doubt that the classroom environment is highly interactive. Therefore, the notion of interaction has a major role in the classroom as well. The interaction which is observed between teacher and student, and among the learners, in the classroom is referred to as classroom interaction (Nunan & Carter, 2001). Through classroom interaction, teachers and students create “a common body of knowledge” (Hall & Walsh, 2002, p.187) and communicate through language. Language is of significance in a classroom since we exchange knowledge, develop new skills, recognize problems related to comprehension and take care of these, build and sustain relationships thanks to the use of language (Walsh, 2011). Comprising all these actions and participants, it is fair to say that classroom interaction is a complicated system.

It is even more complex when a language classroom is taken into account as the language is not just the means of accessing new knowledge, it is also the aim of the study (Tsui, 1995). In spite of its perplexing structure, it paves the way for opportunities to improve learners’ language development on the grounds that learners are usually required to produce the target language to involve in action in language classrooms. Crabbe (2003) and Yu (2008) also point out the fundamental role of interaction in language classes by stating that it paves the way for language practices through which students can boost their linguistic abilities. Moreover, while listening to their teachers and peers, taking part in activities such as group work, pair work and discussions, they can benefit from the input and the output of their peers (Rivers, 1987). Thus, language classrooms can be regarded as sociolinguistic environments where the role of interaction is remarkably high owing to its contribution to effective learning environments and consequently learners’ language development (Hall & Verplaetse, 2000; Hall & Walsh, 2002; Hamre et al., 2014).

While Allwright (1984) calls interaction as “the sine qua non (something absolutely indispensable) of classroom pedagogy” (p.159), van Lier (1996) thinks that it is the most significant component of the curriculum. Furthermore, Thoms (2012) argues that interaction not only facilitates learning but also ensures a source for what and how to learn. Regarding the EFL classes, the students need to make an extra effort to get involved in interaction with the teacher, peers, and materials utilizing the target language since the

classroom is usually the only place to be exposed to it. At that point, teachers usually take the responsibility of increasing classroom interaction by asking questions, giving feedback, and using different kinds of interactive activities and materials (Fagan, 2018). However, interaction is the output of the action of all the participants (Allwright, 1984). It is mostly in the form of conversational exchanges or dialogue between the teacher and students in the target language (Sundari et al., 2017). Hence, students and teachers should work in cooperation to give rise to an effective learning atmosphere. Nevertheless, the teacher “orchestrates the interaction” (Breen, 1998, p. 119) whereas learners react to the cues by following the teacher. That is why teachers’ ability to manage the interaction is of paramount importance as it both affects who may participate and when (Walsh, 2011). Hence, the onus is on the teachers to provide the input for continued interaction (Brown, 2001) and consequently, they have certain roles to enhance classroom interaction. As a result of these roles such as an orchestrator, supporter or facilitator, particular patterns of interaction are observed among the teacher and students.

### **2.3.1. Interaction patterns**

The interactions observed in the classroom have been explained differently by different linguists. First of all, Sinclair and Coulthard (1975) offered the IRF model consisting of teacher initiation, student response, and teacher feedback. Similarly, Mehan (1979) presented a cycle of IRE (Initiation, Response, Evaluation) as a typical classroom interaction exchange which was called “triadic dialogue” by Lemke (1990). Accordingly, it includes three-moves exchanges in which the teacher asks a question, a student replies, and the teacher comes up with an evaluation move. Since teachers are commonly observed to produce interaction which shows the elements of the IRF cycle, the IRF pattern has been regarded as the most common exchange pattern in classroom interaction (Dinsmore, 1985; Nunan, 1987). Accordingly, several researchers (Long, 2018; Mehan, 1979; Van Lier, 1988; Wells, 1999) have also predicted that between 50% and 70% of classroom interactions include the cycle of the IRF model.

According to the IRF model, teachers usually start classroom interaction through asking a question. Seen as one of the considerable aspects of classroom interaction, teacher questions have lots of functions. To clarify, they may be used to take learners’ attention, get

feedback and enhance learner involvement, which may assist in boosting classroom interaction. Yet, the types of questions have been a matter of debate regarding their contribution to classroom interaction. Although there have been many classifications of question types in the literature, two widely known and examined types of questions were classified by Long and Sato (1983) as “referential” and “display” questions. Display questions are the questions with the answers that the teacher already knows (Lynch, 1991). Referential questions, on the other hand, “request information not known by the questioner” (Brock, 1986, p. 48). Therefore, referential questions can be drawn on by teachers to elicit students’ opinions and experiences. However, according to the previous studies on teacher’s question types, teachers mainly employ display questions whereas they rarely ask referential questions (David, 2007; Long and Sato, 1983; Qashoa, 2013; Shomoossi, 2004; Yang, 2010) even though asking referential questions have been found to allow students to produce longer and complex responses (Brock, 1986; Farooq, 2007; Ozcan, 2010). In parallel with the results, display questions have been criticized because it is stated that students answer display questions with one word and it limits their production (Dalton-Puffer, 2007). Nunan (1987) also expressed that display questions do not develop students’ real communication skills and that’s why they are pedagogically aimless. Nonetheless, display questions may be useful for lower-level students since they may not be proficient enough to answer referential questions or they may not feel ready to talk or answer them (Farahian & Rezaee, 2012; Heaton et al, 2003). Hence, the affective factors and the proficiency level of the students may be among the factors having a far-reaching impact on both teachers’ questions that they ask and the students’ production to answer the questions. On the other hand, some studies have shown that referential questions led to less classroom interaction than display questions (David, 2007; Wu, 1993). Keeping all these studies in mind, all types of questions can be used in the ELT classroom as long as there are a purpose and gap (Behnam & Pouriran, 2009; Walsh, 2006).

The second move of the cycle, namely the student’s response to the question is followed by feedback, which is one of the most important features of interaction. Accordingly, Mackey expresses that “through interaction that involves feedback, the attention of the learners is paid to the form of errors and are pushed to create modification” (2013, p.30). Moreover, students can raise their awareness of the discrepancy between the

input and their output thanks to feedback involving correction, repetitions, and recasts (Carroll, 2000). As a consequence of its importance in the language learning process, feedback, its types and effects have been studied many times up to now. For example, Lyster and Ranta (1997) investigated feedback types and their relationship with learner uptake. The results of the study indicated seven different types of feedback used by the teachers: explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, repetition, and multiple feedback (combinations of more than one type of feedback). Referred to as implicit feedback, recasts were found to be the most commonly used type of feedback among those seven types.

Besides, particularly two forms of feedback, explicit and implicit (usually referred to as recasts) feedback have been widely addressed in the studies. While explicit feedback is described as any feedback during which there is an overt signal that error is made while using the language, implicit feedback can be defined as feedback including teachers' asking for clarification or recasts without stating the error directly (Adams et al., 2011). Recently, many studies comparing the effectiveness of these two types of feedback have been carried out. It is usually argued that implicit feedback is less efficient than explicit feedback because the students have been observed to avoid making the same mistakes again when the teacher gives explicit feedback (Carroll, 2001; Carroll and Swain, 1993; Dabaghi, 2008; Ellis et al., 2006). On the other side of the coin, in implicit feedback generally in the form of recasts, the teacher requires students to reconstruct their output to be understood. In agreement with the superiority of explicit feedback over implicit feedback, two studies focusing on the preferences of the learners on feedback types revealed the fact that they expressed an obvious preference for explicit feedback (Kim & Mathes, 2001; Nagata, 1993).

Including teacher initiation, student response and teacher feedback, the IRF pattern of interaction have been investigated in terms of its effects on learning since it is found to be the most widely used pattern during classroom interaction. For instance, Cazden (1988) showed that the use of the IRF pattern led teachers to pull the strings of the interaction rather than facilitating the students' learning. Likewise, some other studies (Barnes, 1992; Gutierrez, 1994; Nystrand, 1997) unearthed that the frequent use of this pattern did not let teachers and students get into complex ways of communication and limited the production

of the students. More recently, Barnes (2008) reported that IRF sequences help teachers to take control and attention of students, yet it does not readily give chances to students to engage in a dialogue for a better understanding of the content. Waring (2008) also revealed that even though the IRF cycle resulted in learning opportunities, different interaction sequences were observed to provide a wider range of opportunities for understanding. Besides, Long (2018) also criticized the IRF cycle stating that when this cycle is followed, input tends to be limited and monotonous, which is very different from the conversations outside the classroom. To put in a nutshell, it has been frequently stated that the overuse of the IRF pattern in the classrooms may dangerously decrease students' opportunities to initiate meaningful conversations and take part in classroom interaction.

As a result of widespread criticism, different interaction exchange patterns have also been presented in the literature. Wegerif (1996) introduced an alternative interaction pattern called the IDRF structure by adding an extra D for Dialogue in the IRF cycle. Accordingly, he conducted a study aiming at analyzing the patterns of exploratory talk during a computer-assisted lesson in which students were working with educational software. During classroom interaction, students were made to discuss the given issue and the results showed that they produced more utterances since they tried to solve the given problems. On the other hand, Mortimer and Scott (2003) presented the open and closed interaction chains which include exchanges as I-R-F-R-F-R and I-R-F-R-F-R-F. They examined talk in a secondary science classroom and revealed that the teacher's feedback was followed by students' further response. While some classroom talk ended with feedback from the teacher (closed interaction), others ended without feedback (open interaction). Therefore, it can be inferred that classroom interaction includes a variety of interaction patterns depending on the course of interaction between the teacher and students.

### **2.3.2. Interaction types**

Classroom interaction comprises all interaction types that occur in the classroom. Including all these types, Malamah-Thomas (1978) introduced seven forms of interaction: 1) teacher-whole class, 2) teacher-individual student, 3) teacher-a group of students, 4) student-teacher, 5) student-student, 6) student-a group of students and 7) student-whole class. Similarly, Dagarin (2004, p. 129) suggested four types of interaction based on who

communicates with whom as follows: teacher-learners, teacher-learner/a group of learners, learner-learner, learners-learners. Teacher-learners interaction takes place when a teacher talks to the whole class. The teacher acts as a controller and a leader, makes all decisions on the activities used and deal with the actions. The main goal is mostly to practice specific language structures or vocabulary under the teacher's control. Secondly, in teacher-learner/a group of learners interaction, the teacher communicates with the whole class but demands solely one student or a group of students to answer. It is mostly utilized to assess students' skills individually. Besides, learner-learner interaction can be defined as 'pair work' in which students work in pairs to complete a task. While the students work on their tasks, the teacher usually acts as a consultant who helps them when needed. After the activity, each pair is required to provide details of their work to the other pairs. Lastly, learners-learners interaction is can be considered as group work. Similar to pair work, the teacher is always there to support students when they have questions or face difficulties in group work.

It is observed that the only difference between these two classifications was the existence of student-student interaction in the classification by Malamah-Thomas (1978). As a different type of interaction which is not included in Dagarin's classification, student-teacher interaction arises when the learner starts the conversation instead of the teacher. Known as learner initiative, it can be widely seen in learner-centered classrooms. On the other side of the coin, in teacher-led classrooms, teacher-whole class interaction is commonly observed. When compared to teacher-whole class interaction, both pair work and group work have been reported to increase students' opportunities to start and direct interaction since they may feel more confident and less stressful (Brown, 2001; Davis, 1997). Therewith, students take their time and "engage in cohesive and coherent sequences of utterances" (Long & Porter, 1985, p.108). Participating in the activities more frequently thanks to a more free and positive atmosphere in the classroom, students are likely to feel motivated to achieve their goals. Moreover, the interaction between learners prompts them to produce more accurate and proper language, which becomes an input for other students (Zhang, 2010). Similarly, it is suggested by some researchers (Donato, 1994; Storch, 2002; Swain & Lapkin, 1998) that learners may positively affect each other's development. Since they have different strengths and weaknesses, they can help each other while working

together in pair or group work, which may result in better individual performance beyond their competence (Ohta, 2001).

In addition to these advantages of pair and group work, Sato and Lyster (2012) state that in learner-learner interactions, there is mostly a lack of attention given to linguistics structures and a lack of feedback provided by learners to their peers. Adams et al. (2011) also stressed that learners may concentrate on conveying meaning and may not pay enough attention to their accuracy in activities requiring peer interaction. Having both pros and cons in terms of its effects on learning, pair work and group work may contribute to the learners' language development if students are trained to focus on their accuracy and give corrective feedback when needed (Adams et al., 2011). On the other hand, whole class interaction should not be ignored since it may be very useful when guided and controlled activities are selected. Thus, interaction can be utilized in a variety of ways and it may improve not only the efficiency of the classroom environment but also the learners' target language production. To conclude, the same activity may be performed differently with different purposes, for example with the whole class, in pairs or small groups even within one classroom (Ellis, 2000).

### **2.3.3. Factors affecting classroom interaction**

There are many factors that may have an impact on classroom interaction. In this section, these factors are divided into three categories: teacher-related factors, student-related factors and other factors affecting classroom interaction related to classroom context and outer context. They will be presented in detail respectively in the following headings.

#### ***2.3.3.1. Teacher-related factors affecting classroom interaction***

Regarding teachers as the orchestrator of classroom interaction places a huge burden on them since the way and how much they talk, what kind of questions they ask, how they give feedback and their awareness regarding classroom interaction may have a considerable bearing on the students' language development (Hermanto, 2015; Seedhouse & Jenks, 2015). As mentioned by Walsh (2011), teachers have a decisive role in choosing who speaks, when, to whom and for how long even in learner-centered classrooms. Having many roles and responsibilities, teachers initiate conversations and thus talk a lot. Some

other researchers also approve that teacher talk takes up a big portion of EFL classroom speech (Sagita, 2018; Szendroi, 2010). Thus, teacher talk (TT) is of great value in language teaching and classroom interaction (Cook, 2016; Kuru Gönen and Aşık, 2016; Nunan, 1991) and it is one of the most important sources of comprehensible input in the target language (Nurpahmi, 2017). When investigated, it has been explored that teacher talk differs from the language used by teachers out of the classroom. It is particularly designed by teachers concerning students' traits such as proficiency, level or age.

Harmer (2009) mentions three things teachers should lay emphasis on when they interact with their students. First of all, they must be careful about their language use to be able to provide comprehensible input for the students from different levels. Secondly, the teachers must plan what to say to their students beforehand since it is an essential resource for learners. Lastly, teachers should determine how they will speak regarding their voice, tone, and intonation. Chaudron (1988) also delved deeply into teacher talk for a long time and summarized particular features of teacher talk. The results illustrated that the speech rate is slower and there are longer and more frequent pauses. Teachers tend to use basic vocabulary and they use exaggerated intonation. Larsen-Freeman and Long (2014) also examined teacher talk and the findings indicated characteristics of teacher talk similar to Chaudron (1988). In addition, Walsh (2011) stated that teachers also use their body language, gestures and mimics to convey meaning. Owing to these peculiarities, teacher talk makes the input easier to be understood by students.

In spite of the necessity of teacher talk in classroom interaction, Pica, Young and Doughty (1987) state that unnecessary use of teacher talk cannot guarantee student comprehension. Instead, "teachers should check on how well their students have understood and should constantly encourage them to initiate requests for clarification of meaning or to check with the teacher that they have understood correctly" (p.754). This is in line with the fact that quality is more important than quantity in teacher talk (Kumaravadivelu, 1999; Seedhouse, 1997). Therefore, there have been many studies on teacher talk examining its effects on the students' language learning (Yanfen & Yuqin, 2010; Zambrano, 2003). Research has confirmed that teacher talk can either foster or hamper it (Cullen, 1998; Seedhouse, 1997, 2004, 2005; Walsh, 2002, 2003).

It is crystal clear that if teachers take up a huge amount of time to instructions or explanations, sparing enough time for extended student talk cannot be possible. Consequently, students may be in danger of limited opportunities to improve their language proficiency. Intending to avoid the overuse of teacher talk, communicative and interaction-based approaches to ELT have argued that student talk should be maximized while minimizing teacher talk (Hall, 2011). As also claimed by Harmer (2008), the best lessons are the ones in which student talk is boosted. To be able to do this, teachers must create an appropriate atmosphere for students to interact with one another. They can prefer activities such as brainstorming, role play, and discussion which may foster interaction (Rashidi & Rafieerad, 2010). To choose interesting topics is also another way to take students' attention and prompt them to involve in the activities. In addition to that, Sullivan (2000) reported that a classroom environment can be created by employing pair work or group work, which can allow students to have a chance to talk freely away from the teacher's control. Similarly, Tsui (2001) noted that language learners involved more in classroom activities when pair work and group work tasks were selected.

Apart from these, teachers should be aware of the importance of classroom interaction and aspire to develop their Classroom Interactional Competence (CIC henceforth) to increase learning opportunities in the classroom (Walsh, 2006). Walsh defines CIC as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (2013, p.67). The notion of CIC centers language learning on interaction and deal with how the interactional decisions of teachers and students constitute learning opportunities in the classroom (Walsh, 2013). Even though CIC is remarkably context-specific, there are several facets of CIC which are common to all contexts and can be utilized as interactional strategies by teachers. Walsh (2014) presents them as follows: (1) alignment of pedagogic goals and language use, (2) creating space for learning, and (3) shaping learner contributions in feedback.

First of all, it can be frequently seen in classroom interaction that the teacher asks a question and while the student is trying to come up with a full answer, the teacher seeks clarification, affirms and help the learner to make his/her statement clear. Hence, during classroom interaction, teachers' pedagogic goals are in agreement with their language use while taking interactive decisions because they aim at helping the student to express his

ideas clearly and the others to grasp the message which is intended to be conveyed. Secondly, learners need space for learning to take part in the discourse, to share their thoughts and to get feedback on them. Thanks to CIC, this space for learning can be maximized. Several ways such as increased wait-time, reducing teacher echo, encouraging extended learner turns and allowing planning time can create a better space for learners “to contribute to the process of co-constructing meaning – something which lies at the very heart of learning through interaction” (Walsh, 2014, p.5). When there is enough space for learners, they become more active and fill this gap with their ideas, which indirectly gives teachers another role to manage. That is shaping learner contributions since they need to deal with the learner’s response in different ways. The response can be delivered back by paraphrasing, maybe restated briefly or expanded in some way. If scaffolding is needed to transfer the right meaning, recast can be applied. Having a central role in interaction, teachers should develop an understanding of classroom interaction and enhance their interactional competence by adopting particular interactional strategies mentioned above to be able to enhance learning opportunities. Considering all these, teachers must develop a greater awareness of classroom interaction to provide an effective learning atmosphere which is full of learning opportunities (Cancino, 2015; Mann & Walsh, 2013; Sert, 2015, 2017, 2019; Walsh, 2011; Walsh & Li, 2013).

Furthermore, Sundari (2017) revealed that factors such as teachers’ pedagogical competence, years of experience and personality may affect classroom interaction according to the teachers’ points of view. Some other studies also showed different effects of EFL teachers’ professional knowledge, motivation and English proficiency level on the interaction in the classroom (Carson & Chase, 2009; Dewaele & Mercer, 2017; Keller, 2017). Keller et al. (2017) highlights the significance of teachers’ professional competence and states that teachers’ actions and behaviors including their interaction with students are based on their expertise. On the other hand, Dewaele and Mercer (2017) showed that classroom interaction was affected by EFL teachers’ English proficiency because teachers with high proficiency levels stated to have more positive attitudes towards their students. They also expressed that they wanted to work with their active students more. Moreover, teacher motivation is also stated to be fundamental for interaction in the classroom by Carson and Chase (2009). Lastly, positive relationship between the teacher and students is

stated to influence the quality of their interaction in some studies (Allen et al., 2011; Hughes et al., 2008; Lerang et al., 2019; Madill et al., 2014; Pianta et al., 2012) as students have been stated to be more relaxed and eager to obey classroom rules, which may facilitate interaction in the classroom. Taking all these studies mentioned into account, it can be inferred that there are many teacher-related factors affecting classroom interaction since they play a fundamental role in the learning process.

In addition to the factors mentioned previously, teacher's perceptions can also be regarded as one of the important elements affecting classroom interaction since they are directly associated with teachers' beliefs or judgments related to learning and teaching a foreign language (Li & Walsh, 2011). Therefore, it is of fundamental importance regarding its role and effects in language learning environments. It has been commonly reported that the way teachers plan their lessons, the decisions they take during classroom practices and their perceptions are interrelated in some way. Williams and Burden (1997) state that teachers actively involve in the construction of classroom realities and their belief/perceptions of the unfolding teaching condition influence their attitudes. Accordingly, teachers' perceptions can be counted among teacher-related factors having an impact on classroom interaction as well. Thus, it can be stated that teachers' perceptions play a significant role in teachers' choices they make before or during classroom interaction, which may highly influence the flow of the existing interaction.

Besides, teachers' perceptions related to classroom interaction have a significant role to play in terms of providing effective learning opportunities. As stated by Hawkey (2006); if we are au fait with what is perceived to be taking place in the classroom, our opportunities to make language learning more effective can increase. Hence, teachers should reflect on classroom interaction and thus raise their awareness of their perceptions related to classroom interaction to provide learners with high-quality learning opportunities and to make learning more effective.

#### **2.3.3.2. *Student-related factors affecting classroom interaction***

As an irreplaceable part of the classroom, students also have a determining role to play in classroom interaction by interacting with their teachers and peers in certain activities. Therefore, student-related factors can play an essential role in the progress of

classroom interaction. To start with, students' language proficiency has been reported to influence communication and interaction by teachers (Adaba, 2017; Sundari, 2017) since it is directly related to their responses or reactions to the teacher's question, which canalizes the direction of classroom interaction. When their proficiency is low, it usually ends up with a limited production even though the students do not have difficulty in comprehension. For example, Slimani (1987) revealed in her study that the most proficient learners interacted more often than their less proficient classmates. Consequently, students' low proficiency levels adversely affect interaction, becoming an obstacle.

Apart from that, Foreign Language Anxiety (FLA) is one of the affective factors which influences learners' production negatively and indirectly interaction in the classroom. Thus, it has been studied many times regarding its effects on several issues including classroom interaction (Carton & Goodboy, 2015; Horwitz, et al. 1986; Kodri, 2018; Onwuegbuzie et al., 1999; Ullah, 2016). Besides, students' gender has been the focus of classroom interaction studies (Duffy et al., 2001; Jones & Dindia, 2004; Younger & Warrington, 1996). Moreover, students' confidence, motivation, characters, learning styles and familiarity with the topic have been counted among the other factors that have an impact on classroom interaction (Adaba, 2017; Maftoon & Ziafar, 2013; Sundari, 2017; Weaver & Qi, 2005). When the students have confidence and they are motivated, it ends with learners' internal initiation to interact for successful learning. Students' characters, on the other hand, may also affect the flow of classroom interaction because the students may be shy or silent, avoiding to talk or answer questions or on the contrary, they may prefer taking risks and speak. Based on being introvert or extrovert, student participation in classroom interaction may change (Zhao, 2013). Students' learning styles are also of paramount importance since they have been suggested to have a profound influence on their perception of how to learn a language. While some learners may prefer learning in groups, some may like working individually, which may affect their performance in activities requiring student-student interaction.

Finally, familiarity with the chosen topic is necessary because the students must have background knowledge about the topic to share their ideas (Adaba, 2017). In the opposite case, they cannot come up with any responses or make comments on the topic, which causes low participation, student talk time (STT) and classroom interaction. In

conclusion, there are many factors related to students influencing interaction in the classroom positively or negatively. Hence, these factors should be investigated concerning classroom interaction to gain insights and inform teachers to achieve more effective learning.

#### ***2.3.3.3. Other factors affecting classroom interaction related to classroom context and outer context***

Apart from the real participants of classroom interaction who are teachers and students, classroom context also contains some aspects that impact the way teachers interact with students. Some researchers (e.g. Cook and Hazelwood, 2002; Riasati, 2012; Sargent, 2009) have emphasized the significance of a relaxing and safe learning environment for students to actively involve in classroom interaction. Moreover, class size is one of the foremost factors to be considered in the classroom because learners' language learning and teacher feedback opportunities are influenced by the number of students in the classroom. To give an example, teachers cannot interact with each learner one by one in large classes since they do not have enough time. Hence, learners may tend to have a passive role in the class (Blatchford et al., 2011). On the other side of the coin, students were observed to interact more with their teachers in smaller classes (Blatchford et al., 2005, 2008). Many other studies also showed the advantages of smaller classes such as better knowledge of students and sustained classroom interaction (Blatchford, 2003; Blatchford et al., 2001; Bruhwiler & Blatchford, 2011; Hargreaves et al., 1998). Moreover, teachers also reported that they feel incapable of promoting classroom interaction as there is no space to move and it is very wearing to be in the driving seat (Hayes, 1997).

In addition to the class size, the seating arrangement can be counted among the factors affecting classroom interaction. Mahmud and Suryana (2015) state that the classroom seating plan which allows learners to see one another may contribute to good classroom interaction. Moreover, van den Berg et al. (2012) and Szejnberg and Finch (2006) emphasize its importance by saying that it has considerable effects on both the classroom environment and peer relationships. Accordingly, it is of great importance for classroom interaction since appropriate seating can be a highly beneficial tool to achieve course objectives. As "changing seating arrangements can help students interact with

different people” (Scrivener, 1994, p.87), it should be designed carefully and purposefully for the intended classroom interaction. There are three commonly known and used styles of seating arrangements in the classroom: traditional rows, U-shaped, and cluster (groups/pairs). There are some studies on those seating arrangement styles and their effects on classroom interaction and student participation. For example, Correa et al. (2017) examined the effects of changing the seating arrangement from rows to separate tables in students' participation in speaking activities in EFL lessons. The study included two phases as the first phase under the orderly rows and the second phase under the separate-table seating arrangement. Each phase was recorded and interviews were conducted with some of the students regarding their perception of the two different seating arrangements and their participation in classes. According to the results, separate tables were found to enhance interaction among learners who seemed more motivated and happy to interact with their classmates in the new classroom arrangement. Besides, Ochola and Achrazoglou (2015) suggested that non-traditional seating plans increase opportunities for student interaction and engagement. Moreover, they decrease the teacher’s power in classroom interaction. Gremmen et al. (2016), on the other hand, investigated teachers’ beliefs on seating arrangements employing interviews and questionnaires. The findings revealed that teachers usually preferred traditional rows to create order and discipline while they used small groups to enhance cooperation between students. Considering the significance of teachers’ preferences on seating arrangements, there is a need for further research on their considerations for different seating arrangement styles.

Besides, the national curriculum, school system, and textbooks can be considered as outer factors influencing classroom interaction (Sundari, 2017). The national curriculum and school system following a traditional way of teaching may restrain teachers and students from opportunities to be involved in interactive activities. Textbooks, on the other hand, may include interactive activities such as pair work, group work, and discussions. However, if they do not, and if the teacher follows it strictly, the students cannot get any chance to interact with their peers. In Shomoossi’s (2010) study, it was also suggested that using only the textbook while teaching resulted in decreased interaction in the classroom. Moreover, high-stakes tests may also affect students’ needs and expectations. This is mostly due to its content, skills, and format. A great majority of these tests intend to test

grammar, reading, and vocabulary items, usually comprising fill-in-the-blank sentences and multiple choices and neglecting listening and speaking skills (Kilickaya, 2016). Moreover, most of them test grammar and vocabulary at the word or sentence level, ignoring the discourse level.

The washback effects of these tests have been investigated many times and it has been displayed that they have a considerable impact on teachers' preferences of activities to meet students' expectations and needs. For example, Amengual-Pizarro (2009) investigated the effect of the English Test which is included in the Spanish University Entrance Examination. According to the findings, the teachers were found to fasten on the materials and skills that are in parallel with the goals of the English Test, heavily based on teaching to the test and avoiding to improve the skills such as speaking. Also, Manjarres (2005) aimed at exploring the effects of the English Language Test of the State Examination at a public school in Colombia and revealed that some teachers attach great importance to grammar and this has an important effect on their choice of materials. In another study which is conducted in the Turkish context, Sevimli (2007) examined the effect of the Foreign Language Exam (FLE) included in the university entrance exam of secondary schools. The results demonstrated that FLE has a negative washback effect on teaching and learning because the activities and materials were particularly selected depending on what is tested on FLE. It was also observed that test-taking strategies and practices on grammar, vocabulary, and reading activities were attached great importance. Yet, the productive skills, speaking and writing were ignored. When examined in detail, more studies in the Turkish context show the negative washback effects of high-stakes tests on students and teachers (Akpınar & Cakildere, 2013; Karabulut, 2007; Ozmen, 2011; Sentürk, 2013; Yildirim, 2010). The students are under a lot of pressure and feel stressed since they want to get good grades in those tests. They also usually expect that teachers should teach the subjects within the scope of the test. In such language classrooms with teachers teaching to the test, learning a language interactively seems almost impossible within the bounds of possibility. In addition to these factors related to outer context, external interruptions made by hall monitors, other teachers or cooperative teachers have been also stated to affect classroom interaction negatively (Leonard, 2009; Merç & Subaşı, 2015). Having all these

in mind, it can be inferred that classroom interaction may be affected by many other factors related to classroom context and outer context.

#### **2.4. Research Studies on Interaction in Language Learning**

Many research studies related to classroom interaction in various ESL and EFL situations have been carried out until today. When these two contexts are compared, it can be seen that they differ from each other in many aspects concerning interaction. To set an example, learners in the ESL context have ample opportunities for input and interaction in the target language both inside and outside the classroom. However, EFL learners mostly have a chance to use and practice the target language only in the classroom (Taguchi, 2008). Studies such as Collentine and Freed (2004), Fatemipour (2013), Longcope (2009), Neff et al. (2018) and Taguchi (2008) have also emphasized the advantages of ESL context over EFL in terms of the learning opportunities.

Moreover, according to some studies (Kondo, 2008; Li, 2000, Matsumura, 2003; Schauer, 2006), exposure to the target language and involvement in social interactions in sociocultural contexts highly contribute to the participants' pragmatic development which means "the ability to perform language functions in social interactions" (Taguchi, 2018, p.124). Taguchi (2008) states that one should be linguistically proficient and able to both evaluate the context and utilize the language accordingly in a proper way to become pragmatically competent. However, the opportunities to take part in social interactions and listen to the target language more are quite narrow in the EFL learning context when compared to the ESL context (Soler, 2005). Accordingly, several studies have revealed the superiority of the ESL context over the EFL context for pragmatic development. Furthermore, Crandall and Basturkmen (2004) and Vellenga (2004) indicated that textbooks utilized in EFL contexts do not provide enough pragmatic input for learners, which may affect EFL learners adversely.

Besides, Krieger (2012) states that even the motivation level and type of students change according to the learning context. While EFL learners are stated to have more extrinsic motivation due to the inadequacy of real-life-access to English, learners in the ESL context have been observed to have intrinsic motivation thanks to their exposure to English in their daily lives. Additionally, he notes that issues such as the use of the

students' native language in the classroom and target language culture come to the fore in EFL classes as well. Regarding the use of L1, it is commonly observed in EFL contexts that English courses are taught bilingually (Matsuura et al., 2001) since teachers take the advantage of having a common native language with students when needed (Neff et al., 2018). Moreover, it has been stated that EFL students are inclined to utilize their mother tongue during L2 interaction (Carless, 2007; Tognini & Oliver, 2012). Yet, the balance between the use of L1 and L2 should be created carefully since the overuse of L1 may result in limited input in the target language and negative impacts on classroom interaction. Agustin and Mujiyanto (2015) showed that when L1 was overused in the classroom, it could reduce students' target language practices, which may directly affect classroom interaction. Moreover, the issue of target language culture may cause negative impacts on classroom interaction as well if some students are prejudiced against different cultures.

As a result, it is crystal clear that ESL and EFL contexts differ in many aspects regarding classroom interaction. Thus, the studies conducted in ESL and EFL contexts will be given separately in the following headings

#### **2.4.1. Studies conducted on interaction in ESL contexts**

Interaction has been the subject of many studies in the literature in the ESL context since it is often claimed to generate new learning opportunities for students. For instance, the effect of classroom interaction on second language acquisition has been investigated in ESL context. To set an example, the effects of classroom interaction on several linguistic skills such as the acquisition of new vocabulary items and grammar development have been investigated.

Accordingly, the studies analyzing the effects of classroom interaction on vocabulary acquisition (Bitchener, 2004; Dobinson, 2001; Ellis et al., 1994; Ellis & He, 1999; Luan & Sappathy, 2011) have shown that classroom interaction enabled learners to remember new vocabulary items in the long run and helped them in the acquisition process. In one of the studies conducted in Australia (Dobinson, 2001), it was even indicated that learners take advantage of interaction in the classroom even when they are not active participants. Hence, it has been commonly stated that classroom interaction may have a role in the acquisition and retention of vocabulary items. On the other hand, the studies aiming

at analyzing the effects of classroom interaction on the grammatical development by focusing on question forms (Mackey, 1999; Mackey & Philp, 1998; Mackey & Silver, 2005) and passive form (Kuiken & Vedder, 2002) have revealed a connection between interaction and grammatical development in different ESL contexts such as Australia, Singapore and Netherlands. It has been usually stated that reciprocal adjustments contribute to second language development and students' active involvement in negotiated interaction results in better improvement. Moreover, it has been suggested according to the mentioned studies that learners improve their grammar with the help of interaction more when they interact with the speakers with higher proficiency levels.

Apart from these, there also have been studies on the patterns of interaction related to pair work in ESL contexts. To start with, Storch (2002) examined different interaction patterns in the Australian context. Thirty-three students were the subjects of the study and three different language tasks focusing on writing and grammatical accuracy were designed to collect data. The participants completed all the tasks with the same self-selected pairs for three weeks except for the last week during which they both worked in pairs and individually. The pair talk of the second week was recorded and utilized as data since students were familiar with the tasks and requirements. Moreover, a survey was administered to the students to gather information about their attitudes to group and pair work in addition to the researcher's in-class observations during pair talks. As a result of the data analysis, four patterns of dyadic interaction were found as following: collaborative, dominant/dominant, dominant/passive, and expert/novice. Showing many differences in those interaction patterns, the results indicated that learners tend to help each other's performance more while working collaboratively or in expert/novice pattern.

On the other hand, Watanabe and Swain (2007) questioned the impacts of proficiency level on pairs and patterns of interaction. Twelve Japanese learners at a Canadian university were the participants. All of the participants interacted with a participant having a higher and lower proficiency level than their own. Then, they involved in pair writing, pair comparison of the original and reformulated version and lastly individual writing. A stimulated recall interview was also conducted with each participant to gain insights into their perspectives of their behavior during their interaction. The data were analyzed according to the language-related episodes and patterns of pair interaction

categorized by Storch (2002). As a result of the data analysis, it was indicated that patterns of pair interaction noticeably had an impact on their learning. That is, when the learners involved in collaborative interaction, they could achieve higher scores in the post-test regardless of their partner's proficiency level.

The effects of question types asked by teachers on classroom interaction have been also analyzed by several researchers. For example, Long and Sato (1983) attempted to conduct research into the classroom speech of six teachers in addition to the speech of thirty-six native speakers (NSs) in informal conversations with non-native speakers (NNS). The results indicated significant differences between two settings regarding the use of two question types which are display and referential questions. The ESL teachers mostly asked display questions rather than referential questions. Yet, the NSs in the informal conversational setting were asking referential questions (76%) most of the time. Brock (1986), on the other hand, aimed at conducting a study to determine whether using higher frequencies of referential questions influences adult ESL classroom interaction. Twenty-four students participated in the study and then they were divided into four groups. The 4 ESL teachers were assigned to a treatment or a control group. Two teachers teaching treatment groups had a training session to incorporate referential questions into classroom activity whereas the others did not. Similarly, David (2007) analyzed the effects of teachers questioning behavior on ESL classroom interaction. After a direct observation and recording of the interaction between twenty teachers and four hundred students from six randomly chosen secondary schools, the findings displayed that referential questions (15%) were not as frequently used as referential questions (85%). It was further indicated that display questions resulted in more interaction than referential questions among junior students. Therefore, the study suggested that referential questions should be adopted by teachers teaching proficient and adult learners.

To conclude, it can be said that learners in ESL classrooms have a plenty of opportunities to interact using the target language in and outside the classroom as they do not share a common L1 with their peers and teachers. Hence, they must learn how to communicate in the target language, which may help them be more active and competent language learners.

#### **2.4.2. Studies conducted on interaction in EFL contexts**

Classroom interaction has been the focus of research in the EFL context as well. It has been observed that different aspects of classroom interaction have been examined such as the effect of interaction on the development of language skills, classroom interaction patterns, the effect of teacher talk on classroom interaction and so on. To start with, Kouicem (2010) aimed at exploring the role of interaction in the Algerian context. This study sought to find out if interaction in the classroom boosts speaking. Moreover, in the Malaysian EFL Context, Saeed et al. (2016) conducted a similar study seeking to reveal the role of learner-learner interaction regarding the improvement of learners' speaking skills. The findings showed that students could develop their speaking skills more in an interactive classroom atmosphere and thus learner-learner interactions were found to be important. More recently, Adaba (2017) also carried out a study in Ethiopia to evaluate teachers' use of classroom interaction on developing the students' speaking skills through questionnaires, classroom observation, and interview. According to the results, teachers could not fulfill their role to improve the students' speaking skills in the classroom because they lacked awareness, materials, and access to teaching aids to practice classroom interaction.

In addition to those studies, classroom interaction patterns have been the subject of research studies in EFL classrooms. Consolo (2006) carried out a study at a state university in Brazil for over two academic years. The subjects of the study were four teachers and fifty-seven students having different proficiency levels. The data collection was done by four research assistants who observed and recorded five classes. The analysis of the data indicated that classroom interaction was commonly maintained through a 'teacher question' and 'student answer' type of structure and under the teacher's control. Moreover, factors determining the sociolinguistic environment of foreign language classrooms have been mentioned. As these are important factors affecting teacher-student interaction, teachers should raise their awareness to work towards pedagogical achievements. Besides, Rashidi and Rafieerad (2010) aimed to analyze the patterns of classroom interaction in EFL classrooms and to investigate the gender effect on the teachers' and students' interaction patterns in the Iranian context. The data was collected from eighteen EFL teachers in Iran. Twenty classes were audio-taped and sixteen of them were selected for data analysis

depending on their comprehensibility level and relevance to the aim of the study. The findings suggested that the interaction patterns between the participants differ when the participants utilize a variety of discourse acts. Besides, the IRF pattern was usually followed and the teachers dominated the classroom talk. It was further observed that girls were less eager to interact with their teachers than boys.

In another study which was conducted in the Turkish context, Inan (2012) intended to compare native and non-native English teachers' use of classroom interaction patterns. Forty students and one native speaker and one non-native speaker teacher of English took part in the study in both the Turkish and American contexts. Reading-based classes were audio-recorded for four weeks in these two settings. The findings showed that IRF (Initiate, Response, and Feedback) is the most common interactional pattern observed in the classrooms in both contexts. Yet, the difference explored was that the native speaker (NS) teachers of English were more tolerant than non-native speaker (NNS) teachers of English regarding error correction. Similarly, Can Daşkın (2015) examined the interactional patterns for shaping learner contributions in a Turkish EFL classroom. After videotaping six classroom hours at an English preparatory school of one of the Turkish state universities, the findings revealed that the teacher asked questions for clarification and confirmation checks to construct learning opportunities. Moreover, teachers' translating learner contributions into L1/L2 and using the board was found to shape the classroom interaction.

There are also studies conducted on teachers' use of language, namely teacher talk (TT) and its effects on classroom interaction. Walsh (2002) attempted to investigate the ways teachers foster or hamper learner involvement in face-to-face classroom interaction by their talk. Eight experienced EFL teachers took part in the study and each of them was required to record two 30-minute lessons. They could choose any part of the lesson they wanted, yet it was a necessity for their recordings to include teacher-led activity with examples of teacher-learner interaction. About eight hours of recordings were analyzed using Conversation Analysis (CA). The results of the analysis unveiled the fact that learner involvement can be enhanced by teacher talk including giving content feedback, error correction, checking for confirmation, extended wait time, and scaffolding. On the other side, teachers were found to limit learner participation as a result of turn completion,

teacher interruption, and teacher echo. This study has also proven empirical evidence for the fact that there is a mismatch between teachers' language use and pedagogic purpose, which inhibited learner participation. Zambrano (2003), on the other hand, carried out research to unveil the functions of language instructors' talk in the development of EFL classes in the context of Colombia. In six months, over sixteen hours of interaction recording during fifteen EFL lessons at the post-secondary level were collected as data. In the data analysis, the functions of teacher talk were analyzed by the FLint system, an instrument adapted from Moskowitz (1971). The results indicated that teacher talk takes up almost half of the time while giving information, asking questions (mostly display questions), and giving directions, hindering students opportunities to speak.

Furthermore, Yanfen and Yuqin (2010) investigated the teachers' and students' preferences of teacher talk in Chinese classrooms. Twenty-nine teachers and 350 students were the participants. The data for the study came from observations and audio-recordings of teacher talks. A questionnaire was also administered to teachers and students to gather information about their preferences regarding teacher talk. As a result, an invitation was found to be the first preferred choice by both teachers and students in initiating an interaction, yet surprisingly it was also the least used one. Questions were more preferred by teachers and the least preferred by students even though it is the most commonly used one. Taking all the findings into account, it is argued that teacher talk has an essential role to play in promoting interactions between teachers and students. Hence, they should be careful with their language use in their interactions with students and raise their awareness of this issue to create the necessary atmosphere for more interactions in class.

In another study which is similar to Walsh's (2002) study, İnceçay (2010) analyzed teacher talk in the Turkish context under two categories: construction or obstruction. The participants of the study were sixteen Turkish EFL young language learners and one Turkish EFL teacher. A forty-minute lesson including an activity leading to teacher-learner interactions was audio-recorded and analyzed by using Conversation Analysis. The findings indicated that the direct error correction, content feedback, extended wait time and repairing were utilized by the teacher to develop learner participation. On the contrary, learners' participation in the interaction was affected negatively because of teachers' turn completion, echo, and overuse of the IRF structure. Moreover, a microanalytic study was

carried out by Walsh and Li (2013) to examine in what ways teachers create opportunities for learning. To achieve this aim, approximately 120 minutes of interactions were video recorded in two EFL classes in China. The results showed similar findings with İnceçay (2010) since increased wait time, extended learner turns and enhanced planning time affected learner involvement positively.

Apart from those research studies on teacher's use of language, other studies particularly investigating teachers' wait-time and its impacts have been carried out as well. Yaqubi and Rokni (2013) investigated how teachers' limited wait-time practice affects classroom interaction regarding learners' participation opportunities. After video-recorded 10 two-hour adult EFL classes in Iran, the results of the data have shown that teachers' limited wait-time affects the sequential organization of interaction negatively on the grounds that it decreases the interactional space that learners need to initiate, take, and hold turns, to have contributions and elaborate on them, and to interact with peers. Since the results direct us to the lack of space for learning, it can be reported that teachers' classroom interactional competence level may not be enough to maintain that space needed. With the help of such studies, teachers can be aware of the nature of limited wait-time and its effects on classroom interaction and as a result, they can gain a deeper understanding of the relationship between pedagogic goals, language use, and learning opportunity. A very similar study was also carried out by Yataganbaba and Yıldırım (2016) in the Turkish context by involving young learners. They sought to analyze the impacts of teacher interruptions and limited wait-time practices on learner involvement and opportunities for learning. In line with this goal, three EFL classes were video recorded and the results demonstrated that learners could not participate in the lesson very often and thus their learning opportunities reduced due to interruptions and limited wait-time given by teachers.

Adding some other issues to the teacher talk, Nisa (2015) conducted a case study aiming to examine the categories of teacher talk, student talk and classroom interaction types used during EFL speaking class in Turkey. The participants were an English teacher and twenty-five students. Four English speaking classes were recorded to collect data and the findings revealed that during classroom interaction, the teacher mostly acted as a facilitator who provided students with various activities to speak such as class discussion, presentation, simulation, and communication games. The teacher was also sometimes a

director who pushed them to handle speaking activities and a resource who shared the knowledge needed by students. Moreover, the study demonstrated that the students communicated and interacted more in the classroom during group-work activities and presentations. Yet, the use of the first language (L1) during the interaction was usually observed. Therefore, it has been suggested that teachers encourage students to interact and speak using the target language by paying compliments even on their risk-taking.

The necessity of the use of L1 has been the subject of debate over the years. The common view until the last two or three decades was to maximize target language (L2) use in order to provide students with maximum exposure to L2 in the classroom. The reason behind this belief was the advent of English teaching methods such as the direct method, audiolingualism, communicative language teaching, and task-based language teaching adopting a monolingual approach to language teaching. According to this approach, the use of L1 should be either prevented or minimized in the classroom (Cook, 2001). However, recently there has been growing interest in the use of L1 and it has been generally supported by the researchers that a balanced mother tongue use can promote learning opportunities for learners (DiCamilla & Antón, 2012; Paker & Karaağaç, 2015; Storch & Aldosari, 2010; Swain & Lapkin, 2000; Tognini & Oliver, 2012; Yıldırım & Mersinligil, 2000). Kang (2013) attempted to probe deeper into Korean elementary school EFL teachers' language use for disciplinary purposes. Two non-native teachers (having high and low proficiency levels) were chosen for the study. In the data collection procedure, classroom interactions between these two teachers and their students were observed and audio-recorded throughout nine classes. In addition to semi-structured interviews conducted, the researcher also took field notes during classes. The findings revealed that the teacher with a higher EFL proficiency level used target language more than the first language. Bhooth et al. (2014) also conducted an investigation to analyze the use of L1 in an EFL reading classroom. Forty-five EFL second-year undergraduate students at one of the universities in Yemen were selected as participants. The questionnaire related to the functions of L1 was administered to the participants and semi-structured interviews were conducted with ten students. According to the results, the students regarded the use of L1 as a functional strategy in their EFL classrooms and thus they stated several functions of it (e.g. making explanations on grammar and vocabulary, translation of some vocabulary

items). Therefore, it was concluded that L1 can be counted as a scaffolding strategy by students and it can also be utilized by teachers to promote students' understanding when they have difficulties.

The use of the first language has been examined in EFL classes in the Turkish context as well. Sali (2014) examined Turkish EFL teachers' use of L1 in their classrooms focusing on their functions and perspectives on it. Three EFL teachers at a public secondary school participated in the study and fifteen lesson hours were recorded. Also, the teachers were observed by the researcher for one lesson hour throughout five weeks. At the end of the data collection process, semi-structured interviews were also conducted. The results of the study showed that using L1 has a great number of functions which influence the flow of classroom interaction positively. The teachers were mostly switching to L1 for classroom management or for maintaining interactions with their learners. The most commonly stated function of L1 by teachers was to explain English grammar or vocabulary to enhance learners' comprehension. Paker and Karaağaç also analyzed the use of the mother tongue (L1) and functions of it in foreign language classrooms (2015). Twenty English instructors at one of the universities in Turkey and 286 students were the subjects of the study. Classroom recordings, a questionnaire, and interviews were used to collect the data. The results indicated that the use of L1 has many functions in the classroom such as explaining difficult concepts and making the topic/idea clear for the students. Moreover, both the instructors and the students were conscious of the importance of maximizing the use of the target language in the classes. Yet, they also expressed the inevitable need for mother tongue at times.

There are also some other studies conducted especially on the effects of teachers' questioning on EFL classroom interaction such as Farahian and Rezaee (2012), Qashoa (2013), Shomoossi (2004), and Vebriyanto (2015). Shomoossi (2004) analyzed the question types, mainly display and referential questions and their interactive effects. The data collection was done by observing forty classes in one of the universities in Iran. The results revealed that display questions were more frequently used by the teachers rather than referential questions. Furthermore, it was noticed that referential questions led to more interaction in the classroom even though not all referential questions could give rise to sufficient interaction. Furthermore, Farahian and Rezaee (2012) carried out a case study to

examine the teachers' questions and the learners' responses in the Iranian context. An EFL teacher and fifteen EFL students participated in the study. For the data of the study, five lessons were audiotaped and teacher-student interactions were transcribed. In addition to the transcriptions, the teacher was interviewed. The results revealed that the teacher used display questions more than referential questions. Moreover, the teacher stated several reasons for using display questions. Among those factors, the students' proficiency level was given as the most effective factor. The teacher asserted that referential questions are more useful and appropriate for students with a higher level of proficiency as they can express themselves better with wider vocabulary knowledge. Likewise, Qashoa (2013) examined the types of teacher questions and their impacts on classroom interaction in the United Arab Emirates. After recording three English language lessons in three different public secondary schools, the results showed that display questions were the most commonly asked questions in all the classes. To boost classroom interaction, teachers are suggested to raise their knowledge about different question types and the roles that they may have in classroom interaction. Besides, it was argued that maximizing the use of referential questions can contribute to students' communicative competence, which was also supported by Vebriyanto (2015).

Moreover, teachers' classroom interaction and communication strategies have been examined. Rido et al. (2014) attempted to explore teachers' interaction strategies in the Indonesian EFL context. Four interaction strategies which are 1) the control of interaction or interaction management, 2) elicitation or questioning, 3) speech modification or feedback, and 4) repairing or error treatment strategies (Walsh, 2006, 2011) were focused. The data for the study was collected qualitatively through field notes, and observation checklist. The analyses of the data were made depending on the four different types of interaction strategies mentioned before. The findings revealed that the teacher used all types of interaction strategies in her lessons. She had a friendly tone while speaking and made eye contact with her students. Also, she could make use of non-verbal gestures, humor, and series of questions by calling their names. She also gave enough wait time for her students to answer the questions, which was highly important. Similarly, Suryati (2015) pursued an investigation into EFL teachers' use of interaction strategies in Indonesia. To collect data, thirty classroom observations of eighteen teachers were made by using Self

Evaluation Teacher Talk (SETT) which is an instrument developed by Walsh (2006). According to the results, it was reported that teacher-student interaction took most of the teaching time of the teachers. It was also observed that the IRF patterns dominated teacher-student interaction. Thus, it was inferred that teachers dominated the classroom interaction and students did not have enough chance to involve in teacher-student interaction and to practice the target language. In addition, Aşık and Kuru Gönen (2016) conducted a study to investigate pre-service EFL teachers' perceptions of their use of teacher talk by using SETT in the Turkish context. After collecting the data through SETT grid, reflective diaries and semi-structured interviews, it was revealed that the SETT experience enabled them to enhance awareness of their actions in the classroom. Besides, several studies (e.g. Claessens et al., 2016; de Jong et al., 2013) have investigated the strategy use of pre-service teachers during practicum and showed that pre-service teachers usually lack sufficient strategies for controlling and managing classroom interaction. Thus, it may be inferred that the pre-service teachers need to think about and reflect on their thoughts and perceptions of some issues based on their actual practices to build greater awareness.

Furthermore, teachers' and learners' perceptions of classroom interaction have been studied from different aspects such as types of interaction and the relationship between their classroom practices and beliefs on classroom interaction. McDonough (2004) attempted to unveil the instructors' and learners' opinions related to the use of pair and group work activities. In line with this purpose, the effects of those activities on learners' development of the target structures were analyzed in the Thai context. Sixteen EFL learners studying at a public university in Thailand took part in the study and completed some pair and small group activities in their English classes. After recording the interaction between the learners on audiotape, three oral tests and a final questionnaire were also applied to the learners. As a result, the findings showed that the learners who involved more in negative feedback and modified output during pair and small group activities could produce the target forms better. However, the interesting fact was that they did not consider these activities as beneficial for language learning. The instructors, on the other hand, reported that they had problems with controlling learners' interaction during pair and small group activities due to some environmental issues (e.g. the number of students, the position of students). They also expressed their concerns over the effectiveness of pair and small

group activities for preparing learners for standardized examinations. Some of them told that they spend more time on activities such as grammar explanation and practice than pair or group work activities because of the effect of those exams.

On the other hand, Li and Walsh (2011) conducted a study to examine teachers' beliefs, classroom interaction and professional practices. Including two Chinese teachers (one novice and one experienced) as participants, classroom observations were recorded and interviews were done. The situations in which teachers interacted with their students were compared with their reflections in the interviews. As revealed in the results, the connection between teachers' beliefs and practices are complex, personal and closely connected with contextual factors. Therefore, it is claimed that there is a much more complicated picture at the end. Similarly, Petek (2013) carried out a study in the Turkish EFL context to unearth the relationship between teachers' beliefs and their actual practices in the classroom concerning classroom interaction focusing on their use of question types (referential or display) and their strategy use to support negotiation of meaning. To achieve this goal, two experienced teachers (1 NS and NNS) participated in the study. After the audio recordings of four lessons involving two from each teacher and semi-structured interviews, the results put forth that there was a mismatch between their beliefs and actual practices about classroom interaction. Even though the teachers were supporting the use of referential questions, they mostly preferred display questions in their lessons.

Besides, Nguyen and Phuong (2017) carried out a study to examine EFL teachers' perceptions of teacher-student interaction and reveal what types of teacher-student interactions are used in Vietnamese universities. Including sixty-five EFL teacher participants in the study, the findings gathered through a questionnaire showed that the teachers were conscious of the contributions of the interaction between teacher and student to the language learning process. Accordingly, they mostly stated that interaction between the teacher and students creates a friendly classroom atmosphere. Moreover, it motivates students to participate in the lesson, helps strengthen the relationship between teachers and students, and makes students have positive attitudes towards learning. Besides, it was also revealed that the participant teachers usually preferred using teacher-whole class interaction during classroom interaction. Last but not least, Sundari (2017) conducted a study aiming to develop a better understanding of interaction in the EFL context and uncovering the

factors affecting it from teachers' perspectives in the Indonesian context. After twelve semi-interviews and thirteen classroom observation recordings for six months, the results showed that the teachers dominated classroom interaction by their questions and feedback. Besides, several factors about teachers, students, and classroom context were mentioned by the participants. They suggested that these factors have impacts on both their interaction with the learners and their use of strategies.

To conclude, it can be inferred from the studies mentioned that classroom interaction has been studied in Turkish EFL context from different aspects such as classroom interaction patterns (Can Daşkın, 2015; İnan, 2012), teachers' Classroom Interactional Competence (Yataganbaba & Yıldırım, 2016), teacher talk in classroom interaction (İnceçay, 2010; Nisa, 2015), L1 usage in classroom interaction (Paker & Karaağaç, 2015; Sali, 2014; Yıldırım & Mersinligil, 2000), teacher's beliefs on classroom interaction by focusing on question types (Petek, 2013). However, there is still a gap regarding the pre-service EFL teachers' perceptions of classroom interaction in the Turkish context. Therefore, this study aims to fill this gap by investigating the Turkish pre-service EFL teachers' perceptions and reflections on classroom interaction, factors affecting classroom interaction and the ways to increase classroom interaction.

### **3. METHODOLOGY**

This chapter aims to provide detailed information about the sub-sections of the methodology part. Firstly, participants and data collection instruments were introduced. After that, the data collection procedure was explained step by step. Finally, in-depth information was given about the process of data analysis.

#### **3.1. Research Design**

This study sought to find out the perceptions and reflections of Turkish pre-service EFL teachers on classroom interaction, factors affecting classroom interaction and the ways to enhance classroom interaction in a qualitative fashion. Hesse-Biber (2010) states that qualitative research design enables the researcher to illustrate individuals' reflections when individuals' thoughts, beliefs or perceptions are aspired to be examined. Moreover, Ary et al. (2018) suggest that qualitative research provides a thorough understanding of the research question by allowing us to see the whole picture. Therefore, this study adopted a qualitative research design since the participants' perceptions of classroom interaction were aimed to be unveiled. To answer the research questions addressed, the qualitative data were collected through various data collection instruments such as perception questionnaires, reflective reports (self-reflection and peer reflection), field notes and semi-structured interviews. All these qualitative instruments were employed to display the pre-service EFL teachers' perceptions and reflections on classroom interaction. As the data were collected from various research instruments, it helped to strengthen confidence in the findings and to see whether the findings are consistent with one another (Bryman, 2011).

#### **3.2. Setting and Participants**

The participants of the present study were the pre-service teachers in the English Language Teaching (ELT) department of Faculty of Education at Anadolu University as senior undergraduate students in the Spring 2018-2019 Semester. At Anadolu University, the pre-service EFL teachers take many courses from the first to the last year such as language teaching approaches, methods, testing and evaluation, literature, linguistics, and translation. However, in the last year, they are enrolled in two compulsory field experience courses which are *ÖMB 407 School Experience* in the Fall term and *İNÖ 406 Practice Teaching* in the Spring term. In both courses, they are appointed to state schools for field

experience in pairs or triads. In *School Experience* course taken in the first term of the year, the pre-service teachers are expected to prepare weekly lesson plans for specific language areas and skills such as grammar, listening, speaking, writing and reading for only one part of the class hour. Besides, they observe the lessons of cooperative teachers in the appointed school to gain insights into actual teaching practices and classrooms in real life. In *Practice Teaching*, on the other hand, pre-service teachers are asked to prepare whole lesson plans to implement each week in the assigned schools such as primary, elementary and high school. Cooperative and supervisor teachers also participate in their lessons, make observations, and share their ideas concerning the lesson, which may shed light on their teaching practices in many respects. Having all these in mind, pre-service EFL teachers' last year in teacher education program is of particular importance and thus senior pre-service teachers were involved in the present study.

For the first step of this study, 110 pre-service EFL teachers (68 female/42 male) taking *İNÖ 406 Practice Teaching* course were given a questionnaire to gain insights into their general perceptions and reflections on classroom interaction. Their ages were between 21-23. Among sampling techniques, convenience sampling is selected as those who are conveniently accessible and eager to participate in the study are chosen as participants (Onwuegbuzie & Collins, 2007). In the second step, a group of seven pre-service EFL teachers taking *İNÖ 406 – E Practice Teaching* (6 female/1 male) were involved in the study during practicum in order to provide a deeper insight into their perceptions of classroom interaction based on their reflections of their classroom practices. They were assigned to one of the state schools in Eskişehir for teaching practices. It was a secondary school in which students between 10 and 13 years old have education. Four of the participants (two pairs) taught 7<sup>th</sup> grades while three of them (one triad) taught 6<sup>th</sup> grades during practicum. Besides, a total of three supervisor teachers accompanied them throughout the process. Poulou (2007) argued that pre-service teachers' beliefs would reflect more realistic perceptions after practicum as it is where pre-service teachers connect their knowledge and practical skills. Hence, those seven pre-service teachers were asked to state their opinions, thoughts, and feelings related to the practicum period regarding classroom interaction.

### **3.3. Data Collection Instruments**

The main aim of this study was to have a better understanding of the pre-service EFL teachers' perceptions and reflections on classroom interaction. With this purpose in mind, the qualitative data were gathered through several research instruments;

- a perception questionnaire
- self-reflection reports
- peer reflection reports
- field notes taken by the researcher
- semi-structured interviews

Those five qualitative instruments were employed to unveil the participants' perceptions and reflections on classroom interaction. For all the instruments and tools, experts' opinions were obtained to be able to ensure whether they were appropriate and applicable for the aim of the study. Accordingly, five experts at Anadolu University were informed about the aim of the study and provided with each data collection instrument. They examined them in detail and then shared their opinions and suggestions. Taking their recommendations into consideration, necessary changes in the data collection instruments were made. All the instruments were designed in participants' native language to ensure that the participants feel comfortable to express their ideas clearly.

#### **3.3.1. Perception questionnaire**

In order to reveal the general perceptions of the participants on classroom interaction and several factors affecting it, a perception questionnaire including two sections was designed (see Appendix A). The first part consisted of eight open-ended questions, regarding what pre-service EFL teachers thought about the role of classroom interaction while learning and teaching a language, what they thought about the role of several factors (e.g. teacher, using L1, giving a purpose, classroom seating arrangement) in classroom interaction and what they thought about the ways to increase classroom interaction. The specific factors were particularly chosen for the study in agreement with the literature and realities of Turkish EFL context.

The second part of the questionnaire, on the other hand, was adapted from Richards and Lockhart (1994, p.44-47). The questions were translated into Turkish by the researcher

and some changes were made in line with the purpose of the study. The last version was created after the experts' opinions were taken. It included eight open-ended questions about the participants' perceptions related to the role of classroom interaction in language learning, the role of some factors (using L1, seating arrangement, student grouping techniques) in classroom interaction and the ways to improve it. The participants were asked to answer the questions in the second part according to their last teaching practice in the practicum.

### **3.3.2. Self-reflection reports**

In the light of the goals of the present study, self-reflection reports were collected from seven pre-service EFL teachers regarding their perceptions of classroom interaction based on their teaching practices during practicum because those reports written by the participants may provide us with various aspects related to their thoughts, feelings, and perceptions related to classroom interaction. Calderhead and Gates (2003) also express that reflection can strengthen student teachers' responsibility for their own learning and they can think about their beliefs critically, leading to adequate recognition of their future profession. For this reason, a self-reflection report including six open-ended questions was designed according to the aim of the study (see Appendix B). The questions mainly aimed at finding out the participants' perceptions of classroom interaction based on

- their activities/techniques
- types of interaction
- factors affecting classroom interaction
- ways to develop interaction in the classroom

according to their teaching practices in the practicum. A chosen group of seven pre-service EFL teachers were required to write a self-reflection report right after their teaching practices during practicum by following the guiding questions for four weeks and a total of 28 self-reflection reports were collected.

### **3.3.3. Peer reflection reports**

Throughout teaching practice experience, pre-service teachers not only observe their cooperating teachers but also their peers. Therefore, a peer reflection report was designed

for the same group of seven pre-service teachers (see Appendix C) since they have a chance to observe and criticize their peers during practicum. In addition to writing self-reflection reports, the same group of seven pre-service teachers was asked to write a peer reflection report for four weeks. In this report, the pre-service teachers were asked to answer four open-ended questions regarding their peer's activities and the role of classroom interaction, interaction types, factors affecting classroom interaction, and their suggestions for better classroom interaction. As a result, 28 peer reflection reports were gathered.

#### **3.3.4. Field notes**

In the process of collecting data from seven pre-service teachers having teaching practice for four weeks, the researcher also observed them and took some field notes. Field notes are highly recommended in qualitative research since they allow the researcher to gather needed contextual information (Phillippi & Lauderdale, 2018). For purposeful and useful notes, a lesson observation form was designed in agreement with the suggestions of experts' opinions and used by the researcher throughout the process (see Appendix D). The observation form mainly focused on the pre-service teachers' use of activities and materials in classroom interaction, their instructions, feedback given, student grouping techniques used, interaction types, the medium of instruction and seating arrangement. Including all these, a total of 28 observation forms were filled out by the researcher until the end of the data collection procedure and it offered important insights into classroom interaction in the Turkish EFL context.

#### **3.3.5. Semi-structured interviews**

Barriball and While (1994) state that interviews are well suited to analyze the perceptions of teachers on complicated issues and they can allow us to probe for more information and clarification of answers. Moreover, they give a chance to participants for open response in their own words rather than only saying yes/no (Longhurst, 2003). As this study is primarily about the perceptions and reflections of pre-service EFL teachers on classroom interaction, it is of significance to collect as much data as possible in proper ways. Therefore, as a final step, semi-structured interviews were carried out with a group of seven pre-service EFL teachers to support the previously collected data. Seven questions

were asked in agreement with the purpose of the study, aiming at gathering information about their perceptions and reflections on the role of classroom interaction in language learning and teaching, and the factors affecting it regarding their actual practices during practicum. Before the interviews, the questions were given to the participants in advance in order to inform them about the interview process (see Appendix E). The interviews lasted approximately 10 minutes for each participant.

### **3.4. Data Collection Procedure**

The data for the current study were collected in the spring term of the 2018-2019 academic year. All the necessary permissions were taken from Anadolu University and Eskişehir Provincial Directorate of National Education to conduct the present study before the data collection procedure started (see Appendix F and G). The steps given below were followed in the process of data collection:

- As a first step, the perception questionnaire was administered to all the pre-service teachers who were studying English Language Teaching (ELT) and taking the course called *İNÖ 406 Practice Teaching* at Anadolu University. Accordingly, a total of 110 pre-service teachers stated their ideas in the given questionnaire in regular class hours in the Spring term of 2018- 2019 academic year for two weeks. Since the participation was voluntary, the participants of the study were informed about the scope of the study and they signed the voluntary consent form before the questionnaire (see Appendix H). The anonymity of their names and the confidentiality of their answers were guaranteed.
- For more in-depth information about pre-service teachers' perceptions and reflections on classroom interaction, seven pre-service EFL teachers taking *İNÖ 406 – E Practice Teaching* course participated in the study.
- Before the data collection procedure, a small meeting was made with the participants to provide them with the details of the study such as the aim, data collection process, and instruments. They were provided with a sample of self-reflection report and peer reflection report. They all accepted the conditions and signed the consent form (see Appendix I). They were also informed that they could withdraw from the study at any point.

- A week after the meeting, the participants started to write self-reflection reports and peer reflection reports right after each teaching experience in the assigned school for four weeks. Since there were two pairs and one triad, the pairs wrote their peer reflection reports about each other. The group including three pre-service teachers was asked to choose one of their peers and write a peer reflection report about his/her teaching practice each week. They were expected to submit their reports to Turnitin which is an online platform that allows for the originality of the papers uploaded until the end of the week.
- The researcher also observed the participants and took some field notes related to their activities and classroom interaction using the lesson observation form throughout the entire process.
- As a final step, semi-structured interviews were held with those seven pre-service teachers in two weeks.

Table 3.4. below also shows the steps of data collection in a week-wise fashion with details.

**Table 3.4.** *Data collection procedure*

| <b>Week</b>                    | <b>Data Collection Procedure</b>                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br>(8-12 April)  | <ul style="list-style-type: none"> <li>• Administration of the perception questionnaire to pre-service EFL teachers in regular class hours</li> <li>• The meeting with a group of seven pre-service teachers taking <i>İNÖ 406 - E Practice Teaching</i> course</li> </ul>                                                                             |
| <b>Week 2</b><br>(15-19 April) | <ul style="list-style-type: none"> <li>• Administration of the perception questionnaire to pre-service EFL teachers in regular class hours</li> <li>• Self-reflection Report 1 collected from seven pre-service teachers after their teaching practice</li> <li>• Peer Reflection Report 1</li> <li>• Field notes 1 taken by the researcher</li> </ul> |
| <b>Week 3</b><br>(22-26 April) | <ul style="list-style-type: none"> <li>• Self-reflection Report 2</li> <li>• Peer Reflection Report 2</li> <li>• Field notes 2 taken by the researcher</li> </ul>                                                                                                                                                                                      |

**Table 3.4. (Continued)** *Data collection procedure*

| <b>Week</b>                         | <b>Data Collection Procedure</b>                                                                                                                                  |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 4</b><br>(29 April - 3 May) | <ul style="list-style-type: none"> <li>• Self-reflection Report 3</li> <li>• Peer Reflection Report 3</li> <li>• Field notes 3 taken by the researcher</li> </ul> |
| <b>Week 5</b><br>( 6-10 May)        | <ul style="list-style-type: none"> <li>• Self-reflection Report 4</li> <li>• Peer Reflection Report 4</li> <li>• Field notes 4 taken by the researcher</li> </ul> |
| <b>Week 6</b><br>(20-24 May)        | <ul style="list-style-type: none"> <li>• Semi-structured interviews with seven pre-service teachers</li> </ul>                                                    |

### 3.5. Data Analysis

In the present study, the whole qualitative data were analyzed with regard to the aims of the study by using the Constant Comparison Method (CCM). The Constant Comparison Method is based on the grounded theory approach developed by Glaser and Strauss (1967). They support that constant comparison has an important role to play in developing a theory that is hidden in the data rather than starting with theory. According to this method, the researcher is required to have one piece of data and compare it to all other pieces of data that are similar or different. During the analysis of the data, some steps are followed respectively: initial coding, reflecting, re-reading, and then sorting and sifting through the codes to identify patterns and themes (Leong et al., 2010). Thus, it can be inferred that this method allows for comparing and contrasting a huge pile of data and then identifying themes rather than a predetermined set of patterns.

Accordingly, each point including opinions, feelings, and thoughts related to the pre-service teachers' perceptions of classroom interaction in the data collection instruments of this study was regarded as a communication unit. For each research question, different questions of the perception questionnaire, self-reflection reports, peer reflection reports, and semi-structured interviews were analyzed and communication units were found out. After listing them, the communication units expressing similar ideas were gathered together and the whole data was sorted out by making constant comparisons. Then, similar

communication units were combined and formed sub-categories. As the last step, those sub-categories were compared and contrasted with one another to create main categories.

Since all of the data collection instruments utilized in the present study (the perception questionnaire administered to 110 pre-service EFL teachers, self-reflection reports and peer reflection reports collected from seven pre-service teachers, field notes taken by the researcher and semi-structured interviews conducted with those seven pre-service teachers) provided qualitative data, they were analyzed by following the principles of the Constant Comparison Method. In order to analyze the data collected from the semi-structured interviews, the interview recordings were transcribed verbatim. Besides, field notes taken by the researcher while observing seven pre-service teachers in the practicum function as providing detailed information about the context and issues related to classroom interaction such as the pre-service teachers' use of activities and materials, interaction types, feedback, the role of some specific factors (the medium of instruction, student grouping techniques, and the seating arrangement) in classroom interaction. They were analyzed only by the researcher and used in order to present the overall context in the practicum and support the findings of the study by analyzing the actual classroom teaching practices of the pre-service teachers.

### **3.5.1. Inter-rater reliability of the qualitative data**

For ensuring reliable results, 30 percent of the qualitative data gathered through the perception questionnaire, self-reflection reports, peer reflection reports, and interviews have been analyzed by a second-rater who has an MA degree in ELT and continues her studies in the Ph.D. degree at Anadolu University and who is experienced in qualitative analysis. To measure the inter-rater reliability between the researcher and the second-rater for 30 percent of the data, the formula “number of agreements x 100 / number of agreements + number of disagreements” (Huberman and Miles, 2002) was used. According to the formula, inter-rater reliability between two raters was calculated as  $\alpha = .93$  for the 30 percent of the data, which indicated a high level of reliability (Creswell, 2002). When a mismatch between the raters occurred in the coding procedure, the raters negotiated over those codes and then reached a consensus.

The following Table 3.5. summarizes the data analysis procedure for each data collection instrument, and it also shows which instrument provides answers for which research question.

**Table 3.5.** *Data analysis procedure*

| <b>Instruments</b>                                                           | <b>Data Analysis Procedure</b>                                                                                                                                                                                                                                                         | <b>Providing answers for:</b>                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Perception Questionnaire</b>                                              | Open-ended questions were analyzed qualitatively. Constant Comparison Method was used in order to explore the main and sub-categories concerning the perceptions and reflections of pre-service EFL teachers on classroom interaction.                                                 | <b>RQ1</b> – PART 1 – Q1-8<br><b>RQ2</b> – PART 1 – Q2-4-5-7-8<br>PART 2 – Q3-6-7<br>for the role of the teacher, giving a purpose, using L1, student grouping techniques, and seating arrangement) in classroom interaction<br><b>RQ3</b> – PART 1 – Q3-6<br>PART 2 – Q4-5       |
| <b>Reflective tools: Self-reflection Reports and Peer Reflection Reports</b> | For the analysis of the reflective tools, the same procedure in the analysis of the perception questionnaire was followed. By using the Constant Comparison Method, the main and sub-categories were identified by two raters and united with the data which was previously collected. | <b>RQ1</b> - Self-reflection Report – Q4<br>Peer reflection Report – Q2<br><b>RQ2</b> - Self-reflection Report Q3-5<br>Peer Reflection Report - Q3<br>for other factors affecting classroom interaction<br><b>RQ3</b> - Self-reflection Report – Q6<br>Peer Reflection Report –Q4 |

**Table 3.5. (Continued)** *Data analysis procedure*

| <b>Instruments</b>                | <b>Data Analysis Procedure</b>                                                                                                                                                                  | <b>Providing answers for:</b>                                                                                                                                                                                                                                         |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Field Notes</b>                | Field notes were analyzed only by the researcher using the Constant Comparison Method since they function as a source of data providing overall information about the context in the practicum. | <b>RQ2</b> - the role of the teacher, giving a purpose, using L1, seating arrangement, student grouping techniques and other factors in classroom interaction                                                                                                         |
| <b>Semi-structured Interviews</b> | The Constant Comparison Method was utilized by two raters. Communication units were defined and combined with the related qualitative data.                                                     | <b>RQ1</b> – Q1<br><br><b>RQ2</b> – Q2-4-5-6 for the role of some specific factors (the teacher, using L1, seating arrangement, student grouping techniques) in classroom interaction<br><br>Q7- Other factors affecting classroom interaction<br><br><b>RQ3</b> – Q3 |

## **4. RESULTS**

### **4.1. Overview of the Study**

The primary aim of this study was to unveil Turkish pre-service EFL teachers' perceptions and reflections on classroom interaction, the factors affecting classroom interaction and the ways to increase classroom interaction. To that end, the following research questions were addressed:

- RQ1: What do pre-service English as a foreign language (EFL) teachers think about and reflect on the role of classroom interaction in language teaching?
- RQ2: What do pre-service EFL teachers think about and reflect on the factors (e.g. the teacher, giving a purpose, using L1, student grouping techniques, the seating arrangement, and others) regarding classroom interaction?
- RQ3: What do pre-service EFL teachers think about and reflect on the ways to increase classroom interaction?

After six weeks of data collection, the whole data were analyzed qualitatively. To analyze the qualitative data gathered through the perception questionnaire, self-reflection and peer reflection reports, and interviews, the Constant Comparison Method was used. Communication units gathered through the data collection instruments were identified by two raters. Two separate raters identified, coded and sorted out 30% of the whole data. As a result, inter-rater reliability was measured and found .93. After the analyses of the whole data, 2720 communication units were identified in total including all research questions. 298 of these communication units belonged to participants' perceptions related to the role of classroom interaction. Moreover, when asked about the role of some specific factors in classroom interaction, a total of 499 communication units were identified regarding the role of the teacher, 194 communication units for the role of giving a purpose, 224 for using L1, 55 for the role of student grouping techniques and lastly 55 for the seating arrangement. In addition, a total of 200 communication units included expressions related to the pre-service EFL teachers' perceptions of other factors affecting classroom interaction. Last of all, a total of 1195 communication units were detected in terms of the ways to improve classroom interaction.

The following chapters provide the results for each research question. While explaining the results, the tables for the identified main categories are given. However, the tables for sub-categories are provided in the appendix rather than including them in the results section (see Appendix J) due to the high number of tables for the identified sub-categories. The sub-categories are mentioned in bold under the main categories in order to present the results in a more reader-friendly way and the number of the communication units for these sub-categories is given in brackets. In the following sections, the participants' perceptions and reflections on classroom interaction, the factors affecting classroom interaction and the ways to increase classroom interaction are presented respectively.

#### **4.2. RQ1: The Perceptions and Reflections of the PTs on the Role of Classroom Interaction in Language Learning and Teaching**

In order to answer the first research question which aimed to find out the general perceptions and reflections of the pre-service EFL teachers on the role of classroom interaction in language learning and teaching, both 110 pre-service EFL teachers and a group of seven pre-service teachers stated their ideas in the related questions in the perception questionnaire, self-reflection reports, peer reflection reports, and interviews.

**Table 4.2.** *Main categories for the role of classroom interaction in language learning and teaching*

| <b>Main Categories</b>                                                                     | <b>N*</b>  | <b>%</b>   |
|--------------------------------------------------------------------------------------------|------------|------------|
| Positive Effects of Classroom Interaction on the Language Learning Process                 | 214        | 72         |
| Positive Effects of Classroom Interaction on Students' Attitudes towards Language Learning | 36         | 12         |
| Positive Effects of Classroom Interaction on Opportunities for Feedback                    | 25         | 8          |
| Positive Effects of Classroom Interaction on Language Learning Environment                 | 20         | 7          |
| Negative Effects of Classroom Interaction                                                  | 3          | 1          |
| <b>TOTAL</b>                                                                               | <b>298</b> | <b>100</b> |

N\*: Number of the communication units

As a result of the data analysis, a total of 298 communication units were found. After comparing and contrasting them, a total of ten sub-categories and then five main categories were formed as shown in Table 4.2. above. Accordingly, the pre-service teachers stated that classroom interaction has **positive effects on the language learning process**

(n=214), fosters **students' positive attitudes towards language learning** (n=36), provides **opportunities for feedback** (n=25) and **positive language learning environment** (n=20), but also has some **negative effects** (n=3) as well in language learning and teaching. The following part includes the reflections of the pre-service EFL teachers about each main category and sub-categories in detail.

#### 4.2.1. Positive effects of classroom interaction on the language learning process

One of the main purposes of this study was to explore what Turkish pre-service EFL teachers think about the role of classroom interaction in language learning and teaching. As a result of the analysis of the perception questionnaire, interviews, self-reflection, and peer reflection reports, a total of 214 communication units were identified regarding the participants' opinions about the positive effects of classroom interaction on the language learning process. When asked to express their ideas about it, they mostly stated that classroom interaction is a very important and indispensable part of language learning and teaching process since it affects this process positively.

Two sub-categories were identified for this main category and according to the first sub-category, the participants expressed that **classroom interaction provides opportunities for language practices** (n=136) for learners. To put it differently, classroom interaction allows learners to be exposed to the target language and practice it. In addition to that, the learners can improve different language skills through classroom interaction. Moreover, the participants also put forward that classroom interaction not only enables learners to express their ideas but also exchange ideas. Given as an essential factor for communication, classroom interaction motivates learners to exchange ideas and it leads to an increase in student participation resulting in more opportunities for language practices. The following excerpt highlights the importance of classroom interaction in providing opportunities for language practices:

- (1). "Since the classroom is the only place to **speak and practice English**, it **(classroom interaction) has a big role in English language learning teaching**." (PT6- Perception Questionnaire)

Furthermore, the pre-service teachers highlighted that **classroom interaction fosters language learning** (n=78). Accordingly, they mentioned that classroom interaction

has many positive effects on learning. To give an example, classroom interaction makes learning more effective and permanent according to the participants. Moreover, the facilitating role of classroom interaction in the language learning process was emphasized since learning was stated to be easier through classroom interaction. The following excerpts exemplify these opinions:

(2). “The more classroom interaction is, **the faster and easier students learn English.**”

(PT10- Perception Questionnaire)

(3). “If the students participate in the lesson by communicating with one another, **learning becomes more permanent.**” (PT1- Perception Questionnaire)

#### **4.2.2. Positive effects of classroom interaction on the students’ attitudes towards language learning**

Apart from the positive effects of classroom interaction on the language learning process, the qualitative analysis of the data also unveiled that classroom interaction promotes students’ positive attitudes towards language learning. A total of 36 communication units were related to this main category and it included two sub-categories. Accordingly, the pre-service teachers stated that **classroom interaction leads students to have positive attitudes towards learning English** (n=29). They also mentioned that students’ interest in the lesson increase and they become more motivated to learn when classroom interaction is high enough. Moreover, students’ motivation contributes to students’ confidence as well. Briefly, it can be seen that classroom interaction has considerable effects on students’ attitudes towards language learning. The following excerpt illustrates this:

(4). “[...] for students to learn, they must have positive attitudes towards the lesson and **we can achieve this only through interaction.**” (PT2- Perception Questionnaire)

Moreover, it was also stated by the participants that **classroom interaction decreases students’ language learning anxiety** (n=7) since it helps students feel more relaxed and safe. Moreover, the participants expressed that students’ fear of being mocked is lowered through classroom interaction. With the help of interactive opportunities, they build up self-confidence and express themselves in an uninhibited way. Accordingly, classroom interaction was stated to have a significant role in reducing students’ language learning anxiety. The following excerpt is an example of this:

(5). “If the classroom interaction is good, **students’ anxiety problems will decrease** and they will be able to express themselves in English more comfortably.” (PT51- Perception Questionnaire)

#### 4.2.3. Positive effects of classroom interaction on opportunities for feedback

The analysis of the perception questionnaire, interviews, self-reflection, and peer reflection reports showed one of the other roles of classroom interaction in language learning and teaching. Accordingly, the pre-service teachers in the study put forward that classroom interaction provides students with opportunities for feedback. A total of 25 communication units related to the role of classroom interaction as providing opportunities for feedback was identified and this main category included two sub-categories.

First of all, the participants stated that **classroom interaction provides opportunities for self and peer feedback** (n=17). Accordingly, they expressed that students realize their mistakes and correct them while interacting with either the teacher or peers in the classroom. Moreover, they can help each other and learn from each other during classroom interaction, which enhances peer feedback. The following excerpts exemplify these views:

(6). “Actually, I think it (classroom interaction) affects English teaching positively. **The students realize their mistakes** while interacting with one another. They usually make mistakes while speaking, yet this does not pose an obstacle for them to interact with one another. [...]” (PT4- Interview)

(7). “I think its role (the role of classroom interaction) is very big because students **learn from not only their teachers but also their peers or they can realize and correct each other’s mistakes**. [...]” (PT54- Perception Questionnaire)

As seen in the excerpt above, the participants also reported that **classroom interaction provides opportunities for** not only self and peer feedback but also **teacher feedback** (n=8). Accordingly, it was suggested by the participants that learners should be active and help each other during interaction while the teacher must always communicate with them and give feedback. The following excerpt highlights this:

(8). “To learn English, students should be very active in the classroom because they can learn English only by living or experiencing. On the other hand, **the teacher should always engage in a dialogue with students by providing feedback**.” (PT46- Perception Questionnaire)

#### 4.2.4. Positive effects of classroom interaction on language learning environment

The data analysis related to the role of classroom interaction in language learning and teaching revealed that classroom interaction paved the way for a positive language learning environment. A total of 20 communication units were related to the positive effects of classroom interaction on the language learning environment and three sub-categories were identified.

In the first category, the pre-service teachers mentioned that **classroom interaction provides a more natural environment for language learning** (n=7). Highlighting the role of classroom interaction in the classroom environment, the participants reported that the environment is more authentic in interactive classes since the dialogues and thus atmosphere are like in real life in such classes. Apart from that, it was also expressed by the participants that **classroom interaction provides an entertaining and relaxing classroom atmosphere for students** (n=7). The role of classroom interaction in providing such a positive environment was highlighted since learners were stated to feel more relaxed and free while interacting with one another and the teacher. Lastly, the participants reported that **classroom interaction provides opportunities for building rapport in the classroom** (n=6). They stated that developing a rapport is easier through classroom interaction and it allows the classroom atmosphere to be more positive. Moreover, learning was stated to be more effective since learners participate in the lesson more actively in a harmonious classroom. They communicate with each other, and via interaction, they find appropriate grounds to mutually exchange ideas and negotiate meaning. The excerpt below shows the advantages of creating a positive learning atmosphere regarding classroom interaction:

(9). “If the classroom interaction is good and there aren’t any groupings among students, **students’ participation in the lesson can be more active [...]. In such a classroom provided with rapport, learning becomes strong/solid.**” (PT63- Perception Questionnaire)

#### 4.2.5. Negative effects of classroom interaction

While the majority of the pre-service EFL teachers mentioned positive effects of classroom interaction in many respects, only two pre-service teachers mentioned that classroom interaction may have negative effects on the language learning environment

(n=3). They stated the reasons behind its negative effects on the classroom atmosphere as in the following excerpt:

(10). “[...] The negative side is that the **students may not be willing to listen to one another. Noise may occur in the classroom.**” (PT19- Perception Questionnaire)

The pre-service teacher above mentioned noise since the class sizes are usually large in the schools in Turkey. As also reported by the researcher in the field notes during practicum, large class size usually results in noise when students want to interact with their peers and the teacher in such classes. Therefore, even though noise is not a direct outcome of classroom interaction, classroom interaction was considered as one of the underlying factors for noise in the classroom by two participants. Yet, when compared to the previous results regarding the role of classroom interaction in language learning and teaching, it is obvious that from the pre-service teachers’ perspective classroom interaction contributes positively to language learning environment in many different aspects rather than affecting it negatively.

#### **4.3. RQ2: The Perceptions and Reflections of the PTs on the Factors Affecting Classroom Interaction**

To answer the second research question seeking to explore the pre-service EFL teachers’ perceptions of the factors affecting classroom interaction, participants wrote their reflections to the related questions in the perception questionnaire, self-reflection reports, peer reflection reports, and interviews.

The participants’ opinions concerning the role of some specific factors affecting classroom interaction such as **the teacher, seating arrangements, student grouping techniques, using L1** and **giving a purpose** were gathered from a total of 110 pre-service EFL teachers through the perception questionnaire. Besides, the researcher of the study took field notes about these factors while observing a group of seven pre-service teachers during practicum. Moreover, interviews were held with the mentioned seven pre-service teachers at the end of their teaching practices to gain deeper insights into their perceptions of the specific factors examined. In addition to that, seven pre-service teachers also stated their opinions about the other factors affecting classroom interaction in self-reflection

reports, peer reflection reports and interviews. The details related to each specific factor and other factors affecting classroom interaction were presented in the following parts.

### 4.3.1. Role of the teacher

The qualitative data analysis related to the perceptions and reflections of the pre-service EFL teachers on the role of the teacher in classroom interaction indicated that teachers have many roles to play in classroom interaction. A total of 499 communication units were identified related to the role of the teacher in classroom interaction. A total of 11 sub-categories emerged and finally, four main categories about the role of the teacher in classroom interaction were determined. Table 4.3. below shows the main categories and the total number of communication units in each category related to the thoughts of pre-service EFL teachers on the role of the teacher in classroom interaction.

**Table 4.3.** *Main categories for the role of the teacher in classroom interaction*

| Main Categories                              | N*         | %          |
|----------------------------------------------|------------|------------|
| Designer of an Effective Lesson              | 213        | 43         |
| Guide                                        | 213        | 43         |
| Designer of a Necessary Classroom Atmosphere | 37         | 7          |
| Builder of Positive Relations with Students  | 36         | 7          |
| <b>TOTAL</b>                                 | <b>499</b> | <b>100</b> |

N\*: Number of the communication units

As seen in Table 4.3., four main categories related to the pre-service EFL teachers' perceptions and reflections on the role of the teacher in classroom interaction were identified. Accordingly, the pre-service teachers in the study mentioned that the teacher served as **the designer of an effective lesson** (n=213), **a guide** (n=213), **the designer of a necessary classroom atmosphere** (n=37) and **the builder of positive relations with students** (n=36) regarding classroom interaction. The following part aims to present the reflections of the pre-service EFL teachers about each main category and sub-categories in detail.

#### 4.3.1.1. Designer of an effective lesson

As a result of the qualitative analysis, the pre-service EFL teachers mentioned several roles of the teacher in classroom interaction and the majority of them considered

teachers as a designer of an effective lesson for better classroom interaction. A total of 213 communication units were related to this main category.

In line with this main category, the participants directly stated that **the teacher should design an effective lesson for classroom interaction** (n=17). Therefore, the teacher was considered to have a responsibility to plan the lesson effectively to make classroom interaction more effective and fruitful. Additionally, the pre-service teachers reported their opinions about what could be done to design an effective lesson for classroom interaction. For example, they suggested that **the teacher should use effective activities for classroom interaction** (n=96) to provide students with enough opportunities. To be more precise, interactive and competitive activities such as games and role-plays were considered to be more effective for interaction in the classroom by the participants of the study rather than the activities such as filling in the blanks and answering questions in the worksheets which were considered as not interactive. Besides, the pre-service teachers mentioned that **the teacher should use effective materials and contents for classroom interaction** (n=25). It was generally put forth by the participants that using interesting visuals, songs and videos increase classroom interaction. Moreover, the content of the lesson should be appropriate for interaction in the classroom since the pre-service teachers mostly stated that the lesson cannot be interactive enough unless the topic is chosen by taking classroom interaction into account. During practicum, it was also observed via field-notes that the pre-service teachers put an effort to use colorful materials and topics that can increase the students' interest. The following excerpt is an example to this:

(11). "[...] The students participated actively in the lesson when **attention taking topics related to Pubg (a mobile game) or the latest movies** were used. Or for example, the students who were unwilling at the beginning of the lesson **took part very actively when we played a game** at the end of the lesson. (PT7- Interview)

Lastly, when asked about their perceptions about the roles of the teacher in classroom interaction, the participants reported that **the teacher should use different methods/techniques for classroom interaction** (n=75). In addition to design appropriate interactive materials and content, participants stated that teacher as a designer of effective interactive classroom needs to employ various techniques and approaches. Accordingly, it was usually suggested that the teacher can take students' attention by using a variety of

techniques such as questioning and eliciting, and current teaching methods such as Communicative Language Teaching and the Silent Way which can result in enhanced classroom interaction. According to the field notes, it was reported that the pre-service teachers utilized questioning strategy very often in order to involve learners into the interaction. One pre-service teacher emphasized the importance of using such techniques and methods for not only interaction in the classroom but also language learning as:

- (12). “By **using different techniques and methods, we can increase classroom interaction and this makes learning more entertaining and permanent.** [...]” (PT66- Perception Questionnaire)

#### 4.3.1.2. *A guide*

Apart from the roles of the teacher in classroom interaction which were previously stated by pre-service teachers, they also expressed that **the teacher guides students in classroom interaction** (n=213). Accordingly, they mentioned that the teacher should not be the sole authority in the classroom and interaction should be learner-centered rather than teacher-fronted. To do so, the teacher should direct students to interaction by helping them when needed rather than dominating the lesson. The following excerpt highlights this view:

- (13). “The teacher is always **a guide** in the classroom. S/he **guides** the students and expects students to come up with deductions and achieve learning. The teacher as a guide can design an effective class in which everyone in the classroom can participate.” (PT3- Perception Questionnaire)

Related to the role of the teacher as a guide, the pre-service teachers also reported that the students usually follow in their teacher’s footsteps in the classroom. Thus, they should take the lead and help students while interacting. Directing students to interaction, the teacher was stated to bear the responsibility to interfere when necessary in classroom interaction. One pre-service teacher stated one of these situations as:

- (14). “The teacher should be a good guide. **S/he should help students when they are in trouble and have difficulties in understanding.**” (PT18- Perception Questionnaire)

Furthermore, the participants mentioned what to do while helping students when they have problems with understanding during classroom interaction. According to their opinions, appropriate examples related to the topic and activity should be provided to the students and their questions should be answered by the teacher in the process of completing activities and learning. By doing these, all of the students may be involved in the lesson and

thus interaction in the classroom can be boosted. As teachers are considered to bear the responsibility to guide students in classroom interaction by pre-service teachers, they also regarded **teachers as the manager of classroom interaction** (n=78). Different from the role of the teacher as a guide, they expressed that teachers have an active role in classroom interaction since they are responsible for initiating, maintaining and evaluating interaction in the classroom. The following excerpts exemplify this view:

(15). “The teacher usually has a role as **the locomotive of this interaction**.” (PT15- Perception Questionnaire)

(16). “The teacher has the biggest role. **Interaction should be initiated by the teacher and maintained within the framework of certain rules.** [...]” (PT2- Perception Questionnaire)

As seen in the given excerpts above, teachers were considered to play a crucial role concerning the flow of classroom interaction by the participants since they are the leader of classroom interaction and they canalize all types of interaction that take place in the classroom.

#### **4.3.1.3. Designer of a necessary classroom atmosphere**

The qualitative analysis put forward that the teacher was also regarded as the designer of a necessary classroom atmosphere by pre-service EFL teachers when they were asked about the role of the teacher in classroom interaction. A total of 37 communication units and three sub-categories were identified for this main category.

According to the majority of the communication units in this main category, the pre-service teachers stated that **the teacher is the designer of the necessary classroom atmosphere for better classroom interaction** (n=23). Some participants also gave details about how the classroom atmosphere should be designed in line with the previous findings. While some of them suggested **designing a relaxing and safe classroom atmosphere for classroom interaction** (n=8) in which students feel comfortable and relaxed, some emphasized the importance of **designing a fun and motivating classroom atmosphere for classroom interaction** (n=6) to encourage students to get involved in interaction. The following excerpts are examples to both ideas:

(17). “The teacher should **create a relaxed and entertaining classroom atmosphere**.” (PT7- Perception Questionnaire)

(18). “[...] A motivating, anxiety-reducing and supportive classroom environment will affect students physically and psychologically. In this case, **the teacher as an organizer in the classroom** should provide students with the most relaxing conditions and positions.” (PT88- Perception Questionnaire)

#### **4.3.1.4. Builder of positive relations with students**

According to the results of the data analysis, the pre-service EFL teachers asserted that the teacher plays a crucial role in classroom interaction by having positive relations with students. A total of 36 communication units were identified for this main category and the following three sub-categories were created.

The pre-service teachers stated that in order to promote classroom interaction, **the teacher should communicate with students positively** (n=20) since teachers’ behaviors towards students may have a considerable impact on students’ learning and classroom interaction. One pre-service teacher emphasized this as:

(19). “[...] **The teacher’s attitude, behaviors towards students, tone of voice, gestures and mimics, and the way s/he follows to correct mistakes or warn students** are highly effective in learning.” (PT87- Perception Questionnaire)

In line with the given excerpt above, the participants of the study reported that teachers should avoid any behavior that can affect interaction negatively, and they should be energetic, tolerant and cheerful. Moreover, it was also asserted that **the teacher should encourage students for better interaction** (n=16). as students’ motivation level is also regarded as one of the factors affecting classroom interaction. It was also expressed by the researcher in the field notes that when students have low motivation, they are observed to be unwilling to participate in the lesson and interact with their classmates. Hence, they should be stimulated and encouraged to communicate and interact with their peers and the teacher during the lessons. The following excerpt emphasizes the significant role of the teacher in motivating students as:

(20). “The teacher should **encourage students to communicate and participate in the lesson actively** and provide motivation. (PT26- Perception Questionnaire)

#### **4.3.2. Role of giving a purpose**

According to the data analysis, a total of 194 communication units involved expressions related to the pre-service EFL teachers’ reflections on the role of giving a

purpose in classroom interaction. As a result, five sub-categories and then three main categories were formed. Table 4.4. below presents the main categories and the total number of communication units in each category related to the perceptions and reflections of pre-service EFL teachers on the role of giving a purpose in classroom interaction.

As demonstrated in Table 4.4. below, when asked about their perceptions related to the role of giving a purpose in classroom interaction, the pre-service EFL teachers reported that giving a purpose results in **enhanced classroom interaction** (n=81), **effective learning** (n=64) and **increased student attention** (n=49).

**Table 4.4.** *Main categories for the role of giving a purpose in classroom interaction*

| <b>Main Categories</b>         | <b>N*</b>  | <b>%</b>   |
|--------------------------------|------------|------------|
| Enhanced Classroom Interaction | 81         | 42         |
| Effective Learning             | 64         | 33         |
| Increased Student Attention    | 49         | 25         |
| <b>TOTAL</b>                   | <b>194</b> | <b>100</b> |

N\*: Number of the communication units

The qualitative analysis put forward that the pre-service EFL teachers regarded giving a purpose as one of the important factors affecting classroom interaction. Accordingly, they reported that **giving a purpose fosters classroom interaction** (n=81) since students are more willing to participate when they are provided with a purpose. They also become more motivated and make an effort to do their best for the activities. Therefore, it was emphasized by the participants that a meaningful and interesting purpose should be given to the students for increased interaction. The following excerpts highlight this idea:

(21). “If the student knows what and why to do, **s/he can participate in the lesson more**. If there is no purpose to do the activity, s/he will not want to do it.” (PT18- Perception Questionnaire)

(22). “Purpose has a very important role in education. If we give a purpose to students, they become more motivated for the lesson and thus we **increase classroom interaction**.” (PT94- Perception Questionnaire)

Apart from enhanced interaction, the data analysis unveiled that giving a purpose makes learning more effective according to the participants. A total of 64 communication

units were identified for this main category and it included the following two sub-categories. As stated by the participants, **giving a purpose helps students know what, how and why to do** (n=34). When the students know what, how and why to do, they can easily do what is expected from them and achieve the learning outcomes. Moreover, the participants expressed that **giving a purpose makes learning more effective and meaningful** (n=30) as students can associate the activity with real life when a purpose is given. Also, learning takes place easily and it becomes permanent because students understand the logic behind the task given thanks to the purpose. The following excerpts exemplify the ideas in two sub-categories respectively:

(23). “When a purpose is given, **students know what and why to do**, but the activity will not serve to anything without a purpose.” (PT61- Perception Questionnaire)

(24). “[...] Making something without knowing the purpose **will not be effective and permanent** enough. (PT103- Perception Questionnaire)

Last of all, the pre-service teachers stated that giving a purpose increased student attention, which also affected classroom interaction. A total of 49 communication units were identified for this main category and it involved two sub-categories. Accordingly, the participants of the study mentioned that **giving a purpose helps students be more attentive** (n=27). It was stated that when there is a purpose given, maintaining students’ attention in the lesson is easier and the teacher can take control of the lesson. The students listen to each other carefully and focus easily as they think the task is worth doing. The pre-service teachers also expressed another advantage of giving a purpose and asserted that **giving a purpose avoids deviating from the subject** (n=22) since it shows a clear path for students to follow. Unless a purpose is given, the students are stated to aim only to finish the activity without paying enough attention. Hence, giving a purpose makes teachers’ jobs easier to define the frame of the topic and achieve the objectives of the course. The following excerpts emphasize both views:

(25). “**It is very difficult to keep students in the lesson without a purpose**. When a purpose is given, student participation increases and students listen to each other.” (PT8- Perception Questionnaire)

(26). “Unless a purpose is given, **students deviate from the subject** very fast.” (PT25- Perception Questionnaire)

As a result, the findings unearthed that giving a purpose was regarded as an important part of the lesson plan by the pre-service teachers. Nonetheless, the researcher noticed during observations that some pre-service teachers neglected to give a purpose for their activities, which resulted in meaningless and reduced interaction among learners. Thus, it may be suggested that they should integrate their opinions into their teaching experiences for better classroom interaction.

### 4.3.3. Role of using L1

The expressions of the pre-service teachers indicated the fact that they have different opinions for the role of using L1 in classroom interaction. Including their opinions on this issue, a total of 224 communication units were found. Accordingly, five sub-categories and then two main categories were identified. Table 4.5. below presents the main categories and the total number of communication units in each category related to the pre-service EFL teachers' perceptions about the role of using L1 in classroom interaction. As displayed in Table 4.5., two main categories were identified regarding the pre-service EFL teachers' perceptions and reflections on the role of using L1 in classroom interaction.

**Table 4.5.** *Main categories for the role of using L1 in classroom interaction*

| Main Categories         | N*         | %          |
|-------------------------|------------|------------|
| Using L1 when Necessary | 154        | 69         |
| Not Using L1 at All     | 70         | 31         |
| <b>TOTAL</b>            | <b>224</b> | <b>100</b> |

N\*: Number of the communication units

Accordingly, the participants of the study suggested **using L1 when necessary** (n=154) and **not using L1 at all** (n=70). To clarify, the majority of the pre-service EFL teachers thought that **L1 should be used at minimum** (n=94). In line with this view, they reported that L1 should be used as minimum as possible during classroom interaction. It was commonly suggested by the participants to use some strategies such as using mimics and gestures to reduce L1 in classroom interaction. The following excerpt highlights this view:

(27). “In my opinion, it should be **kept to a minimum** as much as possible. Students can learn English best by using and hearing it in the classroom.” (PT21- Perception Questionnaire)

While emphasizing the use of L1 at the minimum level, they also mentioned the situations in which using L1 was necessary. To start with, it was stated by the participants that **L1 may be needed for low-level students** (n=56). Since low-level students sometimes have difficulty in understanding, the participants suggested using L1 for some instructions, topics, and vocabulary when needed. Also, they asserted using L1 for young learners as they are not competent enough and they may refrain from speaking. In addition to their improficiency, using L1 was suggested by the pre-service teachers for **classroom management** (n=4). The following excerpts show these opinions:

(28). “In my classes during teaching practice, Turkish is used but it is suggested that it shouldn’t be used. My personal opinion is that **it should be used when necessary**. By saying when necessary, I mean that for example, we give instructions. Even though we think that it is clear, students do not understand it. Let’s say the activity is simple and will not take too much time. However, while trying to **give instructions** for this activity, it becomes very time-consuming. To avoid this, I think it can be used if the students insist on not understanding. [...]” (PT6- Interview)

(29). “**It (L1) should be used in 1st or 2nd grades** even if just a drop. The students at this level have difficulties in expressing themselves even in their mother tongue and the environment in which only English is used can become scary and unpleasant. That’s why they are likely to be isolated from the lesson.” (PT7- Perception Questionnaire)

In contrary to the pre-service teachers asserting that L1 can be used when necessary, some other pre-service teachers stated that **L1 should not be used during classroom interaction** (n=34) since it may cause serious problems such as ineffective interaction for language learning and laziness. Therefore, it was commonly mentioned by the participants that **target language should be used as much as possible in classroom interaction** (n=36). The following excerpts exemplify these ideas:

(30). “I am totally **against using L1 in classroom interaction** because students cannot pay attention to the use of English since they know that the teacher is going to use Turkish in any case and they cannot learn the language effectively.” (PT44- Perception Questionnaire)

(31). “I think **Turkish shouldn’t be used**. The appropriate language according to the students’ proficiency levels should be used. I believe that we can communicate through body language or gestures and mimics. [...]” (PT89- Perception Questionnaire)

The pre-service EFL teachers' general perceptions related to the role of using L1 during classroom interaction have been presented so far. In addition to the results mentioned above, a total of 110 participants were also asked whether they allowed using L1 in classroom interaction or not in their teaching practices during practicum in the perception questionnaire. Similar to their general perceptions related to using L1 during classroom interaction, they had differences of opinion. While 47 of the participants allowed using L1 in classroom interaction (%43), 62 pre-service teachers did not allow it in their teaching practices (57%). They stated the reasons why they allowed or did not allow using L1 as well. The common reasons mentioned by the pre-service teachers for allowing L1 in classroom interaction included students' proficiency level and instruction check with students. Since the students were not proficient enough and had difficulties in understanding what to do, they were allowed to use L1 while answering questions and checking instructions. Also, L1 was allowed to reduce students' anxiety and increase students' participation because students tended to be unwilling to participate because they felt shy. Moreover, the use of L1 by cooperative teachers at schools made the pre-service teachers allow L1 in classroom interaction since the students got used to it.

On the contrary, the reasons behind not allowing L1 in classroom interaction were also analyzed and it was revealed that L1 was not allowed in classroom interaction to develop students' language skills. The participants mostly mentioned that L1 should not be allowed in classroom interaction to avoid deviating from the purpose of the course. It shows that the pre-service teachers generally adhere to the L2-only policy as they are trained accordingly in their teaching education programs. In agreement with this policy, they supported that the learners should be provided with more opportunities to use the target language in the classroom as they face difficulties and limitations of the EFL context. Besides, the observation made by the researcher showed congruent results since some pre-service teachers were insisting on using only the target language while some used L1 when needed. Moreover, it was also observed that students seemed to get used to the use of Turkish in the lessons from the beginning of their foreign language education. This may be due to the Turkish EFL teachers who mostly use L1 to teach English. Besides, students who are not proficient enough may also tend to use their mother tongue as it is easier. Therefore, the pre-service teachers who insisted on using only the target language

while teaching employed some strategies such as using their body language, mimics, gestures in their lessons. Moreover, visual materials also helped them to avoid using L1 since students could get the main idea or vocabulary through the use of effective teaching materials.

#### 4.3.4. Role of student grouping techniques

The pre-service EFL teachers in the study were also asked to state their general opinions about the role of student grouping techniques such as individual, pair work, group work, and whole class in classroom interaction. The results of the data analysis showed that a total of 55 communication units involved reflections of pre-service EFL teachers about the role of students grouping techniques in classroom interaction. Including a total of four sub-categories, three main categories were determined at the end of the data analysis. Table 4.6. below presents the main categories and the total number of communication units in each category related to the perceptions and reflections of pre-service EFL teachers on the role of student grouping techniques in classroom interaction.

**Table 4.6.** *Main categories for the role of student grouping techniques in classroom interaction*

| Main Categories                                   | N*        | %          |
|---------------------------------------------------|-----------|------------|
| Increased Classroom Interaction                   | 25        | 45         |
| Positive Effects on the Language Learning Process | 23        | 42         |
| Opportunities for Peer Feedback                   | 7         | 13         |
| <b>TOTAL</b>                                      | <b>55</b> | <b>100</b> |

N\*: Number of the communication units

As illustrated in Table 4.6., the pre-service teachers in the study reported that various types of student groupings during classroom interaction **increase classroom interaction** (n=25), **have positive effects on the language learning process** (n=23) and **create opportunities for peer feedback** (n=7). The following part includes the reflections of the pre-service EFL teachers about each main category and sub-categories in detail.

The data related to the participants' general perceptions about the role of student grouping techniques in classroom interaction were analyzed and it was commonly expressed that they have an important role in classroom interaction. The participants

mentioned that when student grouping techniques are used effectively, it makes the lesson more communicative and thus the collaboration between students improves. Moreover, the students are stated to have a team spirit in group tasks, which enables classroom interaction to enhance as well. Therefore, the pre-service teachers expressed that **using student grouping techniques results in increased classroom interaction** (n=25). The following excerpt illustrates this idea:

(32). “They (student grouping techniques) **increase students’ exchange of ideas. Particularly group and pair work allow classroom interaction to enhance.**” (PT17- Perception Questionnaire)

In addition to the enhancing effect of student grouping techniques on classroom interaction, the pre-service teachers suggested using a variety of student grouping techniques during classroom interaction since they have positive effects on the language learning process and. As one of these positive impacts, the participants mentioned that **using student grouping techniques in classroom interaction improves students’ various skills** (n=11). Those skills mentioned by the pre-service EFL teachers were mostly related to social skills such as improving a sense of responsibility, sharing duties and being open to different ideas. Furthermore, it was also revealed as a result of the data analysis that **student grouping techniques make learning more effective and easier** (n=12). The pre-service teachers highlighted the significance of learning by communicating and collaborating and stated that by using different grouping techniques during classroom interaction, students can learn the target language better communicatively and collaboratively. Moreover, a variety in the grouping techniques is necessary on the grounds that each student has a different learning and intelligence style. The following excerpts are examples to both sub-categories respectively:

(33). “They (student grouping techniques) enable learners to **improve significant skills such as being open to different ideas, discussion and reaching a common ground.**” (PT6- Perception Questionnaire)

(34). “I think that when **different learning and intelligence styles** are taken into account, different activities providing different learning outcomes for each student make learning and understanding easier.” (PT8- Perception Questionnaire)

The last main category related to the role of student grouping techniques in classroom interaction mentioned by the pre-service EFL teachers was that **student**

**grouping techniques create opportunities for peer feedback** (n=7). They expressed that students could help one another and learn better thanks to different student groupings, which paved the way for peer feedback. The excerpt below highlights this:

(35). “Since pair and group work are useful regarding **peer feedback and correction**, it is quite effective in classroom interaction.” (PT88- Perception Questionnaire)

Apart from the general thoughts of pre-service EFL teachers about the role of student grouping techniques in classroom interaction, 110 pre-service teachers were also asked to state their ideas on the best student grouping technique for classroom interaction regarding one of their teaching practices in the practicum in the perception questionnaire. According to the results, most of the participants voted for group work (n=50) as the best grouping technique for enhanced classroom interaction. Moreover, some of them also voted for pair work (n=32), whole class (n=25) and individual (n=5). In addition to their votes related to the best student grouping technique for classroom interaction, the pre-service teachers were asked about which student grouping techniques they used in the lesson they chose in the perception questionnaire to find out whether there was a similarity between their perceptions and teaching practices or not.

According to the results, it was seen that the pre-service EFL teachers in the study mostly used individual tasks (n=83) in their lessons during practicum. Self-reflection and peer reflection reports also indicated similar findings concerning the grouping techniques and interaction types. Moreover, observations made during practicum by the researcher also revealed that the pre-service teachers made use of individual work a lot in their teaching practices, which resulted in teacher-learner interaction as the most common interaction type. Apart from individual tasks, the pre-service teachers stated that they also used pair work (n=70) as a grouping technique. Lastly, whole class (n=49) and group work (n=43) were found as the least preferred grouping techniques by the participants. Even though they voted for group work for more interaction in the classroom, they preferred it less than the other grouping techniques in their lessons. Therefore, when their ideas for the best student grouping technique for better classroom interaction and their actual use of student grouping techniques were compared, a mismatch was found between their perceptions and teaching practices.

Furthermore, the data gathered through the perception questionnaire and interviews provided us with valuable insights into pre-service teachers' ideas about several student grouping techniques such as individual, pair work, group work, and whole class in detail. While stating their general opinions about the effects of using individual work on classroom interaction, they commonly criticized it since they expressed that using individual work decreases classroom interaction. As at least two people are needed for interaction, the level of interaction in the classroom may decrease while students have individual tasks. The following excerpt emphasizes this:

(36). "I think most of the students don't participate in individual tasks because they think that their turn will come. So **there is no interaction in individual tasks** because they work alone."

(PT1- Interview)

Even though they criticized it a lot, the pre-service teachers also mentioned some positive effects of individual work as improving students' autonomy and learning at their own pace. Moreover, the pre-service teachers who voted for individual work for the best grouping technique expressed that the topic was individual and each student was willing to share his/her ideas. Apart from the pre-service teachers' perceptions related to the role of individual work in classroom interaction, the data also provided information about the reflections of the pre-service EFL teachers on pair work. It was highly asserted by the participants that using pair work improves classroom interaction since it paves the way for opportunities to exchange ideas and thus students become more active learners. Moreover, the pre-service teachers who voted for pair work as the best student grouping technique stated that as it is a must to communicate to complete the activity during pair work, students interact with each other more than usual. The following excerpt illustrates this:

(37). "**Pair work increased classroom interaction** because the students were looking forward to sharing their ideas and learning about their peers' ideas. (PT9- Perception Questionnaire)

In addition to pair work, the role of group work in classroom interaction was also mentioned a lot by the pre-service EFL teachers in the study because it was regarded as the best student grouping technique for enhanced classroom interaction by the majority of the participants. It was generally expressed by the pre-service EFL teachers that students exchange ideas and discuss these ideas in group work. Moreover, they feel more relaxed

since they work with their peers in collaboration, which is good for shy students. Therefore, it leads to increased classroom interaction. The following excerpt is an example of this:

(38). “**Group work is more important for classroom interaction** because students exchange ideas with their peers. **Even the shiest student can state his/her ideas** or receive help.”  
(PT37- Perception Questionnaire)

Last of all, the qualitative data analysis revealed that the pre-service teachers in the study used whole class activities in their teaching practices during practicum and even some of them voted for the whole class as the best student grouping technique for classroom interaction. They also mentioned the reasons behind voting for it. The most commonly stated reason was that everyone got involved in the activity during whole-class instruction. Even shy students were encouraged by their peers and participated in the activity. Hence, they considered whole class instruction as an effective technique for classroom interaction.

#### 4.3.5. Role of the seating arrangement

The participants were asked about their perceptions of several factors affecting classroom interaction and they also wrote their reflections regarding the role of classroom seating arrangement in classroom interaction. As a result, a total of 55 communication units were grouped under three sub-categories and then two main categories were determined. Table 4.7. below displays the main categories and the total number of communication units in each category regarding the perceptions of pre-service EFL teachers on the role of seating arrangements in classroom interaction.

**Table 4.7.** *Main categories for the role of seating arrangements in classroom interaction*

| Main Categories                              | N*        | %          |
|----------------------------------------------|-----------|------------|
| An Effective Factor in Classroom Interaction | 49        | 89         |
| Ineffective Factor in Classroom Interaction  | 6         | 11         |
| <b>TOTAL</b>                                 | <b>55</b> | <b>100</b> |

N\*: Number of the communication units

As presented above in Table 4.7., the classroom seating arrangement was considered as both **an effective factor in classroom interaction** (n=49) and **an ineffective**

**factor in classroom interaction** (n=6) by the pre-service teachers in the study. Accordingly, the pre-service EFL teachers mentioned that the seating arrangement is highly important for classroom interaction in language classrooms. Therefore, it was commonly stated that **seating arrangement has effects on classroom interaction** (n=44). While some pre-service teachers asserted that it increases classroom interaction, some mentioned that it may hamper it unless it is designed carefully. If it is designed effectively, it is stated by the participants to provide eye contact between teacher-student and student-student, which increases the quality of communication and thus interaction. The following excerpts display these opinions:

(39). “The seating arrangement in public schools **makes the interaction between students difficult**. Also, **it decreases interaction between the teacher and class**. [...]” (PT6- Perception Questionnaire)

(40). “The students **should see their peers and teacher**, and feel like a part of the classroom. In this way, interaction enhances. Namely, there should be a seating plan which includes everyone in the classroom.” (PT97- Perception Questionnaire)

Moreover, it was stated by the participants that **seating arrangement has effects on the classroom atmosphere** (n=5) since it may avoid groupings among students if arranged well. Moreover, classroom management can be easier for the teacher in classrooms with proper seating plan according to the pre-service teachers. Last of all, they reported that in classes where the seating plan is well-designed, everyone can get involved in the lesson easily, which will lead to an interactive learning environment. On the other hand, contrary to the majority of the participants, only few pre-service EFL teachers expressed that **the seating arrangement is not an effective factor in classroom interaction** (n=6). Also, they stated that it has a negligible role. However, they were vague about the reason why they considered it as an ineffective factor in classroom interaction.

Apart from the data providing insights into the general perceptions of the pre-service teachers on the role of seating arrangements in classroom interaction, the participants were asked about the actual seating arrangement at schools that they were assigned for teaching practice. According to the results, 104 of the participants stated that the seating arrangement was in traditional rows at the school during practicum. Only four pre-service teachers mentioned that it was U-shaped. Lastly, only one participant stated that it was a cluster.

In addition to that, the pre-service teachers were asked to state their opinions on whether changing the seating arrangement during practicum would affect classroom interaction or not. Accordingly, it was observed that 66 of the participants suggested that changing the seating arrangement would affect classroom interaction. The pre-service teachers voting for changing classroom interaction mentioned that it would provide a better environment for classroom interaction in which everyone could see each other and interact easily. Moreover, the participants asserted that changing it would affect students positively since they could feel less anxious and more eager to participate in classroom interaction. Also, changing the seating arrangement would be better for some activities, groupings or topics according to the pre-service teachers. The following excerpts reflect these views:

(41). “In the rows seating arrangement, **students cannot see one another**. When this seating plan is changed, they will understand the issues spoken by seeing one another and each other’s body language and a healthy learning and teaching environment will occur.” (PT91- Perception Questionnaire)

(42). “**The students sitting at back rows are never interested in the lesson**. Otherwise, they would be realized and they would stop this.” (PT25-Perception Questionnaire)

On the other side of the coin, 43 pre-service teachers expressed that changing the seating arrangement would not affect classroom interaction. The reasons behind voting for not changing it were given as the class size and the course content by the pre-service teachers. To give an example, one pre-service teacher stated that since the focus was on teaching grammar, changing the seating plan would not affect the flow of interaction in the classroom. Moreover, since the class sizes are very large in public schools, the participants mostly reported that it was almost impossible to change the seating plan. The following excerpt is an example of this:

(43). “Since **the class was crowded**, the only appropriate seating arrangement was this (traditional rows). **Even if it is changed, effective interaction cannot be achieved**.” (PT21- Perception Questionnaire)

Apart from these, the data analysis revealed that the majority of the pre-service teachers thought that the seating arrangement should be flexible for better interaction. They also reflected their ideas on designing the seating plan according to some factors. For example, some of the participants suggested that the seating arrangement should be designed according to the activity type and topics (n=28) since students may need to see

one another or use one material as a group. One pre-service teacher mentioned his/her experience as:

(44). “The seating arrangement can change **according to the activities**. For instance, I observed during my teaching practice that the rows were joined together to make it appropriate for group work.” (PT102- Perception Questionnaire)

Moreover, the participants mentioned that the seating arrangement should be designed according to the class size ( $n=11$ ), which is regarded as an important factor affecting the seating plan. They stated that in large classes, using seating plans such as U-shaped or cluster is very challenging. Hence, traditional rows as a seating plan is mostly used in Turkish public schools. Besides, some pre-service teachers suggested that the seating arrangement should be designed according to different age groups ( $n=4$ ), the interaction type needed ( $n=2$ ) and the teaching technique ( $n=2$ ). Even though they were vague about designing seating arrangement by taking age groups and teaching techniques into account, they clearly stated that seating arrangement may be designed accordingly to boost different interaction types such as learner-learner or teacher-learner interaction. The following excerpts below present examples for pre-service teachers’ opinions regarding flexible seating plan:

(45). “Classroom seating arrangement is changeable depending on **the class size, the topic used and the physical facilities of the classroom**. [...]” (PT51- Perception Questionnaire)

(46). “The seating arrangement can change **based on the interaction needed**. To give an example, the traditional rows seating plan is preferred more when we ask more individual tasks from the students. Or in group work, cluster seating plan is more appropriate.” (PT57- Perception Questionnaire)

Apart from the pre-service teachers’ general perceptions related to the role of seating arrangement in classroom interaction, the pre-service teachers expressed their ideas about some specific seating arrangement styles such as traditional rows, U-shaped, and cluster in detail. Accordingly, it was mostly stated by participants that using traditional rows as the seating plan hampers classroom interaction. One pre-service teacher even expressed the negative effect of it as:

(47). “**Traditional rows are the biggest enemy of classroom interaction. It causes groupings. It turns education into the military**. [...]” (PT63- Perception Questionnaire)

The participants also mentioned some reasons for criticizing traditional rows. For instance, they mentioned that the traditional rows seating plan is difficult to control for teachers since students sitting in the back rows of the classroom get distracted easily and lose interest. In line with this statement, a group of students occupying back rows was reported to be unwilling to participate in the lessons in one of the classes during practicum in the field notes. They tended to talk about irrelevant issues and play games with each other although the pre-service teacher wanted to involve them into classroom interaction. Accordingly, it was usually expressed by the participants that traditional rows is not an effective seating plan for interactive lessons. In spite of such criticism, some pre-service teachers also expressed that using traditional rows is obligatory for large class sizes. As also observed by the researcher and reported in the field notes, the class sizes at the assigned schools during practicum were very large (mostly between 35-40) and the seating arrangement was always traditional rows. It was also realized that students had difficulties while having group work activities since they were not sitting in a comfortable way. Yet, changing the seating plan into U-shaped would still be challenging since the classes were small and full of desks. The excerpt below also displays such a similar idea stated by one pre-service teacher:

(48). "I think that **traditional rows are obligatory in crowded classes**. In small class sizes, different seating arrangements can increase classroom interaction. (PT10- Perception Questionnaire)

Furthermore, the results of the qualitative data analysis showed that the participants also wrote their reflections on U-shaped seating plan while answering the related questions about the role of seating arrangement in classroom interaction. Accordingly, the pre-service EFL teachers mentioned that it provides an effective atmosphere for classroom interaction as it enables students and teachers to make eye contact. One pre-service teacher expressed his/her experience as:

(49). "[...] In my opinion, **U-shaped is one of the most appropriate seating plans for an interactive atmosphere**. Since my students also sit in this way, **it makes my job very easy**." (PT42- Perception Questionnaire)

Besides, it was also stated that U-shaped seating plan was more open for communication and thus enhanced classroom interaction. Most of the participants stated their preference for U-shaped, yet they also mentioned that it was suitable for small class

sizes rather than crowded classes. In addition to the details about the seating plans such as traditional rows and U-shaped, the data gathered also provided information about the pre-service EFL teachers' perceptions of cluster seating plan. The participants mentioned that the cluster seating plan enables students to interact with each other easily. Also, the participants expressed that the cluster seating plan provided a sincere and friendly atmosphere, and it was more comfortable. Moreover, it was stated that cluster seating plan was more effective for group work rather than traditional rows. One pre-service teacher shared one of his/her experience during teaching practice:

(50). "I designed the seating arrangement as **a cluster for my group work activity**." (PT78-Perception Questionnaire)

#### 4.3.6. The perceptions and reflections of PTs on the other factors affecting classroom interaction

As the last part of the second research question, this study aims to reveal the perceptions of Turkish pre-service EFL teachers on the other factors affecting classroom interaction based on their teaching practices in addition to the previously mentioned factors (e.g. the teacher, giving a purpose, using L1 etc). In line with this aim, the perceptions and reflections of seven pre-service EFL teachers on the other factors affecting classroom interaction were analyzed. The participants' in-depth opinions and perceptions of the related issue were collected through interviews, self-reflection, and peer reflection reports.

**Table 4.8.** *Main categories for the other factors affecting classroom interaction*

| Main Categories                          | N*         | %          |
|------------------------------------------|------------|------------|
| Factors Related to Students              | 111        | 56         |
| Factors Related to the Classroom Context | 57         | 28         |
| Factors Related to the Outer Context     | 32         | 16         |
| <b>TOTAL</b>                             | <b>200</b> | <b>100</b> |

N\*: Number of the communication units

Table 4.8. above demonstrates the main categories and the total number of communication units in each category concerning the perceptions of pre-service EFL teachers on the other factors affecting classroom interaction. Accordingly, the main categories regarding the pre-service EFL teachers' perceptions of the other factors affecting

classroom interaction include **factors related to students** (n=111), **factors related to classroom context** (n=57) and **factors related to outer context** (n=32). The following part presents the details of the participants' reflections about each main category and sub-categories.

#### **4.3.6.1. Factors related to students**

The results of the data analysis indicated that the participants of the study regarded students as having an important role in classroom interaction and thus stated that there are many factors related to students that have an impact on classroom interaction. A total of 111 communication units were identified about student-related factors and then the following seven sub-categories were identified.

The first sub-category was about **students' affective characteristics** (n=36). The participants of the study reported that students' affective characteristics such as motivation and confidence affect classroom interaction. The students with low motivation and confidence levels were stated to get involved in the classroom interaction less than motivated and confident learners. Moreover, they mentioned that students' anxiety and their attitudes towards language learning have a considerable impact on classroom interaction. It was also expressed in the field notes that some of the learners had foreign language learning anxiety and thus they were not very willing to interact with their peers or the teacher. Also, it was reported by the participants that some students were prejudiced about learning English as they thought that it is very hard to learn. Nevertheless, some of the learners had positive attitudes towards the lesson and thus they were not prejudiced, which paved the way for better interaction. The following excerpts demonstrate these views:

(51). "[...] I saw the students completing the activities while walking around, yet they were refraining from saying it in front of the classroom. I guess it results from pronunciation and **age-related anxiety**." (PT6- Self-reflection Report 3)

(52). "There weren't any factors affecting negatively. The classroom environment was convenient, **the students were not prejudiced against the lesson** [...]" (PT5- Self-reflection Report 2)

The second sub-category identified for the factors related to students was **the students' willingness to communicate** (n=23). The pre-service teachers reflected that

students' willingness to communicate has impacts on classroom interaction quite considerably since only willing students were observed to interact with one another and whole class. Moreover, they also reported that there were many unwilling students in the classrooms in addition to the eager learners, which decreased the level of interaction. The following excerpt is an example of this:

(53). "[...] In addition to **very willing students** for the last activity, there were also many unwilling students. They were inclined to disrupt the lesson." (PT6- Peer Reflection Report 4)

In addition to students' willingness to communicate, **students' proficiency levels** (n=21) were also stated as one of the factors affecting classroom interaction by the participants. They highlighted that classroom interaction is highly affected by students' proficiency levels as the students with low proficiency levels were observed to be less active participants during classroom interaction, which was in line with the observations made by the researcher. On the other hand, proficient learners were stated to contribute to the interaction level in the lesson by the pre-service teachers. The following excerpts illustrate both the pros and cons of students' proficiency levels:

(54). "**Some students did not understand questions and some did not understand instructions.**" (PT4- Peer Reflection Report 4)

(55). "There wasn't an atmosphere that could affect classroom interaction. **Students' proficiency level was good** and it was a silent class. [...]" (PT3- Peer Reflection Report 2)

The Turkish pre-service EFL teachers in the study also reflected that **students' peer relationships** (n=13) can be considered as one of the factors affecting classroom interaction. While explaining how peer relationships affect classroom interaction, the participants mostly stated that students' relationship closeness affects the flow of classroom interaction since close friends interacted with each other more often. Furthermore, their attitudes towards one another during interaction can be either encouraging or discouraging. The following excerpt highlights the discouraging effect of students' attitudes towards each other:

(56). "**Other students laugh at a student** because s/he makes mistakes while speaking. It affects adversely. S/he feels discouraged. S/he doesn't want to participate in the lesson again. This is how it influences negatively." (PT4- Interview)

**Students' use of L1** (n=8) was another sub-category identified for student-related factors affecting classroom interaction. Accordingly, the pre-service teachers in the study

mentioned that most of the students expect using L1 in the classroom since they are not comfortable with using the target language to express themselves. However, this situation may cause the overuse of L1 during classroom interaction. In such classes, the interaction between learners and the teacher is stated to be ineffective since the main objective is to learn to interact and communicate in the target language. Apart from that, **students' background knowledge** (n=6) was stated by the pre-service teachers as one of the factors having an impact on classroom interaction. To clarify, the participants mentioned that when the students do not have ideas about the topic of the lesson, they are not involved in interaction very often.

The last sub-category regarding the student-related factors affecting classroom interaction was **students' age** (n=4). The participants reported that young learners are more energetic and eager to take part in classroom interaction during interactive activities such as games, role plays, and competitions when compared to adult learners. The observations by the researcher also indicated that the learners at the assigned schools (aged between 11 and 12) were very willing to take part in competitive activities whereas they were not very active in mechanic activities which do not require movement. To put it in a nutshell, the pre-service EFL teachers in this study mentioned many student-related factors affecting classroom interaction. Moreover, they reported some factors related to the classroom context. They will be provided in the following section.

#### **4.3.6.2. Factors related to the classroom context**

The qualitative analysis of the data related to the pre-service teachers' perceptions and reflections of the other factors affecting classroom interaction revealed that a total of 57 communication units involved expressions about the factors related to classroom context and two sub-categories were identified.

**The classroom atmosphere** (n=31) was the first sub-category related to this main category. The pre-service teachers stated that the classroom environment is affected by many factors such as noise and school furniture, which also affect classroom interaction. To make it clear, it was mentioned by the participants that when there is noise in the classroom stemming from large class sizes, it affects interaction negatively as the students cannot listen to their peers attentively and concentrate on the task given. Moreover, the school

furniture such as desks and tables are stated to be uncomfortable for the students, which indirectly influences the quality of classroom interaction according to the participants. The following excerpt represents this view:

(57). “[...] **I don’t think that desks are comfortable at all.** We also sat while observing each other.” (PT5- Interview)

The second and last sub-category of factors related to classroom context is **the class size** (n=26). Accordingly, the pre-service teachers reflected that it is easier for each student to interact with one another in small classes since they have enough space and opportunities. In large classes, on the other hand, the interaction between students may result in noise and they can feel exhausted. Furthermore, they can lose interest in the task and go off topic. One of the participants stated such influence as:

(58). “**The class was very crowded (38 students)** and it affected the lesson a lot. Some students were making a lot of noise and thus other students lacked some information. Since the class size was very large, the teacher’s effect on the students was reducing and **students were starting to talk about off-topic subjects.**” (PT1- Peer Reflection Report 1)

#### **4.3.6.3. Factors related to the outer context**

In addition to the factors related to students and classroom environment, the participants also mentioned some factors related to outer context. Accordingly, a total of 32 communication units and the following two sub-categories were identified related to this main category. The first sub-category related to this main category is **external interruptions** (n=27). The pre-service teachers expressed their ideas about how external interruptions affected classroom interaction adversely since both students and the teacher lose attention. As reflected in self-reflection and peer reflection reports, and observation forms, hall monitors and some teachers interrupted the lessons frequently for some announcements. Moreover, some students were taken from the lesson for other activities, which caused interaction to be affected badly. The following pre-service teacher excerpt displays this effect:

(59). “Since it was the last lesson hour, **the hall monitor interrupted the lesson three times.** Besides, during the lesson, many announcements were made and **some students were taken from the lesson for other activities.** Approximately 5 minutes of the lesson was lost in this way.” (PT7- Self-reflection 3)

The second and last sub-category identified for factors related to outer context was **interruptions of the cooperative teacher** (n=5). The pre-service teachers mentioned that constant interruptions of the cooperative teacher influenced classroom interaction negatively during practicum. When the lesson was interrupted by the cooperative teacher, the participants stated that they felt disheartened. The researcher also observed that the cooperative teacher ruined the interaction generated when s/he interrupted the lesson. The following excerpt presents an example of this:

(60). “**The cooperative teacher was interfering** in the lesson. [...] I also observed in my peer’s lesson. S/he was interfering and saying “Don’t do this, they know this word, say it like this” and I get distracted easily as I concentrate on what I do. Since s/he acted like that, it caused troubles for me.” (PT2- Interview)

#### **4.4. RQ3: The Perceptions and Reflections of the PTs on the Ways to Increase Classroom Interaction**

In the previous sections, the opinions of the participants about the role of classroom interaction in language learning and teaching, some specific factors and other factors affecting classroom interaction have been presented. Finally, to achieve the last goal of this study and answer the third research question, the pre-service EFL teachers expressed their ideas about the ways to boost classroom interaction. To do so, the participants reflected their opinions on the related questions in the perception questionnaire, self-reflection reports, peer reflection reports, and interviews.

**Table 4.9.** *Main categories for the ways to increase classroom interaction*

| <b>Main Categories</b>                                                        | <b>N*</b>    | <b>%</b>   |
|-------------------------------------------------------------------------------|--------------|------------|
| Planning and Implementing the Lesson Effectively                              | 888          | 74         |
| Motivating Students                                                           | 164          | 14         |
| Developing Positive Relationships between Teacher-Student and Student-Student | 70           | 6          |
| Providing a Necessary Classroom Environment                                   | 34           | 3          |
| Providing Peer and Teacher Feedback                                           | 18           | 1          |
| Others                                                                        | 21           | 2          |
| <b>TOTAL</b>                                                                  | <b>1.195</b> | <b>100</b> |

N\*: Number of the communication units

Table 4.9. above displays the main categories related to pre-service EFL teachers’ perceptions and reflections of the ways to increase classroom interaction and the total

number of communication units in each category. Accordingly, the pre-service EFL teachers reported that classroom interaction can be enhanced by **planning and implementing the lesson effectively** (n=888), **motivating students** (n=164), **developing positive relationships between teacher-student and student-student** (n=70), **providing necessary environment** (n=34), **providing peer and teacher feedback** (n=18) and **others** (n=21). The following part presents the details of the participants' reflections about each main category and sub-category.

#### 4.4.1. Planning and implementing the lesson effectively

The analysis of the perception questionnaire, interviews, self-reflection, and peer reflection reports revealed the fact that classroom interaction can be increased by planning and implementing the lesson effectively according to the pre-service EFL teachers. A total of 888 communication units included the participants' expressions on the impacts of planning and implementing the lesson effectively. The following six sub-categories were identified related to this main category.

In line with the previous results regarding the pre-service teachers' opinions about the role of the teacher in classroom interaction, the participants suggested that **a variety of activities should be used to increase classroom interaction** (n=430). Accordingly, they mentioned that the activities chosen are of great importance regarding classroom interaction. They also reported that using entertaining and motivating activities increase classroom interaction. Additionally, classroom interaction is affected positively by communicative and interesting activities according to the participants. Furthermore, warm-up activities should be utilized for better classroom interaction. When observed by the researcher, it was also seen that the pre-service teachers made use of warm-up activities a lot to start the lesson. The following excerpts present examples to the use of activities for better interaction:

(61). "To increase classroom interaction, I would prefer **using more visual and interesting activities** rather than using T-F and test activities. [...] Because I think students would enjoy **communicative activities more than mechanic activities**." (PT2- Self-reflection Report 1)

(62). "My peer can create **more entertaining, purposeful and attention taking activities** for children." (PT1- Peer Reflection Report 1)

Moreover, the pre-service teachers also put forth that **a variety of materials should be used to increase classroom interaction** (n=218), which was also stated before by the pre-service teachers when they were asked about the role of the teacher in classroom interaction. The participants expressed that using interesting and authentic materials have positive impacts on classroom interaction. During the teaching practices of seven pre-service EFL teachers, the researcher also observed that the pre-service teachers not only prepared interesting and colorful materials but also utilized authentic materials. Additionally, the use of visual and auditory materials is stated to be essential for increased classroom interaction by the pre-service EFL teachers. The following excerpts exemplify this view:

(63). “I used **visuals and puppets**. I started the lesson by talking about daily life to get attention. (PT43- Perception Questionnaire)

(64). “The students are strongly interested in **games, videos, and music**. Going beyond the ordinary activities enhances students’ participation. They can be included in the lesson more.” (PT7 – Peer Reflection 4)

Apart from the use of materials, **a variety of teaching methods, techniques, and strategies should be used to increase classroom interaction** (n=86) as suggested by the pre-service teachers. They reported that classroom interaction is affected by the teaching methods, techniques and strategies utilized in the lesson as they also did while stating their opinions related to the teacher’s role concerning classroom interaction. Therefore, it was suggested that teachers should search for different teaching techniques, strategies or methods to take students’ attention and lead them to interaction. To give an example, teaching methods such as the Silent Way, Total Physical Response (TPR) and Communicative Language Teaching (CLT) were mentioned and suggested by the participants to boost classroom interaction. The following excerpts show some of these opinions:

(65). “**TPR** → The unit called “At the playground” includes some actions such as dancing, running, etc. I taught these by acting out.” (PT9- Perception Questionnaire)

(66). “**Silent Way**. It is a method that I always use in my teaching. It works 100%. If the teacher keeps quiet, students feel obliged to speak.” (PT73- Perception Questionnaire)

In addition, using techniques such as asking questions, chatting, giving examples, elicitation and station technique was stated by the participants as one of the ways to

increase classroom interaction. Furthermore, while stating their perceptions related to the role of specific factors in classroom interaction for the second research question, they mentioned their ideas about the importance of student grouping techniques in classroom interaction. Consistent with the previous findings, they reported that **a variety of student grouping techniques should be used to increase classroom interaction** (n=65). It was also suggested by the participants that pair and group work should be utilized to enhance interaction between students. The following excerpt represents this idea:

(67). "If s/he used activities as **group or pair work**, classroom interaction could be enhanced more. S/he could diversify interaction types apart from teacher-students. (PT7- Peer Reflection Report 3)

Apart from those, the pre-service EFL teachers asserted that **a variety of topics and contexts should be used to increase classroom interaction** (n=59), which was similar to their ideas in the teacher's role as the designer of an effective lesson. To be more precise, interesting and entertaining topics should be chosen and designed for increased classroom interaction according to the participants. Moreover, they suggested that authentic topics can be also efficient since students can have ideas about the topic and associate it with real life while interacting. The following excerpt displays this:

(68). "**Interesting, entertaining or funny topics** which increase students' motivation can be used. **The topics should be based on students' lives and experiences, and proceed them to the next step.**" (PT6- Perception Questionnaire)

Last but not least, it was directly stated by the participants that **the lesson should be designed effectively for increased interaction** (n=30) and they added how lessons should be planned as seen in the previous sub-categories which focused on the use of effective activities, materials, methods, topics, etc. Moreover, the pre-service EFL teachers in the study attached great importance to planning the lesson according to students' characteristics such as their levels, needs, learning styles, interests, and expectations. One participant emphasized this view as in the following excerpt:

(69). "By determining student profile, **programs appropriate for their interest, abilities, and levels** can be planned." (PT88- Perception Questionnaire)

Taking this and all the other ways increasing classroom interaction mentioned previously, it is obvious that the pre-service teachers attach great importance to the

effective planning and implementation of the lesson concerning increased classroom interaction and the achievement of learning outcomes by appropriate programs.

#### 4.4.2. Motivating students

In addition to planning and implementing the lesson effectively, motivating students was stated as one of the ways to increase classroom interaction by the pre-service EFL teachers. A total of 164 communication units involved the participants' reflections on how motivating students enhances classroom interaction and three sub-categories were identified related to this main category.

In the first sub-category, the participants stated that **students should be motivated to increase classroom interaction** (n=160) in line with the previous results related to the role of the teacher in classroom interaction. To be more precise, encouraging students to share their ideas and participate in the activities is considered highly important for the level of interaction in the classroom. Hence, the participants suggested that reinforcers should be used to encourage students and increase classroom interaction. To give an example, rewards can be utilized in an attempt to boost classroom interaction. The following excerpts display two pre-service teachers' way of using reinforcers for better classroom interaction:

(70). "I gave **mini chocolates** to the students who answered the question correctly." (PT29- Perception Questionnaire)

(71). "Even if it (the answer) was wrong, I tried to increase their participation by **using encouraging sentences** such as "You can do it" and I succeeded." (PT21- Perception Questionnaire)

Furthermore, in congruence with the previous results regarding the perceptions and reflections of pre-service teachers about student-related factors, it was mentioned by the participants that **students' anxiety should be reduced to increase classroom interaction** (n=4) since students with high levels of anxiety were observed to be participating less during classroom interaction. The excerpt below shows the reflection of one pre-service when asked about what can be done to enhance classroom interaction:

(72). "Providing guidance counseling services which can **solve confidence and anxiety problems.**" (PT105- Perception Questionnaire)

Taking all these into account, it is a crystal clear fact that the pre-service teachers lay great emphasis on the students' affective characteristics such as motivation, confidence,

and anxiety since they have also reported similar opinions while mentioning other factors affecting classroom interaction.

#### **4.4.3. Developing positive relationships between teacher-student and student-student**

The findings demonstrated that developing positive relationships between teacher-student and student-student is also an effective way to increase classroom interaction according to the pre-service EFL teachers. A total of 70 communication units were about the participants' ideas on how effective it was to build positive relationships between both teacher-student and student-student, and two sub-categories were identified.

First of all, participants stated that **positive teacher-student relationships should be developed to increase classroom interaction** (n=60). Accordingly, they expressed that strong relationships between the teacher and students enhance classroom interaction. Similar to their perceptions related to the role of the teacher in classroom interaction, they suggested that the teacher should communicate with the students positively and spend quality time. It was also observed by the researcher during practicum that when the teacher and students had good relationships, it affected interaction in the classroom positively. For instance, the students in practicum were usually interested in the lessons as the pre-service teachers were tolerant and helpful during the activities. Moreover, they put great effort into preparing interesting and fun materials for students every week, which showed that they valued them. Accordingly, the pre-service EFL teachers also stated that students' characteristics should be known well to improve classroom interaction and thus they supported that **positive student-student relationships should be developed to boost classroom interaction** (n=10). It is also in agreement with their opinions about student-related factors affecting classroom interaction. Previously, they stated that peer relationships influence classroom interaction as close friends were observed to get involved in interaction together most of the time. Field notes also revealed that when the students got on well with each other, they interacted with one another more in pair and group work activities. Hence, they suggested building positive peer relationships to improve interaction in the classroom. The following excerpt emphasizes this:

(73). "First of all, everyone should **know each other well** and nobody should refrain from anyone. **The relationship between student-teacher should be strong.** At the same time,

students should be on friendly terms with one another. [...]” (PT13- Perception Questionnaire)

#### 4.4.4. Organizing a necessary environment

The data related to the pre-service teachers’ perceptions and reflections of the ways to increase classroom interaction were analyzed and the participants also put forward that if the necessary environment for classroom interaction is provided, it can improve classroom interaction. The related main category included a total of 34 communication units and five sub-categories.

Accordingly, the participants of the study mentioned that **a relaxing and safe learning atmosphere should be provided to increase classroom interaction** (n=16) on the grounds that students can feel relaxed and interact with their teacher and peers comfortably in an environment in which their ideas are appreciated and they do not feel humiliated. Besides, it was also stated that **a motivating and fun atmosphere should be provided to improve classroom interaction** (n=6) as such an atmosphere encourages students to participate more and direct them to interact. It was also indicated in the field notes that when the atmosphere was fun enough for students thanks to the use of games and other interesting activities, it resulted in enhanced interaction among learners. For example, one of the pre-service teachers opened an online game on the interactive whiteboard to practice some vocabulary items and this game improved interaction between teacher-student and student-student by providing an entertaining atmosphere. In agreement with these findings, the following excerpts also highlight the significance of the positive classroom atmosphere for enhanced classroom interaction:

(74). “Firstly, **a positive environment should be provided** to the students. Since they are generally afraid of making mistakes, they don’t participate. They should know that they won’t be in a bad situation when they make mistakes.” (PT89- Perception Questionnaire)

(75). “**If a motivating, relaxing and confidence raising classroom atmosphere** is provided, the students do not refrain from participating in the lesson.” (PT21- Perception Questionnaire)

Moreover, they asserted that **class size should be lowered for increased interaction** (n=5). As one of the main problems reported in the previous headings as well, class sizes are too big in the schools and this causes different and serious problems during classroom interaction. To set an example, most of the participants mentioned that in large

classes, noise is a serious problem that influences students' attention negatively. Moreover, some pre-service teachers even reported that classroom interaction affects the language learning process negatively because of large class sizes and noise. Also, the classroom seating arrangement was stated to be affected negatively by large classes since changing the seating plan is almost impossible in such classes. Therefore, lowering class size was considered as one of the ways to increase classroom interaction.

Additionally, some of the participants expressed that **a natural learning atmosphere should be provided to increase classroom interaction** (n=4) in which learners can get involved in meaningful interaction as in real life. However, they were vague about how it influences classroom interaction or how to create such an atmosphere. Last but not least, the participants reflected that **a proper seating arrangement should be provided to boost classroom interaction** (n=3). In consonance with the previous results regarding the participants' ideas about the role of seating arrangement in classroom interaction, they reported that students can see one another and interact easily if the seating plan is arranged efficiently. As a result, it can be clearly seen that all of the sub-categories in this main category were similar to the previous findings concerning the pre-service EFL teachers' ideas about the factors related to classroom atmosphere, the role of the teacher as the designer of a necessary classroom atmosphere and the role of seating arrangement in classroom interaction since they laid particular stress on the significance of the classroom environment in these headings.

#### **4.4.5. Providing peer and teacher feedback**

After the qualitative analysis of the pre-service teachers' perceptions about the ways to increase classroom interaction, it was revealed that providing peer and teacher feedback can be counted among the ways to improve classroom interaction according to the participants. As stated by pre-service teachers, **peer feedback should be provided to increase classroom interaction** (n=10). They expressed that students may provide feedback to each other while interacting to complete an activity or task. Also, they can state their ideas about a presentation made by one of the students in the classroom, which can also be regarded as peer feedback. Additionally, it was stated by the participants that the students do not feel discouraged when they receive peer feedback as they regard it as help

from a friend. Besides, **teacher feedback should be provided** (n=8) as well to improve classroom interaction since teachers mostly initiate and maintain the interaction in the classroom and thus they can help students interact more with one another by their various types of feedback. To give an example, the teacher can provide feedback to the students during and after the given activities or tasks. The excerpt below demonstrates the advantages of providing teacher feedback:

(76). “**Better (teacher) feedback** can be given to the students. This will **increase students’ confidence and willingness to participate**. (PT1- Peer Reflection Report 3)

#### 4.4.6. Other(s)

Few pre-service teachers stated some other strategies to develop classroom interaction which cannot be included in the previously mentioned categories since they include irrelevant expressions. Thus, they will be mentioned briefly under this heading. First of all, they stated that a purpose should be given to the learners to boost interaction in the classroom. Besides, they reflected their ideas on the use of L1 as a way to promote classroom interaction. In harmony with the previous findings about the perceptions and reflections of the participants on the role of using L1 in classroom interaction, some of the pre-service teachers supported using L1 whereas some stated that it should be avoided for better interaction. Furthermore, the pre-service teachers in this study suggested that lesson hours should be lowered to enhance classroom interaction as students face problems with concentration and this harms their interactions in the classroom. Lastly, changing the curriculum was stated by one of the pre-service teachers as a way to improve classroom interaction. Yet, s/he was vague about what was problematic about the curriculum.

To conclude, in light of the qualitative analysis, the pre-service teachers reflected their perceptions related to the role of classroom interaction in language learning and teaching. It has been observed that they considered classroom interaction as one of the crucial components of language learning and teaching in many aspects. Moreover, the perceptions and reflections of the participants about the role of some specific factors in classroom interaction such as the teacher, giving a purpose, using L1, student grouping techniques, and seating plan have been revealed. They have also provided us insights into the other factors having impacts on classroom interaction based on their teaching practices.

Last of all, their opinions about the ways to improve classroom interaction were also asked and they mentioned many different strategies on how to boost interaction in the classroom in congruence with the previous findings. The possible reasons behind these results are discussed in the next section depending on the current literature.

## 5. DISCUSSION

This section will present discussion of the findings of the present study with reference to the related literature. The primary aim of this study is to unearth the pre-service EFL teachers' perceptions and reflections on classroom interaction based on their teaching experiences during practicum. In light of this aim, the first research question aimed at exploring the perceptions and reflections of pre-service EFL teachers on the role of classroom interaction in language learning and teaching.

The findings have indicated that all of the pre-service EFL teachers regarded classroom interaction as an important part of the language learning process since it was stated to provide many necessary conditions needed for foreign language learning and teaching. To provide examples, they reported the positive effects of classroom interaction on the language learning process, opportunities for feedback and language learning environment. In general, the literature also put forward similar outcomes since classroom interaction has been suggested to provide learning opportunities (Gass & Mackey, 2006; Sert, 2015; 2017; 2019; Walsh, 2002, 2006, 2011, 2013), language practices (Adaba, 2017; Crabbe, 2003; Kouicem, 2010; Saeed et al., 2016; Yu, 2008), teacher and peer feedback (Gass & Mackey, 2006; Mackey, 2013; Sundari, 2017), and effective language learning environment (Hall & Verplaetse, 2000; Hall & Walsh, 2002; Hamre et al., 2014). Besides, the pre-service EFL teachers mentioned the role of classroom interaction in making students have more positive attitudes towards language learning as also reported by Nguyen and Phuong (2017). Accordingly, the participants mentioned that the students were less anxious, more motivated and willing to participate when classroom interaction was high. Foreign language anxiety, motivation and willingness to participate have been suggested to affect classroom interaction in several studies (Adaba, 2017; Carton & Goodboy, 2015; Kodri, 2018; Maftoon & Ziafar, 2013; Sundari, 2017; Ullah, 2016), yet the findings of this study go beyond the previous studies by showing the reciprocal effects between classroom interaction and students' motivation, anxiety and eagerness to participate. That is, classroom interaction has a crucial role to play in making learners ready, interested and eager for the lesson as mentioned by the pre-service teachers. On the other hand, students' affective characteristics (e.g. motivation, anxiety, confidence) were stated to highly influence interaction level in the classroom by the participants. Thus, the results of the

study provided important evidence for the reciprocal relation between classroom interaction and affective factors related to students.

In addition to that, only few pre-service teachers expressed some negative effects of classroom interaction in the language learning process such as noise and students' reluctance to listen to one another. Yet, both of these problems may result from large classes in public schools in Turkey since the classroom may become a noisy place when not organized and controlled well. This is in agreement with some studies in the literature (Blatchford et al., 2005, 2008, 2011; Bruhwiler & Blatchford, 2011) as they have also laid emphasis on the number of students in the classroom and expressed the negative effects of large classes on classroom interaction. Considered as one of the general features of EFL classes by Carless (2007) and Tognini and Oliver (2012), the students may tend to use L1 and have a conversation about related or unrelated topics in monolingual and crowded classes, which might also lead to noise. Moreover, noise may emerge as a result of pair and group work activities in large classes since the number of groups may be too high to keep them under control (Carless, 2002; Baleghizadeh & Farhesh, 2014; Bruhwiler & Blatchford, 2011), which was also observed by the researcher during practicum. This might also cause the reluctance of teachers as they most probably feel incompetent and exhausted in such conditions. Since few pre-service teachers thought that classroom interaction can have some negative effects on the language learning process due to other potential problems, it can be inferred that the Turkish pre-service EFL teachers of the study were aware of the significance and roles of classroom interaction in language learning and teaching which have been mostly stated in the current literature. Nevertheless, those teachers who reflected negative opinions about classroom interaction should increase their awareness of the significance of classroom interaction in language learning and teaching and improve their Classroom Interactional Competence (CIC) to create learning opportunities for students as suggested by Walsh (2006).

The second research question sought to find out the pre-service EFL teachers' perceptions and reflections of the factors affecting classroom interaction. As a consequence, this study has unveiled their ideas about the roles of the factors such as the teacher, giving a purpose, using L1, student grouping techniques, and seating arrangement in classroom interaction based on their experiences during practicum. Concerning their

reflections of the teacher's role in classroom interaction, it has been observed that they mostly considered teachers as the designer of an effective lesson in classroom interaction by utilizing a variety of activities, materials, topics, and techniques. Fagan (2018) has also stressed the teachers' responsibility to take learners' interactional tasks into account on the grounds that the nature and aim of the activity may have an impact on the interactional sequences in the classroom. Accordingly, Rashidi and Rafieerad (2010) have suggested using activities such as role-plays and discussions for enhanced classroom interaction in congruence with the pre-service teachers in this study. Moreover, the use of different materials such as interesting visuals and videos has been considered to boost student-student interaction by Bajrami and İsmaili (2016), which is similar to the findings.

What is distinctive about the current study is that using a variety of teaching techniques, methods and strategies have been stated to be one of the roles of the teacher for better classroom interaction. The pre-service teachers mentioned that the teacher is responsible for employing different methods such as Communicative Language Teaching (CLT), Silent Way and Total Physical Response (TPR) to take learners' attention. In addition, using techniques such as chatting, eliciting, station technique and particularly questioning was considered as teachers' role in classroom interaction since asking good questions contributes to the interaction between the teacher and students (Behnam and Pouriran, 2009). Taking all these into account, it can be clearly seen that the pre-service teachers are aware of the essential roles that teachers play for an effective lesson concerning classroom interaction even though cooperative teachers cannot set adequate examples for boosting classroom interaction in their lessons because of some reasons (e.g. the negative washback effects of high-stakes tests and tight schedule in the curriculum to teach). Hence, it is promising to see the pre-service teachers' awareness related to this issue because they may benefit from it in their future teaching practices. In line with their awareness of the teacher's roles in classroom interaction and in parallel with Walsh (2011), the pre-service teachers also stated that teachers are the manager of classroom interaction as they both initiate and maintain classroom interaction by guiding students to interact. Also, they have been regarded as the builder of positive relations with students by the participants of this study. Although enhancing interaction between learners is one of the main goals in classroom interaction, the teacher was stated to have an indispensable role in developing

good relationships with students and encouraging them for increased interaction. Thus, it shows similarities to some studies such as Allen et al. (2011), Lerang et al. (2019), and Pianta et al. (2012) which have also put great emphasis on the role of the teacher in communicating with students positively.

Furthermore, the participants' perceptions about the role of giving a purpose in classroom interaction have been revealed in the present study. According to the findings, giving a purpose leads to increased interaction, effective learning, and increased student attention. Even though there are not any studies analyzing particularly the role of giving a purpose in classroom interaction, Merç and Subaşı (2015) have put forth that giving a purpose is one of the coping strategies used by pre-service EFL teachers to deal with classroom management problems. Therefore, it may be inferred that the pre-service teachers in the present study have also attached importance to giving a purpose because it helps them take control of the lesson and thus results in enhanced classroom interaction. Moreover, it was also reported in the reflective reports and field notes that the participants usually utilized mechanic and individual activities such as filling in the blanks, matching, answering reading comprehension questions, etc. rather than pair and group work during practicum. Therefore, the learners may not be accustomed to interactive activities and this may result in an ineffective implementation of those activities in the classroom. For instance, when they are asked to have an interactive dialogue, they may tend to copy the given dialogue and read it without any interaction. Hence, they may be deprived of genuine interaction and learning opportunities arising from that interaction (Cancino, 2015; Mann & Walsh, 2013; Sert, 2015, 2017; 2019; Walsh, 2011). At this point, giving a purpose for interaction and making the outcomes of interactive activities clear might help them since they can be directed to be involved in the negotiation of meaning (Long, 1983).

On the other hand; when the pre-service teachers were asked about the role of another factor, using L1 in classroom interaction, it was observed that there was not a consensus on this issue. Some of the participants suggested using L1 when necessary in classroom interaction in agreement with the previous studies (Bhooth et al., 2014; Colina & Mayo, 2009; Kang, 2013; Paker & Karaağaç, 2015; Sah, 2017; Sali, 2014; Sampson, 2011) since they have also reported many functions of using L1 which facilitate classroom interaction. To set an example, the pre-service teachers expressed that they used L1 when

the students had difficulties in understanding some instructions, topics or vocabulary. Besides, using L1 was stated to be necessary for classroom management at times by the participants. Moreover, observations during the practicum revealed that students were inclined to use L1 during interaction in the classroom and they insisted that they did not understand, which was also argued by Carless (2007) and Tognini and Oliver (2012). This may result from the fact that using the target language is difficult for them since they have to step out of their comfort zones to do it. That's why they make use of code-switching, especially in interaction, to express themselves clearly. However, code-switching is not always useful for classroom interaction. Regarding the studies in the literature, using L1 is beneficial for the flow of interaction if there is a balance between the use of the two languages as it provides learning opportunities for learners (DiCamilla & Antón, 2012; Paker & Karaağaç, 2015; Tognini & Oliver, 2012). On the other hand, if overused in the classroom, it might decrease opportunities for target language practices and the level of interaction in the classroom as stated by Agustin and Mujiyanto (2015). In line with this idea, some pre-service teachers were totally against using L1 because they believed that students need to be exposed to more input in the target language. This may stem from the realities of EFL classes since learners do not have enough chances to use the target language outside the classroom as stated in the literature (Sert, 2019; Walsh, 2006; Walsh & Li, 2013; Walsh & Sert, 2019).

One of the factors which may have an influence on classroom interaction is student grouping techniques such as individual work, pair work, and group work. The findings of the study provided valuable insights into the pre-service teachers' thoughts about the role of such grouping techniques. Accordingly, they mentioned the advantages of using pair and group work to improve classroom interaction rather than using individual work. Individual work was criticized by the participants of this study as it was stated to decrease classroom interaction. Since students work alone in individual tasks, the level of interaction in the classroom is low as a natural consequence. They mostly stated that students become more willing and active in classroom interaction when they work in pairs or groups because they feel more relaxed and free. It was also observed and reported by the researcher in the field notes as well. To set an example, in one of the information gap activities, students seemed very eager to provide the related information with their peers and complete the task as soon

as possible. Thus, the findings show similarities to the findings of Brown (2001), Sullivan (2000), and Tsui (2001) as they have also stressed the positive effects of pair and group work on the students' willingness to participate and get involved in the interaction. These grouping techniques were also suggested to provide opportunities for peer feedback in classroom interaction, which is in line with studies such as Ohta (2001), Storch (2002) and Zhang (2010). Also, the results of this study showed that using student grouping techniques such as pair and group work in classroom interaction makes learning more effective and thus influence interaction in the classroom positively according to the pre-service EFL teachers. Similar findings are obtained by Storch (2007) who reported that pair work provides learners with more opportunities for language learning.

Apart from the participants' general perceptions related to the role of student grouping techniques in classroom interaction, the present study also revealed that the pre-service teachers mostly used individual work during practicum even though they think group work is the best grouping technique to boost classroom interaction. This mismatch between their perceptions and teaching practices may derive from many different issues. To give an example, in large classes, using group work may be challenging for teachers, which is also suggested in McDonough's (2004) study because the teacher may have problems with controlling and dealing with each group. Besides, it may be very time-consuming for teachers who struggle to keep up with the busy school schedule and curriculum. Similarly, as each pre-service teacher had only 45 minutes to teach in crowded classes during practicum, they might prefer to use individual work rather than group work. Moreover, as observed by the researcher during practicum and reflected by the pre-service teachers in their reports, the seating plan is also a crucial factor affecting the use of group work and thus classroom interaction. Even though traditional rows do not cause big problems for the implementation of pair work, it still affects the quality of interaction as the students usually work in pairs with their peers sitting next to them (Fernandes et al., 2011). Moreover, students sitting in rows do not feel comfortable when they have to work in groups as well. It also affects the interaction between the learners negatively as it avoids making eye contact with one another efficiently. Therefore, the participants suggested using a cluster seating plan, particularly for group work. Yet, as expressed in the interviews, they did not have a chance to change the seating arrangement in the classrooms during practicum

because of the large class size and physical facilities of the classroom. This might hinder them from employing group work as well. Lastly, teachers may utilize individual tasks as it is more appropriate for the students' profiles or learning styles. Consequently, it can be inferred from the given examples that there may be several possible reasons for the mismatch between pre-service teachers' perceptions and actual practices regarding the use of student grouping techniques, which can be investigated in further studies.

In addition to the factors mentioned above, the role of seating arrangement in classroom interaction according to the pre-service EFL teachers' perceptions was also examined in the present study. The results of the present study suggest that most of the participants considered the seating plan as an important factor that can enhance interaction in the classroom if it is designed effectively. However, the majority of the pre-service EFL teachers stated that school furniture such as desks and tables are very uncomfortable and it may make students feel discomfort and decrease their willingness to get involved in interaction in the classroom. Hence, they suggested that students should be able to see one another's face and make eye contact easily during the interaction. Moreover, they should feel comfortable and be in physical proximity to get involved in the negotiation of meaning as observed by the researcher. Therefore, the findings are parallel to some studies such as Correa et al. (2017), Ochola and Achrazoglou (2015), and van den Berg et al., (2012). However, few pre-service teachers regarded the seating plan as an ineffective factor concerning classroom interaction. This may due to the fact that pre-service teachers do not have an active role in changing the existing arrangement of the classroom. That is, in crowded classrooms where seating is in traditional rows, it is almost impossible to intervene in such an arrangement and change it. Likewise, a great majority of them reported that the seating plan is usually traditional rows and it affects classroom interaction adversely because students cannot see one another and interact easily. Moreover, they mentioned the problems arising from the students occupying the back rows as they usually have difficulties in taking part in classroom interaction. Those students were reported to get distracted and thus lose interest easily by the pre-service teachers. Also, they might feel inhibited because classroom interaction is usually led by the teacher who stands in front of the classroom. They may think that they are invisible in the back rows and they are not a part of the classroom interaction. These findings match the findings of Correa et al. (2017)

and Mahmud and Suryana (2015) which also asserted that traditional rows may decrease classroom interaction due to lack of eye contact and the back-row students. Moreover, the participants expressed that even changing the seating plan would not affect classroom interaction positively because of large class sizes, which was similarly mentioned as a problem to use the ideal seating plan by Mahmud and Suryana (2015).

Besides, the present study revealed Turkish pre-service EFL teachers' perceptions and reflections of the other factors affecting classroom interaction based on their teaching practices except for the previously mentioned factors. The findings indicated that there are some student-related factors affecting classroom interaction according to the participants of the study. They mostly mentioned that students' affective characteristics (e.g. motivation, confidence, anxiety) have a crucial effect on interaction in the classroom. In agreement with the in-class observations and pre-service teachers' reflections; motivated, confident and less anxious students were suggested to contribute to interaction in the classroom more. The students having a high level of anxiety, on the other hand, did not take part in classroom interaction very often. The reason behind their anxiety may be their low proficiency level because they may be afraid of making mistakes. Besides, they may not be familiar with the topic or activity chosen and thus it might be anxiety-provoking for them. Taking all these into consideration, it was suggested by the participants that students' motivation should be increased while their anxiety level should be lowered. In line with these opinions, Carton and Goodboy (2015), Kodri (2018), and Ullah (2016) have also highlighted the fact that the anxiety level of the learners should be low for enhanced classroom interaction.

In addition, the pre-service teachers regarded students' willingness to communicate (WIC), proficiency levels, background knowledge as important factors having impacts on classroom interaction. To clarify, students who were willing to participate in the activities interacted very well with their peers. Moreover, students with low proficiency levels were stated to be less active participants in the classroom, which resulted in decreased classroom interaction. Lastly, when the students did not have background knowledge about the topic of the lesson, they did not want to take part in the activities as reported by the participants. These findings are congruent with the findings of Adaba (2017) and Sundari (2017) on the grounds that they have also unveiled many factors related to students (e.g. proficiency

level, background knowledge, willingness to communicate and affective characteristics) affecting classroom interaction. Besides, learners' attitudes toward the role of the English language have been suggested to play a significant role in classroom interaction by Maftoon and Ziafar (2013), who reports that Japanese language learners do not have positive attitudes towards learning English because it does not have an important place in Japan. This is also parallel to one of the student-related factors mentioned by the pre-service EFL teachers in the present study as they also mentioned some prejudiced Turkish learners against the lesson. They reflected that some students did not have positive attitudes towards learning English as they thought that it is very difficult to learn. These negative feelings may derive from a lack of exposure to the target language in their daily life. In addition, it may be because of the fact that English as a lesson do not have a high status in the high-stakes tests. This may also lead parents to think that English can be neglected. Apart from these, the present study differed from the previous studies since it indicated that students' age and peer relationships might have also an influence on classroom interaction according to the participants. They reflected that young learners were more active and energetic in the classroom when compared to adolescent learners. This idea might be caused by their lack of teaching experiences with different age groups since they only taught middle school students during practicum. It may also stem from puberty since adolescent students are usually shy and afraid to be humiliated in front of others in the classroom. Thus, students' ages can be considered while teaching them to enhance classroom interaction. Besides, they stated that positive peer relationships resulted in enriched classroom interaction since close friends were observed to work very well during pair and group work activities.

For the other factors influencing classroom interaction, the present study has lastly revealed that factors related to outer context such as external interruptions by hall monitors and other teachers may result in some problems and may have adverse effects on classroom interaction. As stated by the pre-service teachers in reflective reports and also observed by the researcher every week, the lessons were interrupted a lot by hall monitors and other teachers for announcements. This caused chaos in the classroom and thus the atmosphere created for interaction was unfortunately ruined in the middle of the activity. These findings are consistent with the results of Leonard (2009) because external intrusions have

been reported to interrupt the momentum of the lesson. Moreover, the pre-service teachers have also considered interruptions of the cooperative teacher as a factor influencing both the level of interaction in the classroom, and their concentration and motivation during their teaching practices. Some of the pre-service teachers expressed that the cooperative teacher interrupted the lesson and tried to warn the pre-service teacher about some issues while they were teaching. It was also witnessed by the researcher in in-class observations that the cooperative teacher wanted to guide the pre-service teachers during their teaching practices, which led to classroom management problems and the breakdown of available interaction in the classroom. Merç and Subaşı (2015) have also presented corresponding results since cooperative teachers' interruptions were found to cause classroom management and motivation problems for pre-service teachers, which may result in serious issues in the flow of classroom interaction.

Last but not least, this study has unearthed the pre-service EFL teachers' opinions about how classroom interaction can be enhanced, which were consistent with their ideas regarding the role of factors affecting classroom interaction. As mentioned before in the role of the teacher in classroom interaction, planning and implementing the lesson effectively is one of the ways to improve classroom interaction. Accordingly, the teachers' use of different activities, materials, methods, and techniques have been suggested. Moreover, motivating students have been mentioned by the participants to boost classroom interaction. This finding is in line with Adaba (2017) and Sundari (2017) as they have also regarded students' motivation as one of the elements affecting classroom interaction. Furthermore, the findings have also revealed that interaction in the classroom can be improved by developing positive relationships between teacher-student and student-student. It shows similarities to some studies (Hughes et al., 2008; Madill et al., 2014; Pianta et al., 2012) which put great emphasis on the nature and quality of interactions between teachers and children because students who have positive and warm relationship with their teachers are observed to be more motivated to maintain classroom rules and expectations as a part of classroom interaction. In addition to the teacher-student relationship, developing positive student-student relationships have also been found to support classroom interaction by the pre-service teachers in the present study as also underlined by Pianta et al. (2012).

Apart from these, providing a relaxing and fun learning environment can enable interaction in the classroom to develop according to the pre-service teachers and the researcher who took field notes. This finding fits into the literature since Cook and Hazelwood (2002), Riasati (2012), and Sargent (2009) have also argued that students become more active during classroom interaction when they are in a relaxing classroom atmosphere. Besides, providing both peer and teacher feedback has also emerged as one of the strategies for better classroom interaction, which is corresponding to Gass and Mackey (2006). Finally, in congruence with the findings of Sundari (2017), changing the curriculum has been mentioned by few pre-service teachers when they were asked about how to increase classroom interaction. Although they were vague about the reason behind this opinion, it may be because of the curriculum content which does not include enough interactive activities. Regardless of the reason, it contradicts with the new framework after the educational reform in 2012 in Turkey since it has been stated to support language learning through meaningful and real-life interaction by Kirkgöz et al. (2016). Thus, even if it is suggested by few pre-service teachers, some changes in the current curriculum may be needed for better classroom interaction. As observed in the classes during practicum, there are many problems such as teachers' lesson planning, students' affective characteristics, class size, seating plan and so on. These are the realities of Turkish EFL classrooms and they limit the opportunities of learning a language through meaningful and real-life interaction. Therefore, these problems should be considered while making fundamental changes in the curriculum because some nice ideas may not fit into the real classroom setting. Thus, the curriculum should include realistic purposes to be achieved by the teachers. This may also help teachers accomplish learning outcomes easily in line with the curriculum without any complaints.

All in all, the study aimed at unveiling the perceptions and reflections of pre-service EFL teachers related to classroom interaction in many aspects. Through the perception questionnaire and guided reflections throughout the study, the participants could state their ideas about

- ✓ the functions of classroom interaction in language learning and teaching,
- ✓ the factors affecting classroom interaction, and
- ✓ the ways to increase classroom interaction.

Even though they might be in a rush to write effective lesson plans every week and thus lack some important points related to classroom interaction in their teaching experiences during practicum, they could become more aware of the significance of classroom interaction since they reported many roles of it in language learning and teaching process while reflecting their opinions related to the issues above. This study has also provided an important opportunity to attract the pre-service teachers' attention to the factors which have an impact on classroom interaction. Moreover, they showed that they have many ideas about how to boost classroom interaction based on their teaching experiences. Therefore, the present study has achieved its purposes and turned out to be beneficial and fruitful since it has unveiled a wide diversity of ideas of pre-service EFL teachers regarding classroom interaction and has raised their awareness of the significance of classroom interaction in language learning teaching.

## **6. CONCLUSION**

This chapter presents conclusions regarding the findings of the study. First of all, the findings of the study are given succinctly including a summary of the setting and method. Then, conclusions and some pedagogical implications are given. Finally, suggestions for further studies are provided based on the findings.

### **6.1. Summary of the Findings**

This research study aimed at revealing the pre-service EFL teachers' perceptions and reflections on classroom interaction in many aspects. Conducted in two steps, this study unveiled the pre-service EFL teachers' perceptions about 1) the role of classroom interaction in language learning and teaching, 2) the role of some specific factors (the teacher, using L1, giving a purpose, student grouping techniques and seating arrangement) and other factors in classroom interaction, and 3) the ways to improve classroom interaction. In the first step, 110 pre-service EFL teachers stated their ideas related to the issues mentioned above in the perception questionnaire. Then, a group of seven pre-service teachers reported their detailed opinions regarding classroom interaction depending on their teaching practices in self-reflection reports, peer reflection reports, and interviews. Field notes were also taken by the researcher while observing seven pre-service EFL teachers during practicum. The whole data were analyzed by using the Constant Comparison Method.

Accordingly, it was unearthed that all of the pre-service EFL teachers regarded classroom interaction as an important part of language learning and teaching since they mentioned many different functions of it. To make it clear, they expressed that classroom interaction has positive effects on the language learning process, students' attitudes towards language learning, opportunities for feedback and language learning environment. Also, the study provided valuable insights into the perceptions and reflections of the pre-service EFL teachers on the factors affecting classroom interaction such as the teacher, using L1, giving a purpose, student grouping techniques, and seating arrangement because they supported their ideas by giving examples from their experiences during practicum. They usually reflected that these specific factors influence the flow of classroom interaction. To set an example, they supported the fact that teachers act as the managers of classroom interaction

and guide the students in classroom interaction. Moreover, they considered the teachers as the designers of an effective lesson as they play a key role in classroom interaction when the effects of the activities, materials methods, techniques and strategies they used are considered. Besides, teachers were regarded as the designer of a relaxing and motivating classroom atmosphere by the pre-service teachers.

On the other hand, the participants expressed their opinions about the role of giving a purpose in classroom interaction. They mostly argued that giving a purpose fosters classroom interaction as it helps learners to know what, how and why to do, and makes learning more effective. Furthermore, they emphasized its importance in increasing students' attention and avoiding deviating from the subject. Apart from that, the pre-service teachers stated their ideas concerning the use of L1 in classroom interaction. Even though most of the participants suggested using L1 when necessary for low-level students and classroom management, there was not a consensus on this issue. Additionally, while reflecting their ideas about the role of student grouping techniques in classroom interaction, they mostly reported that those techniques help students to improve various skills, make learning more effective, create opportunities for feedback and thus result in increased classroom interaction. Moreover, they suggested that pair work and group work should be used more to improve classroom interaction. However, the observations made by the researcher, self-reflection reports and peer reflection reports revealed that they preferred utilizing individual tasks rather than pair or group work. Lastly, when they were asked about the role of the seating arrangement in classroom interaction, it was revealed that the pre-service teachers regarded it as an effective factor. Accordingly, they expressed that the seating plan should be designed effectively as it highly affects students' quality of face to face communication and classroom atmosphere. Therefore, the majority of them criticized traditional rows seating plan and suggested using U-shaped for enhanced classroom interaction.

In addition to these factors, the pre-service EFL teachers also reported many other factors having impacts on classroom interaction which were related to students, classroom environment and outer context. For factors related to students, they mostly mentioned the effects of students' affective characteristics such as motivation, anxiety and self-confidence on classroom interaction. Besides, students' willingness to communicate, proficiency

levels, peer relationships and use of L1 were stated to have an impact on interaction in the classroom. In addition, the participants reported that there are two factors related to classroom environment affecting classroom interaction including classroom atmosphere and class size. In line with the previous results, they expressed that classroom atmosphere should make learners feel safe and motivated. Moreover, class size should not be too large according to the pre-service teachers as it causes many problems and thus interaction in such classes is considered to be very difficult to handle. Apart from these, they mentioned the effects of some factors related to outer context on classroom interaction. They usually stated their thoughts about how external interruptions made by hall monitors, other teachers at school and cooperative teachers affected classroom interaction negatively.

Last of all, they presented many opinions about the ways to improve classroom interaction. In agreement with their ideas related to the specific factors given and other factors they mentioned, they suggested planning and implementing the lesson effectively for improved classroom interaction. They also stressed the significance of motivating students, developing positive relationships between teacher-student and student-student, and organizing necessary classroom environment to increase interaction in the classroom.

## **6.2. Conclusion**

This study has attempted to explore the Turkish pre-service EFL teachers' perceptions and reflections on classroom interaction, factors affecting classroom interaction and ways to enhance classroom interaction depending on their actual practices during practicum. In order to achieve this aim, their perceptions and reflections were gathered through several research instruments such as perception questionnaire, self-reflection reports, peer reflection reports, field notes and semi-structured interviews. The whole qualitative data were analyzed using the Constant Comparison Method.

Taking the overall findings into account, it can be concluded that the pre-service teachers were aware of the importance of classroom interaction for language learning classrooms as they reported its positive effects on various issues. Besides, even though they did not have teaching experiences for a long time during practicum, they showed a developed awareness of some specific factors affecting classroom interaction (e.g. the teacher, giving a purpose, using L1, student grouping techniques, the seating arrangement).

They mostly considered the mentioned factors important for the quality of interaction in the classroom and thus they stated their in-depth ideas about the impacts of those factors on classroom interaction.

Moreover, they mentioned other factors affecting classroom interaction (e.g. factors related to students, classroom atmosphere and outer context) based on their actual practices. Since they experienced some difficulties during classroom interaction in practicum, they could raise awareness about the challenges confronted and had opportunities to think about the solutions while writing self-reflection and peer reflection reports. Accordingly, it was also unearthed that they were conscious of the fact that classroom interaction not only affects many elements in the language learning process but also is affected by the realities of the Turkish EFL classrooms.

Last but not least, they had plenty of ideas on the ways to improve classroom interaction. The majority of the participants put great emphasis on the role of the teacher in planning and implementing an effective lesson by using a variety of activities, materials, topics, and methods. Besides, they stated the significance of motivating students and decreasing their anxiety level for better classroom interaction since they are regarded as the active participants of the interaction in the classroom. In line with those, it was also indicated that positive teacher-student and peer relationships should be developed to be able to achieve enhanced classroom interaction. Furthermore, the classroom environment was attached great importance by the pre-service teachers and they suggested that it should be both relaxing and motivating to direct learners into interaction more.

To conclude, the pre-service EFL teachers were provided with ample opportunities to reflect on the role of classroom interaction in language learning classrooms in the present study. Therefore, it has provided fruitful and useful findings about their general and detailed perceptions and reflections on classroom interaction depending on their teaching experiences during practicum. In addition, to the knowledge of the researcher, there are not any studies conducted on the pre-service EFL teachers' thoughts and reflections on classroom interaction based on their actual practices. Thus, this study fills an important gap and contributes to the current literature.

### **6.3. Implications**

According to the findings of this study, several pedagogical implications can be drawn for teacher education programs, teacher educators, cooperative teachers, supervisor teachers, in-service EFL teachers and specifically pre-service EFL teachers. To begin with, the effectiveness of teacher education programs in raising pre-service teachers' awareness of the significance of classroom interaction has been criticized by some researchers (e.g. Akcan, 2016; Farrell, 2009; Sert, 2019; Walsh, 2011) since they do not provide enough opportunities for pre-service teachers to engage in a real classroom interaction and gain experience for it except for practicum. In line with their criticism, it is also noticed in reality that teacher education programs lack lessons and contents to help pre-service teachers develop an awareness of classroom interaction. Even though they have teaching practices in a simulated classroom environment as a rehearsal to the actual classroom experience, it does not provide enough insights into how classroom interaction occurs in real classrooms. Since they need more teaching opportunities in real classrooms, they might be involved in the actual teaching environments at the beginning of the teacher education programs. To be more precise, they can make observations about classroom interaction in different school settings from their first year of training to the end.

Furthermore, during practicum, pre-service teachers can be guided to teach in various contexts including different age groups by cooperative and supervisor teachers, which will enable them to interact with different types of learners and gain experience for classroom interaction in those contexts. They may have more knowledge about the use of activities, materials, teaching methods and techniques, and their effectiveness for classroom interaction according to the learners' profile. As a result, they can learn how to design effective lessons to improve interaction in different classroom settings. Besides, pre-service teachers may be given opportunities to teach in different classes with different class sizes. This may also help them since they can be familiar with the problems of teaching in large classes and thus solutions. They can have more ideas on how to boost interaction among learners in small classes.

In addition, cooperative teachers may provide not only opportunities and freedom but also feedback for their interns regarding the difficulties faced in classroom interaction. To provide such guidance, cooperative teachers might also be trained to raise their

consciousness with regard to classroom interaction. Also, supervisor teachers can make students aware of the significance of the interaction between teacher-student and student-student by asking them to reflect on classroom interaction. As a result, the pre-service teachers can have a deeper and better understanding of interaction in the classroom thanks to more time devoted to real classroom observations, knowledge gathered through courses, and teaching practices.

Moreover, some other modifications can be made in teacher education programs to clarify the crucial role of classroom interaction for foreign language learning as well. For instance, course designers and curriculum developers may highlight the importance of classroom interaction in language learning and teaching, and involve a course particularly focusing on this issue in the syllabus. In that course, the pre-service teachers may share their ideas related to classroom interaction and have more time to practice for future teaching experiences during practicum even if it is not a real learning environment with real students. Moreover, teacher reflection groups can be formed to create an environment in which pre-service teachers can express their thoughts and actions regarding interaction in the classroom. They may also reflect on the difficulties confronted in classroom interaction and provide different solutions to those problems from different points of view. To make teacher education programs effective for the awareness of classroom interaction, teacher educators should also be conscious of this crucial element. As suggested by Sert (2019), if they are provided with tools to integrate classroom interaction in teacher education, they may be very useful for their students as they can enlighten them with various sources.

There are also some implications for in-service EFL teachers. As stated by Akcan (2016), they are not aware of the challenges regarding classroom interaction in crowded public schools due to the lack of importance given to classroom interaction in teacher education programs. Hence, educational seminars and conferences may be organized for in-service teachers on the functions of classroom interaction in language learning and teaching. Moreover, in-service teacher education programs can be designed particularly to develop teachers' professional knowledge and awareness concerning classroom interaction, their Classroom Interactional Competence (CIC) and the use of interactive strategies for enhanced interaction. Provided that in-service teachers are trained in such programs, they can create an interactive classroom environment in which students can have more chances

to exchange ideas and interact more. Moreover, institutions can be encouraged to raise their teachers' awareness of the roles of classroom interaction on learning opportunities, the classroom atmosphere, and students. Besides, it is a common fact that the majority of the in-service teachers follow text-books in their lessons. Although the current coursebooks include interactive activities, teachers may tend to skip them due to busy schedules, limited time and negative washback effects of high-stakes tests. To avoid this, some changes may be done in the current curriculum in the light of the realities of Turkish EFL classrooms mentioned before (large class sizes, seating plan, students' affective characteristics, teachers' professional knowledge, awareness, etc.). Also, by planning the learning outcomes and time devoted to them carefully, teachers may spare more time for interactive activities since they will not be in a hurry.

To put it in a nutshell, the present study offers far-reaching implications to increase awareness of the significance of classroom interaction in teacher education programs and among pre-service, in-service, cooperative and supervisor teachers.

#### **6.4. Suggestions for Further Research**

The findings of the current study offer significant insights into the perceptions and reflections of pre-service EFL teachers related to classroom interaction in several aspects. Nonetheless, there is still a need for further research about this issue. Thus, this study can be replicated with a larger number of participants which would provide more generalizable results. Besides, video recordings can be employed as a different data collection instrument while pre-service teachers interact with their students during practicum, which may allow them to watch themselves and raise awareness of interaction in the classroom, the factors affecting it and the ways to increase it. Furthermore, a similar study may be investigated in various EFL and ESL contexts with varying dynamics related to classroom interaction since more research into classroom interaction in different contexts may contribute to the literature.

On the other hand, future researchers may analyze in-service EFL teachers' perceptions and reflections on classroom interaction to find out whether they are aware of this significant term or not. Besides, another study that compares the pre-service and in-service EFL teachers' perceptions of classroom interaction can also be recommended as it

may provide valuable data for a commonly criticized point, the effectiveness of teacher education programs for the awareness of classroom interaction. As the last suggestion, a research study focusing on students' perceptions of classroom interaction and factors affecting it might be carried out since students are also an essential part of interaction in the classroom. Their opinions regarding classroom interaction can make a big contribution to the field and to teachers' teaching practices as the findings may offer suggestions for them to provide better interaction.

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## APPENDICES

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## Appendix A – Perception Questionnaire

Değerli Katılımcılar,

Aşağıdaki sorular, Anadolu Üniversitesi İngilizce Öğretmenliği Programında yürütülmekte olan ve amacı İngilizce öğretmen adaylarının sınıf içi etkileşim hakkında düşüncelerini saptamak olan bir yüksek lisans tez çalışması kapsamında hazırlanmıştır. Sorular iki bölümden oluşmaktadır. İlk bölüm sınıf içi etkileşimle ilgili genel düşüncelerinize dair soruları, ikinci bölüm ise Öğretmenlik Uygulaması (İNÖ406) dersinizdeki son öğretmenlik deneyiminizi düşünerek cevaplayacağınız soruları içermektedir. Vereceğiniz içten yanıtlar çalışma için son derece önemlidir. Gönüllü katılımın esas olduğu bu çalışmadan elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacak ve gizli tutulacaktır. Katılımınız ve değerli katkınız için teşekkürler.

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Gönen

### **Birinci Bölüm – Sınıf İçi Etkileşim İle İlgili Genel Düşünceleriniz (Lütfen bu bölümdeki soruları sebepleriyle birlikte açıklayınız.)**

1) Sizce sınıf içi etkileşimin İngilizce eğitimi ve öğrenimindeki rolü nedir?

.....  
.....  
.....  
.....

2) Sizce sınıf içi etkileşimde öğretmenin rolü nedir?

.....  
.....  
.....  
.....

3) Sizce sınıf içi etkileşimi arttırmak için neler yapılabilir?

.....  
.....  
.....  
.....

4) Sizce sınıf içi etkileşimde bir amaç vermenin (giving purpose) rolü nedir?

.....

.....

.....

.....

5) Sınıf içi etkileşimde Türkçe kullanımı hakkında ne düşünüyorsunuz?

.....

.....

.....

.....

.....

6) Sizce öğrencilerin derse katılımını arttırabilmek için neler yapılabilir?

.....

.....

.....

.....

.....

7) Sizce sınıf içi etkileşimde sınıf oturma düzeninin rolü nedir? ( Örn. sıralı oturma düzeni, U tipi oturma düzeni, küme düzeni gibi)

.....

.....

.....

.....

.....

8) Sizce sınıf içi etkileşimde bireysel veya grupla öğretim etkinliklerinin rolü nedir? ( örn. bireysel çalışma, ikili çalışma, grup çalışması gibi)

.....

.....

.....

.....

.....

.....

**İkinci Bölüm – Bu bölümde, Öğretmenlik Uygulaması (İNÖ406) dersinizdeki SON öğretmenlik deneyiminizi göz önüne alarak aşağıdaki soruları cevaplamanız beklenmektedir. Seçmeli sorularda birden fazla seçenek işaretleyebilirsiniz.**

**Dersin amacı:**

**Sınıf düzeyi:**

**1) Öğrenciler derse nasıl katılım sağladılar?**

- |                           |                          |
|---------------------------|--------------------------|
| rol yapma (role play)     | <input type="checkbox"/> |
| tahmin etme alıştırmaları | <input type="checkbox"/> |
| bilgi verme veya toplama  | <input type="checkbox"/> |
| münazara (discussion)     | <input type="checkbox"/> |
| diğer (belirtiniz) .....  | <input type="checkbox"/> |

**2) Ders esnasında öğrencilerin iletişim kurma sebebi/sebepleri neydi? (Örn. haftasonu neler yaptığını anlatmak)**

.....

.....

.....

**3) (a) Aktivitelerinizi gerçekleştirirken öğrencilerinizin Türkçe kullanımına izin verdiniz mi?**

Evet ☐ Hayır ☐

**(b) Lütfen örnek vererek ve nedeniyle birlikte açıklayınız.**

.....

.....

.....

**4) (a) Öğrencilerin derse katılımını arttırmak için herhangi bir teknik/etkinlik kullandınız mı?**

Evet ☐ Hayır ☐

**(b) Eğer cevabınız evet ise, hangi teknikleri/etkinlikleri kullandınız? Örnek vererek açıklayınız.**

.....

.....

.....

5) Sınıf içi etkileşimi artırmak için hangi aktiviteleri, teknikleri veya materyalleri kullandınız?

Derse başlangıç/ısınma aktivitesi (Warm up)

☐

Öğrencileri fikirlerini/deneyimlerini paylaşması için teşvik etmek

☐

İlgi çekici materyaller kullanmak (fotoğraf, video, otantik materyal gibi)

☐

Diğer (belirtiniz) .....

☐

6) (a) Sınıf oturma düzeni nasıldı?

Sıralı oturma düzeni

☐

U tipi oturma düzeni

☐

Küme düzeni

☐

Diğer .....

☐

(belirtiniz)

(b) Sizce sınıf oturma düzeninin değiştirilmesi, sınıf içi etkileşimin artmasına etki eder miydi?

Evet ☐

Hayır ☐

(c) Eğer cevabınız evet ise, nasıl?

.....  
.....

7) (a) Aktivitelerinizin her birini göz önüne aldığınızda öğrenciler nasıl çalıştılar?

bireysel

☐

ikili çalışma

☐

grup çalışması

☐

tüm sınıf

☐

(b) Sizce bu öğretim etkinliklerinden hangisi sınıf içi etkileşimi daha fazla arttırdı? Neden?

.....  
.....

8) Sınıftaki tüm öğrenciler birbiriyle ve öğretmenle iletişim kurdu mu? Örnek vererek açıklayınız.

**Appendix B – Self-reflection Report**  
**ÖĞRETMEN ADAYI YANSITMA RAPORU**

**Öğretmen Adayı:**

**Sınıf düzeyi:**

**Dersin Amacı:**

**Tarih:**

1) Dersinizde neler yaptığınızı kullandığınız aktiviteleri, materyalleri veya teknikleri de göz önüne alarak kısaca açıklayınız.

2) Neden bu aktiviteleri, materyalleri veya teknikleri kullandınız?

3) Kullandığınız bu aktivitelerin, materyallerin veya tekniklerin sınıf içi etkileşim üzerindeki rolü hakkında ne düşünüyorsunuz?

4) Bugünkü dersinizde kullandığınız her bir aktivite göz önüne alındığında sınıf içi etkileşimin yönü nasıldı? Neden bu etkileşim yönünü/yönlerini tercih ettiniz? ( Örneğin; öğretmen-öğrenci, öğretmen-öğrenciler, öğrenci-öğrenci gibi. )

5) Dersiniz esnasında sınıf içi etkileşimi etkileyen faktörler var mıydı? Varsa açıklayınız.

6) Bir daha aynı dersi yapma şansınız olsa sınıf içi etkileşimi artırmak için neler yapardınız? Sebepleriyle birlikte açıklayınız.

## Appendix C – Peer Reflection Report

### AKRAN GERİ BİLDİRİM FORMU

**İzleyen öğretmen adayı:**

**İzlenen öğretmen adayı:**

**İzlenen sınıf:**

**Tarih:**

**Dersin Amacı:**

1) Dersini izlediğiniz arkadaşınızın kullandığı aktivitelerin, materyallerin veya tekniklerin sınıf içi etkileşim üzerindeki rolü hakkında ne düşünüyorsunuz? Lütfen örnek vererek açıklayınız.

2) İzlediğiniz derste her bir aktivite göz önüne alındığında sınıf içi etkileşimin yönü nasıldı?

( Örneğin; öğretmen-öğrenci, öğretmen-öğrenciler, öğrenci-öğrenci gibi. )

3) Ders esnasında sınıf içi etkileşimi etkileyen faktörler var mıydı? Varsa açıklayınız.

4) Dersini izlediğiniz arkadaşınıza sınıf içi etkileşimi arttırmak için önerileriniz nelerdir? Lütfen sebepleriyle birlikte açıklayınız.

## Appendix D – Observation Form

### DERS İÇİ UYGULAMA GÖZLEM FORMU

İzlenen Öğretmen Adayı:

İzlenen sınıf:

Tarih:

Dersin Amacı:

|                                                                    |  |  |
|--------------------------------------------------------------------|--|--|
| <b>Kullanılan Aktivite</b><br><b>(Yönergesi ve Özelliği)</b>       |  |  |
| <b>Aktivite Türü</b>                                               |  |  |
| <b>Aktivite için Harcanan Süre</b>                                 |  |  |
| <b>Aktivitenin Amacı</b><br><b>ve Sınıf İçi Etkileşimdeki Rolü</b> |  |  |
| <b>Kullanılan Materyaller</b>                                      |  |  |
| <b>Öğretmenin Aktivite Sonrası Sağladığı Dönüt</b>                 |  |  |
| <b>Öğretim Tekniği</b><br><b>(Bireysel veya Grupla)</b>            |  |  |
| <b>Sınıf İçi Etkileşim Yönü</b>                                    |  |  |
| <b>Eğitim Dili</b><br><b>(Öğretmen, Öğrenci)</b>                   |  |  |
| <b>Oturma Düzeni</b>                                               |  |  |

## **Appendix E – Semi-structured Interview Questions**

### **GÖRÜŞME SORULARI**

- 1) Sınıf içi etkileşimin İngilizce eğitimi ve öğrenimindeki rolü hakkında ne düşünüyorsunuz?
- 2) Sınıf içi etkileşimde öğretmenin rolü hakkında ne düşünüyorsunuz?
- 3) Sınıf içi etkileşimin artması için ne gibi yöntemlere, tekniklere veya aktivitelere başvurulabilir?
- 4) Sınıf içi etkileşimde Türkçe kullanımı hakkında ne düşünüyorsunuz?
- 5) Sınıf oturma düzeninin (sıralı yerleşim biçimi, U tipi, küme düzeni gibi) sınıf içi etkileşimdeki rolü hakkında ne düşünüyorsunuz?
- 6) Bireysel veya grupla öğretim tekniklerinin (bireysel, ikili veya grup çalışması gibi) sınıf içi etkileşimdeki rolü hakkında ne düşünüyorsunuz?
- 7) Sınıf içi etkileşimi etkileyen başka faktörler var mı? Varsa açıklayınız.

## Appendix F – Permission from Anadolu University

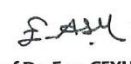
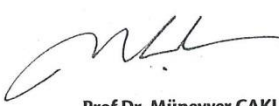
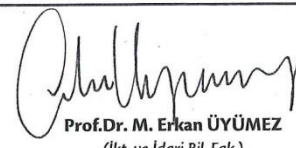
Evrak Kayıt Tarihi: 07.03.2019

Protokol No: 20043

Tarih: 28.03.2019



ANADOLU ÜNİVERSİTESİ  
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU  
KARAR BELGESİ

|                                                                                                                                                         |                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ÇALIŞMANIN TÜRÜ:</b>                                                                                                                                 | Yüksek Lisans Tez Çalışması                                                                                                                   |
| <b>KONU:</b>                                                                                                                                            | Eğitim Bilimleri                                                                                                                              |
| <b>BAŞLIK:</b>                                                                                                                                          | İngilizce Öğretmen Adaylarının Sınıf İçi Etkileşim Üzerine Bakış Açları                                                                       |
| <b>PROJE/TEZ YÜRÜTÜCÜSÜ:</b>                                                                                                                            | Dr. Öğr. Üyesi S. İpek KURU GÖNEN                                                                                                             |
| <b>TEZ YAZARI:</b>                                                                                                                                      | Hafize AYAZ                                                                                                                                   |
| <b>ALT KOMİSYON GÖRÜŞÜ:</b>                                                                                                                             | -                                                                                                                                             |
| <b>KARAR:</b>                                                                                                                                           | Olumlu                                                                                                                                        |
| <br>Prof.Dr. Çoşkun BAYRAK<br>(Başkan-Eğitim Fak.)                   |                                                                                                                                               |
| <br>Prof.Dr. T. Volkan YÜZER<br>(Başkan Yardımcısı-Açıköğretim Fak.) | <br>Prof.Dr. Esra CEYHAN<br>(Eğitim Fak.)                |
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| <br>Prof.Dr. Handan DEVECİ<br>(Eğitim Fak.)                          | <br>Prof.Dr. Emel ŞIKLAR<br>(İkt. ve İdari Bil. Fak.)     |

## Appendix G - Permission from Eskişehir Provincial Directorate of National Education

Ana. Uni. Evrak Tarih ve Sayısı: 29/04/2019-E.24692



T.C.  
ESKİŞEHİR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : 12377788-604.01.02-E.8214709  
Konu : Araştırma İzni

24.04.2019

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(Yazı İşleri Müdürlüğü)

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Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Tezli Yüksek Lisans Programı öğrencisi Hafize AYAZ'a ait Araştırma Projesi Müdürlüğümüz Araştırma ve Sosyal Etkinlik İzinleri İnceleme Komisyonu tarafından değerlendirilmiş ve Valiliğimizce uygun görülmüş olup, Araştırma Değerlendirme Formu ile Valilik Oluru ekte gönderilmiştir.

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Hakan CIRIT  
İl Millî Eğitim Müdürü

EKLER :

- 1-Araştırma Değerlendirme Formu
- 2-Valilik Oluru

BİLGİLENDİRME ASLI  
ELEKTRONİK İMZA DİR  
Tarih: 25 Nisan 2019

Cemal ÇELİKTÖRÜ  
Araştırmacı

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## Appendix H – Consent Form for Perception Questionnaire

### Gönüllü Katılım Formu

Bu çalışma, “**İngilizce Öğretmen Adaylarının Sınıf İçi Etkileşim Üzerine Bakış Açıları** ” başlıklı bir araştırma çalışması olup **İngilizce öğretmen adaylarının sınıf içi etkileşime karşı bakış açılarını ve fikirlerini saptama** amacını taşımaktadır. Çalışma, **Hafize Ayaz** tarafından yürütülmekte ve sonuçları ile **İngilizce öğretmen adaylarının bu alanda düşüncelerine ve bakış açılarına** ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, bir anket yapılarak sizden veriler toplanacaktır.
- İsmınızı yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz. Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi İngilizce Öğretmenliği bölümünden Hafize Ayaz’a yöneltebilirsiniz.

**Araştırmacı adı:** Hafize AYZAZ

**Adres:** Şirintepe Mah. Kùltürler Sokak 13/9 Tepebaşı/ESKİŞEHİR

**Cep tel:** 0 539 897 03 20

**E-posta adresi:** ayazhafize@gmail.com

**Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.**

*(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)*

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

## **Appendix I – Consent Form for Self-reflection Report, Peer Reflection Report and Semi-structured Interview**

### **Gönüllü Katılım Formu**

Bu çalışma, “**İngilizce Öğretmen Adaylarının Sınıf İçi Etkileşim Üzerine Bakış Açıları**” başlıklı bir araştırma çalışması olup **İngilizce öğretmen adaylarının sınıf içi etkileşime karşı bakış açılarını ve fikirlerini saptama** amacını taşımaktadır. Çalışma, **Hafize Ayaz** tarafından yürütülmekte ve sonuçları ile **İngilizce öğretmen adaylarının bu alanda düşüncelerine ve bakış açılarına** ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, Öğretmenlik Uygulaması (İNÖ406-E) dersi kapsamında gerçekleştirdiğiniz dört ders uygulamanız sonrası “Öğretmen Adayı Yansıtma Raporu” ve “Akran Geri Bildirim Formu” toplanarak ve görüşme yapılarak sizden veriler toplanacaktır. Ayrıca araştırmacı tarafından dört dersiniz gözlemlenecek ve “Ders İçi Uygulama Gözlem Formu” doldurulacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz. Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi İngilizce Öğretmenliği bölümünden Hafize Ayaz’a yöneltebilirsiniz.

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*(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)*

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

## Appendix J – Tables for Sub-categories

### RQ1: Role of Classroom Interaction in Language Learning and Teaching

#### *Sub-categories Related to Positive Effects of Classroom Interaction on the Language Learning Process*

| Sub-categories                                 | N*         | %          |
|------------------------------------------------|------------|------------|
| <i>Classroom interaction ...</i>               |            |            |
| provides opportunities for language practices. | 136        | 64         |
| fosters language learning.                     | 78         | 36         |
| <b>TOTAL</b>                                   | <b>214</b> | <b>100</b> |

#### *Sub-categories Related to Positive Effects of Classroom Interaction on Students' Attitudes towards Language Learning*

| Sub-categories                                                      | N*        | %          |
|---------------------------------------------------------------------|-----------|------------|
| <i>Classroom interaction ...</i>                                    |           |            |
| leads students to have positive attitudes towards learning English. | 29        | 79         |
| decreases students' language learning anxiety.                      | 7         | 21         |
| <b>TOTAL</b>                                                        | <b>36</b> | <b>100</b> |

#### *Sub-categories Related to Positive Effects of Classroom Interaction on Opportunities for Feedback*

| Sub-categories                                              | N*        | %          |
|-------------------------------------------------------------|-----------|------------|
| <i>Classroom interaction provides opportunities for ...</i> |           |            |
| self and peer feedback.                                     | 17        | 68         |
| teacher feedback.                                           | 8         | 32         |
| <b>TOTAL</b>                                                | <b>25</b> | <b>100</b> |

***Sub-categories Related to Positive Effects of Classroom Interaction on Language Learning Environment***

| <b>Sub-categories</b>                                                    | <b>N*</b> | <b>%</b>   |
|--------------------------------------------------------------------------|-----------|------------|
| <b><i>Classroom interaction ...</i></b>                                  |           |            |
| provides a more natural environment for language learning.               | 7         | 35         |
| provides an entertaining and relaxing classroom atmosphere for students. | 7         | 35         |
| provides opportunities for building rapport in the classroom.            | 6         | 30         |
| <b>TOTAL</b>                                                             | <b>20</b> | <b>100</b> |

***Sub-categories Related to Negative Effects of Classroom Interaction***

| <b>Sub-categories</b>                                           | <b>N*</b> | <b>%</b>   |
|-----------------------------------------------------------------|-----------|------------|
| <b><i>Classroom interaction ...</i></b>                         |           |            |
| may have negative effects on the language learning environment. | 3         | 100        |
| <b>TOTAL</b>                                                    | <b>3</b>  | <b>100</b> |

**Sub-categories for RQ2**  
**RQ2:Role of Five Specific Factors in Classroom Interaction**

**1) Role of The Teacher in Classroom Interaction**

***Sub-categories Related to Teacher as the Designer of an Effective Lesson***

| <b>Sub-categories</b>                                           | <b>N*</b>  | <b>%</b>   |
|-----------------------------------------------------------------|------------|------------|
| <b><i>Teacher should ...</i></b>                                |            |            |
| use effective activities for classroom interaction.             | 96         | 45         |
| use different methods/techniques for classroom interaction.     | 75         | 35         |
| use effective materials and contents for classroom interaction. | 25         | 12         |
| design an effective lesson for classroom interaction.           | 17         | 8          |
| <b>TOTAL</b>                                                    | <b>213</b> | <b>100</b> |

***Sub-categories Related to Teacher as a Guide in Classroom Interaction***

| <b>Sub-categories</b>                 | <b>N*</b>  | <b>%</b>   |
|---------------------------------------|------------|------------|
| <b><i>Teacher is ...</i></b>          |            |            |
| a guide.                              | 135        | 63         |
| the manager of classroom interaction. | 78         | 37         |
| <b>TOTAL</b>                          | <b>213</b> | <b>100</b> |

***Sub-categories Related to Teacher as the Designer of a Necessary Classroom Atmosphere***

| <b>Sub-categories</b>                                                | <b>N*</b> | <b>%</b>   |
|----------------------------------------------------------------------|-----------|------------|
| <b><i>Teacher is the designer of ....</i></b>                        |           |            |
| the necessary classroom atmosphere for better classroom interaction. | 23        | 62         |
| a relaxing and safe classroom atmosphere for classroom interaction.  | 8         | 22         |
| a fun and motivating classroom atmosphere for classroom interaction. | 6         | 16         |
| <b>TOTAL</b>                                                         | <b>37</b> | <b>100</b> |

***Sub-categories Related to Teacher as the Builder of Positive Relations with Students***

| <b>Sub-categories</b>                             | <b>N*</b> | <b>%</b>   |
|---------------------------------------------------|-----------|------------|
| <b><i>Teacher .....</i></b>                       |           |            |
| should communicate with students positively.      | 20        | 56         |
| should encourage students for better interaction. | 16        | 44         |
| <b>TOTAL</b>                                      | <b>36</b> | <b>100</b> |

## 2) Role of Giving a Purpose in Classroom Interaction

### *Sub-categories Related to Giving a Purpose for Enhanced Classroom Interaction*

| Sub-categories                 | N*        | %          |
|--------------------------------|-----------|------------|
| <i>Giving a purpose ...</i>    |           |            |
| fosters classroom interaction. | 81        | 100        |
| <b>TOTAL</b>                   | <b>81</b> | <b>100</b> |

### *Sub-categories Related to Giving a Purpose for Effective Learning*

| Sub-categories                                | N*        | %          |
|-----------------------------------------------|-----------|------------|
| <i>Giving a purpose ...</i>                   |           |            |
| helps students know what, how and why to do.  | 34        | 53         |
| makes learning more effective and meaningful. | 30        | 47         |
| <b>TOTAL</b>                                  | <b>64</b> | <b>100</b> |

### *Sub-categories Related to Giving a Purpose for Increased Student Attention*

| Sub-categories                     | N*        | %          |
|------------------------------------|-----------|------------|
| <i>Giving a purpose ...</i>        |           |            |
| helps students be more attentive.  | 27        | 55         |
| avoids deviating from the subject. | 22        | 45         |
| <b>TOTAL</b>                       | <b>49</b> | <b>100</b> |

## 3) Role of Using L1 in Classroom Interaction

### *Sub-categories Related to Using L1 When Necessary*

| Sub-categories               | N*         | %          |
|------------------------------|------------|------------|
| <i>L1 should be used ...</i> |            |            |
| at minimum.                  | 94         | 61         |
| for low-level students.      | 56         | 36         |
| for classroom management.    | 4          | 3          |
| <b>TOTAL</b>                 | <b>154</b> | <b>100</b> |

***Sub-categories Related to Not Using L1 at All***

| <b>Sub-categories</b>                                                        | <b>N*</b> | <b>%</b>   |
|------------------------------------------------------------------------------|-----------|------------|
| Target language should be used as much as possible in classroom interaction. | 36        | 51         |
| L1 should not be used.                                                       | 34        | 49         |
| <b>TOTAL</b>                                                                 | <b>70</b> | <b>100</b> |

**4) Role of Student Grouping Techniques in Classroom Interaction**

***Sub-categories Related to Positive Effects of Student Grouping Techniques on Classroom Interaction***

| <b>Sub-categories</b>                               | <b>N*</b> | <b>%</b>   |
|-----------------------------------------------------|-----------|------------|
| <b><i>Using student grouping techniques ...</i></b> |           |            |
| results in increased classroom interaction.         | 25        | 100        |
| <b>TOTAL</b>                                        | <b>25</b> | <b>100</b> |

***Sub-categories Related to Positive Effects of Student Grouping Techniques on the Language Learning Process***

| <b>Sub-categories</b>                         | <b>N*</b> | <b>%</b>   |
|-----------------------------------------------|-----------|------------|
| <b><i>Student grouping techniques ...</i></b> |           |            |
| improve students' various skills.             | 11        | 48         |
| make learning more effective and easier.      | 12        | 52         |
| <b>TOTAL</b>                                  | <b>23</b> | <b>100</b> |

***Sub-categories Related to Positive Effects of Student Grouping Techniques on Peer Feedback***

| <b>Sub-categories</b>                               | <b>N*</b> | <b>%</b>   |
|-----------------------------------------------------|-----------|------------|
| <b><i>Using student grouping techniques ...</i></b> |           |            |
| create opportunities for peer feedback.             | 7         | 100        |
| <b>TOTAL</b>                                        | <b>7</b>  | <b>100</b> |

## 5) The Role of Seating Arrangement in Classroom Interaction

### *Sub-categories Related to the Effects of Seating Arrangement on Classroom Interaction*

| Sub-categories                                | N*        | %          |
|-----------------------------------------------|-----------|------------|
| <i>Seating arrangement has effects on ...</i> |           |            |
| classroom interaction.                        | 44        | 90         |
| classroom atmosphere.                         | 5         | 10         |
| <b>TOTAL</b>                                  | <b>49</b> | <b>100</b> |

### *Sub-categories Related to Ineffectiveness of Seating Arrangement in Classroom Interaction*

| Sub-categories                                       | N*       | %          |
|------------------------------------------------------|----------|------------|
| <i>Seating arrangement ...</i>                       |          |            |
| is not an effective factor in classroom interaction. | 6        | 100        |
| <b>TOTAL</b>                                         | <b>6</b> | <b>100</b> |

## 6) The Role of Other Factors Affecting Classroom Interaction

### *Sub-categories for Factors Related to Students*

| Sub-categories                                            | N*         | %          |
|-----------------------------------------------------------|------------|------------|
| <i>Classroom interaction is affected by students' ...</i> |            |            |
| affective characteristics.                                | 36         | 32         |
| willingness to communicate.                               | 23         | 21         |
| proficiency levels.                                       | 21         | 19         |
| peer relationships.                                       | 13         | 12         |
| use of L1.                                                | 8          | 7          |
| background knowledge.                                     | 6          | 5          |
| age.                                                      | 4          | 4          |
| <b>TOTAL</b>                                              | <b>111</b> | <b>100</b> |

***Sub-categories for Factors Related to the Classroom Context***

| <b>Sub-categories</b> | <b>N*</b> | <b>%</b>   |
|-----------------------|-----------|------------|
| Classroom atmosphere  | 31        | 54         |
| Class size            | 26        | 46         |
| <b>TOTAL</b>          | <b>57</b> | <b>100</b> |

***Sub-categories for Factors Related to the Outer Context***

| <b>Sub-categories</b>                    | <b>N*</b> | <b>%</b>   |
|------------------------------------------|-----------|------------|
| External interruptions                   | 27        | 84         |
| Interruptions of the cooperative teacher | 5         | 16         |
| <b>TOTAL</b>                             | <b>32</b> | <b>100</b> |

**Sub-categories for RQ3**

**The Ways to Increase Classroom Interaction**

***Sub-categories Related to Increasing Classroom Interaction by Planning and Implementing the Lesson Effectively***

| <b>Sub-categories</b>                                                    | <b>N*</b>  | <b>%</b>   |
|--------------------------------------------------------------------------|------------|------------|
| <b><i>To increase classroom interaction,</i></b>                         |            |            |
| a variety of activities should be used.                                  | 430        | 48         |
| a variety of materials should be used.                                   | 218        | 25         |
| a variety of teaching methods, techniques and strategies should be used. | 86         | 10         |
| a variety of student groupings should be used.                           | 65         | 7          |
| a variety of topics and contexts should be used.                         | 59         | 7          |
| the lesson should be designed carefully.                                 | 30         | 3          |
| <b>TOTAL</b>                                                             | <b>888</b> | <b>100</b> |

***Sub-categories Related to Increasing Classroom Interaction by Motivating Students***

| <b>Sub-categories</b>                            | <b>N*</b>  | <b>%</b>   |
|--------------------------------------------------|------------|------------|
| <b><i>To increase classroom interaction,</i></b> |            |            |
| students should be motivated.                    | 160        | 98         |
| students' anxiety should be reduced.             | 4          | 2          |
| <b>TOTAL</b>                                     | <b>164</b> | <b>100</b> |

***Sub-categories Related to Increasing Classroom Interaction by Developing Positive Relationships between Teacher-Student and Student-Student***

| <b>Sub-categories</b>                                       | <b>N*</b> | <b>%</b>   |
|-------------------------------------------------------------|-----------|------------|
| <b><i>To increase classroom interaction,</i></b>            |           |            |
| positive teacher-student relationships should be developed. | 60        | 86         |
| positive student-student relationships should be developed. | 10        | 14         |
| <b>TOTAL</b>                                                | <b>70</b> | <b>100</b> |

***Sub-categories Related to Increasing Classroom Interaction by Organizing Necessary Classroom Environment***

| <b>Sub-categories</b>                                       | <b>N*</b> | <b>%</b>   |
|-------------------------------------------------------------|-----------|------------|
| <b><i>To increase classroom interaction,</i></b>            |           |            |
| a relaxing and safe learning atmosphere should be provided. | 16        | 47         |
| a motivating and fun atmosphere should be provided.         | 6         | 18         |
| class size should be lowered.                               | 5         | 14         |
| a natural learning atmosphere should be provided.           | 4         | 12         |
| proper seating arrangement should be provided.              | 3         | 9          |
| <b>TOTAL</b>                                                | <b>34</b> | <b>100</b> |

***Sub-categories Related to Increasing Classroom Interaction by Providing Peer and Teacher Feedback***

| <b>Sub-categories</b>                            | <b>N*</b> | <b>%</b>   |
|--------------------------------------------------|-----------|------------|
| <b><i>To increase classroom interaction,</i></b> |           |            |
| peer feedback should be provided.                | 10        | 56         |
| teacher feedback should be provided.             | 8         | 44         |
| <b>TOTAL</b>                                     | <b>18</b> | <b>100</b> |

***Sub-categories Related to Other Ways to Increase Classroom Interaction***

| <b>Sub-categories</b>                            | <b>N*</b> | <b>%</b>   |
|--------------------------------------------------|-----------|------------|
| <b><i>To increase classroom interaction,</i></b> |           |            |
| A purpose should be given.                       | 15        | 71         |
| L1 should be used or avoided.                    | 4         | 19         |
| lesson hours should be lowered.                  | 1         | 5          |
| The curriculum should be changed.                | 1         | 5          |
| <b>TOTAL</b>                                     | <b>21</b> | <b>100</b> |