A STUDY ON THE NATURE AND FREQUENCY OF THE INTERACTION AND
THE FACTORS AFFECTING INTERACTION IN LANGUAGE CLASSROOMS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

EMİNE ZENGİN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

DECEMBER 2008

Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Sencer Ayata
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

_____

Assoc. Prof. Dr. Oya Yerin Güneri
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

_____

Assoc. Prof. Dr. Ercan Kiraz
Supervisor

Examining Committee Members

Prof. Dr. Hasan Şimşek   (METU, EDS) _____

Assoc. Prof. Dr. Ercan Kiraz   (METU, EDS) _____

Assoc. Prof. Dr Gölge Seferoğlu (METU, FLE) _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Emine ZENGİN

Signature   :

ABSTRACT

A STUDY ON THE NATURE AND FREQUENCY OF THE INTERACTION AND
THE FACTORS AFFECTING INTERACTION IN LANGUAGE CLASSROOMS

ZENGİN, Emine

M.S., Department of Educational Sciences

Supervisor: Assoc. Prof. Dr. Ercan Kiraz

December 2008, 166 Pages

The purpose of this study was to describe and explore the nature and frequency of the interaction and the factors affecting interaction in language classrooms. This qualitative study was conducted in a private language course in Ankara, Turkey. The sample consisted of 6 teachers. The data were collected through video-camera, semi-structred interview and demographic information log. To tackle the complexity of the raw data, data were first subjected to constant comparison analysis. Second, all results were tabulated and interpreted. The results indicated the amount of teacher talk outweighed student talk and teachers spent on average one third of the lesson on lecturing. Besides, it was observed teachers spent approximately 3 % of the lesson on questioning and teachers ask more low-level questions than high-level questions. In addition, the results revealed teacher-initiated interaction outweighed student-initiated interaction and both teacher-initiated and student-initiated interactions outweighed student-student interaction. It was also observed male students interact with teacher more than females. Lastly, the results indicated teachers criticized males more than females. In addition, the results about the nature of interaction indicated students used the method of "shouting the answer or idea directly" most as the way of initiating interaction with teacher. Furthermore, they had most interaction with teachers so as to ask questions related to the lesson. Also, the results showed the teachers used the method of "addressing the whole class" as the way of

initiating interaction with students. Finally, the teachers used the questioning strategy most as a means of initiating interaction with students.

ÖZ

DİL SINIFLARINDAKİ ETKİLEŞİMİN NİTELİĞİNİ, SIKLIĞINI VE ETKİŞELİMİ ETKİLEYEN FAKTÖRLERİ ARAŞTIRMA ÇALIŞMASI

ZENGİN, Emine

Yüksek Lisans., Eğitim Bilimleri Bölümü

Tez Yöneticisi : Doç. Dr. Ercan Kiraz

Aralık 2008, 166 Sayfa

Bu çalışmanın amacı dil sınıflarındaki etkileşimin niteliğini ve sıklığını ve etkileşimi etkileyen faktörleri araştırmak ve tanımlamaktır. Bu nitel çalışma, Türkiye'nin Ankara ilinde bulunan özel bir dil kursunda gerçekleştirilmiştir. Bu çalışmanın örneklemi altı öğretmenden oluşmuştur. Çalışmanın verisi, video kamera, görüşme ve demografik bilgi formu aracılığıyla toplanmıştır. İşlenmemiş verinin karmaşıklığıyla başedebilmek için, ilk olarak tüm veri sürekli kıyaslama analizi yöntemi kullanılarak analiz edilmiştir. İkinci olarak, tüm bulgular bir bütün halinde tablolaştırılmış ve yorumlanmıştır. Sonuçlar, öğretmen konuşma süresinin öğrencilerinkinden daha fazla olduğunu ve öğretmenlerin, ortalama dersin üçte birini düz anlatım yaparak harcadıklarını göstermiştir. Bunu yanısıra, öğretmenlerin yaklaşık dersin 3 % soru sorarak harcadıkları ve üst düzey sorulara oranla alt düzey soruları daha fazla sordukları gözlemlenmiştir. Yine, sonuçlar, öğretmen tarafından başlatılan etkileşimin, öğrenci tarafından başlatılan etkileşimden daha fazla olduğu ve hem öğretmen hem de öğrenci tarafından başlatılan etkileşimin, öğrenciler arasındaki etkileşimden daha fazla olduğunu açığa çıkarmıştır. Ayrıca, erkek öğrencilerin kız öğrencilere oranla öğretmenle daha fazla etkileşimde bulunduğu ve daha fazla öğretmenle etkileşim başlattığı gözlemlenilmiştir. Son olarak öğretmenlerin, erkek öğrencileri kız öğrencilerden daha fazla eleştirdiği bulunmuştur. Bunların yanısıra, dil sınıflarındaki etkileşimin sıklığına ilişkin sonuçlar, dil sınıflarındaki etkileşimin niteliğine ilişkin sonuçlar,

öğrencilerin etkileşimi başlatmak için en fazla "doğrudan cevabı ya da düşüncelerini yüksek sesle söyleme" yöntemini kullandıklarını göstermiştir. Ayrıca, öğrenciler etkileşimi en fazla dersin konusuyla ilgili soru sormak amacıyla başlatmıştır. Dahası, öğretmenlerin etkileşimi başlatmak için en fazla "tüm sınıfa hitap etme" yöntemini kullandıklarını göstermiştir. Son olarak, öğretmenler öğrenciyle etkileşim kurma aracı olarak en fazla soru sorma tekniğini kullanmışlardır.

Anahtar Kelimeler: Sınıf İçi Etkileşim, Flanders'ın Etkileşim Analizi, Cinsiyet, Sözlü Etkileşim, Dil Sınıfları

To my family,
To my husband

ACKNOWLEGMENTS

I am most thankful to my supervisor Assoc. Prof. Dr. Ercan Kiraz for sharing his invaluable ideas and experiences on the subject of my thesis.

I would like to extend my thanks to all lecturers at the Department of Educational Sciences, who greatly helped me to store the basic knowledge onto which I have built my thesis.

I would like to forward my appreciation to all my friends and colleagues who contributed to my thesis with their continuous encouragement.

I would like to express my deep gratitude to my family, who has always provided me with constant support and help.

Special thanks to my husband for all his help and showing great patience during the process of producing my thesis.

PREFACE

The thesis is composed of five chapters. Chapter 1 first introduces the term "Interaction" and touches on the significance of classroom interaction in effective teaching and learning process. Moreover, the results of the research studies on various aspects of classroom interaction are presented. Besides, the purpose and the significance of study are explained in detail. Lastly, research questions are given.

Chapter 2 presents a detailed review of literature about various aspects of classroom interaction by stressing the importance of it and offering several research studies on classroom interaction. Firstly, effective teaching with its prerequisites and effective teacher with its relation to classroom interaction are mentioned. Secondly, certain teaching methods which are thought to be essential for the sake of good language teaching and learning are given. Thirdly, in addition to the characteristics of the quality instruction, both the models and strategies of teaching are explained in relation to classroom interaction. Next, apart from the explanation of the significant variables in the classroom interaction, the guidelines to achieve interaction in the classroom are presented. Following the key suggestions regarding how to promote classroom interaction and maximize the potential of students' classroom interaction, the aims of the improved classroom interaction are mentioned in detail. Finally, different types of interaction are explained in detail and a mental picture of classroom interaction is given with several suggestions to enhance interaction in grammar lessons.

Chapter 3 provides an explanation about the method of the research study. Specifically, it talks about Flanders Interaction Analysis Scale since some of the research questions have been formulated based on it. Also, in this chapter the design and the population including subjects are mentioned in detail. Moreover, a detailed description of the institution in which the study was conducted, the classroom setting in the institution and the English-teaching system operating there are given. Following the explanation of the research instruments and

reliability and validity, the general procedure of the study including analysis is presented.

Chapter 4 offers the findings of the research study. This chapter has been organized in three parts. In the first part, each lessons addressed as "case" is analyzed on its own under six headings, which are "Teacher-Student Talk, Time Spent on Lecturing and Questioning, Type of the Questions asked, Interaction Type, Gender and Criticism. That is to say, the results regarding the frequency of the interaction in language classrooms are presented. In the second part, the results regarding the nature of the interaction in language classrooms are given under two main headings, which are "Student-initiated Interaction" and "Teacher-initiated Interaction". In third part, the interview results are presented and interpreted.

Chapter 5 discusses the results of the study. Moreover, the results are discussed in comparison to the results of the previous research studies. At this point, similarities and differences in the results are given and the possible reasons for the differences in the results are presented. Furthermore, this chapter gives information about the implications of the study and offers several recommendations to the teachers in order to enhance interaction in the classroom. These suggestions are given by taking the results of the research study into consideration and putting much stress on the importance of classroom interaction in the effective teaching-learning process. Also, certain recommendations are made for researchers.

Appendix-A includes the questions of semi-structured interview done with the language teachers who were observed for two consecutive grammar lessons.

Appendix-B involves the demographic information log, which aimed to get basic information about the overall performance of the students their motivation in English is given.

Appendix-C consists of a sample lesson, which displays how the actual interaction emerged in the classroom. For this, Case 5 / 2.lesson was transcribed as a sample for the readers to see the actual interaction.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

FIGURES

LIST OF SYMBOLS

➔   Interaction

\#   Number

▮   Female Students

▮   Male Students

▮   Female Teachers

▮   Male Teachers

LIST OF ABBREVIATIONS

FIA	Flanders Interaction Analysis
T	Teacher-initiated interaction
S	Student-initiated interaction
times	Refers to the number of total interactions
Int.	Interaction
sec.	Second
M	Male
F	Female

CHAPTER 1

INTRODUCTION

This chapter introduces what interaction is and emphasizes the significance of the classroom interaction in the effective teaching and learning process. Moreover, the chapter includes explanations about the purpose and importance of the study as well as the presentation of the research questions.

1.1 Background of the Study

The link between learning and interaction has managed to be the main focus of arguments among educationalists throughout the education history. Various aspects of interaction in effective learning have been studied by many researchers. There exist differing results but all educationalists agree on the fact that interaction has a crucial role in the learning process. In line with this view, Rivers (1987) pointed out,

> Learning takes place in a double context: On the one hand, students learn words and grammatical structures that refer to an established distant culture, the external context of language. On the other hand, they use these words and structures to communicate with others in the classroom. This internal context of language brings about an interaction that is created anew by every group of teacher and learners. It is through the interaction with this social group that the language is used and learned. (p. 17)

In support of the idea above, the model proposed by Bruner and Haste (1987) describes learning as a complex 'interweaving' of 'language, interaction and cognition' (cited in Cooper & McIntyre, 1996, p. 117). Thus, interaction, which refers to "reciprocal face-to-face action", is the fundamental requirement of effective teaching and learning process (Robinson, 1994, p. 7). This is the same in language learning area. Allwright (2000) pointed out, "Classroom interaction in the target language can now be seen as not just offering language practice, nor

just learning opportunities, but as actually constituting the language development process in itself" (p. 7). Classroom interaction can be "either verbal, channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing etc" (Robinson, 1994, p.7). Besides, Rivers (1987) pointed out, "The interaction may be quiet; it may be noisy; it may be alert and dynamic; it may take place in large groups, small groups, or pairs; but it will be there, with students deeply involved in tasks and activities that draw on their creativity and stimulate that of the teacher" (p. 9).

Even though the importance of classroom interaction in language learning has always been stated, classroom interaction has managed to be the focus of a great deal of research over the past twenty-five years. These research studies have been carried out under various headings reflecting different aspects of classroom interaction. One of them is the gender factor in interactive classroom environment. Research on gender factor in classroom interaction suggested that males interacted with the teacher more compared to females (Brophy, 1985; Ilatov et al., 1998, cited in Gayle et al., 2006, p. 131; Sadker, Sadker, & Klein, 1991). In addition to gender factor in classroom interaction, teacher and student talk have also become the focus of much research. They revealed that the amount of teacher talk outweighs that of student talk (Myhill, Jones & Hopper, 2006; Sinclair & Brazil, 1982). Another factor investigated is the role of questioning in classroom interaction. The research studies suggested that questioning has a great impact on increasing classroom interaction (Muijs & Reynolds, 2005; Ornstein & Lasley II, 2004).

1.2   The Purpose of the Study

It is a well-known fact that effective teaching has always been a difficult and demanding job. "Poor teaching" is really the existence of an interaction problem that is allowed to go unresolved (Gorman, 1969, p. v). To put it another way, classroom interaction is an essential component of effective teaching and learning process. However, some research studies indicated that students are offered limited opportunities to participate in the language of the classroom, thereby depriving students of opportunities of interaction in class (Sinclair & Brazil, 1982). In support of this view, teachers throughout recorded history have tried in various

ways to reach their students, yet problems of passive learners and dominating teachers still exist (Gorman, 1969, p. v). However, students remember content longer when they are actively involved in the lesson by interacting with both the teacher and peers (Ornstein & Lasley II, 2004). Moreover, Freire (1970) puts much emphasis on the importance of classroom interaction by saying that no learning takes place in a class where the teacher teaches and students are taught and the teacher talks and students listen (cited in Robinson, 1994, p. 15). Robinson (1994) is also strongly in favor of the classroom interaction by asserting, "at the heart of teaching and learning lies classroom interaction" (p. 14).

Taking into consideration all the information above regarding the important role of interaction in the learning process, this research study was conducted:

- ❖ To describe and explore the frequency of teacher to student, student to teacher and student to student interaction in language classrooms
- ❖ To describe and explore the nature of both teacher-initiated and student-initiated interaction in language classrooms
- ❖ To investigate whether the amount of teacher talk outweighs student talk
- ❖ To investigate how much time teachers spend on lecturing and questioning in language classrooms
- ❖ To explore the impact of learner gender on interaction with the teacher
- ❖ To investigate the impact of learner gender on criticism made by the teacher

Based on the purpose of the study stated above, the following research questions were formulated:

1.3   Research Questions

This qualitative research study, which was carried out in a private local language course in Ankara by mainly video taping six language classrooms, each of which was observed for two consecutive hours as well as interviewing three teachers and the administration of the demographic information log to six teachers, was conducted in order to respond to the following questions:

1) In what ways do teacher talk and student talk serve as a factor in creating interactive learning environment?

a) Does the amount of teacher talk outweigh student talk?
b) How much class time does the teacher spend lecturing?
c) How much time does the teacher spend questioning?
d) Does the teacher ask higher-level or lower-level questions more?
e) Does teacher-initiated interaction outweigh student-initiated interaction?
f) Do both teacher to student and student to teacher interactions outweigh student to student interaction?

2) To what extent does the gender of the students serve as a factor influencing the interaction in language classes?

a) Do male or female students interact with the teacher more?
b) Do male or female students initiate interaction with the teacher more?
c) Does the teacher criticize male or female students more?

3) What shapes the nature of student initiated interaction in language classrooms?

a) In what ways do students initiate interaction with the teacher?
b) For what purposes do students initiate interaction with the teacher?

4) What shapes the nature of teacher-initiated interaction in language classrooms?

a) In what ways do teachers initiate interaction with students?
b) Which methods do teachers usually use as a means of initiating interaction with students?

1.4　The Significance of the Study

Classroom interaction has been the subject of interest of several researchers (e.g., Cazden, 2001; Edwards & Mercer, 1987; Edwards & Westgate, 1994, cited in Chin, 2006, p. 1315). Moreover, the significance of interaction has been acknowledged by these research studies. Both students and teachers appear to recognize that interpersonal communication is a key to building relationships that promote learning (Simonds, Jones & Bedore, 1994, cited in Gayle, Preiss, Burrell & Allen, 2006, p. 129). The reason why interaction is highly significant in language learning is that by means of interaction, learners are able to proliferate their level of language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals (Rivers, 1987). In addition, learners have the great chance to share what they know of the language with their peers by the help of interaction. Also, Rivers (1987) asserted, "In a second-language situation, interaction becomes essential to survival in the new language and culture, and students need help with styles of interaction" (p. 5). In support of this view, educationalists believe that interaction between students and teacher are fundamental to the learning process (Willson, 1999) because the interactionist view of language learning is that language acquisition is the result of an interaction between the learner's mental abilities and the linguistic environment.

The main assumption behind this research study is that interaction in language classrooms will lead the learners to better learning, and will activate their competence (Thomas, 1991). The reason is that Long's (1981) *Interaction Hypothesis* suggests that language learners are required to be active learners and participants when receiving language input. Since only listening to new language structures will not lead to successful language learning, the learner needs to become an active participant in the target language by using received input in immediate interaction and communicative patterns with other learners. In short, Long's interaction hypothesis proposes that language learning is strongly facilitated by the use of the target language in interaction. Moreover, Brock (l986) also maintains that an increase in the amount of classroom interaction will help (foreign) language learners learn the target language easily and quickly. Hence, this research study will serve as a contribution to revealing the value of interactive

aspect of classroom behaviors. In addition, this research study will serve as a persuasive means of making the teachers who are still in favor of traditional teaching be aware of the significance of classroom interaction and encourage them to involve students actively in class by structuring activities which let both teacher-student and student-student interaction for the sake of effective learning. What's more, this research study will strive to reveal the importance of variety in interaction and shed light on teaching and learning process.

1.5   Definition of Terms

The following are the terms, which will be used extensively in this study. The scope of these terms used in this study was determined based on Flanders Interaction Analysis Scale. So, they are given with accompanying explanations below:

Interaction: refers to a process of mutual accommodation, with the addresser acting upon the addressee to cause a reaction, which in turn informs an action performed by the previous addressee, now turned addresser, upon the new addressee, which causes a reaction in the same way, and so on" (Thomas, 1991, p. 37). To put it another way, interaction means acting reciprocally, acting upon each other" (Thomas, 1991, p. 7).

Teacher Talk: It involves seven categories proposed by Flanders (1965, p. 20) as follows:

1. Accepts feeling: Accepts and clarifies the tone of feeling of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included.

2. Praises or encourages: Praises or encourages student action or behavior. Jokes to release tension, but not at the expense of another individual; nodding head or saying "Urn Hmmm?" or "Go on" are evidenced to encourage students.

3. Accepts and uses ideas of student: Clarifying, building ideas suggested by a student. As teacher brings more of his or her own ideas into play, shift to category

6

4. Asks questions: Asking a question about content or procedure with the intent that a student will answer.

5. Lecturing: Giving facts or opinions about content or procedure; expressing his or her own ideas, asking rhetorical questions.

6. Giving directions: Directions, commands, or orders with which students are expected to comply.

7. Criticizing or justifying authority: Statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he or she is doing; extreme self-reference.

Student Talk: involves **(1)** Response which refers to the talk by students in response to teacher. Teacher initiates the contact or solicits student statement, **(2)** Initiation which refers to the talk initiated by students. If "calling on" student is only to indicate who may talk next; observer must decide whether student wanted to talk (Flanders, 1965, p. 20).

Questioning: It refers to asking a question about content or procedure with the intent that a student will answer (Flanders, 1965, p. 20).

Lecturing: It refers to giving facts or opinions about content or procedure; expressing teacher's own ideas, asking rhetorical questions (Flanders, 1965, p. 20).

High-level Question: It refers to the questions entail complex and abstract thinking and have more than one answer, that is, open to comment (Ornstein & Lasley II, 2004, p. 211)

Low-level Question: It refers to the questions require memory and recall of information and have one correct answer such as "When was Turkish Republic founded?" (Ornstein & Lasley II, 2004, p. 211).

Gender: refers to the physical and/or social condition of being male or female

Criticism: refers to the statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he or she is doing; extreme self-reference (Flanders, 1965, p. 20). Moreover, a verbal intervention by the teacher indicating disapproval of pupil action/ behavior was also coded as Criticism.

Participation: In the context of this study, student participation means, "offering ideas and thought spontaneously, volunteering to answer questions, answering questions when called on, demonstrating at the chalkboard, talking to peers or the teacher about tasks and completing written work"(p. 1760, cited in Kahveci & Imamoğlu, 2007).

In the following chapter, a review of literature regarding what makes teacher effective and what makes teaching effective, certain models of teaching and instructional strategies in the context of interaction, types of interaction with accompanying guidelines to promote interaction in the classroom and the interactive grammar exercises as a means of enhancing interaction in grammar lessons is presented in detail.

CHAPTER 2

REVIEW OF LITERATURE

This chapter gives a detailed review of literature about the classroom interaction by presenting several research studies on various aspects of the classroom interaction.

2.1 Effective Teaching

Effectiveness in teaching has managed to be the focus of many arguments among educationalists. It is an indisputable fact that effective teaching is a hard and demanding job. Effective teaching is a continual learning process, and each school year brings changes to which competent teachers must adapt (Stronge, Tucker & Hindman, 2004, p. 7). In this modern day and age, Borich (2004) pointed out, "Most modern definitions of effective teaching identify patterns of teacher-student interaction in the classroom that influence the cognitive and affective performance of students (p. 38). In addition, Borich (2004) proposed the following as the key elements of effective teaching:

1. **Lesson clarity:** This refers to logical, step by step order, clear and audible delivery of the lesson without distracting mannerisms.

2. **Instructional variety:** This refers to the variability in instructional materials, questioning, types of feedback and teaching strategies.

3. **Task orientation:** This refers to the achievement (content) orientation as opposed to process orientation, maximum content coverage and time devoted to instruction.

4. **Student engagement:** It entails limiting opportunities for distraction and getting students to work on, think through and inquire about the content.

5. **Success rate:** 60 % to 70 % of time spent on tasks that afford moderate to high levels of success, especially during expository or didactic instruction (p. 38).

Apart from the key elements essential to the effective teaching, Borich (2004) came up with the following helping behaviors in order to demonstrate effective teaching:

1. **Use of student ideas and contributions:** Using student responses to foster the goals of the lesson and getting students to elaborate on and extend learned content using their own ideas, experiences and thought patterns.

2. **Structuring:** Providing advance organizers and mental strategies at the beginning of a lesson ad creating activity structures with varied demands.

3. **Questioning:** Using both content (direct) and process (indirect) questions to convey facts and to encourage inquiry and problem solving.

4. **Probing:** Eliciting clarification, soliciting additional information, and redirecting when needed.

5. **Enthusiasm:** Exhibiting vigor, involvement, excitement, and interest during classroom presentations through vocal inflection, gesturing, eye contact and animation (p. 38-39).

As expressed above, effective teaching requires teacher-student interaction to a great extent. To achieve this, teachers are supposed to involve students as much as they can by bringing instructional variability to the lessons such as changing their teaching strategies as well as showing approachable attitude towards their students. At this point, teachers can use questioning strategy properly as an

alternative in order to enhance interaction. Moreover, teachers can extend the content of the lessons by taking students' ideas and experiences into consideration in the lessons that are delivered step by step and accompanied by advance organizers.

2.1.1   Structure, Process and Attitude in Effective Teaching

In traditional classrooms, the structure is that students sit in rows and the teacher stands at the very front. Moreover, the teacher is regarded as the authoritarian figure and expert in the classroom. In addition, the teacher is the decision-maker. That is, s/he decides what to do and how to do the activities in class. To sum up, communication goes from teacher to students.

If this structure is changed, the process and attitudes will change accordingly and this will certainly help to create effective teaching and learning in the classroom. In this changed structure, the roles of both the teacher and students alter. To go into further detail, students undertake more responsibility for their own learning. They talk to each other as well as to the teacher, not all communication has to flow through the teacher, and there is more student participation expected in terms of planning, executing, and evaluating (Gorman, 1969, p. 34). The teacher is no longer the controller but a guide to students in class. In summary, this changed structure enhances the classroom interaction and it is most likely to result in effective teaching in the classrooms. The framework for the interaction in traditional classroom is as follows:

(1)		(2)		(3)
input	→	interaction	→	output
initial human situation	→	subsequent activities	→	outcomes
STRUCTURE	→	**PROCESS**	→	**ATTITUDE**
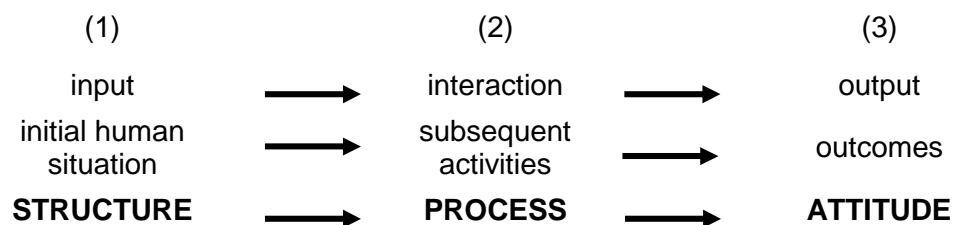
Figure 1: The Framework for the Interaction in Traditional Classrooms

(Source: Gorman, 1969, p. 36)

11

2.2 Effective Teachers

No agreed definition of an effective teacher has been produced among educationalists and they have put forward several claims regarding the characteristics of effective teachers. However, it is an undeniable fact that one of the features of an effective teacher is to create an interactive learning environment. That is to say, enhancing classroom interaction is considered a clear indicator of teacher effectiveness. In line with this feature, then an effective teacher should undertake the proper teacher role and teacher style, which will let the classroom interaction emerge. Moreover, an effective teacher is supposed to be aware of the learner needs and balance teacher-student talk in class so as to create an interactive learning environment. In summary, in order to be proficient and productive students, language learners need many opportunities to interact in social and academic situations. Effective teachers encourage their students' participation in classroom discussions, welcome their contributions, and motivate them by such practices (Cazden, 2001; Stipek, 2002, cited in Mohr & Mohr, 2007, p. 440).

2.2.1 Common Characteristics of Effective Teacher

The characteristics that teachers have exert a profound impact on the effectiveness of teaching (Yapıcı & Gülveren, 2008). Therefore, throughout the history of education, there has been an ongoing argument about what makes teachers effective. There exist a great number of features of being an effective teacher but Stronge suggested the following common characteristics for effective teachers (cited in Ornstein & Lasley II, 2004, p. 15-16):

- Effective teachers consistently behave in a friendly and personal manner while maintaining appropriate teacher-student role structure.
- Effective teachers work with students as opposed to doing things to or for them.
- Productive interactions involve giving students responsibility and respect; also treating secondary students as adults when appropriate.

- Teachers who are considered effective allow students to participate in decision-making.
- Effective teachers pay attention to what students have to say.
- Students indicate that effective teachers spend more time interacting and working directly with them than do ineffective teachers.
- When interacting with students, effective teachers demonstrate a sense of fun and a willingness to play or participate.
- Effective teachers have a good sense of humor and are willing to share jokes.

Effective teachers are thought to empathize with students while maintaining control, setting standards, and allowing students the freedom to assume responsibility and learn (Gayle et al., 2006, p. 130). Moreover, effective teachers are supposed to praise students' accomplishments, thereby let their progress be recognized and they will be motivated to continue their training and learning experience (Colletti, 1987, p. 20). In summary, being an effective teacher requires both a certain type of personality such as patience, harmony, enthusiasm, etc and certain professional features such as effective use of class time, providing variety, asking questions, etc (Tatar, 2004). In addition to this, learners give more importance to the attitudes of the teacher rather than his/her cognitivist and psychomotor features (Yapıcı & Gülveren, 2008).

2.2.2   The Roles of a Teacher in Classroom Interaction

Classroom interaction is realized by both the teacher and student. However, teacher undertakes certain roles in classroom interaction. To cite an example, the teacher serves as an orchestrator of the interactions, conducting the responses from the class, signaling who should contribute, and controlling the outcomes and this view has been supported by the Bullock Report (Myhill et al., 2006, p. 14). Moreover, Edwards and Westgate (1994) found interaction patterns where the teacher played the role advocated by Bullock (cited in Myhill et al., 2006, p. 14). In addition to being an orchestrator, the teacher undertakes the role of being a supporter of students' learning and interaction (Kumpulainen & Wray, 2002, p.143). What's more, Kumpulainen and Wray (2002) pointed out,

> In the classroom, a teacher is likely to face situations in which it may be necessary to participate in the students' group interactions in order to guide the students onto meaningful learning trajectories. The teacher's skills in monitoring students' group interactions, timing interventions and providing the right level of assistance are highly significant and urgently need further investigation. (p.144)

Considering the information given above, it is a fact that teachers may undertake various roles in the classroom but the most important thing is to have the role, which will let the teacher create a fruitful and interactive learning environment. So, it can be said that teachers are the creators of classroom interaction through the role they undertake in the classroom.

2.2.3   Research on Teacher Styles

Several research studies on teacher styles have been conducted and they came up with two major teacher styles, which are *authoritarian* and *democratic* teachers. Whereas the first one is the authoritarian teacher who serves as the director of the class, which matches Flanders direct teacher, another teacher style is the democratic teacher who encourages group participation and is willing to let students share in the decision-making process, which fits Flanders indirect teacher figure (Ornstein & Lasley II, 2004). Flanders found that all types of students in all types of subject classes learned more and exhibited more constructive and independent attitudes with indirect teachers in the indirect classrooms than did students in the direct classrooms (cited in Ornstein & Lasley II, 2004, p. 44).

Considering the information given above, it can be said that direct teachers have a tendency to create teacher-student interaction pattern in class since the communication flows from teacher to student. On the other hand, indirect teachers tend to result in both student-teacher and student-student interaction patterns because they encourage active student participation and display constructive attitude towards students as expressed above.

2.2.4   What a Language Student Needs

An effective teacher is supposed to know what a learner needs to create a fruitful and interactive learning environment. Likewise, an effective language teacher should be aware of their language students' needs and the essential learning conditions to provide an effective learning atmosphere. As assistance to the teachers in terms of the awareness of language learning students' needs, Jule (2004) that language learning students are in need of the following conditions to learn the target language in classroom:

1. A comfortable, low-stress environment
2. Language that is purposeful and used for real learning tasks
3. Activities that allow for a range of language functions
4. Comprehensible teacher talk, including meaningful questioning techniques and one on one time
5. Teacher talk that is challenging and meaningful
6. Language activities that are structured to be able to use the language being modeled.
7. Opportunities to work with peers in problem solving and collaborative learning situations.
8. One's first language and culture clearly acknowledged by the teacher. (p. 54)

As mentioned above, an effective language teacher should be aware of the essential conditions that language learning students are in need of. The primary reason is that knowing students' needs is a main indicator for a teacher's effectiveness. As for language teachers, they are expected to know that language students need a stress-free learning environment in which challenging, real-learning activities are organized and opportunities to use the target language and learn the target language in an interactive way are offered to the students.

In addition to the points explained above, language learners need to receive comprehensible input and feedback, which are provided through interaction (Gass & Torres, 2005). Here, comprehensible input is limited to the Long's interaction hypothesis (Gass & Torres, 2005) proposing that when learners are engaged in

two-way meaningful communication that necessitates information exchange, they turn out to have a tendency to produce more negotiated language modification. Negotiated language modification involves comprehension check (Do you understand?), clarification request (What did you say?), or confirmation checks (Did you say the cat?) (Allwright & Bailey, 1991). In addition, Long's interaction hypothesis suggests that conversational modifications that teachers and learners lead messages to be more comprehensible and this naturally reinforces acquisition (Long, 1980 & 1996).

2.2.5   Teacher Talk and Classroom Interaction

It is commonly believed that teachers talk much more than students in class. In support of this view, the results of the first ORACLE project carried out in 1976-1978 by observing the interaction in the primary classroom indicate that whereas the teacher spent 78 per cent of the time interacting with children, a student spent 84 per cent of time working on his/her own (Sinclair & Brazil, 1982, p. 7).

There has been a common interaction pattern called the IRF pattern. The teacher *initiates* a spoken sequence, a child *responds*, and the teacher provides *feedback*, then moves on to the next IRF sequence (Myhill et al., 2006, p. 15). It is obvious that IRF sequence results in imbalance in interaction because the teacher automatically occupies two-thirds of the turns in any sequence, and all the children in the class have to share their one-third opportunity to contribute (Myhill et al., 2006, p. 15).

Alexander (2003) put forward the following as the features of this typical interaction pattern in classroom:

- Interactions tend to be brief rather than sustained;
- Teachers ask questions about content, but children may ask questions only about points of procedure;
- Closed questions predominate;
- Children concentrate on identifying 'correct' answers;
- There is little speculative talk or 'thinking aloud';

- The child's answer marks the end of an exchange and the teacher's feedback formally closes it. (p. 32, cited in Myhill et al., 2006, p. 15)

Even though the pattern above is believed to be the typical one resulting in imbalance in talk, this can be broken down by the teachers and they can encourage students to produce more student talk in the classroom. Otherwise, the increase in teacher talk leads to the decrease in student talk; thereby decline in teacher-student interaction and student-student, which serve as an inevitable feature of effective teachers.

2.3   Good Language Teaching Methods

Effective teachers skillfully exhibit effective teaching in their classrooms. That is to say, they are the creators of effective learning process realized in the classroom. To accomplish this, teachers should be selective in their teaching methods to be put into practice in the classroom. This is the case for language teachers. They should select the most appropriate language teaching method for their students among several ones. While doing this, language teachers are required to know the basic features of good language teaching methods. Here Gibbons (1998) declared that good language teaching methods include:

1. Providing a comfortable learning environment: "positive responses by teachers to children's first language and culture are important in enhancing learners' self-esteem and developing their confidence" (p. 11)

2. Planning opportunities for meaningful interaction between peers: "the peer group is a powerful resource to the learner, providing a wide range of models of language use, and the need to communicate offers the learner a real motivation to use language" (p. 11)

3. Providing and structuring opportunities for language students to be problem solvers rather than information receivers: "this will involve collaborative learning, where the children are given responsibility for some of their own or group's learning" (p. 11)

4. Presenting models of language that are understandable as well as expressing new ways to create meaning.

5. Providing frequent opportunities for interaction between teacher and individual students: "…The quality and quantity of personal interactions with the teacher become a major resource for children's language development" (p. 11).

6. Providing modeling of various questions: "the questions language teachers ask are an important way to create the situations where certain language patterns are likely to occur" (p. 21). Such question types include classifying, describing, evaluating, explaining, generalizing, inferring, predicting, hypothesizing, and recalling information (p. 23-25, cited in Jule, 2004, p. 55).

Taking the information above into consideration, it can be said that teachers should be selective in the teaching methods to be applied in the classroom. While selecting the proper teaching method, language teachers should be careful about whether the chosen language teaching method will provide students with a relaxed learning atmosphere and offer excellent opportunities for teacher-student and student-student interaction and students' being active learners rather than passive listeners in the classroom.

2.4 The Models of Teaching

Teaching models involve steps and procedures to produce desired outcomes effectively. They also reflect the roles of the teacher and learner, the structure and delivery of the lesson, the flow of the communication and type of interaction as well as the dominance of interaction in class. Therefore, all models of teaching have both benefits and drawbacks. Here teachers can demonstrate effective teaching by choosing the one as the foundation for instruction and supplement it with instructional strategies such as questioning, etc. Three main models of teaching are described briefly and explained with respect to classroom interaction below.

2.4.1   Direct Instruction

Direct instruction is also known as *active teaching* or *whole class teaching*. The teacher is actively involved in bringing the content to the students by teaching the whole class directly in a presentation-recitation format (Muijs & Reynolds, 2005, p. 27; Dell'Olio & Donk, 2007, p. 72; Borich, 2004). Moreover, direct instruction involves large amounts of teacher talk, questions and answers, review and practice and the immediate correction of student errors (Borich, 2004, p. 208). In this teaching style whereas the teacher undertakes the active role, students have the passive role of being listeners in class. In order to demonstrate an effective instruction, the lesson needs to be well structured and the teaching material should be given in steps. Although direct instruction proves to be effective in teaching the basic skills in large and crowded classes, it has some limitations, which is that "the role of pupils may become too passive, leading to overdependence on the teacher and underdevelopment of independent learning skills" (Gipps & McGilchrist, 1999, cited in Muijs & Reynolds, 2005, p. 40). With respect to interaction, direct instruction has a tendency to create teacher-student interaction since it is a whole class teaching method. However, student involvement can be promoted through peer interaction in direct instruction.

2.4.2   Indirect instruction

In indirect instruction, students brainstorm many items in response to teacher's initial question, find relationships among items in the data they have generated, organize and reorganize their data, name their groups and write summary statements that communicate their interpretations (Dell'Olio & Donk, 2007, p. 177). To put it another way, students discover relationship among the teaching materials exploited in guide of the teacher. This indicates that indirect instruction is more student-centered compared to direct instruction because the flow of the lesson is determined by the students' responses to teacher questions. With respect to the roles in class, different from direct instruction, students have active roles and teachers serve as a guide in the lesson. Moreover, indirect instruction is appropriate for teaching critical thinking or higher-level skills. Regarding interaction pattern, indirect instruction creates environment for student-student interaction besides teacher to student or student to teacher interaction since this

teaching style involves group discussions, which includes student exchanges with successive interactions among large numbers of students (Borich, 2004).

2.4.3   Cooperative Learning

Cooperative learning entails students to work in an interactive way so it assigns students individual responsibility in group work, that is, cooperative learning requires positive interdependence, face to face interaction, individual accountability, student involvement, and good listening skills (Orlich, Harder, Callahan, Trevisan & Brown, 2004, p. 299). In addition, Borich (2004) asserts that teachers need to take the following components into consideration while organizing cooperative learning activities:

- Teacher – student interaction since it promotes independent thinking.
- Student-student interaction since it encourages the active participation and interdependence of all members of the class.
- Task specialization since it creates an activity structure whose end product depends on the sharing, cooperation and collaboration of individuals within groups.
- Role expectations and responsibilities since they facilitate the work of the group to promote communication and sharing among its members. (p. 356)

Considering the information above, it can be inferred that cooperative learning provides students with the golden opportunities to improve their social skills and self-esteem through group work and let students involved in decision-making process in class by creating active learning atmosphere in class.

2.5   Instructional Strategies

Instructional strategies are employed by teachers to create fruitful learning environments and to organize and run the activities in which the teacher and learner will be involved in throughout the class. It is for sure that there exist many instructional strategies and all of them do have certain drawbacks; therefore, it proves to be essential to form a balance between the uses of the strategies.

Certain teaching methods are mostly identified with particular instructional strategies but still a variety of strategies can be employed within a method. While some strategies lead students to be active participants in the lesson, thereby encouraging interaction, some may attribute the role of being passive learner to the students if not accompanied by certain instructional strategies. To sum up, whereas some instructional strategies can enhance interaction by its nature, some may not. At this point, it is the teacher's responsibility to provide a variety of instructional strategies in order to increase the classroom interaction, thereby provide active involvement of the learners in the lesson. Here four instructional strategies, which are Practice& Drill, Questioning, Lecture and Student-Centered Learning, are presented below with accompanying explanations with respect to classroom interaction:

2.5.1 Practice & Drill

Practice & drill is employed in direct instructional methods because it is used to reinforce the basic academic skills and teaching materials are divided into small units and exploited in small steps and correct responses are reinforced by teacher (Ornstein & Lasley II, 2004, p. 202). As to classroom interaction, since practice & drill is employed in many direct instructional methods, it also creates teacher-student interaction but lack of student- student interaction in class.

2.5.2 Questioning

Questioning is described as a way of teaching which provides students with the opportunity to give answers to a series of questions prepared by the teacher and comment on different points or make generalizations through these questions (Aydın, 2001). Moreover, Aydın (2001) claimed that the most important thing in questioning is not the question, but the answer given by the student because questioning creates an environment for the students to think and share what they think.

It is an indisputable fact that questioning is the most widely used form of teacher-pupil interaction (Muijs & Reynolds, 2005, p. 48). It is an inevitable part of effective teaching because questioning can help students to clarify the points in their minds

and think of them in depth by challenging them. Moreover, questioning helps teacher to determine whether students comprehend the target content or not. However, it is highly important to form a balance between the types of the questions, so questions are separated into two broad categories as low-level versus high-level questions and Ornstein and Lasley II (2004) describe them as follows:

> Whereas low-level questions require memory and recall of information and have one correct answer such as "When was Turkish Republic founded?", high-level questions entail complex and abstract thinking and have more than one answer, that is, open to comment. After asking low-level questions, teacher is supposed to move on to the high-level questions. (p. 211)

Since low-level questions are mostly simple, many students can have the opportunity to take part in the lesson. Therefore, they increase teacher-student interaction in class. As for the high-level questions, some students may avoid participating since they require critical thinking and difficult to word the answer, so this may decrease teacher-student interaction. However, since there are alternative correct answers to these questions, they will offer students the chance to exchange their ideas and discuss the different opinions, thereby increasing student-student interaction in class.

Myhill et al. (2006) asserted the benefit of questioning as follows:

> Increasing effectiveness of children's participation in whole class teaching through better use of questioning enables children to become more involved in their own learning because the more each child is aware of his or her own understanding or uncertainties and the more he or she is encouraged to express those understandings, the better the classroom is as a community of learners who can see the interrelationships and connections between what they know and understand. (p. 21)

It is an undeniable fact that asking and answering questions are typical interactions and are expected in most classrooms (Weber & Longhi-Chirlin, 2001, cited in Mohr & Mohr, 2007, p. 441). That is to say, questioning plays a crucial role in enhancing classroom interaction. In order to achieve this, while using questioning strategy, teachers need to take into consideration "Wait-Time,

Directing, Redirecting and Probing, Commenting and Praising", which are explained below respectively:

2.5.2.1 Wait-Time

It refers to the interval between teacher's asking question and student's giving response to the question. One study by Mary Budd Rowe indicated that the average amount of wait time is one second (cited in Ornstein & Lasley II, 2004, p. 214).

Ornstein and Lasley II (2004) claimed that increase in wait time exerts a profound impact on student answers:

- length of response increases
- appropriate responses increase, thereby failure to respond decreases
- confidence (as reflected in an affirmative rather than a questioning tone of voice) increases
- student-to-student responses increase
- student questions increase. (p. 217)

Considering the information above, it can be concluded that increasing wait time results in increasing interaction (both teacher- student and student-student) in classroom.

2.5.2.2 Directing

While teachers are directing questions to the students, they are first supposed to ask a question and then choose a student to answer it because while the teacher is asking the question, all students will think about the answer since the student to answer the question has not been chosen by the teacher yet (Ornstein & Lasley II, 2004). In this way, more students will be prepared to answer the question; thereby there will be more demand to participate in the lesson. This will absolutely impact on classroom interaction positively.

2.5.2.3 Redirecting and Probing

During the use of questioning strategy, if the teacher gets an incorrect answer from a student, the teacher either redirects the question to another student or probes for the answer to the same student (Ornstein & Lasley II, 2004). In probing the teacher stays with the same student, asking for clarification, paraphrasing the question or asking related questions, and restating the student's ideas (Ornstein & Lasley II, 2004, p. 219).

2.5.2.4 Commenting and Praising

Several research studies agree on the positive impact of praise on student because praises such as a smile, facial expression of approval or short statements (Good, Wonderful, Well done!) proliferate student motivation and encourages student to participate more in the lesson, thereby contributing to the increase in student interaction in class.

In summary, children become 'more active as participants' and began to appreciate that good learning may depend less on their capacity to spot the right answer and more on their readiness to express and discuss their own understanding (Black et al., 2002, p. 7, cited in Myhill et al., 2006, p. 20-21).

2.5.3 Lecture

During lecture, there is no interaction between teacher and students and among students. It is the teacher who presents the content to the students, so lecture is a teacher-centered instructional strategy. Students serve as the passive listeners whereas the teacher has the role of speaker. Therefore, it can be said that lecture is lack of active student participation, thereby weak in classroom interaction. However, interaction can be promoted if the teacher integrates some questions into the lecture. This provides teacher-student interaction. If the teacher organizes discussion related to the lecture, then this will give rise to student-student interaction in class.

2.5.4 Student-Centered Learning

Silcock and Brundrett (2001) define student-centered approaches as those where the tutor guides and facilitates the learners, rather than asserting control, towards targeted learning goals (p. 39, cited in Briggs & Sommefeldt, 2002, p. 47). To put it another way, this instructional strategy entails active participation. This promotes interaction in the classroom. If the problem-solving activities are carried out in pairs or groups, this will give rise to student-student interaction.

To wrap up all the points mentioned above, so far four approaches have been mentioned above. Whereas practice, drill, and lecturing strategies are mainly teacher centered, questioning and problem solving strategies are primarily student centered. All approaches do have certain limitations; therefore, it is important to strike a balance between the uses of the approaches. However, research studies also indicated that when students are actively involved in the learning process, that is, they discover the principles and construct meaning, they learn better and they transfer the information to their long-term memory. When students are actively involved, then interaction in class increases, so it can be said that when there is interaction, then better and permanent learning is provided for the students (Ornstein & Lasley II, 2004).

2.6 The Quality of Instruction

The interaction between the students and teacher owns some features which display the quality of instruction. It exerts a profound impact on the learning process and achievement level in a learning task. These characteristics are:

2.6.1 Cues

Cues refer to the directions offered to the learners in an activity. The cues serve as the directions to clarify the unclear points or what and how students are supposed to do an activity. They should be simple, clear, and precise and staged instructions.

2.6.2   Reinforcements

The use of reinforcement makes a significant contribution to the effectiveness of learning. However, both positive and negative reinforcement need to be employed appropriately.

2.6.3   Participation

It refers to the active performance of the students in class. Participation correlates with interaction but the teacher is supposed to make sure that each student is involved in the lesson. To achieve this, the teacher can employ various methods and techniques such as focusing on one child at time, breaking large group of students into smaller groups, asking for written materials in some problem-solving situation.

2.6.4   Feedback/Correctives

Feedback is essential to observe the effectiveness of learning in class. Feedback should be constructive, that is, such feedback should encourage students to do better. Feedback procedures can be formative or summative. Also, it can be provided immediately or in long term but feedback should be accompanied by correctives in the right place and time. The correctives are the suggestions as to what each student should review in the original or new instructional material, special explanations in the form of sound cassettes, and additional workbooks and practice exercises. In other words, the correctives are on alternative cues and additional time and practice (taken from http://www.fedu.metu.edu.tr/eds544/).

2.7   Defining Classroom Interaction

It cannot be denied that effective teaching is a hard and demanding job. One of the fundamental requirements of effective teaching is to create an interactive learning environment. Moreover, the significance of classroom interaction in the effective teaching-learning process has been acknowledged by several research studies. Then it is important to know what interaction refers. Regarding this issue, Rivers (1987) stated, "The word *interactive* is derived from the Latin verb *agere,*

which means *to do,* and the Latin preposition *inter,* meaning among" (p. 57). Furthermore, Thomas (1991) explained interaction in detail as follows:

> Teaching is undertaken so that learning can occur. Hence, the success of any lesson can best be judged in terms of the learning that results from it, in terms of the learners' reactions to the teacher's action. If a teacher is more preoccupied with teaching than with learning, he or she may take student reactions for granted, and not trouble to predict what they might be or find out what they really are as they occur in the course of a lesson However, interaction is more than action followed by reaction and interaction means acting reciprocally acting upon each other. (p. 5-7)

Interaction explained by Thomas (1991) is illustrated below:
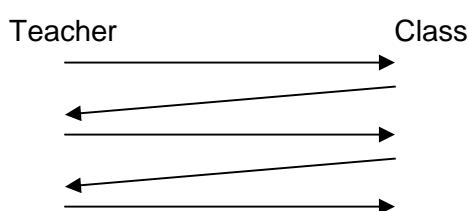
Teacher   Class

Figure 2: Usual Interaction Pattern in Class

(Source: Thomas, 1991, p. 7)

Considering the figure above, the teacher acts upon the class, but the class reaction subsequently alters his next action and the class reaction becomes in itself an action, evoking a reaction in the teacher, which influences his subsequent action (Thomas, 1991, p. 7). This indicates that teachers should take students' answers or ideas into consideration and let this impact on his next reaction to the learners. That is, teachers are supposed not to stick to a pre-planned lesson. On the contrary, they should have the ability to change the flow of the lesson and maintain it depending on the students' reactions for the sake of classroom interaction.

2.7.1 Communication & Interaction

There has been a misunderstanding that *communication* and *interaction* are interchangeable concepts. In fact, they are not. It is for sure that *communication* and *interaction* are interdependent terms and there is a very thin line between them. To learn the nuance, it is essential to remember the definitions of them. As for *communication*, Hybels & Weaver II (1995) pointed out, "Communication is any process in which people share information, ideas and feelings. That process involves not only the spoken and written word but also body language, personal mannerisms and style, the surroundings-anything that adds meaning to a message" (p. 6). Regarding *interaction*, as explained before, Thomas (1991) stated, "…interaction is more than action followed by reaction and interaction means acting reciprocally, acting upon each other" (p. 7). Considering the definitions of both interaction and communication, Thomas (1991) states the relationship between interaction and communication as follows:

> Where there is no interaction, but only action and reaction, there can be no communication. Where there is conflict in the interaction, communication breaks down. Only where there is cooperation between both sides involved in the interaction can communicate effectively take place and learning occur. (p. 11)

Considering the information regarding the relation between communication and interaction, it can be stated that when there is interaction, there is communication. Moreover, when there exists a chaos in interaction, this hinders communication as well. Therefore, there is a very close relationship between communication and interaction.

2.8 Significant Variables in Classroom Interaction

Normally classroom interaction is a production of both the teacher and student. Therefore, the expected interaction in the classroom is the one between teacher and learner as demonstrated below:

Teacher	→	Learners
	←	
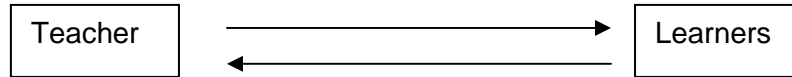
Figure 3: The Expected Interaction in the Classroom

(Source: Thomas, 1991, p. 91)

However, it is acknowledged that classroom interaction is affected by some factors and at times, this situation breaks down the interaction between the teacher and student. There have been found several factors, the most important of which are "The participants involving teacher, student and textbook and Gender" with accompanying explanations below:

2.8.1   The Participants: teacher, student and textbook

As expressed above, classroom interaction needs to take place between teacher and learner without any other hindrance. However, according to Thomas (1991), if a textbook is being used in the class, then the textbook writer becomes a participant and the degree of the writer's being participant depends on how much the teacher sticks to the textbook. In such a case, the interaction takes the form below (p. 91):

Teacher   Learner
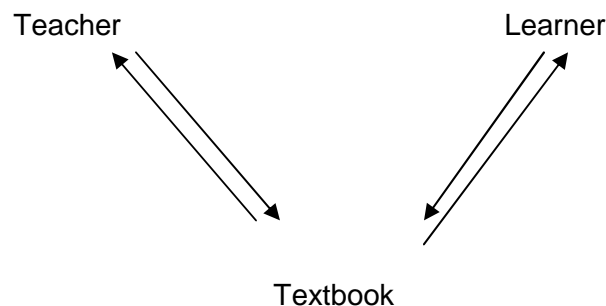
Textbook

Figure 4 : The Role of Textbook in Interaction

(Source: Thomas, 1991, p. 91)

The figure above indicates that textbook is a hindrance for the interaction between the teacher and students. Therefore, the teacher is supposed to use the textbook as a teaching tool and not depend too much on the textbook and hinder the interaction between teacher and student.

If both students and teachers have some in common, the teacher will meet students' expectations and this will lead to interaction between teacher and student (Thomas, 1991, p. 93). To put it another way, if the meanings attributed to the concepts differ, then the breakdown in interaction emerges (Türk, 2006) because the degree of common points enhances the probability of correct interpretation, which enhances interaction.

2.8.2 Gender

A primary concern of classroom interaction is whether teacher-student interaction alters based on gender. The results of research studies indicate that boys interact with teachers more than girls and this involves behavioral criticism because boys are more frequently criticized by both female and male teachers since they break the rules more than girls (Brophy & Good, 1974, p. 229). International research suggests that boys typically have a disproportionate share of contributions in whole class interaction due partly to their being selected by the teacher more frequently than girls, but also to their ability to create conditions (positive and negative) which attract teachers' attention and facilitate their participation and dominant position in classroom interaction (Dart & Clarke, 1988; Dolle-Willemsen *et al.*, 1993; Shakeshaft, 1995; Smith, 1992; Swann & Graddol, 1988; Taole *et al.*, 1995; Wilson, 1991, cited in Drudy & Chatcain, 2002). That is to say, girls are usually less active than boys, so that boys dominate most of the interactions with teachers and most of the contributions to discussions (Lahaderne & Jackson, 1970; Maccoby, 1966, cited in Brophy & Good, 1974, p. 234). Likewise, for college classrooms, Krupnick (1985) as well as Hutchinson and Beadle (1992) found that regardless of demographic information, female students never spoke as long as male students (cited in Gayle et al., 2006, p. 191). Becker (1981) also found that teachers initiated more conversation with male students than with female students and these findings also reflect those of She (2000), who found that male students make up the majority of teacher-initiated interactions (cited in

Gayle et al., 2006, p. 192). To wrap up, studies on gender equity in the classroom have shown repeatedly that males receive more interactions, and more time per interaction, from teachers than females (Brophy & Good, 1990; Sadker & Sadker, 1989, 1990, 1992; Tannen, 1991; Wilkinson & Marrett, 1985, cited in Yepez, 1994, p. 128).

2.9   What Does Effective Interaction Entail?

Almost all researchers put much emphasis on the importance of interaction between teachers and pupils, and the research studies express both the significance of spending a big part of the lesson teaching the whole class and the significance of teaching in an interactive way (Muijs & Reynolds, 2005; Rivers, 1987; Willson, 1999; Gayle et al., 2006; Thomas, 1991; Brock, 1986; Jule, 2004; Borich, 2004).

Another recent study in England, Wales and America demonstrated the importance of interaction to effective teaching, factors such as using a high frequency of questions, use of open-ended questions, asking pupils to explain their answers and using academic questions (Muijs & Reynolds, 1999). Therefore, teachers benefit from questioning strategy so as to promote interaction in class. To achieve this, they need to ask both low-level and high-level questions but they are supposed to move from low-level to high-level questions. When students answer the questions correctly, they should praise the student to encourage more participation. If the question is answered incorrectly, the teacher may probe for the student by giving some clues and help the student to find the correct answer, thereby keep the interaction long.

In addition to the questioning, interaction can also be enhanced using discussion technique in the classroom. Discussion can occur either between pupils in small groups or with the teacher and other pupils in a whole-class setting (Muijs & Reynolds, 2005). In discussion activities, instructions should be clear, precise and staged. Moreover, the activity must be well structured by the teacher. After the discussion, the main points (the product of the discussion) can be summarized, and pupils can be debriefed by asking them to comment on how well the discussion went (the process of the discussion) (Muijs & Reynolds, 2005, p. 50).

2.10 The Guidelines To Be Followed in Achieving Interaction

An effective teacher should do best to achive interaction in the classroom because it is the teacher's responsibility to alter the flow of the lesson or the learning conditions to create an interactive learning environment. In support of this view, it is imperative for teachers to develop positive teacher–student relationships and establish good rapport with their students on their learning journey in order to achieve and promote interaction (Khine & Fisher, 2004). At this point, Rivers (1987) came up with three practical suggestions for teachers to accomplish interaction in the classroom, which are "taking the student profile into consideration, selecting the teaching materials according to the students' needs and applying the teaching method appropriate for the students" (p. 5). To explain each in detail, firstly, students are always in the first place in all teaching, whether it is formal or informal teaching. Therefore, the teacher is supposed to think about the age of the students, their educational background, their learning styles and their aims in studying the language (to communicate abroad or for professional purposes, etc). Secondly, by taking the students' needs into consideration as well as other factors just mentioned above into consideration, teachers are expected to consider the selection of the teaching materials because the materials should help the students to realize their aims in learning language. Thirdly, teachers should be selective in the presentation of teaching materials, that is, selective in teaching methods. It is an indisputable fact that it is the teachers who teach and interact most with the students and this interaction will definitely increase when the teacher applies the teaching method that s/he feels comfortable while putting it into practice. Teachers are individuals who teach and interact most effectively when what they are doing conforms to what they feel most comfortable doing. However, it is also an undeniable fact that successful language classes are the ones taught through the application of "diverse approaches, where very different activities were taking place; yet interaction was stimulated, even if in quite unexpected ways." (Rivers, 1987, p. 5).To sum up, there is no best method but the most appropriate teaching method for the students. Rivers (1987) also expressed, "Teachers need to be flexible, with a repertoire of techniques they can employ as circumstances dictate, while *keeping interaction central* — interaction between teacher and student, student and teacher, student and student, student

and authors of texts, and student and the community that speaks the language"
(p. 6).

Apart from the points mentioned above to promote interaction in the classroom, teachers can look for the ways to maximize the potential of students' classroom interaction. The results of the research studies indicate that the following features increase the students' active participation in interaction in the classroom (Kumpulainen & Wray, 2002, p.142):

- A complex and open learning situation
- Students initiating meaning-making
- Opportunities to approach and conceptualize the task with different problem-solving strategies
- Opportunities to use a range of semiotic tools, including informal and formal language.

The features above indicate that students should be given the role of being problem solvers and therefore actively involve them in the learning process. Moreover, it is crucial to offer students a learning environment which they can use the target language and deal with various language tasks.

2.11 Aims of Improved Classroom Interaction

In traditional classrooms, the teacher serves as the sole leader of the classroom and the dominant figure. Moreover, students are given the role of being information receiver and passive listeners. In addition, students are mostly test and grade-oriented. In such classrooms, interaction cannot be improved. In order to improve interaction in the classroom, the results of the research studies suggest the following movement in teaching-learning process:

Table 1: Movement in Teaching and Learning Process

Movement from	Toward
teacher domination	teacher as special member of group
teacher as sole leader	group-centered shared leadership
extrinsic control in hands	intrinsic control in hands of individuals of teacher (including teacher)
active membership of teacher	active membership of total group plus two or three verbal students
stress on subject with exclusion	stress on both cognitive *and* affective of personal social needs elements
almost total dependence on teacher as planner, initiator and evaluator	student self direction and independence
formal recitation by small percentage	spontaneous participation by all of students
selective inattention by students	careful listening with feedback checks
an aggregate of non-cohesive individuals	a cohesive group of interacting individuals
student learning with the intent of test passing and grade getting	student learning to satisfy personal needs to know and to grow

(Source: Gorman, 1969, p. 40)

The table above indicates that teachers need to be a member of the group, which shares the leadership and the control rather than teacher domination and leadership. In addition, teachers should try to actively involve all the students rather his/her own active membership. Students should given independence to a certain extent by removing the total dependence on the teacher and teachers should pay attention to students' ideas and answers and give them constructive

feedback. Lastly, students should learn to satisfy their personal needs and learn to grow by giving up being test-oriented.

2.12 Types of Interaction

Interaction refers to reciprocal face-to-face action and this can be either verbal, channeled through written or spoken words, or nonverbal, channeled through touch, proximity, eye-contact, facial expression, gesture, posture, appearance, environmental factors, and chronemics (use of time) (Robinson, 1994, p. 7). A number of research studies have come up with substantial relationship between the verbal and non-verbal interaction (Hess & Smythe, 2001; Jordan, 1989; Peterson, 1994, cited in Gayle et al., 2006, p. 151).

2.12.1   Verbal Interaction

As mentioned before, interaction is realized mutually but it is more than action followed by reaction. That is, the next action may be changed upon the reaction. In support of this view, Thomas (1991) pointed out,

> Interaction can be seen as a process of mutual accommodation, with the addresser acting upon the addressee to cause a reaction, which in turn informs an action performed by the previous addressee, now turned addresser, upon the new addressee, which causes a reaction in the same way, and so on. (p. 37)

The figure below shows the normal pattern of conversation between two people:

Addresser   Addressee

Addressee   Addresser

Addresser   Addressee

Addressee   Addresser
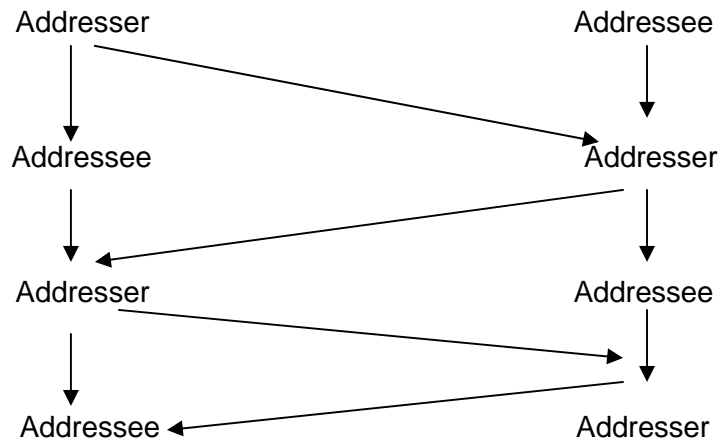
Figure 5: The Normal Pattern of Conversation between Two People

(Source: Thomas, 1991. p. 37)

Verbal interaction can come out through spoken words sometimes accompanied by body language and gestures but here the potential problem is the big distinction between the speaker's intention and the hearer's interpretation, which results in break down in interaction (Thomas, 1991). The real interaction takes place when the hearer correctly perceives the message of the speaker. That is, the speaker's intention and the hearer's interpretation should match each other.

Long (1990), who asserted that interaction is essential to the second language acquisition, put forward that three aspects of verbal interaction can be differentiated, which are "input, production and feedback". Whereas input refers to the language offered to the learner by native speakers or other learners, output means the language spoken by the language learners themselves and finally feedback is the response given by the conversational partners to the production of the learner.

In addition to three aspects of verbal interaction mentioned above, there are mainly two main types of verbal interaction, which "teacher to student and student to student" interaction with accompanying explanations below:

2.12.1.1 Patterns of Verbal Interaction

It is well known that there exist two main types of classroom interaction, which are 'student-to-student' and 'teacher-to-student'. Student-to-student interaction is built onto "peer relationships, which allow the maximum degree of communication" (Rivers, 1987, p. 58). This can be achieved by organizing pair work or group work in which "students work together so that everyone can participate on a task that has been clearly assigned" (Cohen, 1994, p. 1). What's more, the value of both pair work and small group work has been acknowledged by many research studies (Brumfit, 1984, p. 76-82; Gaies 1985; Kramsch 1981a, 1983; Long et al., 1976, cited in Rivers, 1987, p. 24; Cohen, 1994; Davidson & Kroll, 1991; Webb, Ender, & Lewis, 1986; Webb, Troper, & Fall, 1995; Yackel, Cobb, & Wood, 1991, cited in Kahveci & Imamoğlu, 2007, p. 138).

Different from student to student interaction, the teacher-to-student relationship is built onto "superior knowledge and authority" (Rivers, 1987, p. 65) because the teacher here serves as a knowledgeable person. However, this situation should not hinder interaction with the student. The teacher can still manage effective interaction with the student by displaying approachable, tolerant and playful attitude towards students (Rivers, 1987).

Both types of interaction have a significant role in the effective teaching-learning process. As for the teacher-student interaction, this type of interaction indicates whether the transfer of information is achieved and this interaction reinforces the communication between the teacher and student. Gayle et al. (2006) also expressed, "The importance of student-teacher interaction should not be underestimated. Teachers are the source of reward, punishment, blame, and recognition, and they impart a strong sense of value to the student" (p. 176). Regarding student-to-student interaction, when students work cooperatively, they get the opportunity to exchange their ideas and therefore learn from each other and share their information. This situation reinforces their peer relationship and exerts a positive impact on the classroom climate and motivate students to learn more (Demirbolat, 2006).

2.12.2 Non-verbal Interaction

Nonverbal and verbal communication is interdependent components of classroom interaction. Nonverbal interaction plays a crucial role in affective aspect of learning. Nonverbal interaction involves behaviors such as eye gaze, smiles, nods, relaxed body posture, forward leans, movement, gestures, and vocal variety (Gayle et al., 2006, p. 150). Patterson (1983) suggests that nonverbal behavior provides a social channel for providing information, regulating social interaction, expressing intimacy, exercising social control and facilitating service (cited in Robinson, 1994, p. 20). Similarly, much work has shown that gestures produced along with speech display information about a speaker's thoughts (Kendon 1980; McNeill 1992; Goldin-Meadow 2003, cited in Sime, 2006, p. 212). A more consistent set of findings indicates a relationship between nonverbal immediacy and affective learning (Andersen & Withrow, 1981; Kearney, Plax, & Wendt-Wasco, 1985; Plax, Kearney, McCroskey, & Richmond, 1986; Sorenson, 1989, cited in Gayle et al., 2006, p. 150).

2.12.3 Pedagogic Interaction

The interaction taking place between the teacher and student in the classroom is named as pedagogic interaction. Like verbal interaction, pedagogic interaction owns the same features as Thomas (1991) explained:

> The teacher acts upon the learners to cause a reaction. This reaction informs some action performed by the learners: a response to a question, an item executed in a drill, a word pronounced or spelt, a sentence written. The teacher studies this action, and perceives in it the reaction to her own original action. She in turn reacts and builds this into her subsequent action on the class, and so on. This should be the normal pattern of teaching and learning in a language class. (p. 39)

The pedagogic interaction expressed above is illustrated in the figure below:

```
┌─────────────────────┐                              ┌─────────────────────┐
│   Teacher Action    │─────────────────────────────▶│   Class Reaction    │
└─────────────────────┘                              └─────────────────────┘
                                                                │
                                                                ▼
┌─────────────────────┐                              ┌─────────────────────┐
│     Reaction        │◀─────────────────────────────│      Action         │
└─────────────────────┘                              └─────────────────────┘
          │
          ▼
┌─────────────────────┐
│      Action         │─────────────────────┐        ┌─────────────────────┐
└─────────────────────┘                     └───────▶│     Reaction        │
                                                      └─────────────────────┘
                                                                │
                                                                ▼
┌─────────────────────┐                              ┌─────────────────────┐
│     Reaction        │◀─────────────────────────────│      Action         │
└─────────────────────┘                              └─────────────────────┘
```
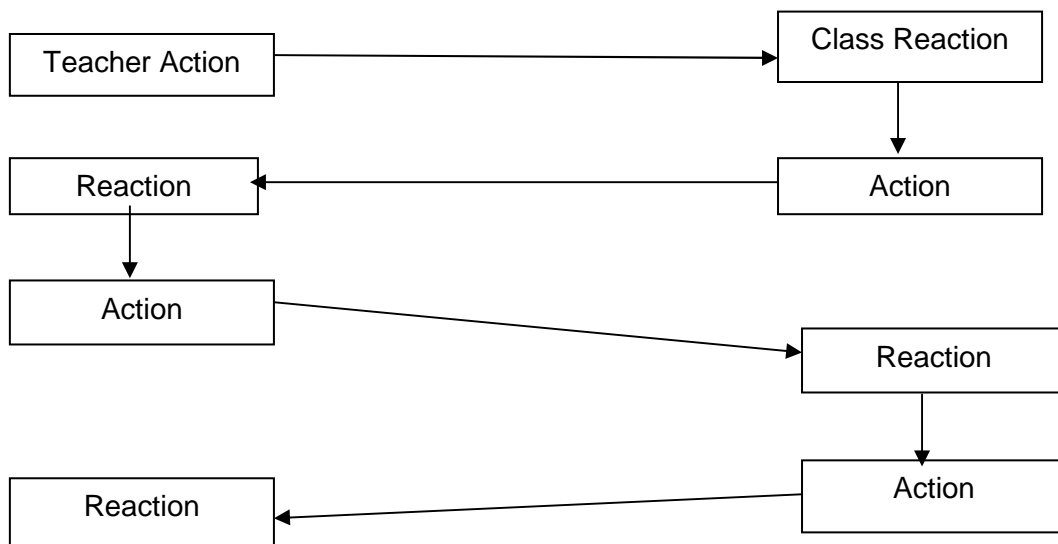
Figure 6: Pedagogic Interaction

(Source: Thomas, 1991. p. 39)

As the figure above suggests, pedagogic interaction reflects the same features as verbal interaction. That is, the teacher's action results in student reaction followed by action and the teacher reacts depending on the student's action. This goes on in this way. The important thing here is that teacher's subsequent actions are built onto students' reactions and shaped by them.

2.13 Interaction in Grammar Lessons

It cannot be denied that interaction in language learning is significant to learn the target language effectively. However, language learning consists of four skills, which are Reading, Listening, Speaking, Writing as well as Grammar. It is essential to create interaction in all skills and Grammar lessons. Teacher should organize and run such activities that will promote interaction in language classes. As for the interaction in grammar lessons, Rivers (1987) expressed,

> An interactive grammar exercise, therefore, stresses the teaching of grammar through mutual participation, usually in small groups. It is active rather than passive, student-centered rather than language-centered,

cognitive rather than behavioristic, indirect rather than direct, and personal rather than manipulative. The instructor's role is to act as a coach who organizes, encourages, and guides student interaction. (p. 57)

Considering the explanation above, it can be concluded that teachers are supposed to prepare and run grammar activities, which will provide students with the opportunity to actively involve in the lesson as well as working cooperatively with their peers. In this case, teachers undertake the role of being a guide to students rather than being a leader of them. In grammar lessons, there are two types interaction, which student to student and teacher to student interaction. These types of interactions are explained below and particular activities are proposed to promote the interaction in grammar lessons:

2.13.1   Student to Student Interaction in Grammar Lessons

Like in other types of lessons, it is necessary to create a learning environment in which student-to-student interaction takes place. This type of interaction will certainly offer students opportunities to be active participants, share their ideas and knowledge, reinforce their peer relationship, and learn to work in a social group. This will certainly provide active learning of students, which is the best way of learning because active learning is a production of student-to-student interaction (Açıkgöz, 2005). There exist a great number grammar exercises to be run in grammar lessons so as to enhance this type of interaction. Rivers (1987) gathered the most important of these activities under three categories, which are dialogues, poetry and drama and information gathering activities in order to achieve student-to-student interaction in grammar lessons. To go into further detail for each activity, firstly, regarding the dialogues students can be asked to fill in the blanks in the dialogue with the target grammar point and then to perform the dialogue in pairs. Moreover, the teacher can ask for the peer evaluation of the performance of the dialogue. Secondly, teachers can carry out different literary activities associated with poetry, songs, plays, soap operas, or short stories. Such activities will absolutely add variety to language teaching. As an example, students can be asked to produce simple poems involving the target grammar point and read it aloud to the whole class and the class can comment on the poem. Similarly, students role-play dramas, thereby practicing the target grammar structure and interacting with one another. Finally, gathering information from

people through interviews, talk shows, questionnaires, or guessing games (guessing a person's name or occupation) provides a natural context for grammar practice. Since information-gathering activities involve questions, these activities are helpful to maximize interaction in grammar lessons.

2.13.2 Teacher to Student Interaction in Grammar Lessons

In addition student-to-student interaction, there is a need for teacher to student interaction in grammar lessons. There are numerous activities to achieve this type of interaction but Rivers (1987) suggested two types of grammar activities, which are physical demonstration and creative completions. As for the physical demonstration activities, teachers may ask questions by pointing at the objects and students answer them. Secondly, students can be given blanks and fill in them in a way that will make meaningful sentence. To give an example, students are given the following sentence with blank "If I were rich, …". Students fill in the blank correctly in terms of both meaning and grammar.

2.14 Summary

Based on literature review, it is an undeniable fact that effective teaching is an arduous and hard job. Effective teaching reflects some features such as delivering the lesson step by step with accompanying advance organizers, bringing instructional variety to the lesson, actively involving students in the lesson using various teaching strategies such as questioning, etc and showing approachable attitude towards students. To demonstrate effective teaching, the basic requirement is to be an effective teacher. Effective teachers need to create a friendly and relaxed learning environment in which students are regarded as individuals and they can interact with both the teacher and one another and students are given independence to a certain extent. That is, they take the responsibility for their own learning to some extent. There is a close relationship between teacher effectiveness and classroom interaction. Effective teachers look for ways to enhance classroom interaction. For this, they may undertake different roles such as being democratic teacher or they can decrease their teacher talk and increase student talk, thereby proliferate the amount of interaction. Moreover, effective language teachers need to be aware of what a language student needs

such as a comfortable learning environment, opportunities for peer and teacher-student interaction and problem solving activities, etc. By taking the features of good language methods into consideration, they should be selective in the models of teaching and apply the one most appropriate for the students. Regarding the models of teaching, whereas direct instruction is likely to provide teacher-student interaction, indirect instruction and cooperative learning are likely to create both teacher-student and student-student interaction. Since all models of teaching do have particular limitations, teacher can supplement them with various instructional strategies such as practice & drill, questioning, lecture and student-centered learning. Of these instructional strategies, questioning is the one which most likely increases interaction in the classroom. Similarly, student-centered learning requires students to be active participants and therefore this strategy also enhances classroom interaction. Practice drill and lecture strategies are likely to result in one-way interaction, which is teacher-student interaction. No matter what method or strategy is used, the quality of instruction can be assesses by looking at whether the lesson involves simple, clear, precise and staged cues, both positive and negative reinforcements are used, students are actively involved in the lesson and constructive feedback is presented to the students.

As mentioned above, there is a strong link between effective teaching and classroom interaction and it is a clear indicator of teacher effectiveness. The significance of the interaction in the effective teaching and learning process has been acknowledged by several research studies. Then it is important to know what interaction refers. According to Thomas (1991), "… interaction is more than action followed by reaction and interaction means acting reciprocally, acting upon each other" (p. 7). Interaction and communication are very close concepts but there is nuance between them. When there is no interaction, there may not be or may be communication. If the flow of interaction is good, then the flow of communication is also good. Following the difference between communication and interaction, it is a fact that there are variables affecting the interaction, which are the participants involving student, teacher and textbook as well as gender factor. Firstly, if the teacher is textbook-oriented, then the breakdown in interaction is inevitable. As for the students and teachers, the more they have common characteristics, the more they interact with each other. Secondly, research studies

have found that gender is a significant variable in interaction and male students interact with the teacher more compared to female students. Despite these variables, effective interaction can be achieved. For this, teachers can use questioning and discussion techniques effectively in class. Moreover, teachers should take the student profile into consideration, select the teaching material according this profile and use the teaching method appropriate for the students to achieve interaction in class. In addition, teachers should regard the students as individuals and respect their different learning styles and provide opportunities for the active participation using elicitation technique.

Apart from knowing the practical ways to achieve and promote interaction, it is also important to provide variety in interaction. There exist three types of interaction. The first one is verbal interaction achieved by written or spoken words and it involves two types, which are teacher to student and student-to-student interaction. The second one is non-verbal interaction achieved by gestures, body posture or mimics. The third one is pedagogic interaction taking place between the teacher and student and owning the same features of verbal interaction. In addition, interaction should be provided in all sections of language learning such Reading, Listening, Speaking, Writing and grammar. To create student-to-student interaction in grammar lessons, teachers should run interactive grammar exercises such as dialogues, poetry-drama or information gathering activities including interview, questionnaire. To achieve teacher to student interaction, teachers can run interactive grammar exercises involving physical demonstration and creative completions.

In the following chapter, the methodology of the research study is explained in detail. Namely, the design, participants, data collection instruments, reliability and validity, analysis and the overall procedure of the research study is presented.

CHAPTER 3

METHOD

This chapter presents Flanders Interaction Analysis Scale, on which some research questions are formulated. Moreover, a detailed description of the methodology including design, population, reliability and validity, instruments and the general procedure of the study is given.

This research study aimed to describe and explore the nature and frequency of the interaction and the factors affecting interaction in language classrooms. This qualitative study was conducted in a private language course located in the center of Ankara. Data for the study were collected using video camera, semi-structured interview and demographic information log. Videotaping served as the main instrument. Interviews were done to confirm whether the learning environment observed in two hours were similar to the other usual classes. Finally, demographic information log was administered to the teacher in order to get basic information about the performance of students in English and their motivation to learn the language. The findings were analyzed and presented for each teacher. Next, all findings altogether have been tabulated and interpreted based on the main research questions, which explore both the frequency and nature of the interaction in language classrooms.

Classroom interaction analysis is a research methodology in which the verbal interaction patterns of teachers and students are systematically observed, recorded and related to student performance (Borich, 2004, p. 38). "Interaction analysis" aims to look at the classroom language in order to reveal about the teaching and learning process in the classroom on the ground that use of language is observable whereas learning is not (Thomas, 1991, p. 20).

Many coding systems have been produced to observe and record classroom interaction. One of the prominent interaction analysis scales is Flanders Interaction Analysis System (FIA), which is presented below.

3.1 Flanders Classroom Interaction Analysis Scale

Teacher Talk

Indirect Behavior

1. Accepts feeling: Accepts and clarifies the tone of feeling of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included.

2. Praises or encourages: Praises or encourages student action or behavior. Jokes to release tension, but not at the expense of another individual; nodding head or saying "Urn Hmm?" or "Go on" are evidenced to encourage students.

3. Accepts and uses ideas of student: Clarifying, building ideas suggested by a student. As teacher brings more of his or her own ideas into play, shift to category

4. Asks questions: Asking a question about content or procedure with the intent that a student will answer.

Direct Behavior

5. Lecturing: Giving facts or opinions about content or procedure; expressing his or her own ideas, asking rhetorical questions.

6. Giving directions: Directions, commands, or orders with which students are expected to comply.

7. Criticizing or justifying authority: Statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he or she is doing; extreme self-reference.

Student Talk

8. Response: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

9. Initiation: Talk initiated by students. If "calling on" student is only to indicate who may talk next; observer must decide whether student wanted to talk.

Silence

10. Silence or confusion: Pauses, short periods of silence, and periods of confusion, in which communication cannot be understood by the observer (Flanders, 1965, p. 20).

3.2   Benefits of Using FIA

Although there exists several interaction analysis systems such as Moskowitz's Interaction Analysis, Bowers's Categories of Verbal Behaviour in the Language Classroom, Brown's Interaction Analysis, all of these interaction analysis systems are the variations and adaptations of Flanders Interaction Analysis System (FIA) explained above (Thomas, 1987). Moreover, Flanders Interaction Analysis System serves as one of the most comprehensive and frequently used one to measure and interpret classroom interaction and categorize the types of verbal interaction in the classroom. It contains two major categories (teacher talk & pupil talk) which help to yield a comprehensive record of quantitative and qualitative teacher-student interactions (Thomas, 1987). Besides, use of this interaction analysis system has several benefits. One of them is that it provides a mental picture of the interaction in the classroom because Sinclair and Brazil (1982) pointed out, "It is worth stressing that input can be measured only by output—that what has been learnt can never be observed directly, but only by some act of communication by the pupil" (p. 6). Furthermore, the teacher can reflect on his/her teaching performance and get an idea about the classroom atmosphere using FIA.

This research study, which took FIA as a basis due to several benefits just explained above, intended to describe and explore the nature and frequency of the interaction and the factors affecting interaction in language classrooms. To

address the aim of the research study, the following research questions were formulated:

1) In what ways do teacher talk and student talk serve as a factor in creating interactive learning environment?

    a) Does the amount of teacher talk outweigh student talk?
    b) How much class time does the teacher spend lecturing?
    c) How much time does the teacher spend questioning?
    d) Does the teacher ask higher-level or lower-level questions more?
    e) Does teacher-initiated interaction outweigh student-initiated interaction?
    f) Do both teacher to student and student to teacher interactions outweigh student to student interaction?

2) To what extent does the gender of the students serve as a factor influencing the interaction in language classes?

    a) Do male or female students interact with the teacher more?
    b) Do male or female students initiate interaction with the teacher more?
    c) Does the teacher criticize male or female students more?

3) What shapes the nature of student initiated interaction in language classrooms?

    a) In what ways do students initiate interaction with the teacher?
    b) For what purposes do students initiate interaction with the teacher?

4) What shapes the nature of teacher-initiated interaction in language classrooms?

    a) In what ways do teachers initiate interaction with students?
    b) Which methods do teachers usually use as a means of initiating interaction with students?

Of these research questions, the first three sub-questions of the first main research question (teacher & student talk, lecturing, questioning) were answered based on the Flanders Interaction Analysis System. Specifically, Category 4 (asking questions), 5 (lecturing), 7 (criticizing), 8-9 (student talk-initiation) were taken into consideration.

3.3   Design

This research study aimed to describe and investigate the nature and frequency of the interaction in language classrooms. In line with the aim of the study, a qualitative methodology was selected in order to obtain and analyze thick description of both teacher and student behaviors related to interaction in the classroom. This research study is both descriptive and explorative because it both aimed to describe the nature of the classroom interaction and aimed to explore the frequency of the interaction in language classrooms. With respect to the rationale for the choice of the research methodology, naturalistic inquiry (a characteristic of qualitative methodology) was implemented to answer the main research questions (Willson, 1999) because qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as "real world setting (where) the researcher does not attempt to manipulate the phenomenon of interest, thereby phenomenon of interest unfold naturally" (Patton, 2001, p. 39, cited in Golafshani, 2003, p. 600). This research study was conducted through non-participant observation (videotaping) at elementary and pre-intermediate level in a private language course in Ankara, Turkey. Supplementary information was collected through teacher interviews and demographic information log filled in by classroom teachers.

3.4   Participants of the Study

This research study served as a case study examining a group of teachers with their students. The sample consisted of six teachers with their students in class. Regarding the sampling procedure, the sample was chosen through convenience sampling. This was the maximum number of teachers from which the permission for videotaping was provided in the institution. In classrooms, the number of students changed between 4 and 11. The level of the students was elementary

and pre-intermediate. Two male and four female teachers were observed. Each teacher was recorded for two consecutive Grammar lessons. The name of the coursebook used in the lessons was "Total English".

As for the sample characteristics (teachers), the teachers were either retired from a college or university preparatory schools or still working in such schools and working in this institution part-time. Specifically, the characteristics of the teachers observed are as follows:

Teacher in Case 1: 29 years old, 4 years of teaching experience, teaching in the institution for 9 months and teaching the class for 3 weeks.

Teacher in Case 2: 48 years old, 13 years of teaching experience, teaching in the institution for 5 years and teaching the class for 5 weeks.

Teacher in Case 3: 35 years old, 11 year-teaching experience, teaching in the institution for 3 years and teaching the class for 2 weeks.

Teacher in Case 4: 38 years old, 10 years of teaching experience, teaching in the institution for 6 years and teaching the class for 2 months.

Teacher in Case 5: 27 years old, 3 years of teaching experience, teaching in the institution for 2 years and teaching the class observed for 3 weeks.

Teacher in Case 6: 37 years old, 9 years of teaching experience, teaching in the institution for 6 years and teaching the class for 6 weeks.

As for the characteristics of the students observed in the classrooms, they were either university students or people having a profession such as lawyer, doctor or civil servant. The ages of the students ranged between 19-30. The students were quite motivated and eager to learn English and they were voluntarily enrolled to the language center by paying fee for the course. Likewise, they had a positive attitude towards learning English.

3.5   Overall Setting

The research study was conducted in a private language course, which is located in the center of Ankara, Turkey. The language center is renowned for its success in teaching general and academic English as well as TOEFL Course in Ankara. It was founded 21 years ago. The institution was on the sixth and seventh floor in an building. In the apartment, there were other courses preparing students for the university palcement exam. Moreover, six more languages such as German, Spanish, Chinese are taught besides English. There are almost 800 students attending courses for different languges there. Also, it has a staff involving almost 100 people, most of whom are teachers. There are cinema hall, computer laboratory and canteen for students. Furthermore, it is the centre of TOEFL exam. That is to say, students can take TOEFL exam there. Students can get a certificate approved by the Ministry of education after completing the level successfully. The institution also offers students the opportunity of exhange programs abroad. So, students may go abroad and improve their language there and learn about the culture of the taget language.

3.6   Classroom Setting

All the classrooms in the institution have the same characteristics and the same size. Specifcally, there are paintings on the wall and students have their own desks. So, they sit individually in the lesson. Students sit in a horse-shoe (U-shaped) shape. There is a blackboard and teacher's desk in classrooms. Lastly, all classrooms have a CD player.

3.7   English Programme And Teaching Materials

There are five levels in total, which are Elementary, Pre-intemediate, Intermediate, Upper-intermediate and Advanced Level. Whereas the Elementary level is taught by Turkish teachers, pre-intermediate and the levels above it are taught by the native speakers of English. Each level consists of 5 courses. Each course lasts 4 weeks, that is, one month. At the end of each course students take the end of course assessment exam. If they get a passing grade, which 50 out of 100, they move on to the second coure of the Elementary level. If they cannot,

then the students retake the exam. If the students stil cannot pass the exam, then they have to repeat the same course. However, the students completing five courses of the Elementary level successfully start attendig the next level, which is Pre-intermeidate. Students are placed into the levels according to their grade in their placement test as well as their speaking performance in the interview with the coordinator of the institution. After taking the placement test and speaking interview, students can register to the language course. During the registration, students are offered two alternative teaching timetable. The first alternative programme is called "Regular Programme". If students prefer to attend this programme, then they come at wekends and take 3-hour English on Saturday and Sunday, making 6-hour English in total a week or come to the language center on two weekdays (Wednesday-Friday or Tuesday-Thursday) and take 3-hour English on each day, making 6-hour English in total a week. With this timetable, students are able to complet all the levels in two-year-time. The second alternative programme is called "Intensive programme". If students prefer to attend this programme, then they need to take 3-hour English either in the morning or in the evening on weekdays, making 15-hour English in total a week. With this programme, students are able to complete the levels in one-year-time. The coursebook used at all levels is "Total English". The students are also offered extra grammar practice about all the grammar points covered in each unit in the book. What's more, students are given one-hour speaking lesson by native speakers of English every week depending on the demand of the students in each classroom.

3.8   Research Instruments

This research study intended to describe and investigate the nature and frequency of the interaction in language classrooms. To collect data for the study, three instruments were employed:

1. Non-participant observation through videotaping (main instrument)
2. Semi-structured interview (supplementary instrument) (Appendix A)
3. Demographic information log (supplementary instrument) (Appendix B)

3.8.1   Non-participant observation through videotaping

Instead of the observation of the classrooms by the researcher, non-participant observation was preferred because the researcher as a participant of the class takes the risk of losing the objectivity. Moreover, a participant observer may accidentally ignore or miss the details of the class. In order to avoid these risks, the lessons were not observed by the researcher but recorded with a video camera. The rationale of the choice of video camera from the observation of the lessons was that compared with a researcher's observation notes, it was felt that video data would be more comprehensive in what it would capture (Myhill et al., 2006, p. 34). In addition, Erickson and Wilson (1982) asserted,

> Settings of social life are so complex and their details are o numerous, the ability to revisit an audiovisual record enables us to compensate our limited human information processing capacities and to discover, after the fact, new aspects of meaning and organization that we did not realize at first. (p. 40, cited in Robinson, 1994, p. 46)

In support of this view, Pelto (1970) pointed out that visual records are excellent in recording the complexity of human interactions and conveying its reality (cited in Robinson, 1994, p. 50). So, each of six teachers was videoed for two consecutive grammar lessons. The camera was placed in the corner of the room and was focused on the teacher and the students who interacted with the teacher. On the other hand, Robinson (1994) claimed, "...the use of videotapes has its limitations. It works like cosmetics: it hides the rough edges and sometimes conceals the reality which the actual experience brings" (p. 50). To compensate for this weakness of video camera, the researcher informally observed the target classes to get a general idea of the interaction before the observation trough video camera. Moreover, interviews were developed to reinforce the interaction revealed in the videotaping by the teachers.

3.8.2   Semi-structured Interview

Interviews with three teachers served as a means of confirming whether the nature and frequency of the interaction in two consecutive hour grammar lessons observed were similar to the one in their normal classes not observed. As for the

developing process of the teacher interview, first the questions of the interview have been produced in line with the research questions and the video clips. Secondly, the interview schedule was constructed with the teachers including time and place which were at the convenience of the interviewees. The schedule included the format and instructions for the interviewer as well as the way the answers would be recorded. In this study, the format of the interview was determined as semi-structured interview as it was convenient to interpret the answers objectively. Moreover, the interview was recorded in writing. The reason why the session was going to be recorded was explained to the interviewees. Thirdly, the sample was selected for the interview as three teachers in total in the institution and permission was taken from the teachers. Next, the researcher served as the interviewer having the ability to establish rapport with the respondent and made practice preceding the actual interviews. Lastly, the interview was conducted, which consisted of a series of structured questions, which were non-threatening and enabled the teachers to be at ease. The interview was conducted in a neutral and comfortable environment. While conducting the interviews, no problems arose as the interviewees were the voluntary ones and the questions were related to the aim of the study, which was introduced to the teachers before and the questions were not threatening ones.

3.8.3   Demographic information log

This instrument served as a means of obtaining basic information about the performance and motivation of the students regarding learning English. As to the development of the demographic information log, following the determination of the participants of the study, appropriate content and types of items were determined by getting approval from a subject expert. Content was obtained from the key informants such as curriculum specialists and teachers. Depending on this information, the boundaries of the content were decided. Next, a method of distribution was determined as direct administration because direct administration would ensure the highest rate of return consistent with time and budget constraints. Then, the demographic information log was designed by the researcher in guide of a subject expert. A general format and layout that was easy for the user was chosen. Also, confidentiality was ensured by removing the names

of the teachers on the demographic information log. Lastly, item formats and scales were designed. The questions were written in a clear, direct, and concise manner in terms of their meaning and intent to avoid invalidity due to varied responses. After developing the demographic information log, pilot testing was done with five different teachers. Based on the feedback received from them, the demographic information log was rearranged and data analysis was done. The demographic information log was applied on the same day in order to equalize the conditions. No problems were encountered during the implementation of the demographic information log as the teachers voluntarily accepted to fill in the demographic information log before the application of it and the director of the institution granted the administration of the demographic information log to the teachers whose lessons were videoed.

3.9   Reliability and Validity

Although reliability and validity are treated separately in quantitative studies, these terms are not viewed separately in qualitative research. Instead, terminology that encompasses both, such as credibility, transferability, and trustworthiness is used (Golafshani, 2003, p.600). To put it another way, while the terms Reliability and *Validity* are essential criterion for quality in quantitative paradigms, in qualitative paradigms the terms Credibility, Neutrality or Confirmability, Consistency or Dependability and Applicability or Transferability are to be the essential criteria for quality (Lincoln & Guba, 1985, cited in Golafshani, 2003, p.601). At this point, triangulation which "involves the careful reviewing of data collected through different methods" is typically a strategy for improving the validity and reliability of research or evaluation of findings in qualitative research (Hoyo & Allen, 2006, p. 42). Mathison (1988) advocated this by saying, "Triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology" (p. 13, cited in Golafshani, 2003, p.603).

Taking the information into consideration, in this study triangulation strategy was employed to serve as a means of providing a more holistic understanding of the nature of the interaction in language classrooms. Specifically, data triangulation

was achieved by collecting three types of data. That is, classroom interaction was described and explored in three different ways:

1. by observing the lessons through video camera
2. by interviewing teachers
3. by administrating a demographic information log, which aimed to find out about the students' performance in the lessons and motivation to learn English.

Of three ways explained above, observation through video camera served as the main instrument. Interview and demographic information log were considered supplementary instruments. In addition to triangualtion, inter-coder reliability was provided in the following way: the researcher analyzed the video recordings several times. That is, multiple viewings of the video recordigs were done by the researcher. Also, the researcher shared the data with 2 colleagues who were experts in the field of study and those who were not and asked them to analyze the video recordings, which is called "peer debriefing". Furthermore, an outside person was also asked to watch the video clips and analyze them. What's more, "member checks" were provided by going back to the teacher informants to see if the interpretation made sense to them and reflected their normal classroom environment. Because member checking, which involves the researcher showing the findings and/or interpretations to the participants for assessment of accuracy, can increase the rigor and trustworthiness of the findings via what is termed as descriptive triangulation (i.e., consistency between researcher and participant[s]) (Leech & Onwuegbuzie, 2007, p. 576). Member checking was used to enhance descriptive validity, interpretive validity, and/or theoretical validity (Maxwell, 1992, 2005, cited in Leech & Onwuegbuzie, 2007, p. 576) .Besides, the researcher tried to have a prolonged engagement with the teacher informants and students and to develop trusting relationships with them and observe them in lessons before the video recording. Premature closure of the data was prevented by continuing data collection and analysis until "theoretical saturation" was reached.

Although the applications mentioned above were implemented, there were some confounding variables threatening the internal validity. This was because the

observation in qualitative research took place in the natural setting without implementing any change to the natural environment. Therefore, some internal threats came out. The most important of all was the subject characteristics. The impact of confounding variables must be recognized in both learners and teacher since these variables preclude the validity of the research findings to a great extent. According the reports of the teachers, students were similar in their motivational level to learn English and they had all a positive attitude towards English. However, no information was able to be obtained about their abilities, intelligence, behaviors or socio-economic background because the students did not let the administration of such demographic information log aiming at collecting this information. To hinder the implementation threat and data collector bias, non-participant observation was done through videotaping. There happened no unexpected events during the observation, thereby no history threat. Since all the observations were done in the classrooms having the same characteristics and at the same time in the morning, no location threat took place. Maturation threat was not a problem because the observation for each teacher was done for two consecutive hours. Although the students knew about the aim of the observation, Hawthorne effect did not seem to be a threat because the class teacher reported that the students were not affected by the video recording and their performance was similar to the ones in normal classes not observed. Lastly, the loss of subject was a threat to the internal validity because Number 8 in Case 1, Number 5 in Case 3 and Number 9, 10, 11 turned up in the second hour but they were absent in the first hour.

As to the ethical issues, this research study did not expose students to physical or psychological harms. Moreover, both the teachers and students signed the voluntary consent form for the observation and informed about the aim of the research study. In addition, the confidentiality of research data was provided by removing the names of the subjects and assigning numbers onto the demographic information log and interviews. Following the analysis and interpretation of the findings, the results were kindly presented to the teachers and the coordinator of the institution.

3.10 Data Analysis

One of the most important steps in the qualitative research process is analysis of data. Miles and Huberman (1994), "The strengths of qualitative data rest on the competence with which their analysis is carried out" (p. 10) and the data analysis in qualitative studies is eloquently described by Hatch (2002) as follows:

> Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding. It always involves what Wolcott calls "mind work". (p. 148, cited in Leech & Onwuegbuzie, 2007 , p. 564)

In this particular study, data were collected through videotaping of six language classrooms and interviews of three teachers. Each classroom was observed for two hours. Thus, the accumulated raw data involve 12 hours of non-participant observation "in which the observation takes place without the control or guidance of a questionnaire or other instruments" (Shomoossi, 2004), semi-structured interview and demographic information log filled by the classroom teachers. Following the process of data collection through videotaping and interviews, video clips were watched numerous times until in which part of the lessons most interaction takes place. Then, it has been decided to analyze the first 22 minutes of the class on the ground that students' attention span is quite short, thereby they are most active during this range of time. To tackle the complexity of the raw data in the first 22 minutes of each lesson, data were subjected to constant comparison analysis, which is the most commonly used type of analysis for qualitative data. Some authors use the term "coding" when referring to this type of analysis (Miles & Huberman, 1994; Ryan & Bernard, 2000, cited in Leech & Onwuegbuzie, 2007, p. 564). To carry out a constant comparison analysis, the researcher chunked the data into smaller meaningful parts after reading the whole data. Next, the researcher identified each chunk with a descriptive code depending on the research questions. The researcher took pains to compare each new chunk of data with previous codes, so similar chunks would be labeled with the same code (Leech & Onwuegbuzie, 2007, p. 565). Following the coding of the data, a theme

was identified by taking the similar codes into account. In this study, both inductive and deductive coding were used. Deductive coding was employed to reveal data as for the theme "The Frequency of the Interaction". That is to say, codes were identified according to the research questions prior to the analysis and looked for in the data. As a result 7 codes came out, which are (1) teacher-student talk, (2) time spent on lecturing, (3) time spent on questioning, (4) type of questions asked, (5) interaction type, (6) gender, (7) criticism. Based on these codes, each lesson was analyzed accordingly. However, to embody more meaningful information, under each lesson, these codes were explained in detail instead of analyzing all lessons under each code. An example from this process was displayed as follows:

1. FREQUENCY OF THE INTERACTION IN LANGUAGE CLASSROOMS
1.1. CASE 1 (1st lesson)
1.1.1. Teacher-student talk
- The amount of teacher talk as minutes
- The amount of student talk as minutes
1.1.2. Time spent on lecturing
-The amount of lecture as minutes
1.1.3. Time spent on questioning
-The amount of questioning as minutes
1.1.4. Type of questions asked
-The number of high-level questions
-The number of low-level questions
1.1.5. Interaction type
-The number of teacher-initiated interaction
-The number of student-initiate interaction
-The number of student-student interaction
1.1.6. Gender
-The number of total interaction
-The number of total female interaction
-The number of total male interaction
1.1.7. Criticism
-The number of times female students were criticized
-The number of times male students were criticized

In addition to the deductive coding mentioned above, inductive coding was performed to get information as to "The Nature of Interaction". To put it another way, codes were identified after reviewing the data. This process is illustrated below:

Table 3: An Example of Data Analysis for the Nature of the Interaction

2. THE NATURE OF THE INTERACTION IN LANGUAGE CLASSROOMS
2.1. STUDENT-TEACHER INTERACTION
2.1.1. The way the interaction was initiated
- Raising hand
- Calling out the teacher
- Shouting the answer/idea directly
2.1.2. The purpose of the interaction
- Asking a question
- Asking for help
- Sharing an answer/idea
- Confirming with the teacher what s/he was doing right
2.2. TEACHER-STUDENT INTERACTION
2.2.1. The way the interaction was initiated
- Addressing a particular student
- Addressing the whole class
2.2.2. Means of interaction
- Asking a question
- Making comments related to the topic
- Making jokes

The headings in the table above regarding the nature of interaction were presented under each Case instead of presenting all Cases under each heading like in the process in "The Frequency of the Interaction" just mentioned above in order to embody more meaningful information.

3.11 Procedure

Following the collection of the background information about the aim of the research study, that is, literature review, an institution in which English language teachers work was arranged by explaining the aim and procedure of the research study as well as introducing the researcher. A private language course in Ankara allowed for the data collection. At the same time, the researcher applied to the

Committee of Ethics. When the procedure of the study was approved by the committee, teachers who allowed for video recording were found and they signed the voluntary consent form. Moreover, the students to be observed also signed the voluntary consent form. Both teachers and students were informed about the aim of the study. Appointment for the video recording was arranged with the teachers. Before the video recording, the researcher observed the target classes a few times in order to get an idea about the usual atmosphere and classroom interaction. Before the video recordings were started, teachers were requested to fill in the demographic information log, which aimed to get basic information about the students' overall performance and their level of motivation to learn English. After the administration of the demographic information log, observations through video camera were done at the arranged time. Once the administration of the demographic information log and observations through video camera were over, the findings started being analyzed. In the process of data analysis, three teachers were selected randomly by the researcher and they were asked to interview with the researcher. They all accepted the interview. So, the time and place were arranged with the interviewees. Then, the interviews were conducted and the results were integrated into the previous findings and interpreted accordingly. After the analysis and interpretation of the results were over, the teachers were informed about the results.

The overall design of the research study could be illustrated as below:
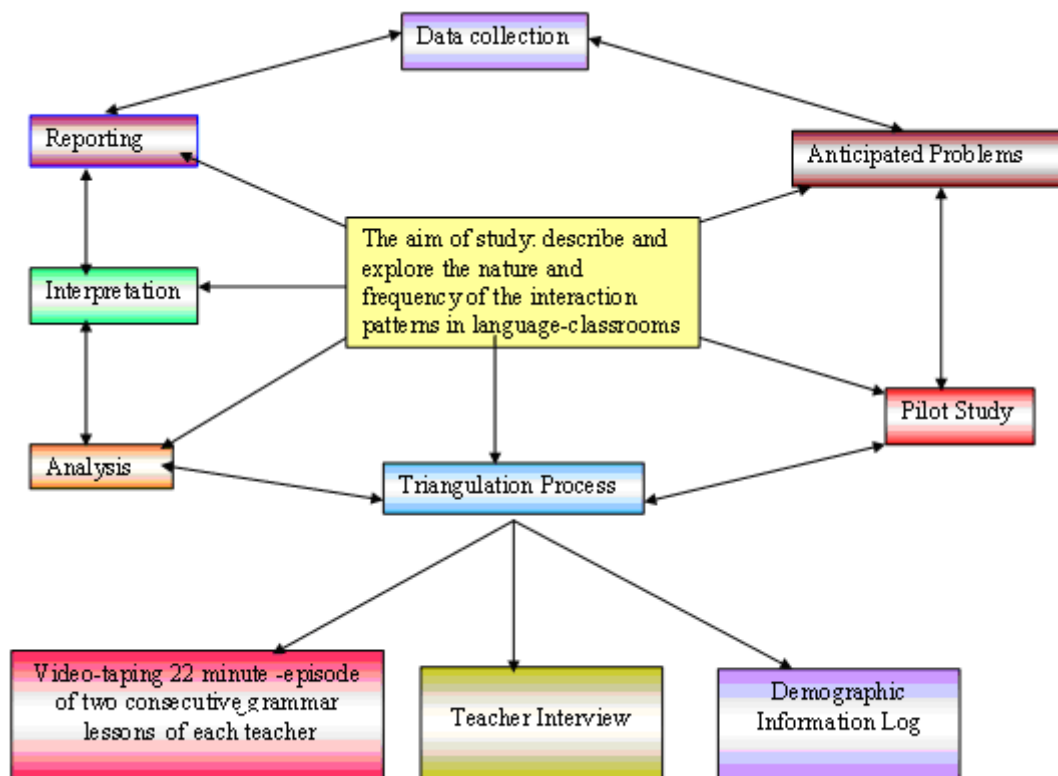
Figure 7: Overall Design of the Research Study

To explicate the figure above, the following table is presented below:

Table 4: Explication of the Overall Design of the Study

Research questions	Data Needs	Instrument	Participants	Analysis
1. In what ways do teacher talk and student talk create interactive learning environment? 1.1. Does the amount of teacher talk outweigh student talk?	-Formal & informal teacher talk -student talk	-Video-taping -Interview	-Teachers -Students	Constant comparison analysis
1.2. How much class time does the teacher spend lecturing?	-Teacher lecture	-Video-taping	-Teachers	Constant comparison analysis
1.3. How much time does the teacher spend questioning?	-Teacher questions	-Video-taping	-Teachers	Constant comparison analysis
1.4. Does the teacher ask higher-level or lower-level questions more?	-The questions asked in the lesson	-Video-taping -Interview	-Teachers	Constant comparison analysis
1.5. Does teacher-initiated interaction outweigh student-initiated interaction?	-Teacher-student interaction	-Video-taping -Interview	-Teachers -Students	Constant comparison analysis
1.6. Do both teacher-student and student-teacher interactions outweigh student to student interaction?	-Teacher-student interaction	-Video-taping -Interview	-Teachers -Students	Constant comparison analysis
2. To what extent is the classroom interaction influenced by gender factor in language classes? 2.1. Do male or female students interact with the teacher more?	-Student interaction	-Video-taping -Interview	-Students -Teachers	Constant comparison analysis
2.2. Do male or female students initiate interaction with the teacher more?	-Student interaction	-Video-taping -Interview	-Students	Constant comparison analysis
2.3. Does the teacher criticize male or female students more?	-Teacher criticism	-Video-taping	-Teachers -Students	Constant comparison analysis
3. What shapes the nature of student initiated interaction in language classrooms? 3.1. In what ways do students initiate interaction with the teacher?	-The way the students initiate interaction	-Video-taping	-Students	- Constant comparison analysis
3.2. For what purposes do students initiate interaction with the teacher?	-The purpose of the student-initiated interaction	-Video-taping	-Students	- Constant comparison analysis
4. What shapes the nature of teacher-initiated interaction in language classrooms? 4.1. In what ways do teachers initiate interaction with students?	- The way the teachers initiate interaction	-Video-taping	-Teachers	- Constant comparison analysis
4.2. Which methods do teachers use as a means of interaction with students?	-The means of teacher-initiated interaction	-Video-taping	-Teachers	- Constant comparison analysis

As the table above suggests, the first main research question "In what ways do teacher talk and student talk serve as a factor in creating interactive learning environment?" consists of six sub-questions. To respond to the first sub-question "Does the amount of teacher talk outweigh student talk?", data regarding both formal and informal teacher talk as well as student talk were collected through video-taping of both teacher and students and interview with the teachers. To answer the second sub-question "How much class time does the teacher spend lecturing?, data about teacher lecture were gathered through video-taping. As for the third sub-question "How much time does the teacher spend questioning?", data for the time spent on asking questions by the teacher were collated through videotaping the lessons. Regarding the fourth sub-question "Does the teacher ask higher-level or lower-level questions more?", all the questions were recorded through video camera and then the questions were categorized as high-level and low-level questions and the numbers were compared with each other. Following this, the truth of the data was confirmed by interview with the teachers. With respect to the fifth sub-question "Does teacher-initiated interaction outweigh student-initiated interaction?" teacher-student interaction was video taped and then the number of interactions initiated by the teacher and students was identified separately and then this information was confirmed by the interview with the teachers. As to the sixth sub-question "Do both teacher to student and student to teacher interactions outweigh student to student interaction?", both teacher-student and student-student interaction were recorded through video camera and then the numbers of teacher-student and student-student-interaction was identified and compared to one another. Next, the result was confirmed by the interview with the teachers.

Considering the table above, the second main research question "To what extent does the gender of the students serve as a factor influencing the interaction in language classes?" is composed of three sub-questions. To find an answer to the first sub-question "Do male or female students interact with the teacher more?, students' interaction with the teacher was observed through video camera and the numbers of the interaction with the teacher realized by female and male students were identified separately and the numbers were compared to each other. The result was approved by the interview with the teachers. To respond to the second

sub-question "Do male or female students initiate interaction with the teacher more?", the same procedure for the first sub-question was followed. To answer the third sub-question "Does the teacher criticize male or female students more?", teachers' criticism towards both male and female students were recorded through video camera and then the behaviors receiving criticism from the teacher as well as whether female or male students received these criticism were found out.

Based on the table above, the third main research question "What shapes the nature of student initiated interaction in language classrooms?" is composed of two sub-questions. To respond to the first sub-question "In what ways do students initiate interaction with the teacher?", students' interactions were observed through video camera. For the second sub-question, "For what purposes do students initiate interaction with the teacher?", the students' interactions were recorded through video camera.

The table above shows that the main fourth question "What shapes the nature of teacher-initiated interaction in language classrooms?" involves two sub-questions. To answer the first sub-question "In what ways do teachers initiate interaction with students?", the ways the teachers initiate interaction with their students were observed through video camera. Finally, for the second sub-question "Which methods do teachers usually use as a means of interaction with students?", the methods the teachers used to initiate interaction with their students were videotaped.

After collecting data through video-taping of 22 minute episode of the two consecutive grammar lessons for each teacher, the data gathered through video camera were confirmed by the interview with the teachers. Preceding both video camera and interviews, teachers were requested to fill in the demographic information log to get a basic idea about the overall performance and motivation of students in English classes. The results obtained through videotaping, interview and demographic information log were presented and interpreted based on the research questions. The data gathered from videotaping and interviews were analyzed through constant comparison analysis method.

3.12 The Limitations of the Study

First, the external validity of the study is very small, thereby limiting the generalizability of the research. This study is locally beneficial. That is, its use is limited to the language center in which the research was conducted. However, this type of study can be replicated in many schools in larger samples and therefore having the chance of increasing generalizability to a larger population. Secondly, the presence of particular confounding variables such as subject characteristics and loss of subject could have affected the validity of the study. As for the subject characteristics, since this was a qualitative study taking place in a natural context, it was impossible to equalize the characteristics of the subjects. Moreover, there was nothing to do about the loss of subject because the learners did not inform the teacher about his/her absence in advance and therefore it was impossible to find someone else having similar characteristics at the time. Thirdly, whether teachers were honest about their answers can never be proved. Therefore, this remains a problem of honesty. Finally, to reinforce the results of the study, more teachers with more classes could have been observed but there was no permission for this by both the administration and teachers.

CHAPTER 4

RESULTS

This chapter presents the results of the study, the purpose of which was to describe and explore the nature and frequency of the interaction and the factors affecting interaction in language classrooms. To embody more meaningful information, this chapter has been organized in three parts.

In the first part, in order to reveal the results regarding the frequency of the interaction in language classrooms, each of the observed grammar lesson has been addressed as "Case". So, each case has been analyzed on its own and presented under 6 sub-headings determined based on the research questions. These sub-headings are "teacher-student talk, time spent on lecturing and questioning, type of questions asked, interaction type, gender and criticism". Regarding the content of the first sub-heading "Teacher-Student Talk", since FIA was taken as a basis for this research study, teacher talk involves all the points given under Teacher Talk, which are "Accepts feelings, Praises or encourages, Accepts and uses ideas of students, Asks questions, Lecturing, Giving Directions and Criticizing or Justifying Authority". This is the same for Students Talk, which involves "Response and Initiation". As for the second sub-heading "Time Spent on Lecturing and Questioning", here while lecturing involves giving facts or opinions about content or procedure; expressing his or her own ideas, asking rhetorical questions, questioning covers asking a question about content or procedure with the intent that a student will answer as suggested in FIA. By considering this content, time spent on lecturing and questioning was kept separately. With respect to the third sub-heading "Types of questions asked", this involves both high-level and low-level questions directed by the teacher towards students in the lesson. The number of each question type was identified separately. Regarding the fourth sub-heading "interaction type", this includes both teacher-student interaction, specifically the number of interactions initiated by the teacher or

student besides student-student interaction taking place in the lesson. As for the fifth sub-heading "Gender", this involves information about whether male or female students interact more with the teacher and which gender initiates more interaction with the teacher. As to the final sub-heading "Criticism", this includes statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he or she is doing; extreme self-reference as stated in FIA. Prior to the description of each lesson based on video camera, the information about the students obtained through demographic information log is presented. To facilitate the understanding of the results regarding the frequency of the interaction in language classrooms, all findings altogether have been tabulated and interpreted based on the main research questions.

In second part, the results regarding the nature of the interaction in language classrooms were given in detail. The results were presented under two main categories, which are student-teacher interaction and teacher-student interaction. Under the category of student-initiated interaction, two main points were mentioned, which are "the way the interaction was initiated and the purpose of the interaction". Next, under the category of teacher-initiated interaction, two main headings, which are "the way the interaction was initiated and the means of interaction" were explained in detail.

In third part, interview results that were conducted to confirm the results as for the frequency of the interaction in language classrooms were presented in detail.

4.1 PART 1: THE FREQUENCY OF THE INTERACTION IN LANGUAGE CLASSROOMS

In this part, each of the observed grammar lesson was named as "Case". Each teacher was observed for two consecutive grammar lessons. Since 6 teachers in total were observed for two consecutive grammar lessons through video camera, this made 12 lessons in total. In summary, there are six cases. For each case, there are 2 grammar lessons. For each lesson, 22 minute episode was videotaped and each grammar lesson was described under six sub-headings, which are "teacher-student talk, time spent on lecturing and questioning, type of questions asked, interaction type, gender and criticism". These headings are preceded with an overall description of teacher characteristics and class performance and motivation in English lessons, which were revealed by the demographic information logs filled by the classroom teachers. After the description of each case, the results regarding the two consecutive grammar lessons (1st & 2nd) were compared with one another and interpreted. While describing each lesson in each case, certain abbreviations and symbols were used in the figures below, which represent the classroom setting, students and the teacher. These abbreviations and symbols are as follows:

T	Teacher-initiated interaction
S	Student-initiated interaction
times	Refers to the number of total interactions
Int.	Interaction
M	Male
F	Female
➔	Interaction
# 1, # 2, etc.	The numbers given to each student
	Female Students
	Male Students
	Female Teachers
	Male Teachers

4.1.1   Case 1 (1ˢᵗ lesson)

The class in Figure 8 below was taught by a female teacher, who was 29 year-old and she had 4 year-teaching experience and she had been teaching in the institution for 9 months. She had been teaching this elementary class for 4 weeks. In the demographic information log, the teacher reported that 80 % of the students were motivated to learn English and they had a positive attitude towards English. Whereas the students had a moderate performance in Reading and Writing, they were good at Grammar. However, they were weak in Speaking and Listening. All of the learners in this class were students at various universities. Normally, there were 8 students in class. In this particular lesson, she taught students "Parts of the House and Directions" and students sat in a horseshoe shape.
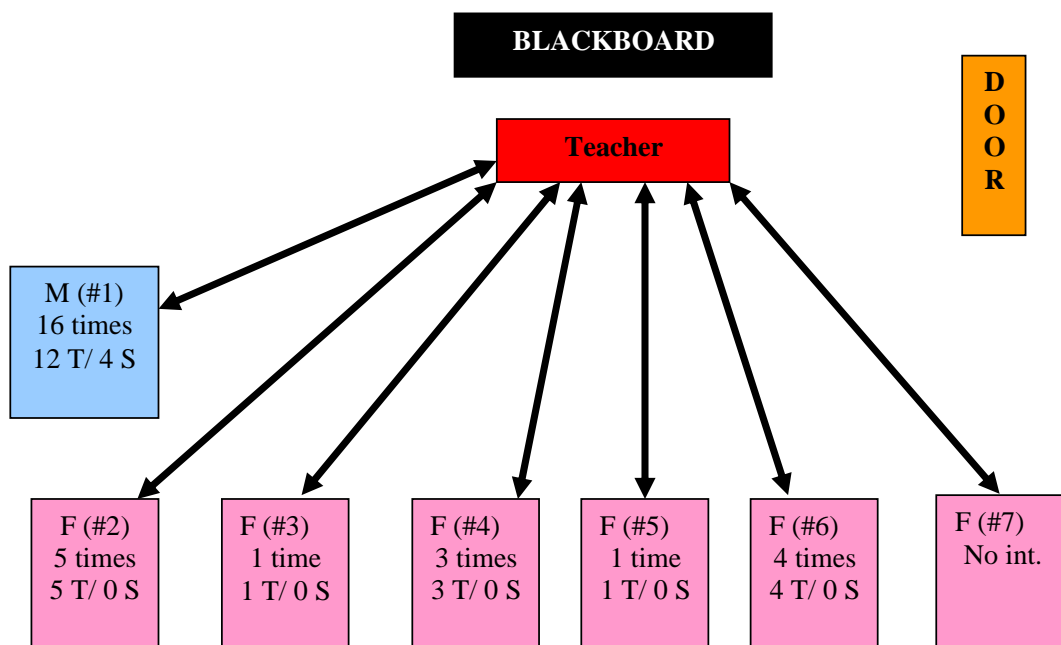
Figure 8: Case 1 (1. hour)

Given the figure above, there existed 7 students, 6 of whom were female and one of them was male. The first student, who was male, interacted with the teacher 16 times in total, 12 of which were teacher-initiated and 4 were student-initiated. The second student, who was female, interacted with the teacher 5 times in total, all of which were teacher-initiated and no interaction was initiated by the student herself. The third student, who was female, interacted with the teacher only once, which was teacher-initiated and no student-interaction was realized by her. The fourth student, who was female, interacted with the teacher 3 times, all of which were teacher-initiated and no interaction was initiated by the student. The fifth student, who was female, interacted with the teacher only once, which was teacher-initiated. The sixth student, who was female, interacted with the teacher 4 times, all of which were teacher-initiated. The seventh student, who was female, did not interact with the teacher at all.

Teacher-student talk: Of 22 minute-episode of the whole class teaching recorded, the teacher spent 14 minutes 30 seconds on teacher talk, which makes 72.5 %. On the other hand, students spent 1 minute 8 seconds on student talk, which makes 5.6 %. Therefore, it can be inferred that the amount of teacher talk surpassed the amount of student talk by 13 minutes 22 seconds.

Time spent on lecturing and questioning: The teacher lectured students for 10 minutes 3 seconds, which makes 50.25 %. However, during the same period, the teacher spent only 41 seconds on asking questions, which is 3.42 % of the period.

Types of questions asked: The teacher directed 26 questions in total to the students. Of these questions, 2 were high-level questions, which were "What do you think about it?, What do you infer from this?". The rest, which was 24 questions were low-level questions, some of which were "Where is İzmir?, Where do you cook? Kitchen or dining room?". Thus, it can be concluded that the teacher directed more low-level questions to the students than high-level questions.

Interaction Type: There existed 30 interactions in total. Of these interactions, only 4 were student-initiated and 26 were teacher-initiated. Therefore, it can be said that the number of teacher-initiated interactions was far more than that of

student-initiated interactions. In addition, all of the interactions were either teacher-initiated or student-initiated. No student-student interaction took place since any pair or group work activities were not carried out in class.

Gender: Of all the students in class, the student who had most interaction was male. He had 16 interactions throughout the observed period. In terms of teacher-initiated interaction, a male student had most teacher-initiated interaction, which was 12 times. In terms of student-initiated interaction, the same male student had most student-initiated interaction. He initiated interaction with the teacher 4 times whereas no female student started any interaction with the teacher. The female student having most interaction interacted with the teacher 5 times in total. Considering the information given above, it can be said that males surpassed females in teacher-initiated, student-initiated and total amount of interaction.

Criticism: The teacher criticized neither female nor male students.

4.1.2   Case 1 (2nd lesson)
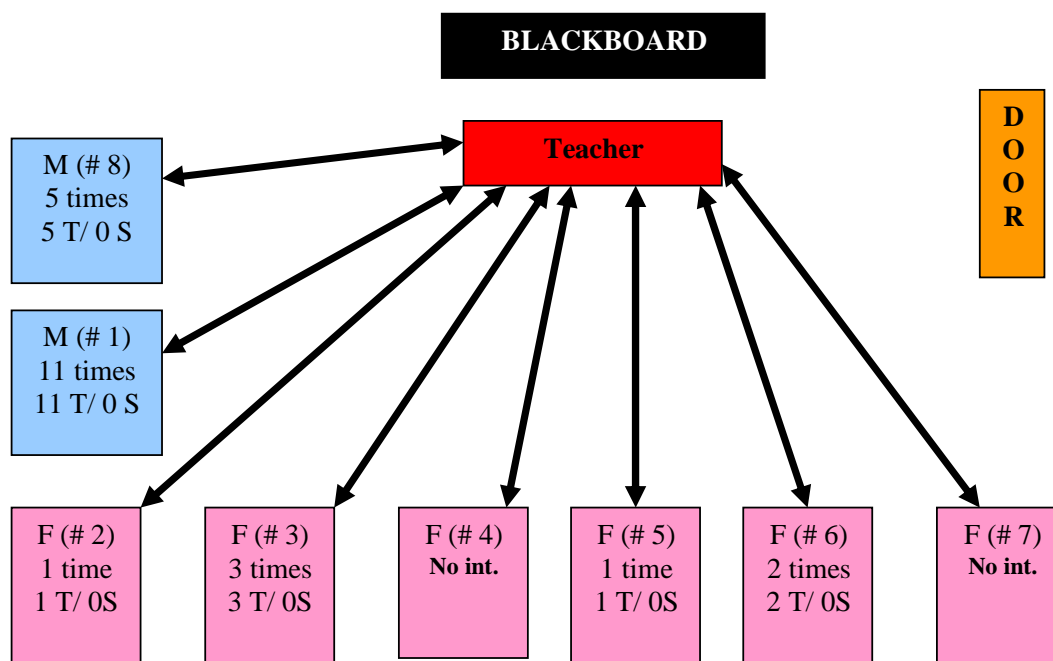
Figure 9: Case 1 (2. hour)

In this hour, the teacher did a revision of the grammar points taught in previous lessons. The students sat on the same seats but a new male student turned up in this hour and the number 8 was given to him in the figure. The first student, who was male, interacted with the teacher 11 times in total, all of which were teacher-initiated. The second student, who was female, interacted with the teacher only once, which was teacher-initiated. The third student, who was female, interacted with the teacher 3 times, all of which were teacher-initiated. The fourth student, who was female, did not interact with the teacher at all. The fifth student, who was female, interacted with the teacher only once, which was teacher-initiated. The sixth student, who was female, interacted with the teacher 2 times, and they were

teacher-initiated. The seventh student, who was female, did not interact with the teacher. The eighth student, who was male, interacted with the teacher 5 times, all of which were teacher-initiated.

Teacher-student talk: The teacher talked for 14 minutes 5 seconds, which is 70.42 %. However, the students talked for 1 minute 14 seconds, which makes 6.16 %. Hence, the amount of teacher talk was much more than student talk.

Time spent on lecturing and questioning: The teacher spent 12 minutes 51 seconds, which makes 64.25 %. However, the teacher spent 51 seconds, which is 4.25 % on directing questions to the students.

Types of questions asked: The teacher asked 23 questions in total, only one of which was a high-level question. It was "What can you buy in a furniture shop?". 22 of the questions were low-level questions, a few of which were "What is it?, What is a river?, What does 'prefer' mean?". The number of low-level questions was much more than high-level questions.

Interaction type: There existed 23 interactions in total, all of which were teacher-initiated and there were no student-initiated interaction in class on the ground that no pair or group work was done.

Gender: In terms of teacher-initiated interaction and total number of interaction, the student who had most interaction was a male student. He interacted with the teacher 11 times. The female student who had most interaction interacted with the teacher 3 times. Therefore, males surpassed females in both teacher-initiated and total number of interaction. In this hour, there was no student-initiated interaction.

Criticism: The teacher criticized neither female nor male students.

To summarize all the information presented in Case 1 (1st and 2nd lessons), in both lessons, the amount of teacher talk outweighed the amount of student talk. As for the time spent on lecturing and questioning, the teacher lectured more in the second lesson compared to the first hour but she spent a little more time on

asking questions in the second hour. In both lessons, the teacher asked more low-level questions than high-level questions; even she asked only two high-level questions among 26 questions in the first lesson and one high-level question among 26 questions. In both lessons, the number of teacher-initiated interactions was more than the number of student-initiated interactions; even the students initiated no interaction in the second lesson. There existed no student to student interaction in both lessons. As to the gender factor, in both lessons, male students interacted with the more compared to female students. Finally, the teacher directed no criticism towards neither male nor female students. The summary of Case 1 is displayed in the table below:

Table 5: The Summary of Case 1

CASE 1	1st LESSON	2nd LESSON
Teacher Talking Time	870 sec= 72.5 %	845 sec= 70.42 %
Student Talking Time	68 sec= 5.66 %	74 sec= 6.16 %
Time Spent on Lecturing	603 sec= 50.25 %	771 sec= 64.25 %
Time Spent on Questioning	41 sec= 3.42 %	51 sec= 4.25 %
High-level Questions	2	1
Low-level Questions	24	22
Total Interaction	30	23
Teacher-initiated Interaction	26	23
Student-initiated Interaction	4	0
Student-Student Interaction	0	0
Maximum Female Interactions	5	3
Maximum Male Interactions	16	11
Criticism towards male/female	-	-

Apart from the information about the two consecutive grammar lessons, regarding the teacher characteristics, the female teacher was mostly dominant in the lessons. Whereas she was the active member in the lessons, students were passive listeners. Since the teacher did not attempt to use elicitation technique, students were not active participants. Moreover, the teacher used the questioning technique but she asked mostly yes/no questions and did not offer students the opportunity to think analytically and critically through high-level questions. She also kept the interaction very short due to short answer questions. In addition, she asked the questions to the whole class and the most active student answered the question immediately, so students were not given equal opportunities to interact with the teacher. Lastly, she did not organize or run interactive grammar exercises that would let students interact with each other in pairs or groups.

4.1.3   Case 2 (1st lesson)

The class in Figure 10 was taught by a female teacher, who was 48 year-old and she had 13 year-teaching experience and she had been teaching in the institution for 5 years. She had been teaching this elementary class for 4 weeks. In the demographic information log, the teacher reported that 90 % of the students were motivated to learn English and they had a positive attitude towards English. Whereas the students had a moderate performance in Reading and Listening, they were good at Grammar, Writing and Speaking. Normally, there were seven students in class. In this lesson, she did a revision of "Simple Present Tense" and students sat in a horseshoe shape.
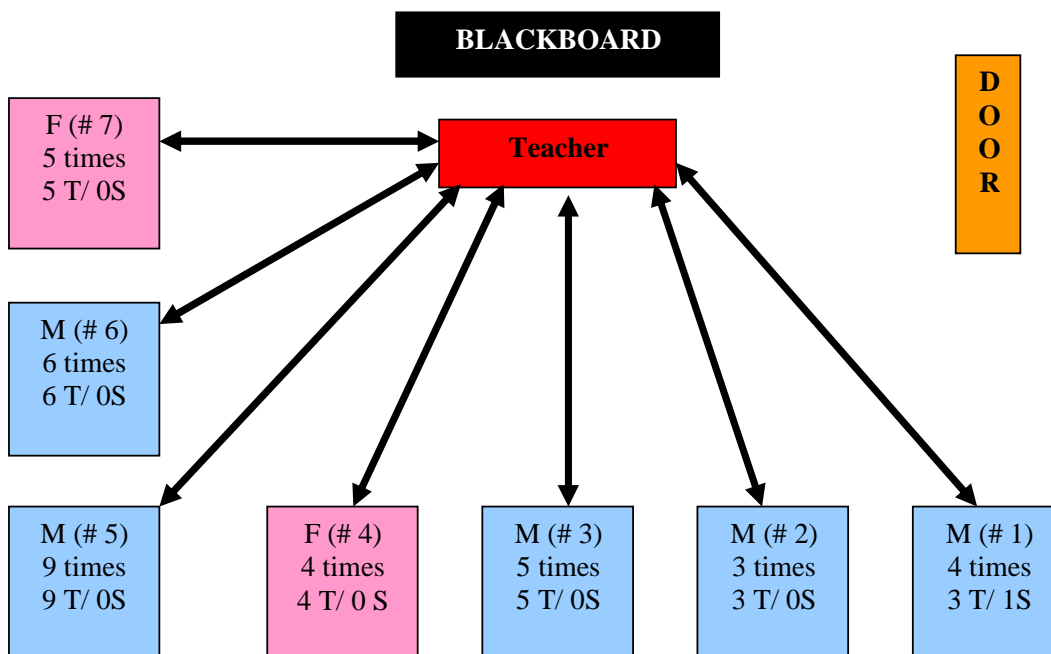
Figure 10: Case 2 (1. hour)

Given the figure above, there existed seven students, five of whom were male and two were female. The first student, who was male, interacted with the teacher 4 times in total, three of which were teacher-initiated and one was student-initiated. The second student, who was male, interacted with the teacher 3 times, all of which were teacher-initiated. The third student, who was male, interacted with the teacher 5 times in total, all of which were teacher-initiated. The fourth-student, who was female, interacted with the teacher 4 times, all of which were teacher-initiated. The fifth student, who was male interacted with the teacher 9 times, all of which were teacher-initiated. The sixth student, who was male, interacted with the teacher 6 times, all of which were teacher-initiated. The seventh student, who was female, interacted with the teacher 5 times, all of which were teacher-initiated.

Teacher-student talk: The teacher spent 11 minutes 45 seconds on teacher talk, which makes 58.75 %. However, the students talked for 4 minutes 24 seconds,

which makes 22 %. Here, it can be concluded that the amount of teacher talk was far higher than student talk.

Time spent on lecturing and questioning: Whereas the teacher lectured for 6 minutes 40 seconds, which is 33.33 %, she spent 1 minute 16 seconds on asking questions, which corresponds to 6.33 %.

Types of questions asked: The teacher directed 35 questions in total. All of these questions were low-level questions, a few of which were "Where is she from?, Does he has or does she have?". She asked no high-level questions.

Interaction type: There existed 36 interactions in total. Of these interactions, 35 were teacher-initiated and one was student-initiated interaction in class. What's more, there was no student-student interaction since no pair or group work took place.

Gender: As for the teacher-initiated interaction, the student having most interaction was a male student. He interacted with the teacher 9 times. The female student having most interaction interacted 5 times. On the other hand, there existed no student-initiated interaction in class.

Criticism: The teacher criticized the fifth and sixth students, who were male, by loudly saying, "Do not speak in Turkish" because of their attempt to switch from the target language into the native language.

4.1.4   Case 2 (2nd lesson)

BLACKBOARD

F (# 7)
3 times
3 T/ 0S

Teacher

D
O
O
R

M (# 6)
4 times
4 T/ 0S

M (# 5)
10 times
5 T/ 5 S

F (# 4)
3 times
2 T/ 1 S

M (# 3)
2 times
2 T/ 0S

M (# 2)
6 times
3 T/ 3S

M (# 1)
12 times
6 T/ 6 S
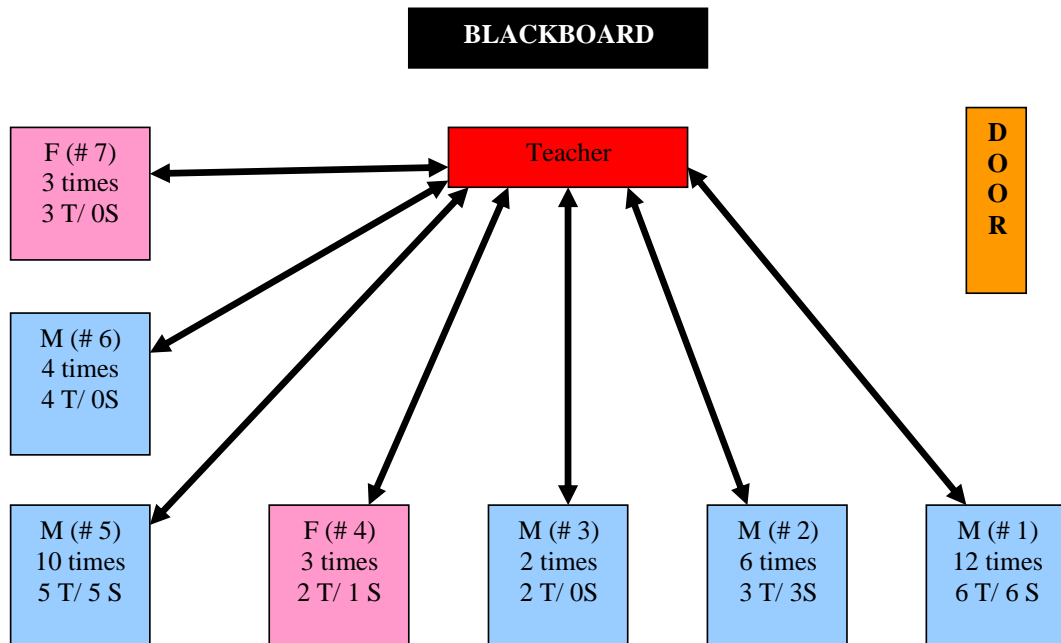
Figure 11: Case 2 (2. hour)

In this hour, the teacher taught the students "Can/ cannot" and the students sat on the same seats. The first student, who was male, interacted with the teacher 12 times in total, 6 of which were teacher-initiated and 6 were student-initiated. The second student, who was male, interacted with the teacher 6 times in total, 3 of which were teacher-initiated and 3 were student-initiated. The third student, who was male, interacted with the teacher 2 times, both of which were teacher-initiated. The fourth student, who was female, interacted with the teacher 3 times, 2 of which were teacher-initiated and one was student-initiated. The fifth student, who was male, interacted with the teacher 10 times, 5 of which were teacher-initiated and 5 were student-initiated. The sixth student, who was male, interacted with the teacher 4 times in total, all of which were teacher-initiated. The seventh

student, who was female, interacted with the teacher 3 times, all of which were teacher-initiated.

Teacher-student talk: Whereas the teacher spent 10 minutes 32 seconds, which is 52.66 %, the students talked for 1 minute 52 seconds, which is 9.33 %. To put it another way, the teacher talked more than the students in class.

Time spent on lecturing and questioning: The teacher spent 5 minutes 5 seconds on lecturing, which makes 25.42 % but she spent 43 seconds on asking questions, which makes 3.58 %.

Types of questions asked: The teacher directed 16 questions in total. Of these questions, 4 were high level questions, a few of which were "What kind of sports do you play?, What can you cook?". 12 were low level questions such as "Can you cook?, Do you go running?". The number of low-level questions was more than that of high-level questions.

Interaction type: There existed 40 interactions in total. Of these interactions, 25 were teacher-initiated and 15 were student-initiated. All of these interactions were either teacher-student or student-teacher. However, no student-student interaction took place seeing that no pair or group work was done in class.

Gender: In terms of the total amount of interaction, the student who had most interaction in class was male. He interacted with the teacher 12 times. The female student who had most interaction interacted with the teacher 3 times. In terms of both teacher-initiated and student-initiated interaction, it was a male student having most interaction. He interacted with the teacher 6 times and he initiated interaction 6 times. So, it can be said that male students surpassed female students in teacher-initiated, student-initiated and total number of interaction in class.

Criticism: The teacher criticized the fifth student because he attempted to answer all questions directed to the whole class without getting permission. In this way, he did not let others share their answers.

To wrap up all the points mentioned in Case 2 (1st and 2nd lessons), the amount of teacher talk surpassed the amount of student talk in both lessons. The teacher and students talked more in the first lesson compared to the second lesson. In the first hour, the teacher spent more time lecturing and asking questions than the second lesson but in both lessons, the teacher spent more time on lecturing than questioning. In both lessons, the number of teacher-initiated interaction was more than the number of student-initiated interaction and there were no student-student interaction. Regarding the gender issue, male students were more active than female students were. As for the criticism, in both lessons, the teacher criticized the same male student and criticized another male student in the second lesson. The summary of Case 2 is presented in the table below:

Table 6: The Summary of Case 2

CASE 1	1st LESSON	2nd LESSON
Teacher Talking Time	705 sec= 58.75 %	632 sec= 52.66 %
Student Talking Time	264 sec= 22 %	112 sec= 9.33 %
Time Spent on Lecturing	400 sec= 33.33 %	305 sec= 25.42 %
Time Spent on Questioning	76 sec= 6.33 %	43 sec= 3.58 %
High-level Questions	0	4
Low-level Questions	35	12
Total Interaction	36	40
Teacher-initiated Interaction	35	25
Student-initiated Interaction	1	15
Student-Student Interaction	-	-
Maximum Female Interactions	5	3
Maximum Male Interactions	9	12
Criticism towards male/female	2 males	1 male

In addition to the data about the grammar lessons above, with respect to the teacher characteristics in Case 2, the female teacher was more dominant compared to the students. The lesson can be regarded as a teacher-centered lesson but the teacher still directed many questions to the students to involve them in the lesson. Since the questions were the ones requiring short answer or yes/no, the interaction was typical and short. However, there were some active students in the classroom. They were male students. When the teacher asked questions, they attempted to answer them and therefore they did not let their peers interact with the teacher. After a while, the teacher warned the student and directed questions to the students by their names. In this way, students more or less found the opportunity to interact with the teacher. Moreover, the teacher addressed all the students in the class and she seemed to be a democratic teacher because the students did not hesitate to ask questions to the teacher.

4.1.5   Case 3 (1st lesson)

The class in Figure 12 below was taught by a female teacher, who was 35 year-old and she had 11 year-teaching experience and she had been teaching in the institution for 3 years. She had been teaching this elementary class for 4 weeks. In the demographic information log, the teacher reported that all of the students were motivated to learn English and they had a positive attitude towards English. Whereas the students had a moderate performance in Reading, Writing and Grammar, they were good at Speaking. However, they were weak in Listening. Normally, there are 5 students in class. In this lesson, she did the revision of "Verb be and some vocabulary" and students sat in a horseshoe shape.
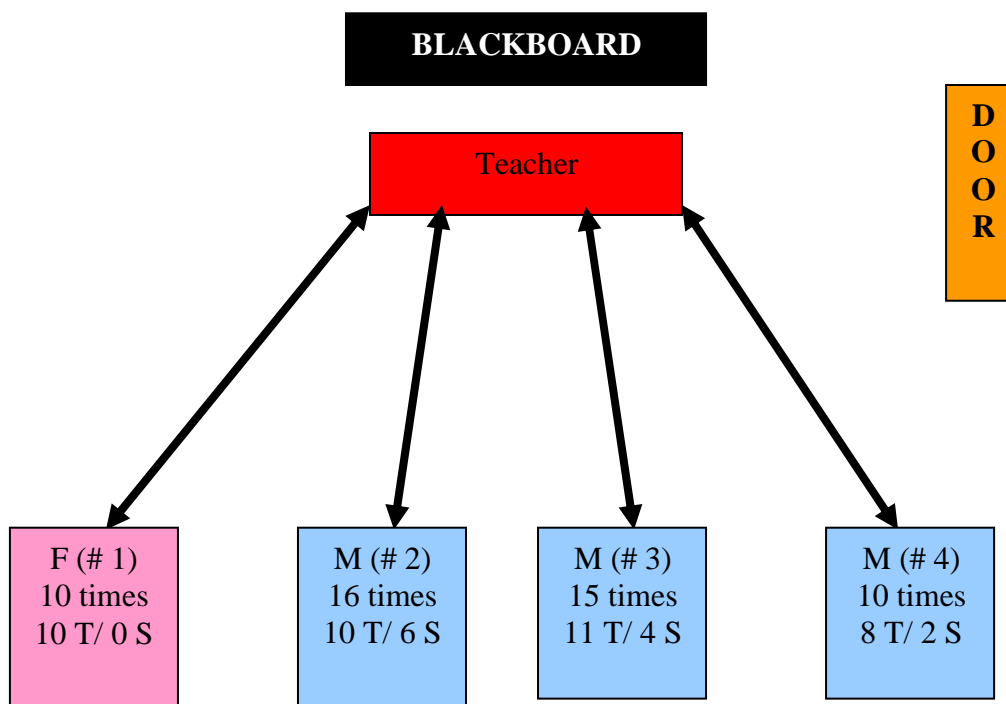
Figure 12: Case 3 (1. hour)

Given the figure above, there existed 4 students, 3 of whom were male and 1 was female. The first student, who was female, interacted with the teacher 10 times, all of which were teacher-initiated. The second student, who was male, interacted with the teacher 16 times, 10 of which were teacher-initiated and 6 were student-initiated. The third student, who was male, interacted with the teacher 15 times, 11 of which were teacher-initiated and 4 were student-initiated. The fourth student, who was male, interacted with the teacher 10 times, 8 of which were teacher-initiated and 2 were student-initiated.

Teacher-student talk: The teacher talked for 10 minutes 17 seconds, which makes 51.42 %, the students talked for 2 minutes 6 seconds, which is 10.5 %. The amount of teacher talk surpassed the student talk.

Time spent on lecturing and questioning: The teacher lectured for 2 minutes 17 seconds, which makes 11.42 %, whereas she spent 1 minute 33 seconds, which makes 7.75 % by asking questions.

Types of questions asked: The teacher asked 39 questions, 4 of which were high-level such as "Why?, What do you do in your free time?". The rest, that is, 35 questions were low-level questions, all of which were Yes/No questions. Some of them were "Do you read books?, Do you go for a walk?". The number of low-level questions outweighed that of high-level questions.

Interaction type: There existed 51 interactions in total, 39 of which were teacher-initiated whereas 12 of them were student-initiated. The number of teacher-initiated interaction outweighed the number of student-initiated interaction. However, there was no student-student interaction in class, thereby no pair or group work.

Gender: It was a male student who had most interaction. He interacted with the teacher 16 times in total. In terms of both teacher-initiated and student-initiated interaction, it was male having most interaction. The number of teacher-initiated interaction was 10 whereas the number of student-initiated interaction was 6. Male students surpassed female student in all interaction types explained above.

Criticism: The teacher criticized all the boys because of their attempt to switch into Turkish.

4.1.6   Case 3 (2nd lesson)
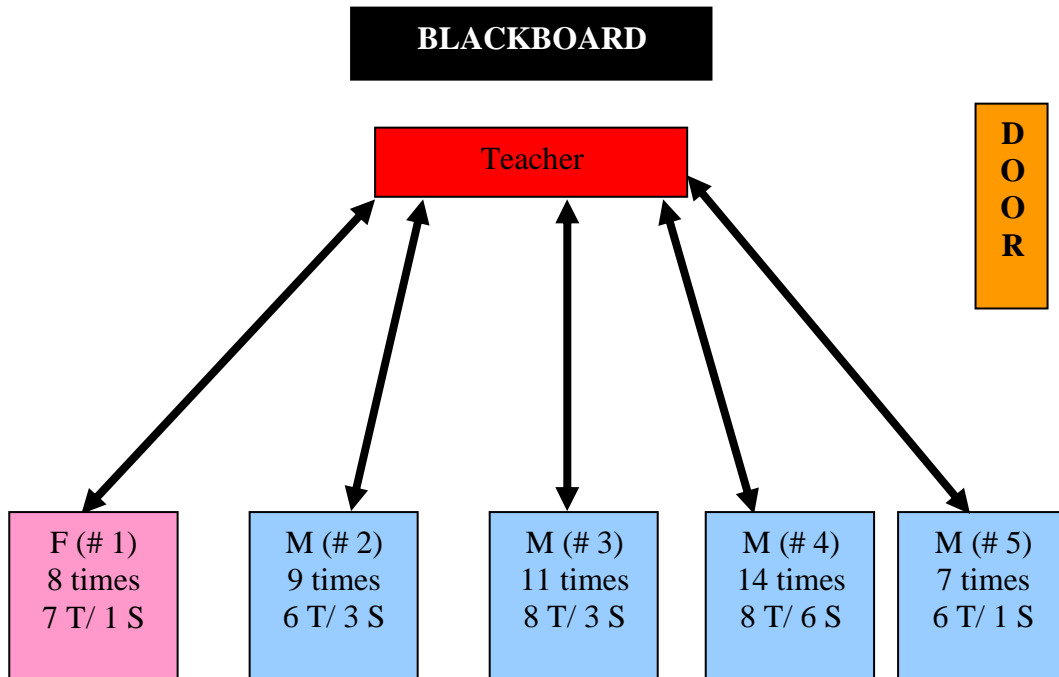
Figure 13: Case 3 (2. hour)

In this hour, the teacher did the revision of "Simple Present Tense". The students sat on the same seats. A new student turned up in the second hour and the number 5 was given to him. The first student, who was female, interacted with the teacher 8 times, 7 of which were teacher-initiated and 1 was student-initiated. The second student, who was male, interacted with the teacher 9 times, 6 of which were teacher-initiated and 3 were student-initiated. The third student, who was male, interacted with the teacher 11 times, 8 of which were teacher-initiated and 3 were student-initiated. The fourth student, who was male, interacted with the teacher 14 times in total, 8 of which were teacher-initiated and 6 were student-initiated. The fifth student, who was female, interacted with the teacher 7 times, 6 of which were teacher-initiated and 1 was student-initiated.

Teacher-student talk: The teacher spent 9 minutes 36 seconds, which is 48 % but the students talked for 2 minutes 53 seconds, which is 14.42 %. This suggests that the amount of teacher talk was more than student talk.

Time spent on lecturing and questioning: Whereas the teacher lectured for 4 minutes 16 seconds, which is 21.33 %, she asked questions for 41 seconds, which is 3.42 %.

Type of questions asked: The teacher asked 25 questions, 24 of which were low questions such as "What are they?, Do we have an object here?". She asked only one high-level question, which was "What do you remember about Simple Present Tense?". The number of low-level questions was much more than high-level questions.

Interaction type: There existed 49 interactions in total. Of these interactions, 35 of them were teacher-initiated and 14 were student-initiated. However, there was no student-student interaction, thereby no pair or group work was done.

Gender: The student having most interaction in class was male. He interacted 14 times. In terms of both teacher-initiated and student-initiated interaction, it was a male student having most interaction. The number of teacher-initiated interaction was 8 and the number of student-initiated interaction was 6. The female student having most interaction interacted with the teacher 8 times in total.

Criticism: The teacher criticized none of the students in this hour.

To arrive at a conclusion regarding all the points mentioned in Case 3 (1ˢᵗ and 2ⁿᵈ lesson), in both lessons, the amount of teacher talk was more than the amount of student talk. However, compared to previous cases, the amount of student talk was more. The teacher lectured less in both lessons compared to previous cases. Still, she spent more time on lecturing than questioning. The teacher directed many questions to the students but low-level questions were more than high-level questions in both lessons. In both lessons, the number of teacher-initiated interaction was more than the number of student-initiated interaction and there

existed no student-to-student interaction. Moreover, in both lessons, male students interacted with the teacher more compared to the female. Finally, in the first lesson, the teacher criticized the males because of their attempt to switch into the native language whereas she directed no criticism towards the students in the second lesson. The summary of Case 3 is given in the table below:

Table 7: The Summary of Case 3

CASE 1	1st LESSON	2nd LESSON
Teacher Talking Time	617 sec= 51.42 %	576 sec= 48 %
Student Talking Time	126 sec= 10.5 %	173 sec= 14.42 %
Time Spent on Lecturing	137 sec= 11.42 %	256 sec= % 21.33
Time Spent on Questioning	93 sec= 7.75 %	41 sec= 3.42 %
High-level Questions	4	1
Low-level Questions	35	24
Total Interaction	51	49
Teacher-initiated Interaction	39	35
Student-initiated Interaction	12	14
Student-Student Interaction	-	-
Maximum Female Interactions	10	8
Maximum Male Interactions	16	14
Criticism towards male/female	3 males	-

Besides the information about the lessons above, as for the teacher characteristics in Case 3, the teacher was not as dominant as the previous cases. She provided opportunities for the students to interact by asking questions about their lives and interests. This attracted students' attention and they were eager to

answer the questions. The teacher used the elicitation technique to actively involve the students in the lesson. Moreover, the teacher addressed all the students in the class and gave equal opportunities for the interaction. There seemed to be a nice harmony between the students and the teacher. Finally, the teacher in this case maintained interaction by adding other questions elated to the original one.

4.1.7   Case 4 (1ˢᵗ lesson)

The class in Figure 14 below was taught by a male teacher, who was 38 year-old and he had ten and a half year-teaching experience and he had been teaching in the institution for 6 years. He had been teaching this pre-intermediate class for 2 months. In the demographic information log, the teacher reported that 80 % of the students were motivated to learn English and they had a positive attitude towards English. Whereas the students had a moderate performance in Listening, they were good at Speaking, Writing, Grammar and Reading. Normally, there are 11 students in class. In this lesson, he taught "Reported Speech" at a basic level and students sat in a horseshoe shape.
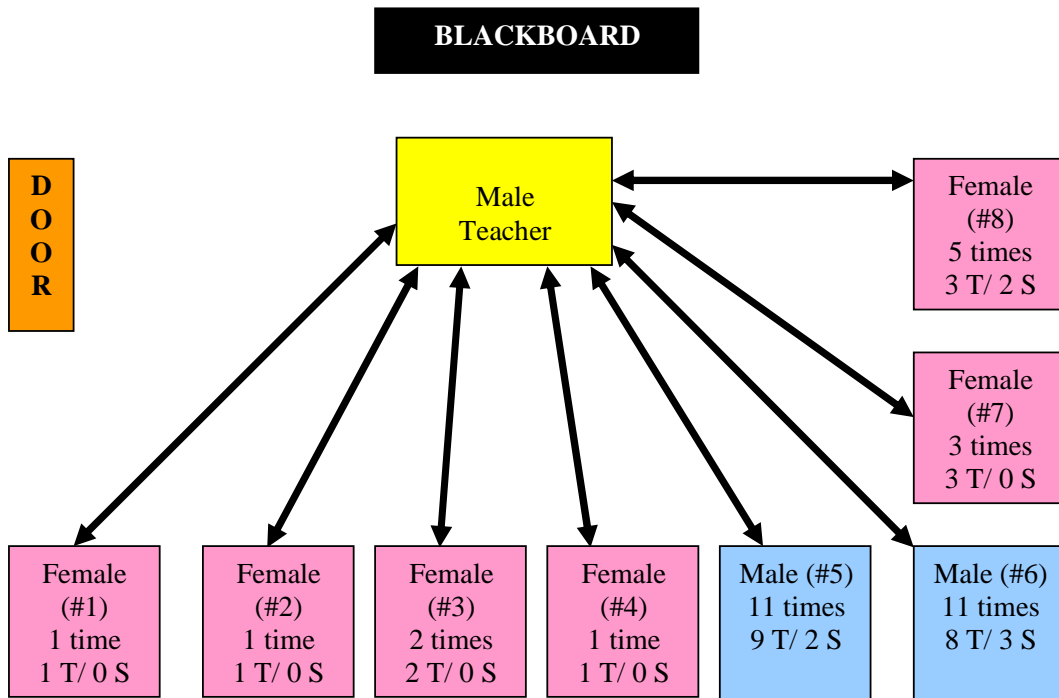
Figure 14: Case 4 (1. hour)

Considering the figure above, there were 8 students in total, 6 of whom were female and 2 were male. The first student, who was female, interacted with the teacher only once, which was teacher-initiated. The second student, who was female, interacted with the teacher only once, which was teacher-initiated. The third student, who was female, interacted with the teacher twice, both of which were teacher-initiated. The fourth student, who was female, interacted with the teacher only once, which was teacher-initiated. The fifth student, who was male, interacted with the teacher 11 times, nine of which were teacher-initiated and two were student-initiated. The sixth student, who was male, interacted with the teacher 11 times, eight of which were teacher-initiated and three were student-initiated. The seventh student, who was female, interacted with the teacher 3 times, all of which were teacher-initiated. The eighth student, who was female, interacted with the teacher 8 times in total, three of which were teacher-initiated and two were student-initiated.

Teacher-student talk: Whereas the teacher spent 11 minutes 20 seconds, which is 56.66 % on talking, the students talked for 1 minute 59 seconds, which corresponds to 9.92 %. To put it another way, the amount of teacher talk was far higher than student talk.

Time spent on lecturing and questioning: The teacher lectured for 7 minutes 3 seconds, which makes 35.25 %, he spent 52 seconds, which is 4.33 % on asking questions.

Types of questions asked: The teacher directed 28 questions in total. Whereas the teacher asked 8 high-level questions such as "What do you think about the classroom?, what do you like or dislike in this canteen?", he directed 20 low-level questions such as "What did she say?, What does "jealous" mean?".

Interaction type: There existed 35 interactions in total. While 28 of them were teacher-initiated, 7 were student-initiated. However, there was no student-student interaction, thereby no pair or group work was done in this hour.

Gender: The student having most interaction was male. Two male students interacted with the teacher 11 times, which was the maximum number of interaction on individual base. In terms of both teacher-initiated interaction, while one male interacted with the teacher 9 times, the other interacted with the teacher 8 times. In terms of student-initiated interaction, while one male initiated interaction with the teacher 3 times, the other initiated interaction twice. The female student having most interaction interacted with the teacher 5 times in total.

Criticism: The teacher criticized the fifth and sixth students because of their attempt to chat between themselves.
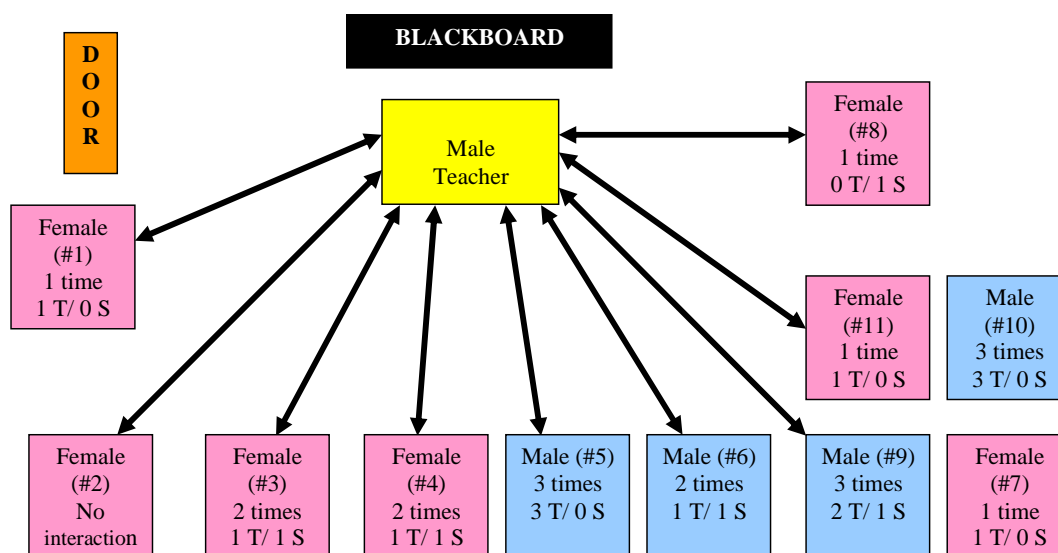
Figure 15: Case 4 (2. hour)

The teacher did practice as well as making explanations about Reported Speech. The students sat on the same seats but 3 new students turned up in this hour. The numbers 9, 10, 11 were given to them respectively. The first student, who was female, interacted with the teacher only once, which was teacher-initiated. The second student, who was female, did not interact with the teacher at all. The third student, who was female, interacted with the teacher twice, one of which was teacher-initiated and another was student-initiated. The fourth student, who was female, interacted with the teacher twice, one of which was teacher-initiated and another was student-initiated. The fifth student, who was male, had 3 interactions with the teacher, all of which were teacher-initiated. The sixth student, who was male, interacted with the teacher twice, one of which was teacher-initiated and the

other was student-initiated. The seventh student, who was female, had only one interaction with the teacher, which was teacher-initiated. The eighth student, who was female, had only one interaction, which was student-initiated. The ninth student, who was male, interacted with the teacher 3 times, 2 of which were teacher-initiated and 1 was student-initiated. The tenth student, who was male, interacted with the teacher 3 times, all of which were teacher-initiated. The eleventh student, who was female, interacted with the teacher only once, which was teacher-initiated.

Teacher-student talk: The teacher talked for 7 minutes 33 seconds, which makes 37.75 %. The students talked for 1 minute 15 seconds, which is 6.25 %. In addition to this, the students had the opportunity to talk to each other and share their ideas through pair work, which lasted 5 minutes, which is 25 %. Therefore, the students talked for 6 minutes 15 seconds in total, which makes 31.25 %. Still, the amount of teacher talk was higher than that of student talk.

Time spent on lecturing and questioning: The teacher lectured for 4 minutes 20 seconds, which corresponds to 21.66 %. However, the teacher spent 11 seconds on asking questions, which makes 0.92 %.

Types of questions asked: The teacher directed 7 questions to the students. All of the questions were low-level questions, a few of which were "While reporting, what do we use for 'next week'?, What about 'last month'?". The teacher asked no high-level questions.

Interaction type: As for teacher-initiated and student-initiated interaction, there were 21 interactions in total. Whereas 16 were teacher-initiated, 5 were student-initiated. Besides, student-student interaction took place for 5 minutes through a pair work activity, which requires students to interview each other and report the answers. In this activity, one student (interviewer) in each pair was supposed to ask 4 questions and the other (interviewee) was supposed to answer them and then students changed the roles. Therefore, students in every pair interacted with each other 8 times. Since there were 6 pairs, there were 48 student-student interactions in total.

Gender: The student having most interaction was a male student. He interacted with the teacher 3 times. In terms of both teacher-initiated and student-initiated interaction, it was a male student having most interaction. He interacted with the 3 times and he initiated interaction 2 times. The female student having most interaction interacted with the teacher twice in total.

Criticism: The teacher criticized the fifth and sixth students, who were male because they chatted with each other and made loud noise.

To summarize all the information presented in Case 4 (1st and 2nd lesson), in both lessons the teacher talked much more than the students. Moreover, in the first lesson, the teacher lectured more and asked more questions than the second hour. Lecturing outweighed questioning in both lessons. The teacher asked many questions to the students but the number of low-level questions was much more than high-level questions. Like other cases, in this case, the number of teacher-initiated interaction was more than student-initiated interaction in the first lesson but there was student-to-student interaction in the second lessons as a result a pair work activity. Regarding the gender issue, in both lessons male students were more active than the female students were and they interacted with the teacher more. Finally, the teacher criticized two male students because of their attempt to chat between them and make loud noise. The summary of Case 4 is presented in the table below:

Table 8: The Summary of Case 4

CASE 1	1st LESSON	2nd LESSON
Teacher Talking Time	680 sec= 56.66 %	453 sec = 37.75 %
Student Talking Time	119 sec= 9.92 %	75 sec= 6.25 % 300 sec= 25 %
Time Spent on Lecturing	423 sec= 35.25 %	260 sec= 21.66 %
Time Spent on Questioning	52 sec= 4.33 %	11 sec= 0. 92 %
High-level Questions	8	0
Low-level Questions	20	7
Total Interaction	35	21+48(pairwork)=69
Teacher-initiated Interaction	28	16
Student-initiated Interaction	7	5
Student-Student Interaction	-	48
Maximum Female Interactions	5	2
Maximum Male Interactions	11	3
Criticism towards male/female	2 males	2 males

In addition to the summary about the two consecutive grammar lessons, as for the teacher characteristics, the male teacher was a democratic teacher. It was obvious that he had easy communication with his students. He managed to attract his students' attention by asking questions about the places they are familiar. He created a relaxed and open learning environment in which students can interact with both the teacher and one another. Apart from questioning technique, he did not employ the elicitation technique. He ran a pair work activity that let students interact with each other and exchange their ideas. He gave almost equal opportunities to each student by directing questions by students' name.

4.1.9   Case 5 (1st lesson)

The class in Figure 16 was taught by a female teacher, who was 27 year-old and she had 3 year-teaching experience and she had been teaching in the institution for 2 years. She had been teaching this elementary class for 4 weeks. In the demographic information log, the teacher reported that 90 %of the students were motivated to learn English and they had a positive attitude towards English. Whereas the students had a moderate performance in Reading and Writing, they were good at Grammar. However, they were weak in Listening and Speaking. Normally, there are 9 students in class. In this lesson, she did a revision of "Articles & Hours" at a basic level and students sat in a horseshoe shape.
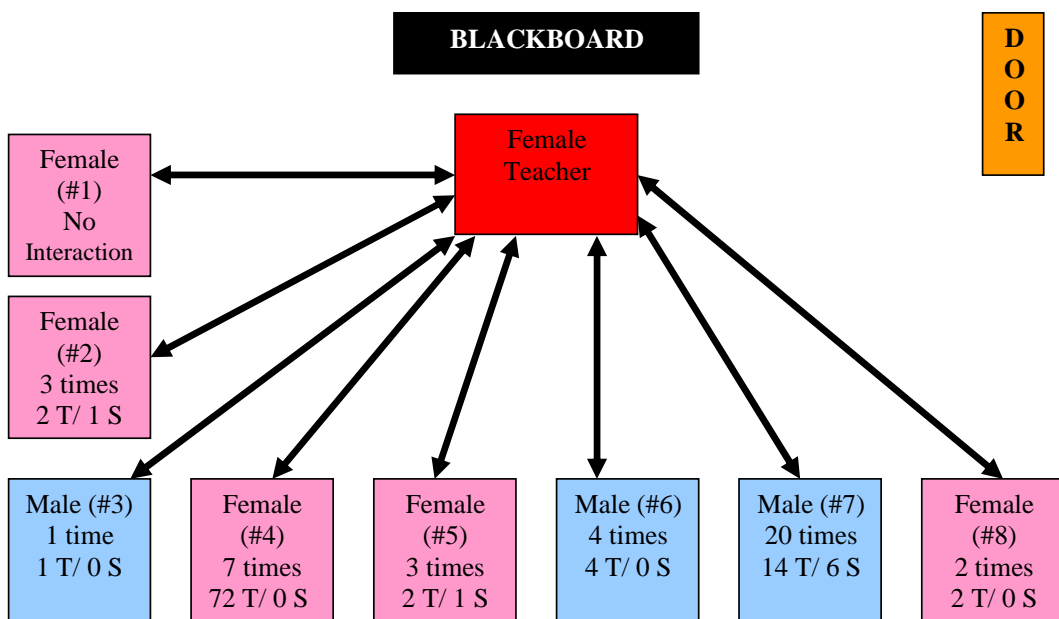
Figure 16: Case 5 (1. hour)

Considering the figure above, there were 8 students, 5 of whom were female and 3 were male. The first student, who was female, did not interact with the teacher. The second student, who was female, interacted with the teacher 3 times, 2 of

which were teacher-initiated and 1 was student-initiated. The third student, who was male, interacted with the teacher only once, which was student-initiated. The fourth student, who was female, interacted with the teacher 7 times, all of which were teacher-initiated. The fifth student, who was female, interacted with the teacher 3 times, 2 of which were teacher-initiated and 1 was student-initiated. The sixth student, who was male, interacted with the teacher 4 times, all of which were teacher-initiated. The seventh student, who was male, interacted with the teacher 20 times, 14 of which were teacher-initiated and 6 were student-initiated. The eighth student interacted with the teacher twice, both of which were teacher-initiated.

Teacher-student talk: Whereas the teacher spent 7 minutes 5 seconds, which is 35.42 %, the students talked for 2 minutes 3 seconds, which is 10.25 %. That is to say, the amount of teacher talk surpassed the amount of student talk.

Time spent on lecturing and questioning: The teacher spent 3 minutes 17 seconds on lecturing, which makes 16.42 %; she spent 44 seconds on asking questions, which is 3.66 %.

Types of questions asked: The teacher directed 26 questions in total. 24 of them were low-level questions, a few of which were "We use a/an before singular or plural noun?, Can we use 'a' here?". 2 of the questions were high-level, which were "Wrong, Why?, What else can you say about this?".

Interaction type: There existed 40 interactions in class. Of these interactions, 31 were teacher-initiated and 9 were student-initiated. Therefore, the number of teacher-initiated interaction was more than the student-initiated interaction. In class, there was no pair or group work, thereby no student-student interaction.

Gender: The student having most interaction was male. He interacted 20 times in total. In terms of both teacher-initiated and student-initiated interaction, it was a male student having most interaction. He interacted with the teacher 14 times and he initiated interaction 6 times. The female student having most interaction interacted with the teacher 7 times in total.

Criticism: The teacher directed no criticism to the students.

4.1.10   Case 5 (2ⁿᵈ lesson)
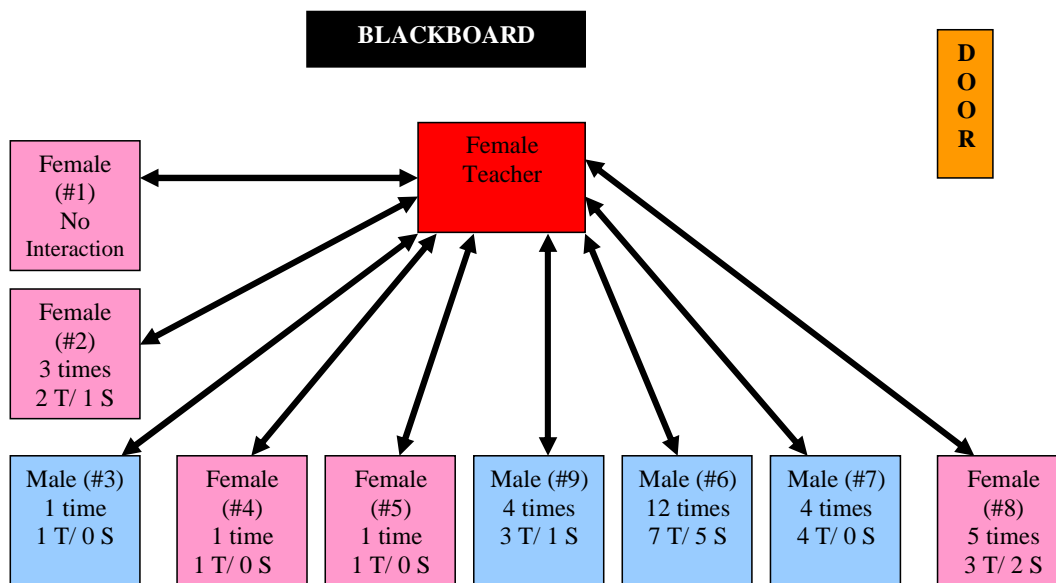
Figure 17: Case 5 (2. hour)

In this hour, the teacher taught "Simple Present Tense" and the students sat on the same seats. A new student turned up in this hour and the number 9 was given to him. The first student, who was female, did not interact with the teacher. The second student, who was female, interacted with the teacher 3 times, 2 of which were teacher-initiated and 1 was student-initiated. The third student, who was male, interacted with the teacher only once, which was teacher-initiated. The fourth student, who was female, interacted with the teacher only once, which was teacher-initiated. The fifth student, who was female, interacted with the teacher only once, which was teacher-initiated. The sixth student, who was male?,

interacted with the teacher 12 times, 7 of which were teacher-initiated and 5 were student-initiated. The seventh student, who was?, had interaction with the teacher 4 times, all of which were teacher-initiated. The eighth student, who was female, interacted with the teacher 5 times, 3 of which were teacher-initiated and 2 were student-initiated. The ninth student, who was male, interacted with the teacher 4 times, 3 of which were teacher-initiated and 1 was student-initiated.

Teacher-student talk: While the teacher talked for 7 minutes 21 seconds, which is 36.75 %, the students talked for 1 minute 49 seconds, which is 9.08 %. That is, teacher talk surpassed student talk.

Time spent on lecturing and questioning: Whereas the teacher lectured for 3 minutes 39 seconds, which makes 18.25 %, the teacher spent 34 seconds on questioning, which makes 2.83 %.

Types of questions asked: The teacher asked 18 questions in total. She directed 2 high-level questions, which were "Goes, why?, What do you do at weekends?". Also, she directed 16 low-level questions such as "He read or he reads?, I meet or I meets?".

Interaction type: There existed 30 interactions in total. Whereas 21 of them were teacher-initiated interaction, 9 were student-initiated interaction. That is, the number of teacher-initiated interaction surpassed the number of student-initiated interaction. However, there was no pair or group work, thereby no student-student interaction in class.

Gender: It was a male student having most interaction in terms of teacher-initiated, student-initiated and total amount of interaction in class. He interacted with the teacher 12 times in total. Of these interactions, 7 were teacher-initiated and 5 were student-initiated. The female student having most interaction interacted with the teacher 5 times in total.

Criticism: She criticized none of the students.

To summarize all the points mentioned in Case 5 (1st and 2nd lesson), in both lessons the amount of teacher talk outweighed the amount of student talk. In both lessons, more time was spent on lecturing compared to the time spent on questioning. However, the amount of lecturing of this teacher is not so much as the other teachers. In addition, in both lessons low-level questions were more than high-level questions. Furthermore, the number of teacher-initiate interaction surpassed the number of student-initiated interaction and there existed no student-to-student interaction. In addition, like in other cases, in both lessons, male students interacted more with the teacher compared with female students. Finally, no student received criticism from the teacher. The summary of Case 5 is given in the table below:

Table 9: The Summary of Case 5

CASE 1	1st LESSON	2nd LESSON
Teacher Talking Time	425 sec= 35.42 %	441 sec= 36.75 %
Student Talking Time	123 sec= 10.25 %	109 sec= 9.08 %
Time Spent on Lecturing	197 sec= 16.42 %	219 sec= 18.25 %
Time Spent on Questioning	44 sec= 3.66 %	34 sec= 2.83 %
High-level Questions	2	2
Low-level Questions	24	16
Total Interaction	40	30
Teacher-initiated Interaction	31	21
Student-initiated Interaction	9	9
Student-Student Interaction	-	-
Maximum Female Interactions	7	5
Maximum Male Interactions	20	12
Criticism towards male/female	-	-

Apart from the information about the lessons observed, regarding the teacher characteristics, the female teacher was a democratic teacher. It was quite apparent that there was an open and relaxed learning environment. The teacher had easy communication with the students. The teacher directed questions to the students; that is, she used the questioning strategy but since she asked short answer or yes/no questions, the interaction was short. She used direct instruction method in her lesson; therefore she could not actively involve the students in the lesson. Moreover, she did not involve the student sitting in the corner; besides, she did not offer equal opportunities to the students for interaction in the lesson.

4.1.11 Case 6 (1st lesson)

The class in Figure 18 below was taught by a male teacher, who was 37 year-old and he had 9 year-teaching experience and he had been teaching in the institution for 6 years. He had been teaching this pre-intermediate class for 4 weeks. In the demographic information log, the teacher reported that 90 % of the students were motivated to learn English and they had a positive attitude towards English. Whereas the students had a moderate performance in Reading and Speaking, they were good at Grammar and Writing. However, they were weak in Listening. Normally, there are 10 students in class. In this lesson, he taught "Gerunds & Infinitives" at a basic level and students sat in a horseshoe shape.
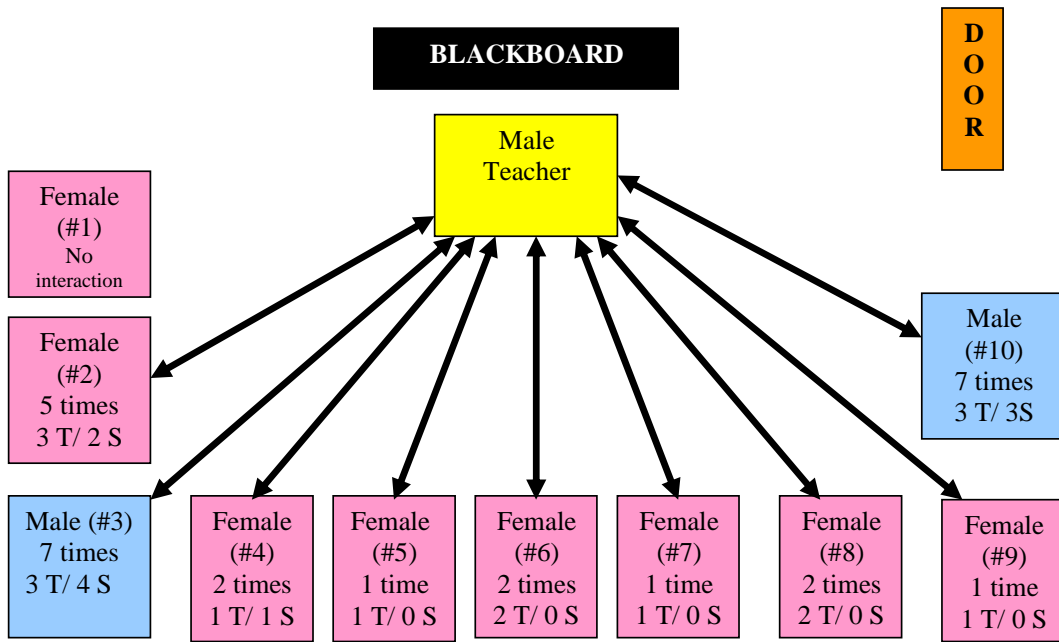
Figure 18: Case 6 (1. hour)

Given the figure above, there were 10 students, 8 of whom were female and 2 were male. The first student, who was female, did not interact with the teacher. The second student, who was female, interacted with the teacher 5 times, 3 of which were teacher-initiated and 2 were student-initiated. The third student, who was male, interacted with the teacher 7 times, 3 of which were teacher-initiated and 4 were student-initiated. The fourth student, who was female, interacted with the teacher twice, one of which was teacher-initiated and another was student-initiated. The fifth student, who was female, interacted with the teacher once, which was teacher-initiated. The sixth student, who was female, interacted with the teacher twice, both of which were teacher-initiated. The seventh student, who was female, had only one interaction with the teacher, which was teacher-initiated. The eighth student, who was female, interacted with the teacher twice, both of which were teacher-initiated. The ninth student, who was female, had only one interaction with the teacher, which was teacher-initiated. The tenth student, who was male, interacted with the teacher 7 times, 4 of which were teacher-initiated and 3 were student-initiated.

Teacher-student talk: While the teacher talked for 9 minutes, which is 45 %, the students talked for 2 minutes 20 seconds, which is 11.66 %. That is, teacher talk surpassed student talk.

Time spent on lecturing and questioning: Whereas the teacher lectured for 5 minutes 32 seconds, which makes 27.66 %, the teacher spent 1 minute 5 seconds on questioning, which makes 5.42 %.

Types of questions asked: The teacher asked 17 questions in total. He directed 7 high-level questions such as "Why is it important?, What do you think?". Also, he directed 10 low-level questions such as "I likes to go or I like to go?, What does title mean?".

Interaction type: There existed 27 interactions in total. Whereas 17 of them were teacher-initiated interaction, 10 were student-initiated interaction. That is, the number of teacher-initiated interaction surpassed the number of student-initiated interaction. However, there was no pair or group work, thereby no student-student interaction in class.

Gender: It was a male student having most interaction in terms of teacher-initiated, student-initiated and total amount of interaction in class. He interacted with the teacher 7 times in total. Whereas 4 were teacher-initiated and 3 were student-initiated. The female student having most interaction interacted with the teacher 5 times in total.

Criticism: He criticized none of the students.

4.1.12   Case 6 (2nd lesson)
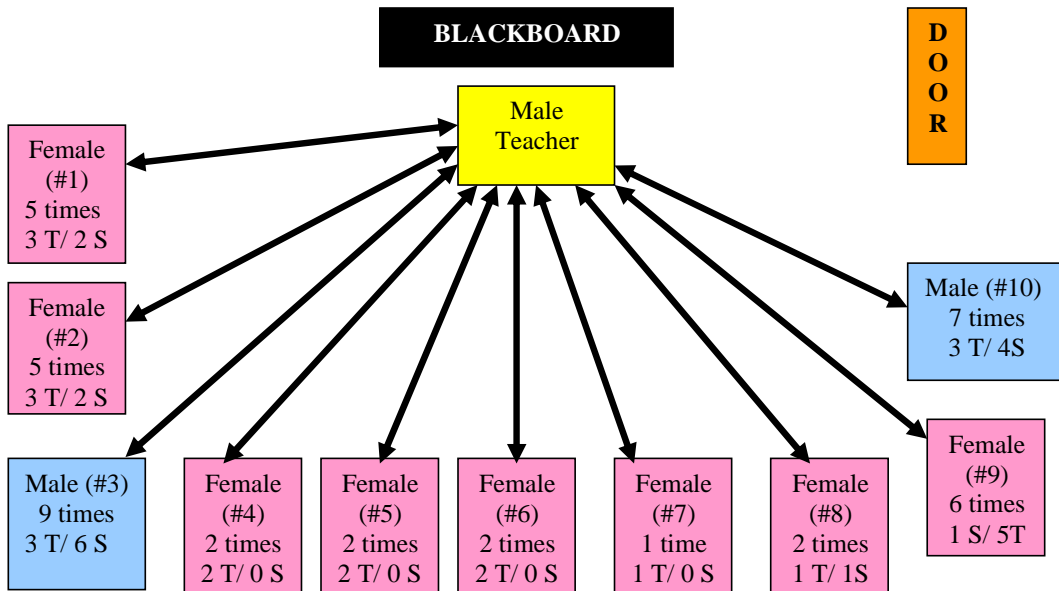
Figure 19: Case 6 (2. hour)

In this hour, the teacher continued with "Gerunds & Infinitives" and did some practice on it. The students sat on the same seats. The first student, who was female, interacted with the teacher 5 times, 3 of which were teacher-initiated and 2 were student-initiated. The second student, who was female, interacted with the teacher 5 times, 3 of which were teacher-initiated and 2 were student-initiated. The third student, who was male, interacted with the teacher 9 times, 3 of which were teacher-initiated and 6 were student-initiated. The fourth student, who was female, interacted with the teacher twice, both of which were teacher-initiated. The fifth and the sixth students, who were female, interacted with the teacher twice, both of which were teacher-initiated. The seventh student, who was female, had only one interaction with the teacher, which was teacher-initiated. The eighth student, who was female, interacted with the teacher twice, one of which was

teacher-initiated and the other was student-initiated. The ninth student, who was female, interacted with the teacher 6 times, 5 of which was teacher-initiated and 1 was student-initiated. The tenth student, who was male, interacted with the teacher 7 times, 3 of which were teacher-initiated and 4 were student-initiated.

Teacher-student talk: While the teacher talked for 8 minutes 39 seconds, which is 43.25 %, the students talked for 2 minutes 4 seconds, which is 10.33 %. That is, teacher talk surpassed student talk.

Time spent on lecturing and questioning: Whereas the teacher lectured for 2 minutes 18 seconds, which makes 11.50 %, the teacher spent 1 minute 6 seconds on questioning, which makes 5.5 %.

Types of questions asked: The teacher asked 21 questions in total. All of the questions were low-level questions, a few of which were "Infinitive or gerund?, Do I use 's' here?". He asked no high-level questions.

Interaction type: There existed 41 interactions in total. Whereas 25 of them were teacher-initiated interaction, 16 were student-initiated interaction. That is, the number of teacher-initiated interaction surpassed the number of student-initiated interaction. However, there was no pair or group work, thereby no student-student interaction in class.

Gender: It was a male student having most interaction in terms of total number of interactions. He interacted with the teacher 9 times in total. However, in terms of teacher-initiated interaction, it was a female student having most interaction. She interacted with the teacher 5 times. In terms of student-initiated interaction, it was a male student having most interaction. He initiated interaction with the teacher 6 times. The female student having most interaction interacted with the teacher 6 times in total.

Criticism: He criticized the tenth student because of his making loud noise and chatting with his neighbor.

To conclude all the points mentioned in Case 6 (1st lesson and 2nd lesson), in both lessons the amount of teacher talk surpassed the amount of student talk. Moreover, in the first lesson, the teacher lectured more and asked more questions than the second hour. Lecturing outweighed questioning in both lessons. In addition, in both lessons low-level questions were more than high-level questions. Furthermore, the number of teacher-initiated interaction was more than the number of student-initiated interaction and there existed no student-to-student interaction. What's more, in both lessons, male students interacted more with the teacher compared with female students. Finally, whereas the teacher criticized none of the students in the first lesson, he criticized a male student because of his attempt to chat and make loud noise. The summary of Case 6 is displayed in the table below:

Table 10: The Summary of Case 6

CASE 1	1st LESSON	2nd LESSON
Teacher Talking Time	540 sec= 45 %	519 sec= 43. 25 %
Student Talking Time	140 sec= 11.66 %	124 sec= 10.33 %
Time Spent on Lecturing	332 sec= 27. 66 %	138 sec= 11.50 %
Time Spent on Questioning	65 sec= 5.42 %	66 sec= 5.5 %
High-level Questions	7	0
Low-level Questions	14	21
Total Interaction	27	41
Teacher-initiated Interaction	17	25
Student-initiated Interaction	10	16
Student-Student Interaction	-	-
Maximum Female Interactions	5	6
Maximum Male Interactions	7	9
Criticism towards male/female	-	1 male

Besides the information about the grammar lessons above, as for the teacher characteristics in Case 6, the male teacher was a democratic teacher and he created a relaxed and stress free learning environment for his students. So, students did not hesitate to ask any questions to the teacher or share their ideas with the whole class. The teacher taught the target grammar subject by creating context and used elicitation technique to actively involve the students. Through questions, the teacher made students try to find out the rule of the grammar point. To put it another way, he used indirect instruction method in his lesson. Therefore, the students were quite active participants. However, there was a student having no interaction in the first lesson and he did not involve that student. Apart from that, he gave almost equal opportunities to his students for interaction.

Following the analysis of each case on its own according to the research questions, to embody more meaningful information, the tabulation of the results gathered altogether from every case was first performed. Next, the summary presentation and interpretation of the tables were given.

Table 11: Cases in terms of "Talk, Questioning, Lecturing, Question Type"

Case	Teacher Talking Time	Student Talking Time	Lecturing	Questioning	# of High-level Questions	# of Low-level Questions
Case 1-1st les.	870 sec= 72.5 %	68 sec= 5.66 %	603 sec= 50.25 %	41 sec= 3.42 %	2	24
Case 1-2nd les.	845 sec= 70.42 %	74 sec= 6.16 %	771 sec= 64.25 %	51 sec= 4.25 %	1	22
Case 2-1st les.	705 sec= 58.75 %	264 sec= 22 %	400 sec= 33.33 %	76 sec= 6.33 %	0	35
Case 2-2nd hr.	632 sec= 52.66 %	112 sec= 9.33 %	305 sec= 25.42 %	43 sec= 3.58 %	4	12
Case 3-1st hr.	617 sec= 51.42 %	126 sec= 10.5 %	137 sec= 11.42 %	93 sec= 7.75 %	4	35
Case 3-2nd hr.	576 sec= 48 %	173 sec= 14.42 %	256 sec= 21.33 %	41 sec= 3.42 %	1	24
Case 4-1st hr.	680 sec= 56.66 %	119 sec= 9.92 %	423 sec= 35.25 %	52 sec= 4.33 %	8	20
Case 4-2nd hr.	453 sec= 37.75 %	75 sec.= 6.25 % 300 sec.= 25 %	260 sec= 21.66 %	11 sec= 0.92 %	0	7
Case 5-1st hr.	425 sec= 35.42 %	123 sec= 10.25 %	197 sec= 16.42 %	44 sec= 3.66 %	2	24
Case 5-2nd hr.	441 sec= 36.75 %	109 sec= 9.08 %	219 sec= 18.25 %	34 sec= 2.83 %	2	16
Case 6-1st hr.	540 sec= 45 %	140 sec= 11.66 %	332 sec= 27.66 %	65 sec= 5.42 %	7	10
Case 6-2nd hr.	519 sec= 43.25 %	124 sec= 10.33 %	138 sec= 11.50 %	66 sec= 5.5 %	0	21

Taking Table 11 above into consideration, it can be inferred that whereas the maximum teacher talking time occupies 72.5 % of the lesson, the minimum teacher talking time occupies 35.42 %. As for the student talking time, student-talking time ranges between 31.5 % and 5.66. % It is seen that in all classes, the amount of teacher talk outweighs the amount of student talk.

With respect to lecturing and questioning, while the time spent on lecturing ranges between 64.25 % and 11.42 %, the time spent on questioning changes between 7.75 % and 0.92 %. For all classes, time spent on lecturing surpasses that of questioning.

With regard to the types of questions, whereas the number of high-level questions goes between 0-8, the number of low-level questions changes between 7 and 35. In all lessons, the number of low-level questions is much more than that of high-level questions.

Table 12: Cases according to "Type of Interaction, Gender and Criticism"

Cases	Total # of Interaction	# of Student-initiated Interaction	#of Teacher-initiated Interaction	Pair or Group Work (student-student interaction)	Maximum # of Interaction by Male	Maximum # of Interaction by Female	Criticism Towards Male/ Female Students
Case 1(1st hr)	30	4	26	-	16	5	-
Case 1(2nd hr)	23	0	23	-	11	3	-
Case 2(1st hr)	36	1	35	-	9	5	2 males
Case 2(2nd hr)	40	15	25	-	12	3	1 male
Case 3(1st hr)	51	12	39	-	16	10	3 males
Case 3(2nd hr)	49	14	35	-	14	8	-
Case 4(1st hr)	35	7	28	-	11	5	2 males
Case 4(2nd hr)	21+ 48 (pair work)= 69	5	16	48	3	2	2 males
Case 5(1st hr)	40	9	31	-	20	7	-
Case 5(2nd hr)	30	9	21	-	12	5	-
Case 6(1st hr)	27	10	17	-	7	5	-
Case 6(2nd hr)	41	16	25	-	9	6	1 male

According to Table 12, regarding the interaction type, it indicates that the total number of interactions in classes range between 23 and 69. Besides, whereas the number of teacher-initiated interaction changes between 16 and 39, the number of student-initiated interaction goes between 0-16. Therefore, it can be inferred that teacher-initiated interaction dominates the lessons compared to student-initiated interaction. In addition, apart from only one lesson (Case 4/ 2. hour), no pair or group work was carried out in lessons, thereby no student-student interaction took place. In Case 4 (2. hour), the teacher ran a pair work activity, which required students to interview each other and then report the answers to the whole class. In this activity, one student (interviewer) in each pair was supposed to ask 4 questions and the other (interviewee) was supposed to answer them and then students changed the roles. Therefore, students in every pair interacted with each other 8 times. Since there were 6 pairs, there were 48 student-student interactions in total.

As for the gender factor, Table 12 shows that while the number of interaction that male-students interacted with the teacher in total ranges between 3and 20, the number of interaction by female students goes between 2 and 10. Thus, it can be said that male students were more active than female students.

Regarding the criticism issue, in Case 2 (1. hour), two male students were criticized by the teacher. Moreover, in the second hour, a different male student was criticized by the teacher. Likewise, in Case 3 (1. hour), 3 male students were criticized by the teacher. Lastly, in Case 4 (1. and 2. hour), two male students were criticized by the teacher. The table suggests that while 8 male students in total were criticized by the teacher, no female students received criticism. So, it can be concluded that male students receive more criticism compared to female students.

4.2   PART 2: THE NATURE OF THE INTERACTION IN LANGUAGE CLASSROOMS

Like in Part 1, in this part each of the lessons observed was identified as "Case". As 6 teachers were observed for two consecutive lessons, there were 12 hours of

raw data. In order to process this raw data, the entire data were gone through several times until some codes came out. Next, similar codes were grouped under a category. The nature of interaction was analyzed under two main categories, which are "Student initiated interaction" and "Teacher initiated interaction". Under the category of "Student initiated interaction", two sub-headings were examined, which are "The way the interaction was initiated" and "The purpose of interaction". The analysis indicated that students initiated the interaction in three ways, which are "raising hand, calling out the teacher and shouting the idea/ answer directly". Moreover, students initiated interaction in order to ask a question related to the lesson, ask for help, share answer/ idea related to the topic in the lesson or confirm with the teacher what s/he was doing right in the activity . Under the category of "Teacher initiated interaction", two subheadings were analyzed, which are "The way the interaction was initiated" and "The means of interaction". The analysis showed that teachers initiated interaction with the students by addressing either a particular student or the whole class. Lastly, teachers used asking a question related to the lesson, making comments on the topic in the lesson or making jokes as a means of interaction. These processed categories and codes revealed significant results regarding the nature of interaction. To embody more meaningful information, the codes and categories identified were analyzed under each Case as follows:

4.2.1   Case 1 (1st lesson)

The class was taught by a female teacher, who was 29 year-old and she had 4 year-teaching experience. Normally, there were 8 students in class. Students were taught "Parts of the House". In this lesson, there were 30 interactions in total. Of these interactions whereas 26 were teacher-initiated interaction, 4 were student-initiated interactions. The table below indicates the way the students and teacher initiated interaction and the purpose of the students' interaction and the means of teacher interaction:

Table 13: The Nature of Interaction in Case 1 (1ˢᵗ lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	1
• Calling out teacher's name	-
• Shouting at the idea/ answer directly	3
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	1
• Ask for help	-
• Share answer/ idea related to the lesson	3
• Confirm with the teacher what s/he was doing right in the activity	-
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	9
• Addressing the whole class	17
B) Means Of Interaction	
• Asking a question	26
• Making comments related to the topic in the lesson	-
• Making jokes	-

The table above indicates that of 4 interactions in total, students initiated only one interaction by raising hand and initiated 3 interactions by shouting the answer or idea directly. Moreover, it is seen that students in this lesson students initiated interaction in order to ask a question once and to share answer/ idea related to the lesson three times. Apart from student-initiated interaction, teacher initiated

interaction by addressing a particular question 9 times and addressing the whole class 17 times. The teacher initiated interaction with the students 26 times by asking questions. To sum up, in this lesson, students mostly used shouting the answer/ idea as the way of initiating the interaction in order to share answer/ idea related to the topic most. As for the teacher-initiated interaction, the teacher mostly used addressing the whole class as the way of initiating the interaction in order to direct questions to the class most.

4.2.2   Case 1 (2nd lesson)

In this lesson, the teacher did a revision of the grammar points taught in previous lessons. There were 23 interactions in total and these were all teacher-initiated interactions. There existed no student-initiated interaction. The details regarding the nature of the interaction in this lesson are as follows:

Table 14: The Nature of Interaction in Case 1 (2nd lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	-
• Calling out teacher's name	-
• Shouting at the idea/ answer directly	-
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	-
• Ask for help	-
• Share answer/ idea related to the lesson	-
• Confirm with the teacher what s/he was doing right in the activity	-
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	4
• Addressing the whole class	19
B) Means Of Interaction	
• Asking a question	23
• Making comments related to the topic in the lesson	-
• Making jokes	-

The table above displays that it was only the teacher who initiated in this lesson. The teacher initiated interaction with the students by addressing a particular students 4 times and addressing the whole class 19 times. Moreover, the teacher only used asking questions as a means of initiating interaction with the students.

114

The teacher asked 23 questions, which means she initiated interaction with the students 23 times. Whereas there existed no student-initiated interaction in this lesson, as for the teacher-initiated interaction, the teacher used addressing the whole class most as the way of initiating interaction for the purpose of asking questions most.

4.2.3   Case 2 (1st lesson)

The class was taught by a female teacher, who was 48 year-old and she had 13 year-teaching experience. Normally, there were 7 students in class. The teacher did a revision of "Simple Present Tense". In this lesson, there were 36 interactions in total. Of these interactions whereas 35 were teacher-initiated interaction, 1 was student-initiated interaction. The table below displays the details about the nature of interaction in this lesson:

Table 15: The Nature of Interaction in Case 2 (1st lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	-
• Calling out teacher's name	1
• Shouting at the idea/ answer directly	-
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	1
• Ask for help	-
• Share answer/ idea related to the lesson	-
• Confirm with the teacher what s/he was doing right in the activity	-
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	8
• Addressing the whole class	28
B) Means Of Interaction	
• Asking a question	35
• Making comments related to the topic in the lesson	-
• Making jokes	1

It is seen in the table above that one student initiated interaction with the teacher by calling out the teacher in order to ask a question related to the lesson. On the other hand, the teacher initiated interaction with the students 36 times, 35 of which were realized by directing questions related to the lesson and 1 was

realized by revealing her thought related to the topic in the lesson. These interactions were started by addressing 8 students individually and addressing the whole class 28 times. In short, in this lesson, as for the student-initiated interaction, calling out the teacher was used as the way of initiating the interaction for the purpose of asking a question related to the lesson. Regarding the teacher-initiated interaction, addressing the whole class was used as a way of initiating interaction for the purpose of directing questions to the whole class.

4.2.4   Case 2 (2nd lesson)

In this lesson, the students were taught "Can/ cannot". There were 40 interactions in total. Of these interactions, 25 were teacher-initiated and 15 were student-initiated. The details regarding the nature of the interaction in this lesson are as follows:

Table 16: The Nature of Interaction in Case 2 (2nd lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	-
• Calling out teacher's name	-
• Shouting at the idea/ answer directly	15
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	3
• Ask for help	-
• Share answer/ idea related to the lesson	10
• Confirm with the teacher what s/he was doing right in the activity	2
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	17
• Addressing the whole class	8
B) Means Of Interaction	
• Asking a question	16
• Making comments related to the topic in the lesson	7
• Making jokes	2

According to the table above, the students initiated all of interactions by shouting the idea/ answer directly. They initiated interaction with the teacher so as to ask questions three times, to share answer/ idea related to the lesson 10 times and to confirm with the teacher what they were doing was right twice. As for the teacher-

initiated interaction, the teacher initiated the interaction by addressing a particular students 17 times and addressing the whole class 8 times. Moreover, the teacher initiated the interaction in order to ask questions 16 times, to make comments related to the topic 7 times and to make jokes twice. To wrap up, the students used shouting the answer/ idea directly as the way of initiating interaction with the teacher for the purpose of sharing answer/ ideas related to the topic most in the lesson. With respect to the teacher-initiated interaction, the teacher used addressing a particular student as the way of initiating the interaction with the student for the purpose of asking questions most.

4.2.5   Case 3 (1st lesson)

The class was taught by a female teacher, who was 35 year-old and she had 11 year-teaching experience. Normally, there were 5 students in class. However, in this lesson 4 students turned up and 1 was absent. They were taught "Verb Be and some vocabulary". In this lesson, there existed 51 interactions in total. Of these interactions whereas 39 were teacher-initiated interaction, 12 were student-initiated interactions. The table below indicates the details regarding the way the students and teacher were initiated and the purpose of the students' interaction and the means of teacher interaction:

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	-
• Calling out teacher's name	2
• Shouting at the idea/ answer directly	10
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	6
• Ask for help	-
• Share answer/ idea related to the lesson	6
• Confirm with the teacher what s/he was doing right in the activity	-
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	18
• Addressing the whole class	21
B) Means Of Interaction	
• Asking a question	39
• Making comments related to the topic in the lesson	-
• Making jokes	-

Based on the table above, it is quite clear that the students initiated interaction by calling out the teacher twice and shouting the answer/idea directly 10 times. They had 6 interactions with the teacher so as to ask questions and another 6

interaction so as to share answer/ idea related to the topic. As for the teacher-initiated interaction, the teacher initiated interaction with the students by addressing students individually 18 times and addressing the whole class 21 times. Finally, the teacher initiated all her interactions, which was 39 to ask questions related to the topic. In summary, the students used shouting the answer/ idea directly as the way of interaction most. Moreover, their purpose to initiate interaction was to ask questions and to share answer/ ideas related to the lesson in equal amount. Regarding the teacher initiated interaction; the teacher used addressing the whole class as the way of initiating the interaction most. She initiated all the interactions for the purpose of asking questions to the class.

4.2.6   Case 3 (2nd lesson)

In this lesson, the teacher did a revision of Simple Present Tense. A new student showed up in this lesson, so there were 5 students. There were 49 interactions in total. Of these interactions, 35 were teacher-initiated and 14 were student-initiated. The details regarding the nature of the interaction in this lesson are as follows:

Table 18: The Nature of Interaction in Case 3 (2ⁿᵈ lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	-
• Calling out teacher's name	5
• Shouting at the idea/ answer directly	9
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	10
• Ask for help	2
• Share answer/ idea related to the lesson	1
• Confirm with the teacher what s/he was doing right in the activity	1
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	8
• Addressing the whole class	27
B) Means Of Interaction	
• Asking a question	25
• Making comments related to the topic in the lesson	8
• Making jokes	2

Depending on the table above, the students initiated their interactions by calling out the teacher 5 times and shouting the answer/ idea 9 times. They initiated the interaction 10 times to ask questions. Moreover, they started interaction twice to ask for help from the teacher during the activity. Also, they initiated interaction once to share answer/ idea related to the lesson and to confirm with the teacher

what she was doing right in the activity. Regarding the teacher-initiated interaction, the teacher initiated interaction 8 times by addressing the student individually and 27 times by addressing the whole class. The teacher initiated 25 times in order to ask questions, 8 times to make comments related to the topic and twice to make jokes in the lesson. In brief, the students used shouting the answer/ idea directly most as the way of initiating interaction for the purpose of asking questions most. In addition, the teacher used addressing the whole class as the way of initiating interaction most for the purpose of asking questions most.

4.2.7   Case 4 (1ˢᵗ lesson)

The class was taught by a male teacher, who was 38 year-old and he had 10 and a half year-teaching experience. Normally, there are 11 students in the class. However, in this lesson, 8 students turned up and 3 were absent. They were taught "Reported Speech" at a basic level. In this lesson, there existed 35 interactions in total. Of these interactions whereas 28 were teacher-initiated interaction, 7 were student-initiated interactions. The table below indicates the details regarding the way the students and teacher were initiated and the purpose of the students' interaction and the means of teacher interaction:

Table 19: The Nature of Interaction in Case 4 (1st lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	-
• Calling out teacher's name	2
• Shouting at the idea/ answer directly	5
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	4
• Ask for help	-
• Share answer/ idea related to the lesson	3
• Confirm with the teacher what s/he was doing right in the activity	-
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	11
• Addressing the whole class	17
B) Means Of Interaction	
• Asking a question	28
• Making comments related to the topic in the lesson	-
• Making jokes	-

The table above indicates that the students initiated interaction twice by calling out the teacher and 5 times by shouting the answer/ idea directly. They initiated interaction 4 times so as to ask questions related to the topic and 3 times so as to share answer/ ideas to the teacher. Regarding the teacher-initiated interaction,

the teacher initiated interaction 11 times by addressing the students individually and 17 times by addressing the whole class. Finally, the teacher initiated all his interactions for the purpose of asking questions. To cut it short, the students used shouting the answer/ idea directly most as the way of initiating interaction for the purpose of asking questions. On the other hand, the teacher used addressing the whole class most as the way of initiating interaction for the purpose of asking questions.

4.2.8   Case 4 (2nd lesson)

In this lesson, the teacher did practice as well as making explanations about Reported Speech. 3 new students showed up in this lesson, so there were 11 students. There were 21 interactions in total in terms of teacher initiated and student initiated interactions. Of these interactions, 16 were teacher-initiated and 5 were student-initiated. The details regarding the nature of the interaction in this lesson are as follows:

Table 20: The Nature of Interaction in Case 4 (2nd lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	-
• Calling out teacher's name	1
• Shouting at the idea/ answer directly	4
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	2
• Ask for help	1
• Share answer/ idea related to the lesson	1
• Confirm with the teacher what s/he was doing right in the activity	1
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	8
• Addressing the whole class	8
B) Means Of Interaction	
• Asking a question	7
• Making comments related to the topic in the lesson	6
• Making jokes	3

According to the table above, the students initiated interaction once by calling out the teacher and 4 times by shouting the answer/ idea directly. They started interaction twice to ask questions and once to get help form the teacher during the activity. In addition, they initiated interaction once to share answer/ idea and to

confirm with the teacher what he was doing right in the activity. As for the teacher, he initiated interaction 8 times by addressing the students individually and 8 times by addressing the whole class. The teacher initiated the interaction 7 times to ask questions, 6 times to make comments and 3 times to make jokes. In short, the students used shouting the answer/ idea directly most as the way of initiating interaction for the purpose of asking questions most. In addition to this, the teacher used both addressing a particular student and addressing the whole class equally as the way of initiating interaction with the students for the purpose of asking questions.

4.2.9   Case 5 (1st lesson)

The class was taught by a female teacher, who was 27 year-old and she had 3 and a half year-teaching experience. Normally, there are 9 students in the class. However, 8 students attended this lesson. Thee teacher did a revision of "Articles & Hours" at a basic level. In this lesson, there existed 40 interactions in total. Of these interactions whereas 31 were teacher-initiated interaction, 9 were student-initiated interactions. The table below indicates the details regarding the way the students and teacher were initiated and the purpose of the students' interaction and the means of teacher interaction:

Table 21: The Nature of Interaction in Case 5 (1st lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	1
• Calling out teacher's name	-
• Shouting at the idea/ answer directly	8
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	3
• Ask for help	-
• Share answer/ idea related to the lesson	5
• Confirm with the teacher what s/he was doing right in the activity	1
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	5
• Addressing the whole class	26
B) Means Of Interaction	
• Asking a question	26
• Making comments related to the topic in the lesson	3
• Making jokes	2

The table above shows that the students initiated once by raising hand and 8 times by shouting the answer/ idea directly. They started interaction three times to ask questions, five times to share answer/ ideas and once to confirm with the teacher what she was doing right. As for the teacher-initiated interaction, the

teacher initiated interaction 5 times by addressing the students individually and 26 times by addressing the whole class. Moreover, the teacher initiated 26 interactions in order to ask questions and 3 interactions to make comments and two interactions to make jokes. To sum up, the students used shouting the answer/ idea most as the way of initiating interaction. They initiated interaction in order to share answer/ ideas related to the topic in the lesson. On the other hand, the teacher used addressing the whole class most as the way of initiating interaction and she started interaction most so as to ask questions to the class.

4.2.10 Case 5 (2nd lesson)

In this lesson, the teacher taught "Simple Present Tense" to the students. A new student showed up in this lesson, so there were 9 students. There were 30 interactions in total. Of these interactions, 21 were teacher-initiated and 9 were student-initiated. The details regarding the nature of the interaction in this lesson are as follows:

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	1
• Calling out teacher's name	1
• Shouting at the idea/ answer directly	7
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	5
• Ask for help	-
• Share answer/ idea related to the lesson	3
• Confirm with the teacher what s/he was doing right in the activity	1
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	11
• Addressing the whole class	10
B) Means Of Interaction	
• Asking a question	18
• Making comments related to the topic in the lesson	2
• Making jokes	1

The table above shows that the student initiated interaction once by raising hand and calling out the teacher. Also, they started interaction 7 times by shouting the answer/ idea directly. The students initiated interaction 5 times to ask questions. Moreover, they had 3 interactions to share answer/ ideas and one interaction to

confirm with the teacher what she was doing was right. However, the teacher initiated interaction 11 times by addressing the students individually and 10 times by addressing the whole class. In addition, the teacher had 18 interactions with the students to ask questions to the students and 2 interactions to make comments and one interaction to make a joke. To summarize, the students used shouting the answer/ idea most as the way of initiating interaction with the teacher. They had most interaction with the teacher so as to ask questions. As for the teacher, she used addressing the whole class most as the way of initiating interaction with the students. Lastly, she used questioning most as a means of initiating interaction with the students.

4.2.11   Case 6 (1st lesson)

The class was taught by a male teacher, who was 37 year-old and he had 9 year-teaching experience. Normally, there are 10 students in the class. The teacher taught "Gerunds & Infinitives" at a basic level. In this lesson, there existed 27 interactions in total. Of these interactions whereas 17 were teacher-initiated interaction, 10 were student-initiated interactions. The table below indicates the details regarding the way the students and teacher were initiated and the purpose of the students' interaction and the means of teacher interaction:

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	2
• Calling out teacher's name	2
• Shouting at the idea/ answer directly	6
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	7
• Ask for help	-
• Share answer/ idea related to the lesson	2
• Confirm with the teacher what s/he was doing right in the activity	1
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	6
• Addressing the whole class	11
B) Means Of Interaction	
• Asking a question	17
• Making comments related to the topic in the lesson	-
• Making jokes	-

According to the table above, the students initiated interaction twice by raising their hands and calling out the teacher. Furthermore, they started 4 interactions by shouting the answer/ idea directly. In addition, the students initiated interaction 7 times to ask questions, twice to share answer/ ideas and once to confirm what

she was doing right during the activity. Regarding the teacher initiated interaction; he initiated interaction 6 times by addressing the students individually and 11 times by addressing the whole class. He initiated all the interactions so as to ask questions to the class. To summarize, the students used shouting the answer/idea most as the way of initiating interaction with the teacher. They initiated interaction most so as to ask questions to the teacher. However, the teacher used addressing the whole class most as the way of initiating interaction with the students and he initiated the interactions most for the purpose of directing questions to the students.

4.2.12   Case 6 (2nd lesson)

In this lesson, the teacher continued with "Gerunds & Infinitives" and did some practice on it. There were 10 students in the classroom. There were 41 interactions in total. Of these interactions, 25 were teacher-initiated and 16 were student-initiated. The details regarding the nature of the interaction in this lesson are as follows:

Table 24: The Nature of Interaction in Case 6 (2nd lesson)

STUDENT-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Raising hand	-
• Calling out teacher's name	-
• Shouting at the idea/ answer directly	16
B) The Purpose Of The Interaction	
• Ask a question related to the lesson	9
• Ask for help	-
• Share answer/ idea related to the lesson	5
• Confirm with the teacher what s/he was doing right in the activity	2
TEACHER-INITIATED INTERACTION	
A) The Way The Interaction Was Initiated	
• Addressing a particular student	11
• Addressing the whole class	14
B) Means Of Interaction	
• Asking a question	21
• Making comments related to the topic in the lesson	2
• Making jokes	2

The table above the students initiated interaction 16 times by shouting the answer/ idea directly. They initiated 9 interactions to ask questions, 5 interactions to share answer/ ideas and 2 interactions to confirm with the teacher what they were doing right during the activity. As for the teacher-initiated interaction, the

teacher initiated interaction 11 times by addressing the students individually and 14 times by addressing the whole class. The teacher initiated interaction 21 times in order to ask questions, twice to make comments and twice to make jokes. To wrap up, the students used shouting the answer/ idea directly most as the way of initiating interaction with the teacher and they had most interaction to ask questions. Regarding the teacher-initiated interaction, the teacher used addressing the whole class most as the way of initiating interaction with the students. He initiated most interactions by asking questions to the class.

Following the analysis of each case on its own in terms of the nature of the interaction in language classrooms, to embody more meaningful information, the tabulation of the results collected altogether from every case was first displayed. Next, the summary presentation and interpretation of the table was given.

Table 25: Overall Display of Cases as for the Nature of Interaction

STUDENT-INITIATED INTERACTION A) The Way The Interaction was initiated	Case 1 (1st)	Case 1 (2nd)	Case 2 (1st)	Case 2 (2nd)	Case 3 (1st)	Case 3 (2nd)	Case 4 (1st)	Case 4 (2nd)	Case 5 (1st)	Case 5 (2nd)	Case 6 (1st)	Case 6 (2nd)	TOTAL
Raising hand	1	-	-	-	-	-	-	-	1	1	2	-	4
Calling out the teacher	-	-	1	-	2	5	2	1	-	1	2	-	14
Shouting the answer/idea directly	3	-	-	15	10	9	5	4	8	7	6	16	83
B) The Purpose of Interaction													
Ask a question related to the lesson	1	-	1	3	6	10	4	2	3	5	7	9	51
Ask for help	-	-	-	-	-	2	-	1	-	-	-	-	3
Share answer/ idea related to the lesson	3	-	-	10	6	1	3	1	5	3	2	5	39
Confirm with the teacher what s/he was doing right	-	-	-	2	-	1	-	1	1	1	1	2	9
TEACHER-INITIATED INTERACTION **A) The Way The Interaction was initiated**													
Addressing a particular student	9	4	8	17	18	8	11	8	5	11	6	11	116
Addressing the whole class	17	19	28	8	21	27	17	8	26	10	11	14	206
B) Means of Interaction													
Asking a question	26	23	35	16	39	25	28	7	26	18	17	21	281
Making comments related to the topic in the lesson	-	-	-	7	-	8	-	6	3	2	-	2	28
Making jokes	-	-	1	2	-	2	-	3	2	1	-	2	13

The table above displays all the results regarding the nature of interaction altogether. To put it another way, it presents a whole picture of the results regarding the nature of interaction in language classrooms. The table indicates that regarding the student-initiated interaction, in terms of the way the interaction was initiated, students used the method of raising hand 4 times in total whereas they used the method of calling out the teacher 14 times. Moreover, the students initiated the interaction 83 times by directly shouting the answer/ idea. In terms of the purpose of the student-initiated interaction, whereas the students had 51 interactions in order to ask questions related to the lesson, they had only 3 interactions to ask for help from the teacher during the activity. Likewise, while they initiated 39 interactions so as to share answers/ ideas related to the lesson, they initiated 9 interactions in order to confirm with the teacher what they were doing was right during the activity. With respect to the teacher-initiated interaction, in terms of the way the interaction was initiated, the teachers used the method of addressing a particular student 116 times, they used the method of addressing the whole class 206 times in total. In terms the means of interaction, the teachers initiated interaction 281 times by asking questions to the students whereas they initiated interaction 28 times by making comments related to the topic in the lesson. Finally, they had 13 interactions with the students by making jokes in total. In summary, regarding the student-initiated interaction, the students used the method of shouting the answer/idea directly most as the way of initiating interaction with their teachers. Moreover, they had most interactions with the teachers so as to ask questions related to the lessons. As for the teacher-initiated interaction, the teachers used the method of addressing the whole class most as the way of initiating interaction with the students. Finally, teachers used the questioning strategy most as a means of initiating interaction with the students.

4.3   PART 3: INTERVIEW RESULTS

To make sure that the results above are valid for the usual classes in the institution, a semi-structured interview was done with 3 teachers. The results were organized according to the interview questions asked. The answers were gathered under each question and the headings came out according to the interview questions. The interview results were interpreted and integrated into the previous findings mentioned above as follows:

4.3.1 Teacher-initiated Interaction versus Student-initiated Interaction

According to Table 3 above, the number of teacher-initiated interaction was more than student-interaction and the teachers interviewed confirmed this result. Whereas one teacher said, "Teachers initiate more interaction with students in most of the lessons because students mostly hesitate to make new sentences. Maybe this is because they are elementary level and they do not have enough vocabulary to make the sentences in their minds. Still, there are some active elementary students to initiate interaction by bringing a few words together without making a full sentence", another teacher told, "The teacher start interaction with the student more because the teacher seems to be the controller of the class and this impacts on the number of the interaction initiated by the teacher and the student". Finally, the third teacher said, "You say that the number of teacher-initiated interaction is more than the number of student-initiated interaction. I believe that this is mostly true for the low-levels such as Elementary and Pre-intermediate. This may change with the higher levels".

4.3.2 Teacher-Student Interaction versus Student-Student Interaction

The study showed that both student to teacher or teacher to student interaction outweigh student-student interaction and the teachers approved this result. While one of the teachers said, "Teacher-student interaction is more than student-student interaction because I mostly organize activities in which teacher initiates with the student. I do not prepare pair work or group work activities for student-student interaction because these activities take long time in the lesson and the pace of the lesson gets slower. Also, we have to teach many target grammar topics in only 4 week time", another teacher told, "I mostly do not organize pair work activities because in pair work activities, students easily tend to chat with their friends and start speaking in Turkish". Finally, the third teacher said, "In my lessons, teacher-student interaction is more than student-student interaction because in pair work activities, especially in group work activities, students make too much noise and also it is very difficult to control the class since this is a private language course".

4.3.3   Gender of the Students

The study indicated that male students were more active and interactive than female students and in the interview teachers agreed on this result because one of the teachers said, "Boys are mostly active in my class and girls are less active since girls are a bit shy. However, I try to form a balance. I mean I try to offer equal opportunities to both boys and girl". Another teacher told, "I think this is true. Really, in my classroom, boys are more active than the girls. Yes it is true but I do not know why this is the case". Lastly, the third teacher said, "Yes, boys seem to be more active but at times, female could be more interactive. In my opinion, this depends on the topic of the lesson. I mean girls like speaking about fashion, love, marriage, etc and boys like talking about sport, cars, etc".

4.3.4   Type of the Questions

The study suggested that teachers asked more low-level questions than high-level questions and two teachers approved this result. One of the teachers said, "I prefer to ask low-level questions more because students have difficulty in wording the answers to the high-level questions since they are more difficult and this makes the pace of the lesson slow to a great extent". Another teacher told, "When I ask high level questions, most of the students remain silent instead of sharing their ideas or answers although I always say that I accept the wrong answers because we will learn by making mistakes". Finally, the third teacher said, "In my classes, I try to ask the same number of low-level questions and high-level questions. I mean I try to form a balance between them".

4.3.5   Teacher-Student Talk

The study showed that the amount of teacher-talk far outweighed student talk and the interview results approved this because all three teachers interviewed admitted that they talk more than the students and they cannot avoid this. One of the teachers said, "In fact, I am aware that I talk more than the students. Maybe this is because teachers know more vocabulary than the students and this makes teachers form more sentences and this increases teacher talk". Another teacher told, "Well, I really talk a lot in the lesson but I cannot avoid this. However, I try to ask a lot of questions to make my students talk more or I try to praise them to

encourage them to talk more because when I say 'Very good, Good", the student thinks that he or she is doing right and goes on speaking. I believe that this works". Finally, the third teacher told, "I think I talk more (smiles). I know there must be a balance but this does not change but students are at elementary level and they do not know enough vocabulary to talk. That's why, they think that they cannot express their feelings and they do not talk".

4.4 Summary

This research study aimed to describe and explore the nature and frequency of the interaction and the factors affecting interaction in language classrooms. Data for this qualitative study were obtained with video camera, semi-structured interview and demographic information log. Videotaping was considered as the main instrument. Interviews were done to confirm whether the learning environment observed in two consecutive lessons were similar to the other usual classes. Finally, demographic information log was filled in by the teachers to acquire basic information about the performance of student in English and their motivation to learn the language. The results of the study were analyzed and presented for each lesson. Next, all the results have been tabulated altogether and interpreted based on the main research questions. Depending on the data analysis and findings of the study, the following conclusions were drawn:

1. The amount of teacher talk outweighs the amount of student talk.
2. Teachers spent on average one third of the lesson on lecturing.
3. Teachers spend approximately 3 % of the lesson on questioning.
4. Teachers ask more low-level questions than high-level questions.
5. Teacher-initiated interaction outweighs student-initiated interaction.
6. Both teacher-initiated and student-initiated interactions outweigh student-student interaction.
7. Male students interact with the teacher more than female students.
8. Male students initiate interaction with the teacher more than female students.
9. Teachers criticize males more than females.

10. Students use the method of "shouting the answer/ idea directly" most as the way of initiating interaction with the teacher among the methods of "raising hand or calling out the teacher"
11. Students have most interactions with their teacher so as to ask questions related to the lesson.
12. Teachers use the method of "addressing the whole class" more as the way of initiating interaction with the students compared to the method of "addressing a particular student".
13. Teachers initiate most interactions through the use of questioning strategy.

This chapter has presented the results of the study acquired through the analysis of qualitative data. In the following chapter, these results will be discussed in detail in reference to the literature review of the study. Moreover, a short summary of the study is provided. Finally, implications and recommendations will be given in the following chapter.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This chapter first provides a summary of the study. Furthermore, the chapter discusses the major results of this research study. Besides, the results of this study are compared to the results of the previous research studies by displaying the similarities and differences. Finally, implications and recommendations are made.

This research study aimed to describe and explore the nature and frequency of the interaction and the factors affecting interaction in language classrooms. Of these research questions, the first three sub-questions of the first main research question (teacher & student talk, lecturing, questioning) were answered based on the Flanders Interaction Analysis System. Specifically, Category 4 (asking questions), 5 (lecturing), partially 7 (criticizing), 8-9 (student talk-initiation) were taken into consideration.

With respect to the first sub-question "Does the amount of teacher talk outweigh student talk?", the results of the indicated that the amount of teacher talk surpassed student talk in 12 hour-grammar lessons. At this point, the results of this study agreed with those of the research studies conducted by Myhill et al. (2006), Inamullah (2005) as well as the ORACLE project mentioned in the book "Teacher Talk" by Sinclair and Brazil (1982). However, it was found out that when the teacher organized pair work activity, through which the amount of student talk increased, the gap between the amount of teacher talk and student talk decreased to a great extent like in Case 4 (2. hour). Similarly, when teacher talk was dominant in class, then this greatly affected total number of interaction. To put it another way, when the teacher talk was very high like in Case 1 (both 1. and 2. hour), total number of interaction decreased accordingly. To sum up, in any case the amount of teacher talk surpassed the amount of student talk even if the

teacher organized pair work activity but the gap between the teacher talk and student decreased through pair work activity to a crucial extent. Moreover, when the teacher was dominant in terms of teacher talk, then this impacted on total number of interaction negatively, that is, it reduced the interaction taking place in the classroom. However, it is an undeniable fact that students learn better, when they are actively involved in the learning process. This requires active student participation. Active student participation had a direct proportion with the student talk. Active participation and better learning of students are an indicator of effective teaching taking place in the classroom. What's more, effective teachers are supposed to provide students with the opportunity to involve in the lesson; that is, to talk in the lesson. When students talk more, they interact more and they learn better.

With regard to the second sub-question "How much class time does the teacher spend lecturing?", the results of this study suggested that duration of teacher lectures ranged between 64.25 % and 11.42 %. Considering the class of the teacher who spent the maximum time on lecturing, she was the one asking the minimum number of questions. Similarly, considering the class of the teacher spending the minimum time on lecturing, she was the one who asked the maximum number of questions. So, it can be said that when the teachers did not use questioning, this probably increases the amount of time allocated for lecturing. However, Thomas (1991) claims that an observer will come with the following outcomes based on the Flanders interaction analysis (FIAC) (p. 21): Category 5: Teacher lectures 90 % of lesson. This does not match the percentage of the teacher lectures in this research study, this may be because teachers mostly taught their lessons through the use of low-level questions requiring "Yes/No" or "short answers". This was the common way that teachers preferred to teach their students. If teachers spend much time on lecturing, then students turn out to be passive and the teacher undertakes the active role and serves as the authority. However, it has been proposed that students learn better when they are active. Active participation of the students is a requirement of effective teaching and being an effective teacher.

Regarding the third sub-question "How much time does the teacher spend questioning?", the results of study agreed with the claim proposed by Thomas (1991), which is that an observer will come with the following outcomes based on the Flanders interaction analysis (FIAC) (p. 21): Category 4: Teacher asks questions 3 % of lesson because according to the results of the study, on average the teachers spent 3 % of the lesson on questioning. So, it can said that there is a direct proportion between interaction and questioning on the ground that the results indicated that the teacher who had most interaction with the student also spent the maximum amount of time (7.75 %) on questioning like in Case 3. This study agreed with the claim of the other research studies, which is that questioning impacts on increasing classroom interaction to a great extent (Muijs & Reynolds, 2005; Ornstein & Lasley II, 2004). So, teachers need to increase the amount of time spent on asking questions for the sake of effective teaching in the classroom because questioning enhances learning and fosters classroom interaction. They require students to be actively involved in the learning process. Effective teachers are expected to prepare various questions and give help and be a guide to the students while answering the questions.

As to the fourth sub-question "Does the teacher ask high-level or low-level questions more?, the results of this study showed that teacher asked more low-level questions compared to high-level questions. This issue was investigated more through interview and the teachers involved in the interview revealed that students are involved in the lesson more when they were directed low-level questions because they are easier to answer. However, when students were asked high-level questions, they prefer not to answer because they need to think critically and analytically. The results suggested that asking more questions increases interaction but when low-level questions are asked, the classroom interaction increases accordingly but in this case, as Alexander (2003) proposes in Myhill et al's book (2006), interactions tend to be brief rather than sustained and closed questions predominate, thereby there is little speculative talk or 'thinking aloud (p. 15). With respect to the type of question, teachers should prepare higher-order questions that entail critical thinking. The primary reason is that although low-level questions help to increase interaction, the interaction beacons very brief. On the other hand, high-level questions help to sustain the

classroom interaction, which is a requirement of effective teaching and being an effective teacher, thereby keep students actively involved in the effective teaching-learning process for a long time. Borich (2004) also considers "using both content (direct) and process (indirect) questions to convey facts and to encourage inquiry and problem solving" as one the elements of effective teaching (p. 39).

Regarding the fifth sub-question "Does teacher-initiated interaction outweigh student-initiated interaction?", the study suggested that teacher-initiated interaction surpassed student-initiated interaction. This is because teachers serve as experts, so there is "superior knowledge and authority" as asserted by Rivers (1987) (p. 65). This may hinder the interaction initiated by the students but this can be overcome by the approachable attitudes of the teachers. In support of this view, Stronge suggested, "Effective teachers consistently behave in a friendly and personal manner while maintaining appropriate teacher-student role structure. Moreover, when interacting with students, effective teachers demonstrate a sense of fun and a willingness to play or participate" (cited in Ornstein & Lasley II, 2004, p. 15-16). This attitude of teachers may encourage the learners to initiate more interaction with the teacher.

With respect to the sixth sub-question, "Do both teacher-student and student-teacher interactions outweigh student to student interaction?", the results of the study revealed that teacher-student or student-teacher interaction were dominant compared to student-student interaction. This is because teachers do not have a tendency to prepare pair work or group work activities as revealed in the interview. The primary reason is that in such activities, students tend to chat or make loud noise, thereby destroying the learning atmosphere. Moreover, the teachers interviewed also reported that students have a tendency to switch into Turkish in pair or group work activities but when the activity was done as a whole class, the teacher can have a strict control over this issue. To sum up, teachers also need to run pair work or group work activities because according Jule (2004), language students need "opportunities to work with peers in problem solving and collaborative learning situations" (p. 54). So, as mentioned previously, one of the features of being an effective teacher is to know the students' needs. Therefore,

teachers should integrate pair work or group work activities in order to be effective teachers and display effective teaching.

Regarding the gender issue in interaction, the results revealed that males are more active than females. They both interact with the teacher and initiate interaction with the teacher more compared to female students as suggested by the other research studies (Brophy, 1985; Ilatov et al., 1998, cited in Gayle et al., 2006, p. 131; Sadker, Sadker, & Klein, 1991). To put it another way, males surpass females in terms of both teacher-initiated interaction and student-initiated interaction. However, effective teachers are supposed to provide equal opportunities to the students for interaction regardless of their gender. At this point, the teachers should be alert about this issue in the lesson and when female students start being passive, teachers can initiate interaction with female students on purpose.

As for the criticism issue, the results of this study indicated that boys receive more criticism compared to females. This result is in line with the finding that boys get much more teacher disapproval and criticism than girls (Jackson and Lahaderne, 1967; Lippitt and Gold, 1959; Meyer and Thompson, 1956, cited in Brophy & Good, 1974, p. 13). This may be because boys tend to break the rules more than girls.

With respect to the nature of the student-initiated interaction, the results revealed that students use the method of "shouting the answer/ idea directly" most as the way of initiating interaction among the methods of "raising hand and calling out the teacher". However, Willson (1999) found in her study that students used the method of "putting up hand" to initiate interaction. This may be because she conducted her study in a primary classroom, which means students are very young and students in primary schools are used to raising their hands. However, in this study, the age range was very high. The participants were either university students or the people having a profession. Therefore, the teachers seemed to have less control over the learners in the classroom. It was clearly observed that students felt free to speak out whenever they liked. Apart from this, students had most interactions with the teachers in order to ask questions related to the lesson.

Finally, the results about the nature of teacher-initiated interaction showed that teachers used the method of "addressing the whole class" as the way of initiating interaction with the students more than the method of "addressing a particular student". Also, it was revealed that teachers use the questioning strategy most as a means of initiating interaction with the students. This result was in line with the results mentioned in the literature review because the literature claims that questioning strategy is one of the most common strategies to achieve interaction in the classroom.

5.1 Implications

This research study serves as an indicator of the significance of classroom interaction in enhancing effective teaching and learning because students learn better, when they are active in the lesson. Active participation and interaction in the classroom are interdependent components of effective teaching and learning. Therefore, interaction in the classroom is put in the center of fruitful learning environment. Moreover, this research study serves as a persuasive means of making the teachers who are still in favor of traditional teaching be aware of the significance of classroom interaction and encourage them to involve students actively in class by structuring activities which let both teacher-student and student-student interaction for the sake of effective learning. What's more, this research study contributes to revealing the importance of variety in interaction and shed light on teaching and learning process. Besides, this study contributes to a better understanding of the importance of decreasing teacher talk and increasing student talk, keeping the lecture to the minimum and supporting it with questioning strategy, striking a balance between the numbers of high-level and low-level questions. Moreover, this study helps teachers to be aware of the fact that males are normally more interactive than females and therefore teachers should try to involve females in the lesson and interact more as well. Furthermore, this study informs teachers about the fact that students use the method of shouting the answer/idea directly most as the way of initiating interaction and have most interaction to ask questions related to the lesson. Here the teacher may create various situations for the students to initiate interaction through various activities. Finally, this study makes teachers learn about themselves that they mostly initiate interaction by addressing the whole class. This may lead the

silent students to be more silent because the active students will probably attempt to shout the answer. Teachers also use the questioning strategy most as a means of initiating interaction. At this point, teachers may vary their techniques to initiate interaction to add variety to the lesson. Here the primary responsibility for productive and positive classroom interactions resides with the teacher and positive communicative interactions are structured and directed by instructors who consciously engage in behaviors that create a classroom atmosphere conducive to studying and learning (Gayle et al., 2006, p. 141) because on no account can the significance of classroom interaction be disregarded for the sake of effective teaching and learning environment.

In addition to the implications for practice given above, this research study contributed to revealing the importance of interactive aspect of the classroom environment. Moreover, this study will serve as a basis for future research studies that will be conducted on different aspects of classroom interaction in different educational areas other than language classrooms.

5.2 Recommendations for Practitioners

Based on the results and discussions of the study, the following recommendations are made for practitioners:

1. It was observed that the amount of teacher talk outweighed the amount of student talk. To decrease teacher talk and increase student talk, teachers can apply "instructional variability" as suggested by Ornstein & Lasley II (2004) because they point out, "That variability will lead to more successful student learning, especially if the teacher *knows* why he or she is varying the way content is presented. In support of this view, Linda Darling Hammond asserted, "In effective classrooms, teachers use diverse strategies ranging, from whole class lecture and recitation to guided inquiry, small group work, discussions, independent work, projects, ex-periments . . . and teacher interaction with individuals and small groups" (cited in Ornstein & Lasley II, 2004, p. 228). Moreover, if it is true that much inappropriate teacher behavior results from inappropriate training and from lack of sufficient awareness, it follows that teachers will improve

if given more appropriate training, and if mechanisms are developed to make them more aware of their classroom behavior (Brophy & Good, 1974, p. 1).

2. It was also observed that teachers spent most of the time on lecturing, thereby increasing their teacher talk. However, teachers can decrease the amount of time spent on lecturing by increasing the number of their questions. Questioning strategy can be applied as a teaching method and this will definitely foster classroom interaction. Also, if the topic requires the use of lecture, then the teacher can create interactive learning environment by "moving to different parts of room, or teach from the back and have students write on the board" (Bishop, 2000, p. 1).

3. It was found out that teachers spent on average 3 % of the lesson on questioning. So, teachers need to increase the amount of time spent on asking questions because questioning enhances learning and fosters classroom interaction.

4. With respect to the type of question, it was observed that low-level questions are asked more than high-level questions. Thus, teachers should prepare both low-level and high-level questions. They need to move from low-level to high-level questions. The most important thing is to strike a balance between the numbers of type of the questions asked in the lesson.

5. The results of study indicated that teacher-initiated interaction outweighs student-initiated interaction. This is an outcome of "superior knowledge and authority" displayed by the teachers as asserted by Rivers (1987) (p. 65). Therefore, teachers should "create a friendly environment and to achieve this, teachers should invest some class time in learning students' names, asking about other classes, inquiring about students' lives outside college, or sharing something about their own" (Bishop, 2000, p. 1).

6. It was observed that teachers mostly prefer to run whole class activities rather than pair work or group work activities. Therefore, no student-student takes place in the lesson. However, pair work or group work activities offer students opportunities to talk more to one another, thereby interact with each other. Teachers need to organize pair work or group work activities in their lessons in order to foster student-student interaction.

7. The results of the study revealed that males surpass females in terms of both teacher-initiated interaction and student-initiated interaction. That is, boys are more active than girls in the lesson. Here it is the teacher's responsibility to encourage girls to actively participate in the lesson. To achieve this, teachers can use the topics which their students find interesting because Shmoossi (2004) claims that if the topics interest students, then this encourages active participation (e.g. topics such as marriage, religion, etc.). Besides, Shmoossi (2004) points out,

> Teachers can increase the amount of interaction in their classes by applying two factors: humor and interest (attention). A learner will be more inclined to talk when s/he finds the teacher paying attention and interested in the answer. Also, when the teacher incorporates a piece of humor into the atmosphere of the classroom, students are encouraged to participate more than when it is a gloomy atmosphere with the teacher as the sole speaker. (p. 102)

8. Teachers should prepare production activities, which require students to actively participate in the lesson. Comprehension activities should never be ends in themselves, as they so often are in textbooks and tests, but rather means to an end, namely, the basis for production, in speech or writing (Rivers, p. 52). Production should not be limited to interaction between student and teacher and students should be put in a variety of situations where they communicate with one another (Rivers, p. 54).

9. Teachers should prepare interactive grammar exercises such as dialogues, drama, poetry or creative completion activities as suggested by Rivers (1987).

10. The study revealed that teachers use the method of "addressing the whole class" most as the way of initiating interaction with students. As mentioned above, this will probably lead the silent learners to be more silent because the active participants will immediately shout the answer. Moreover, this will discourage the slow learners more because when the active learners shout the answer, the pace of the lesson will get faster. Therefore, teachers should prefer to address a particular student by calling out the student's name. In that case, teacher will offer equal opportunity to all students to participate in the lesson. This will reinforce the interactive learning environment in the classroom.

5.3 Recommendations for Researchers

Based on an overview of the study, the following recommendations are made for researchers:

1. Due to the limitation of generalizability of this research study, its use is limited to the language center in which the research was conducted. However, this type of study can be replicated in many schools in larger samples and therefore having the chance of increasing generalizability to a larger population.

2. Owing to the loss of subject threat and subject characteristics threat to the internal validity, the research in classroom interaction warrants further investigation.

3. This research study was built onto verbal interaction in terms of teacher-student talk, lecturing, questioning and gender factor as well as interaction type in language classrooms, specifically grammar lessons. Since the results of this study are specific to the interaction in grammar lessons in language classrooms, further research studies involving both non-verbal and verbal interaction together could be conducted in both other sections of language classrooms such as Reading, Listening, Speaking, Writing and also other areas such as literature, mathematics etc in the future since they are also interdependent. Moreover, the results of this study are

specific to the elementary and pre-intermediate levels. Since interaction will probably change from one level to another level, further research studies need to be carried out at other language levels such as intermediate or upper level. Likewise, as the sample was small in both elementary and pre-intermediate level in this study, the results cannot be generalized to all other elementary or pre-intermediate levels. Therefore, it will have great use for the education area if research studies involving larger samples are conducted. In short, this research study hopes to "provide scaffolding for the next generation of classroom interaction research" (Gayle, Preiss, Burrell & Allen, 2006, p. 142).

REFERENCES

Açıkgöz, K. Ü. (2005). *Aktif Öğrenme.* Retrieved from http://www.gullukaya.com/documents/aktifogrenme.doc

Allwright, D. (2000). *Interaction and Negotiation in the language Classroom: Their Role in Learner Development.* Retrieved from http://www.ling.lancs.ac.uk/groups/crile/docs/crile50allrigh.pdf

Allwright, D. & Bailey, D. (1991). *Focus on the language classroom.* Cambridge: Cambridge University Press.

Aydın, M. Z. (2001). *Aktif Öğretim Yöntemlerinden Buldurma (Sokrates) Yöntemi. CÜ İlahiyat Fakültesi Dergisi,* 5 (1), 55-80. Retrieved from http://www.mehmetzekiaydin.com/bilimsel-makaleler/34-bilimsel-makaleler/83-20013-aktif-oeretim-yoentemlerinden-buldurma-sokrates-yoentemi-cue-lahiyat-fakueltesi-dergisi-cilt-5-say-1-sivas-2001-ss55-80

Bishop, P. E. (2000). *Classroom Interaction.* The Language-centered Resorce Bank Valencia Community College. Retrieved from http://faculty.valenciacc.edu/pbishop/lcrb/clssrm-interact.pdf

Borich, G. D. (2004) (5th edition). *Effective Teaching Methods.* New Jersey: Pearson, Merrill Prentice Hall.

Briggs, A.R.J. & Sommefeldt, D. (2002). *Managing Effective Learning and Teaching.* London: Paul Chapman Publishing.

Brock, C.A. (1986). The Effects of Referential Questions on ESL Classroom Discourse. *TESOL Quarterly, 20,* 47 – 59.

Brophy, J. E. & Good, T. L. (1974). *Teacher-Student Relationships: Causes and Consequences.* New York: Holt, Rinehart and Winston, Inc.

Brophy, J. (1985). Interactions of male and female students with male and female teachers. In L. Wilkinson & C. Marrett (Eds.), *Gender influences in classroom interactions* (pp. 115-142). Orlando, FL: Academic Press.

Byrne, D. (1991) (5th edition). *Techniques for Classroom Interaction.* New York: Longman.

Chin, C. (2006). Classroom Interaction in Science: teacher questioning and feedback to students' response. *International Journal of Science Education, 28* (11), 1315- 1346.

Cohen, E. G. (1994) (2nd edition). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. New York: Teachers College Press.

Colletti, A. B. (1987). *Teaching Methods and Applied Techniques: A Self-directed learning approach to principles and practice for excellence in the art of teaching and adult learning*. New York: Keystone Publications, Inc.

Cooper, P. & McIntyre, D. (1996). *Effective Teaching and Learning: Teachers' and Students' Perspectives*. Buckingham: Open University Press.

Dell'Olio, J. M. & Donk, T. (2007). *Models of Teaching: connecting student learning with standards*. London: SAGE Publications.

Demirbolat, A. (2006). *Sınıf Ortamı ve Grup Etkileşimi*. Retrieved from http://esincolak.blogcu.com/sinif-ortami-ve-grup-etkilesimi_516694.html

Drudy, S. & Chathain, M. U. (2002). Gender Effects in Classroom Interaction: data collection, self-analysis and reflection. *Evaluation and Research in Education, 16* (1), 34-50.

Flanders, N. A. (1965). *Teacher Influence, Pupil Attitudes, and Achievement*. Washington, D.C.: Government Printing Office.

Gass, S. M., & Torres, M. J. A. (2005). Attention when? : An investigation of a ordering effect of input and interaction. *SSLA*, 27, 1-31.

Gayle, B. M., Preiss, R. M., Burrell, N. & Allen, M. (2006). *Classroom Communication and Instructional Processes: Advances Through Meta-Analysis*. New Jersey: Lawrence Erlbaum Associates, Inc.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-606. Retrieved from http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf

Gorman, A. H. (1969). *Teachers and Learners: The Interactive Process of Education*. Boston: Allyn and Bacon, Inc.

Hoyo, M. O. & Allen. D.D. (2006). The Use of Triangulation Methods in Qualitative Educational Research. *Journal of College Science Teaching, 35* (4), 42-47.

Hybels, S. & Weaver II. R.L. (1995). *Communicating Effectively*. New York: McGraw-Hill, Inc.

Inamullah, M. (2005). *Patterns of classroom interaction at different educational levels in the light of Flanders interaction analysis* (Thesis, University of Arid Agriculture, 2005).

Jule, A. (2004). *Gender, Participation and Silence in the Language Classroom*. New York: Palgrave Macmillan.

Kahveci, M. & Imamoğlu, Y. (2007). Interactive Learning in Mathematics Education: Review of Recent Literature. *Journal of Computers in Mathematics and Science Teaching, 26* (2), 137-153.

Khine, M.S. & Fisher, D. L. (2004). Teacher Interaction in Psychosocial Learning Environments: cultural differences and their implications in science instruction. *Research in Science & Technological Education, 22* (1), 99-111.

Kumpulainen, K. & Wray, D. (2002). *Classroom Interaction and Social Learning.* London: Routledge Falmer.

Leech, N. L. & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. *School Psychology Quarterly, 22* (4), 557-584.

Long, M. (1980). *Input, interaction and second language acquisition.* Unpublished Ph.D. dissertation. University of California at Los Angeles.

Long, M. (1981). 'Input, interaction and second language acquisition' in Winitz. *Native Language and Foreign Acquisition. Annals of the New York Academy of Science, 379.*

Long, M. (1996). *"The role of the linguistic environment in second language acquisition".* In W. Ritchie and T. Bhatia (eds) Handbook of second language acquisition. New York: Academic Press.

Long, M. (1990). The least a second language acquisition theory needs to explain. *TESOL Quarterly, 24,* 649-666.

Mohr, A.J.K. & Mohr, E. S. (2007). Extending English-language learners' classroom interactions using the Response Protocol. *International Reading Association, 60* (5), 440-450.

Muijs, D. & Reynolds, D. (2005) (2nd edition). *Effective Teaching: evidence and practice.* London: SAGE Publications.

Myhill, D., Jones, S. & Hopper, R. (2006). *Talking, Listening and Learning: Effective Talk in the Primary Classroom.* Berkshire: Open University Press.

Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S. & Brown, A. H. (2004) (7th edition). *Teaching Strategies: A guide to effective instruction.* Boston: Houghton Mifflin Company.

Ornstein, A. C. & Lasley II, T. J. (2004) (4th edition). *Strategies for Effective Teaching.* New York: McGraw-Hill.

Rivers, W.M. (1987). *Interactive Language Teaching. Cambridge*: Cambridge University Press.

Robinson, H.A. (1994): *'The Ethnography of Empowerment – The Transformative Power of Classroom Interaction'.* London: The Falmer Press.

Sadker, M., Sadker, D., & Klein, S. (1991). The issue of gender in elementary and secondary education. In G. Grant (Ed.), *Review of Research in Education*, No. 17 (pp. 269-335). Washington, DC: American Educational Research Association.

Seedhouse, P. (2004). *The Interactional Architecture of the Language Classroom: A conversation Analysis Perspective*. MA: Blackwell Publishing.

Shomoossi, N. (2004). The effect of teachers' questioning behaviour on EFL classroom interaction: a classroom research study. *The Reading Matrix*, 4 (2).

Sime, D. (2006). What do learners make of teachers' gestures in the language classroom?. *International Review of Applied Linguistics in Language Teaching, 44* (9), 211-230.

Sinclair, J. Mch. & Brazil, D. (1982). *Teacher Talk*. Oxford: Oxford University Press.

Stronge, J. H., Tucker, P. D. & Hindman, J. L. (2004). *Handbook for Qualities of Effective Teachers*. VA (Alexandria, Virginia): Association for Supervision and Curriculum Development Publications.

Tatar, M. (2004). Etkili Öğretmen. *Yüzüncüyıl Üniversitesi Elektronik Eğitim Fakültesi Dergisi*, 11 (1), 1-12. Retrieved from http://efdergi.yyu.edu.tr/makaleler/cilt_I/mustafa_tatar.doc

The Quality of Instruction, EDS 544 Theories of Instruction, Retrieved 12 April, 2007, from http://www.fedu.metu.edu.tr/eds544/

Thomas, A.M. (1991). *Classroom Interaction*. Oxford: Oxford University Press.

Türk, A. (2006). *Eğitimde İletişim ve Etkileşim*. Retrieved from http://www.egitimhane.com/forum/index.php?topic=203.0

Willson, J. (29 November- 2 December, 1999). *High and Low Achievers' Classroom Interaction Patterns in an Upper Primary Classroom*. Paper presented at the AARE Conference – Melbourne, Australia

Yapıcı, M. & Gülveren, H. (2008). *Öğrenci Açısından Öğretmen Nitelikleri Hakkında Bir Araştırma*. Retrieved from http://egitimdenetimi.blogcu.com/ogrenci-acisindan-ogretmen-nitelikleri-hakkinda-bir-arastirma_9005681.html

Yepez, M. E. (1994). An Observation of Gender-Specific Teacher Behaviour in the ESL Classroom. *Sex Roles, 30* (1/2), 121-133.

APPENDIX A

SEMI-STRUCTURED INTERVIEW

1. What can you say about teacher-initiated interaction or student-initiated interaction more in most of your classes

   _____

   _____

   _____

2. Which one do you think is more intense in your classes: teacher-student or student-student interaction dominant in most of your classes? Why?

   _____

   _____

   _____

3. The results indicated that the male students interacted with the teacher more and they were more active compared to the female students. Do you think this situation is specific to the lessons observed through video camera or male students are mostly more active in classes?

   _____

   _____

   _____

4. Do you usually prefer to ask low-level or high-level questions in your classes? Is there a specific reason for your preference?

_____

_____

_____

5. Do you think the amount of teacher talk or the amount of student talk is more in most of your classes?
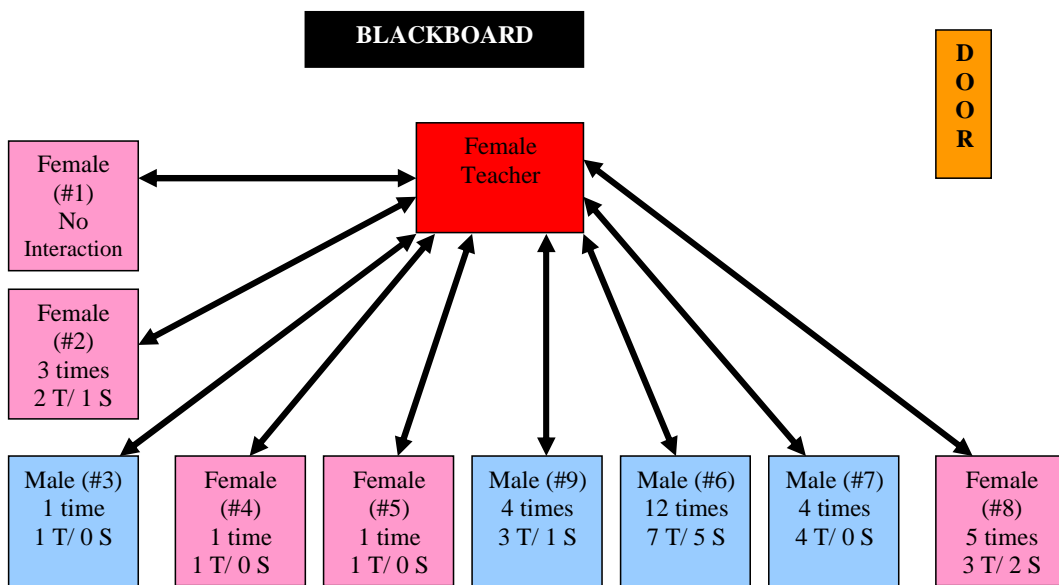
_____

_____

_____

APPENDIX B

DEMOGRAPHIC INFORMATION LOG

The information below was requested to obtain basic information about the students to be observed. Thank you for your help.

The subject of the lesson:
The number of students:
a) How long have you been teaching this class? **b) Do you think most of your students (75 %) are motivated to learn English?** **c) If your students are not motivated enough to learn English, what do you think the possible reasons for this are?**
The overall performance of your students (75 %): **Reading:** ☐ weak ☐ average ☐ good ☐ very good **Listening:** ☐ weak ☐ average ☐ good ☐ very good **Speaking:** ☐ weak ☐ average ☐ good ☐ very good **Writing:** ☐ weak ☐ average ☐ good ☐ very good **Grammar:** ☐ weak ☐ average ☐ good ☐ very good

APPENDIX C

SAMPLE LESSON (CASE 5/ 2. LESSON)

BLACKBOARD		DOOR

Female (#1) No Interaction	Female Teacher	
Female (#2) 3 times 2 T/ 1 S		

| Male (#3) 1 time 1 T/ 0 S | Female (#4) 1 time 1 T/ 0 S | Female (#5) 1 time 1 T/ 0 S | Male (#9) 4 times 3 T/ 1 S | Male (#6) 12 times 7 T/ 5 S | Male (#7) 4 times 4 T/ 0 S | Female (#8) 5 times 3 T/ 2 S |

The class above was taught by a female teacher, who was 27 year-old and she had 3 year-teaching experience and she had been teaching in the institution for 2 years. She had been teaching this elementary class for 4 weeks. In the demographic information log, the teacher reported that 90 %of the students were motivated to learn English and they had a positive attitude towards English. Whereas the students had a moderate performance in Reading and Writing, they were good at Grammar. However, they were weak in Listening and Speaking. Normally, there are 9 students in class.

In this hour, the teacher taught "Simple Present Tense" and the students sat on the same seats. A new student turned up in this hour and the number 9 was given to him. The first student, who was female, did not interact with the teacher. The second student, who was female, interacted with the teacher 3 times, 2 of which were teacher-initiated and 1 was student-initiated. The third student, who was male, interacted with the teacher only once, which was teacher-initiated. The fourth student, who was female, interacted with the teacher only once, which was teacher-initiated. The fifth student, who was female, interacted with the teacher only once, which was teacher-initiated. The sixth student, who was male, interacted with the teacher 12 times, 7 of which were teacher-initiated and 5 were student-initiated. The seventh student, who was male, had interaction with the teacher 4 times, all of which were teacher-initiated. The eighth student, who was female, interacted with the teacher 5 times, 3 of which were teacher-initiated and 2 were student-initiated. The ninth student, who was male, interacted with the teacher 4 times, 3 of which were teacher-initiated and 1 was student-initiated.

Note: In the sample lesson below, the actual names were not used for the sake of confidentiality. Instead, fake names were used when the teacher called out the students by their names. Moreover, whereas "T" stands for the teacher, "S" represents the students.

T: (Teacher enters the classroom). Hello! (The teacher looks at the class and takes the attendance and at this time a secretary comes into the classroom and passes a form to be explained to the students and the teacher explains the form in the native language since the level is elementary. The teacher finishes explaining the form to the students).

S2: Lesson on Sunday?

T: On Sunday we have revision in the first hour and then we have the exam. Final exam is two hours. Yes, what are we doing? Ok.

S2: Ok. Final exam.

S6: Teacher! You are again our teacher in the new course?

T: Probably.

S6: Ok.

T: Ok. May I clean the board? (The teacher cleans the notes written in the first hour). I will write some sentences in Simple Present Tense. Ok, I am writing it. "Esra go to the gym every morning". Every morning?

S8: Her sabah (The student gives the meaning in the native language).

T: Ok, Esra go to the gym every morning. Is it correct?

S6: Esra goes to the gym.

T: Yes, we add –es to the verb. Yes, Esra goes. Don't say "Esra go". Esra goes to the gym every morning. Ali, what do you do at weekends? Ok, you come to this language course. What else? Do you play football?

S7: No.

T: Do you play computer games?

S7: Yes

T: Ok, make a sentence: I (The teacher starts the sentence with I and expects the students to complete the rest).

S7: I play

T: computer games

S7: computer games

T: Very good. I play computer games. Ali … computer games (The teacher expects students to fill in the blank with verb –s).

S6: at weekends

T: at weekends. Very good. Ok, at weekends. Very good.

S6: Hı Hı.

T: Ok, so what is the blank here? (The teacher shows the blank in the sentence on the board).

S6: He plays computer games at weekends.

T: Very good. Very good. So, it should be verb –s. Ali play<u>s</u>, Esra go<u>es</u>, ok? (The teacher stresses on the verb –s by uttering the verbs "plays, goes" by raising her voice). It is equal to "she goes". She goes to the gym every morning. He plays computer games at weekends. Verb –s. Emre, what do you do at weekends?

S6: I going to home.

T: I going to home?

S6: I go home.

T: I go home. Ok. Emre goes to, not to, Emre goes home. Ahmet ! Emre go home? (The teacher expects Ahmet to reform the sentence by using verb –s).

S3: He is going, hmmmm, he goes home.

T: Very good. Yes, he goes home. Emre goes home. We are using verb –es. Salih (The 9th student), what do you do at weekends? Cinema, theatre, concert (The teacher smiles and students also laughes)

S6: Bahçeli (a famous street in Ankara)?

T: Yes, hmmm Bahçeli? (The students laugh).

S6: Hı hı

S9: She, pardon, I read books

T: Very good

S9: and go to the cinema.

T: go to the cinema. Ok. Salih read books and go to the cinema at weekends. Esra , is it correct? Salih read books and go to the cinema.

S8: He goes.

T: Very good.

S8: He goes to the cinema at weekends.

T: at weekends and this part: "read books"

S6: reads books

S8: read? (The student asks the meaning of the word "read").

T: read means "read newspapers" (Later, the teacher takes a book in her hand and demonstrates the meaning of "read").

S8: sinemaya bakmak (The students utters what she understands in the native language but her guess is wrong).

T: No no read books. For example, novel which novel is popular now? For example? Harry Potter. Ok. Harry Potter novel.

S8: sinema konusuna bakmak (The student again utters what she understands in the native language).

T: It is not related to the cinema. Forget it, forget it. He reads books and goes to the cinema ok? Read or reads?

S8: reads

T: reads. Very good. It should be "reads". Salih reads books and goes to the cinema. Very good.

S8: read means "okumak". Sorry teacher!

T: Ok, ok. It does not matter. We are learning by making mistakes. Verb –s, ok, we have verb –s here because we have Salih here. Salih is he. Banu, what do you do at weekends?

S5: I am

T: I (The teacher corrects the student's saying "I am")

S5: I read books.

T: Very good. I read books. I read books. I will write your sentence. I read books. That is all.

S5: Yes.

T: I read books. Ok. Is it correct? I read books at weekends.

S6: No.

T: No. What is the mistake?

S6: I read book at weekend.

T: "read books" you can say because it is a plural noun. It should be "I read books at weekends". Ok? We are only changing the verb. It is not related to the noun. This is noun (The teacher shows "book, weekend" on the board). You can use it with I, you, we, they. No change. Do you understand it?

S6: No.

T: No? Ok. Weekend (The teacher shows the word "weekend" on the board). Weekend is a noun. You can do it plural.

S6: Yes.

T: It is related to subject-verb, subject-verb, only subject-verb. This is our subject. (The teacher shows the subject in the sentence on the board).

S6: At weekends means all weekends?

T: Hı hı. Yes. Good. It can be plural. For example, your subject is "I", your subject is "they". It can be plural. It does not matter, ok? The important thing is the verb, ok? Yes, do you understand?

S6: The student nods her head, which means "Yes" in Turkish.

T: Gonca, what do you do at weekends?

S4: I (The student starts the sentence with "I").

T: Do you meet your friends for example? Do you meet your friends? Meet? (The teacher demonstrates the meaning of the word "meet").

S4: I meet, I meets

T: I meet, I meets. Which one?

S4: meet

T: I meet my friends.

S4: I meet my friends.

T: Ok, very good. "I meets" is wrong. I meet my friends. With "I, you, we, they", we are using verb 1. I meet my friends at weekends. (The student called Esra raises her hand to ask a question). Yes, Esra.

S8: My daughter is in America. Onu çok özlediğim için hergün onu arıyorum. (The student utters a Turkish sentence and asks the teacher to translate this into English).

T: I miss my daughter so I call her every day. I call my daughter. What is her name?

S8: Merve

T: Hı hı. I call Merve every day. Ok? I call Merve every day because I miss her very much. Miss? Do you know "miss"?

S2: özlemek (The student told the meaning in the native language).

T: Very good I miss her very much. Ok.

S9: I meet. Verb –s. I meets? (The student asks this question to confirm what he was writing in his notebook is correct).

T: No, no. It is wrong.

S6: I, you, we, they, no verb –s.

T: I, you, we, they. It is correct. "I meets" is wrong.

S6: She meets?

T: She meets. Correct. Ok. Let's write it here.

S2: She meets.

T: Hı hı. She meets. She meets her friends at weekends. If we have "she", we are using verb –s, ok Salih? With "he, she, it", we are using verb –s. With "I, you, we, they", we are using verb 1, always verb 1, ok? Think about Esra's sentence. Let's make this sentence for Esra.

S6: She calls Merve every days because she misses

T: Hı hı misses

S6: her very much.

T: Very good. Ok. Esra calls Merve every day. Ok? Emre, do not say "every days".

S6: Ok. Yes.

T: Every day. She calls her every day because Merve is in America so she calls her every day and here we use verb –s (The teacher shows the verb "call" and here we use verb –es (The teacher shows the verb "miss"). I will teach you the rules. How do we add –es or how do we add –ies? Ok? For example, the baby or my little brother always cries, here we use –ies (The teacher writes the sentence starting with "My little brother" on the board). My brother is one so we are using verb –s. It means "he". He cries all day. "Cry" is verb 1. (The teacher writes another sentence on the board). Their sister go to Miami every summer. Is it correct?

S2: Goes.

T: Goes, why?

S9: sister

S7: she

T: Very good. "Sister" is she. It is singular. Very good. Singular. It means she so we are using "goes". Their sister goes to Miami every summer. (The teacher writes the sentence). Now, I write the same sentence with plural. Their sisters go to Miami every summer. Is it correct?

S7: Yes.

T: Yes because this time "sisters" is plural. It is plural. It means "they" so we are using verb 1 here.

T: Her brothers live in İzmir. (The teacher writes this sentence on the board). Is it correct? (The teacher hears many Yes and No from the students and addresses particular students). Ali!

S7: True

T: True? Hmmm. Salih?

S9: Mistake?

T: What is the mistake?

S9: Lives

T: No lives. "Brothers" is plural so we are not using verb –s. ok?

S9: Ok.