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Focus on ELT Journal (FELT)



www.focusonelt.com

Volume 2 Issue 1 2020

FELT is an online scientific journal devoted to the dissemination of information concerning English language teaching and learning

Focus on ELT Journal

Volume 2 Issue 1

June 2020

Editors-in-Chief

Dr. Ahmet Bařal

Yıldız Technical University

Dr. Ceyhun Yükselir

Osmaniye Korkut Ata University

Dr. Erdem Akbař

Erciyes University

ISSN: 2687-5381

www.focusonelt.com

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Editorial Note:

Letter from Editors-in-Chief

<https://doi.org/10.14744/felt.2020.00201>

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Dear Focus on ELT Journal Readers,

On behalf of the editorial board, it is our privilege and great pride to announce the release of Volume 2 Issue 1 of ‘Focus on ELT’ (FELT). Devoted to and focused on solely to the English language teaching and learning, FELT is an open source journal and accepts articles written from a theoretical or applied perspective with the possible applications to the field of English language teaching and learning. In spite of being a relatively new journal in the field, we are happy to have received a great number of submissions from local and international scholars. With the help of invaluable time, dedication and constructive feedback of our editorial team and reviewers of this particular issue, we have been able to select high-calibre original scientific studies relevant to the field. We therefore thank members of our community for their encouragement, continuous support and interest. With this in mind, we are truly confident that the future of our journal is promising.

We believe that our community, specifically practitioners, researchers and academicians in the field of English language teaching and learning shall greatly benefit from each of the articles in the current issue. The first issue of Volume 2 features four articles investigating various topics with respect to the field and shares detailed findings for particular cases. Availing this opportunity, we would like to inform our readers that FELT starts accepting book reviews in the field of English language teaching and learning from Vol 2 Issue 2, 2020 in December.

The first paper of the issue titled ‘Test Anxiety in the Foreign Language Learning Context: A Theoretical Framework’ is authored by **Ferdane Denkci Akkaş, Selami Aydın, Asiye Baştürk Beydilli, Tülin Türnük** and **İlknur Saydam**. The study mainly deals with a theoretical framework of test anxiety in the foreign language learning context. The researchers focus on the conceptualization of test anxiety with a historical view to the research in the field and various relevant accompanying issues to shed light on how it could be related to the test performance, particularly in foreign language learning environment. Considering the relation between foreign language learning and affective states, the article concludes with a set of recommendations in order to decrease the effect of test anxiety in the learning process.

The second paper of the issue titled ‘The Effects of Reflective Teaching Techniques on Teachers’ Self-Evaluation for Further Lessons: Analysis through Diary Keeping’ by **İrem Işık** and **İsmail Çakır** investigates the reflective teaching practices by focusing on the attitudes and beliefs of English language teachers. Presenting the importance of reflective teaching in the area of teacher education and teaching pedagogy, the authors also explore if the diary keeping could be one of the effective ways of reflective teaching and self-evaluation of the teachers. The qualitative data coming from four language teachers through interviews and diaries reveal that language teachers made a great use of reflection in the process helping them go deeper and realize the classroom practices and issues leading to a sort of autonomy while making decisions for their own classrooms. The participant teachers clearly identified their weaknesses and strengths in their teaching atmosphere, which stands out to be a useful practice for the sake of self-evaluation.

The third paper of the issue titled ‘Suggested Syllabus for World Englishes and Culture Elective Course at ELT Departments’ is authored by **Kürşat Cesur** and **Sezen Balaban**. The article attempts to suggest the potential integration of World Englishes (WE) and Culture course into the undergraduate curriculum of English Language Teaching programme and share a syllabus specifically designed for this module. Following a mixed method sequential exploratory research design, the researchers collected core documents (i.e. research articles about WE and Culture, books and other syllabi from universities offering such a module) to decide the core topics with respect to WE and Culture by a content analysis. Following this, sixty-three teacher trainers in Turkish context via google forms were asked to order the significance of items in the suggested syllabus. The document analysis revealed a range of key issues ranging from ‘the effect of culture on language teaching’ and ‘English culture and history’ to ‘the use of English as an international language’. On top of selecting the item of ‘the effect of culture on language teaching’, the teacher trainers seemed to have believed the suggested course syllabus should have a topic dealing with ‘raising awareness on WE and Culture’ at undergraduate level. The article also presents a suggested syllabus for the module at the end for the practitioners who are into offering such a module in their contexts.

The fourth paper of the issue by Hong Yu Connie Au and Filiz Yalçın Tılfarlıoğlu titled ‘Non-critical Analysis of EFL Classroom Discourse in a Speaking Course through Bowers’ model’ explores an authentic spoken discourse of an EFL class by employing Bowers’ model (1980) to examine various teaching functions and how they enhanced the speaking opportunities for students. The researchers sought to answer the research question regarding the distribution of L1 and Target Language, distribution of student talking time and teacher talking time, patterns of teacher-student interaction, and functions of classroom discourse based on Bower’s model in a beginner level EFL class by using structured classroom observation and transcriptions as the data collection tools. The study sheds light on complex dynamics of discourse in an EFL speaking class by focusing the interactions between teachers and learners.

Since publishing a journal is one of the most intriguing processes in academia, we are happy to be part of this and devoted to do our best for the continuity of our ‘crawling’ journal. One of the objectives of this journal is to encourage publication from various contexts addressing issues from different perspectives as is outlined above. We therefore would like to welcome submissions to discuss the latest developments in the field of English Language Teaching and Learning for the future issues of Focus on ELT Journal. We look forward to welcoming you once again in the second issue of Volume 2 in December 2020.

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Test Anxiety in the Foreign Language Learning Context: A Theoretical Framework

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To cite this article: Denkci Akkaş, F., Aydın, S., Baştürk Beydilli, A., Türnük, T. & Saydam, İ. (2020). Test anxiety in the foreign language learning context: A theoretical framework. *Focus on ELT Journal (FELT)*, 2(1), 4-19. <https://doi.org/10.14744/felt.2020.00014>

ABSTRACT

While test anxiety is a strong predictor that affects the achievement and proficiency in the foreign language learning process, how it relates to the current theories and hypotheses remains an unanswered question. In addition, while test anxiety within the scope of descriptive and correlational studies is an issue that has attracted researchers, its theoretical background is mostly ignored. Thus, this paper aims to present a theoretical framework of test anxiety in the foreign language learning context. For this purpose, the paper first introduces the terms, definitions, concepts, theories, and hypotheses concerning test anxiety. Then, the paper focuses on foreign language anxiety. Finally, it presents a theoretical background for test anxiety in a narrower scope. The paper concludes that more research is warranted, whereas teachers need to be trained to moderate the effects of test anxiety among foreign language learners.

Keywords:

English as a foreign language
test anxiety
theoretical framework

Received : 29 February 2020

Revised : 28 March 2020

Accepted : 06 April 2020

Published : 22 June 2020

Introduction

Research shows that test anxiety has adverse effects on the foreign language learning process and achievement and proficiency among foreign language learners, whereas it decreases learning potential (Julkunen, 1992). In addition, it constitutes a barrier to reflecting real performance among foreign language learners. More importantly, research indicates that test anxiety is one of the sources that create psychological and physical problems, cause amotivation and demotivation, decrease interest in foreign language learning, and finally increase the number of mistakes during the production process (Aydın et al., 2006). On the other hand, studies that focus on test anxiety mainly lack the theoretical background of test anxiety. Furthermore, how test anxiety is related to the current theories and hypotheses remains an unanswered question. Thus, the current paper aims at presenting the theoretical

framework of test anxiety in the foreign language learning process. The paper first introduces terms, definitions, concepts, theories, and hypotheses regarding test anxiety. In other words, after defining anxiety in the broadest perspective, foreign language anxiety is discussed. Then, after categorizing the elements of foreign language anxiety, test anxiety is introduced in the foreign language learning context.

Anxiety

Learning among human beings is investigated in two major domains as *affective* and *cognitive*. *The affective domain* involves emotions, feelings, and values that guide an individual's perceptions of a learning effort. Thus, it has an indirect but significant impact on the learning outcomes (Boyle et al., 2007). As one of the substantial constituents in the affective domain, anxiety has always remained on the agenda of educational research as in many other fields of study. In other words, researchers have been striving to understand its construct and how it governs human behavior (Spielberger, 2013; Spielberger, 1972). To conclude, it is a powerful emotion that deserves the attention of the academy.

Anxiety is a concept that has derived from the Latin word *anxietatem* which in the 1500s meant *apprehension caused by danger, misfortune, or error; uneasiness of mind respecting some uncertainty; a restless dread of some evil*. It is seen that the concept is still used to refer to a similar emotional state or a psychological disorder: *a feeling of worry, nervousness, or unease about something with an uncertain outcome or a nervous disorder marked by excessive uneasiness and apprehension, typically with compulsive behavior or panic attacks*. Anxiety was an object of interest even in the Ancient Times when well-known philosophers like Aristoteles pondered over the phenomenon. It was stated that anxiousness arose in the anticipation of an evil being poverty, disease, or death. It was also believed that the talent to control this feeling was enough to confirm one's courage. However, during the Middle Ages rather religious and mythical conceptualizations replaced this perspective. Accepted as a physical or a psychological disorder rather than a natural human feeling, anxiety was under scientific investigation thanks to the studies of various researchers like Darwin in the 19th and Freud in the 20th century. With the advent of psychology as an independent field of science, new behavioral and cognitive mindsets were created to approach anxiety and the second half of the 20th century viewed this condition as an illness that required drug therapy (Horwitz, 2013, Spielberger, 1972).

Anxiety is perceived as a different form or an excessive level of fear that one develops against a potential threat or danger. It is such a strong feeling that it may manifest itself with such physical and subjective reactions as swelter, blush, and increase in heart rate or tension (Riskind & Rector, 2018) in addition to negative feelings like apprehension, tension, and dread (Spielberger, 1972). It tends to emerge in unsafe and dubious social settings (Horwitz, 2013). To put it simply, *anxiety* is defined as *an unpleasant emotional condition associated with feelings of uneasiness, worry, discomfort and dread* (He, 2018; Riskind & Rector, 2018; Spielberger, 1972). For this reason, anxious individuals are usually aware of their unpleasant emotions and capable of providing verbal descriptions for the depth and length of these feelings (Spielberger, 1972). Anxiety has also been a trendy research topic due to its strong

relation with performance (Carrier et al., 1984; Ng & Lee, 2015). It can be noted that there exists an inverted *U* shape relation between the two. For instance, too much or too little anxiety results in low performance, whereas it can be increased with an optimum level of anxiety (Arent & Landers, 2003; He, 2018; Raglin & Hanin, 2000). Thus, anxious individuals tend to perceive the case in their hands as difficult, threatening, or challenging and regard themselves as inefficient to cope with that. As a result, they are likely to get fixed with negative sides of the process and its undesirable consequences for themselves. So, they predict failure and loss of self-esteem and approval by their community (Sarason & Sarason, 1990; Zeidner, 1998).

Trait, state, and situation-specific anxiety

Spielberger (1972) distinguishes emotional traits and states. He defines *traits* as *relatively enduring individual differences among people in specifiable tendencies to perceive the world in a certain way and/or in dispositions to react or behave in a specified manner with predictable regularity* (Spielberger, 1972, p. 31), whereas an *emotional state* occurs at a time with a specific level of intensity. *Trait anxiety* refers to a permanent personality disposition and so it is rather stable and predictable, whereas *state anxiety* identifies a rather temporary emotional condition that changes according to the perceived danger in a circumstance. State anxiety could reflect one's trait anxiety as well (Quigley et al., 2012; Spielberger, 1972) and Ellis (1999) proposes that it is a mixture of trait and *situation-specific anxiety* which shows up in very specific situations like taking a test, speaking to a native speaker or flying (Ellis, 1999, p. 480).

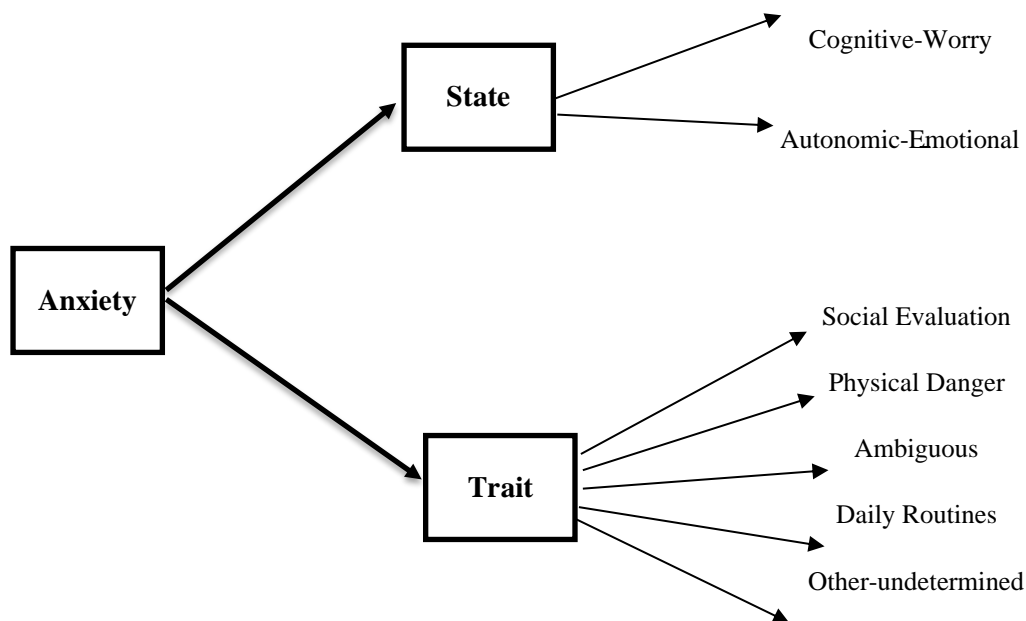


Figure 1. The multidimensionality of state and trait anxiety

(Endler & Kocovski, 2001, p. 234)

Endler and Kocovski (2001) argue that there are four components of state anxiety: *social evaluation*, *physical danger*, *ambiguous*, and *daily routines*. Likewise, trait anxiety is made up of two elements that are cognitive-worry and autonomic-emotional. They have visualized the construct of the two concepts as in Figure 1 above.

Proposed by Alpert and Haber (1960), the second categorization for anxiety as *facilitating* and *debilitating* is directly linked to its relationship with performance (Ellis, 1999). *Facilitating anxiety* leads to a good performance whereas *debilitating anxiety* is considered an obstacle for achievement (He, 2018). This distinction is generally used for academic or physical performance, and naturally for test achievements and competitions. It helps one do better in a test or competition since it motivates him to fight and keeps him alert, while debilitating anxiety may cause failure as it leads him to avoid or give up striving (Brown, 2007; Ellis, 1999; Zeidner, 1998). Oxford (1999) specifies the direct and indirect effects of debilitating anxiety on learning and argues that a student may perform poorly due to worry or self-doubt generated by debilitating anxiety or may directly reduce participation in teaching activities which will naturally result in underachievement.

Foreign Language Anxiety

Even though there is considerable research showing that anxiety may promote learning in certain cases (Oxford, 1999), Horwitz et al. (1986) state it is the root for mental blocks against learning a foreign language for ones who can easily achieve their learning goals in other areas like math or science but not in acquiring a second language. They associate this failure with a sort of state or situational anxiety stating that this negativity is typically experienced owing to stressful classroom situations rather than a personality trait (Aydın, 2009; Bekleyen, 2004; Horwitz, 2001; Horwitz et al., 1986).

Foreign language anxiety (FLA) refers to *a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process* (Horwitz et al., 1986, p. 128). People with FLA experience feelings of dread and worry when they are supposed to use a foreign language particularly in a classroom setting. Within this scope, FLA is considered a significant obstacle for foreign language learners since it decreases their motivation and classroom participation. Moreover, learners who suffer from FLA tend to become defensive. Thus, they prefer avoiding their foreign language to get rid of negative feelings (He, 2018).

Ellis (1999) asserts that anxiety has the power to determine the quality and quantity of input, processing, and success in the outcome (Williams & Andrade, 2008). This assertion is also supported by Krashen's *Comprehensible Input* and *Affective Filter Hypotheses* (Brown, 2007). Krashen (1985) argues that comprehensible input is the precondition for successful language acquisition and that it refers to meaningful input that is slightly beyond the learner's current competence which is termed as "*i+1*". The learner is expected to advance with the moderate challenge provided in input but still grasps the message in it. It is also suggested that speaking will emerge at the point when the learner has received enough input (Brown, 2007). However, the learner can benefit from the comprehensible input properly only in the

presence of a low affective filter (Du, 2009; Pierce, 1995). In other words, the learner needs to lower the affective filter to let the input in (Aydın, 2019; Du, 2009). Otherwise, she may not be able to take in the input that is blocked by the affective filter (Aydın, 2019; Ni, 2012); this may lead to an interruption in the language learning progress (Horwitz et al., 1986). According to the theory, the affective filter comprises certain emotions as motivation, self-confidence, attitudes, and anxiety. Therefore, someone with high levels of motivation, self-confidence, positive attitudes, and reduced anxiety can lower his/her affective filter and get rid of the potential psychological barriers (Aydın, 2019; Ni, 2012). FLA occurs more often in formal settings where adults learn their foreign language consciously rather than acquiring it in informal contexts. They can monitor their output as they are conscious of the rules and patterns that are explicitly taught which may increase their affective filter and so anxiety (Scovel, 1978). In short, FLA that is a significant component of the affective filter is regarded to have a negative effect on foreign language learning (Horwitz, 2001); therefore, it is important to understand its nature and find out efficient ways to cope with it. Some language teaching methods like Silent Way, Suggestopedia, and Community Language Learning were developed in the late 20th century and these methods were promising to use techniques that would lower the affective filter to provide a supportive and non-threatening environment for language learners (Scovel, 1978).

Horwitz et al. (1986) suggest that FLA is constituted by the combination of the following three components that are briefly described below: *communication apprehension*, *fear of negative evaluation* and *test anxiety* (Aydın, 2019; Williams, 1991). *Communication apprehension* identifies a type of shyness characterized by fear or anxiety about communicating with people (Horwitz et al., 1986, p. 127). People with communication apprehension are unwilling to have social interactions with others and tend to drop out conversations (Beatty & Pascual-Ferrá, 2016). This is also observable in foreign language classrooms where students may exhibit reluctance to communicate in the target language due to their limited language proficiency, lack of efficient communication skills, and restricted capacity to express themselves (Aida, 1994). Although they have sophisticated ideas that they can talk about in their mother tongue effortlessly, students cannot express them due to the limitation in their immature L2 which creates frustration, anger, and worry and so increases their self-consciousness and anxiety (Horwitz, 2001; MacIntyre & Gardner, 1989; Williams, 1991). Fear of negative evaluation is basically about the social impression people create in their community and refers to the apprehension for being perceived and judged unfavorably by others (Carleton et al., 2006; Leary, 1983). The anticipation for negative evaluation and the fear of creating a poor image in the community will increase anxiety and bring in avoidance behaviors (Leary, 1983). As foreign language learners are afraid of being evaluated negatively by their teachers or more proficient peers, they want to save their social image and become sensitive to making mistakes or producing poor quality language (Horwitz et al., 1986). Test anxiety is directly related to academic evaluation (MacIntyre & Gardner, 1989). Students who are afraid of exhibiting low performance in assessment situations develop test anxiety which is typical for foreign language classrooms as well (Aida, 1994). Test anxiety refers to the stress, uneasiness, and worry one feels when his performance is evaluated; that is, it is a term that describes the fear of failure in a test. People tend to develop

test anxiety because they are not satisfied with their preparation before the evaluation or they are dubious of their abilities or performance during the assessment (McDonald, 2001). Below, test anxiety is discussed in detail.

Test anxiety

Tests are inevitable elements in academic life. Starting from kindergarten, people are to take various tests like entrance exams, classroom exams or proficiency exams for the continuation of their education or such specific tests such as a driving license exam to get authorization for a basic activity in their daily life (Goonan, 2003). It has been a common research subject both in psychology and education and gained popularity since the beginning of the 21st century (Putwain, 2008; Zeidner & Matthews, 2002; Zeidner, 1998) although there was a considerable amount of research in the late 20th century as well (Stöber & Pekrun, 2004). The main reason for this growing interest is the proliferation of standardized tests which are a part of American and British educational policies to determine student and school performance and to indicate accountability, while there has been severe criticism for this overemphasis on testing in such educational systems since students who perceive these exams as formidable objects that endanger their welfare suffer from serious test anxiety (Goonan, 2003; Putwain, 2008).

Test anxiety is *the set of cognitive, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on exams or similar evaluative situations* (Zeidner, 2007, p. 166). It creates *excessive amounts of concern, worry, and fear about negative evaluation during or in anticipation of performance or evaluative situations* (Goonan, 2003, p. 258). Individuals are afraid of getting embarrassed by their unsatisfactory performance since they consider it as a threat for their ego or self-esteem (Goonan, 2003; Putwain, 2008; Sapp, 1999) and consequently, they either avoid evaluative situations or experience excessive stress if they cannot flee from being tested (Sarason, 1978). Their academic performance is hurt in either case (Goonan, 2003; MacIntyre & Gardner, 1989). Test anxiety appears in specific situations or contexts where one's performance is being evaluated and it has an evident social aspect due to the concerns with how that performance will be judged by the others (Putwain, 2008). This may also endanger the validity of the test since the score a student gets in the test may also indicate her capability of coping with stress and anxiety in that evaluative situation rather than signifying achievement of the intended exam goals (Zeidner, 2007; Zeidner, 1995).

When the construct of test anxiety is regarded, it is seen that there is severe ambiguity since various researchers have conducted their studies focusing on different meanings of test anxiety. The concept has been associated with close but distinct constructs like stressful evaluative stimuli and contexts, trait anxiety, and state anxiety (Zeidner, 1998). At the onset of studies on test anxiety as an independent notion in the 1950s, its relationship with performance was investigated and the *Test Anxiety Questionnaire* and the *Test Anxiety Scale for Children* were the primary tools to collect data (Stöber & Pekrun, 2004). Today, it is accepted that test anxiety interferes with task performance; on the other hand, it is recognized

that there are other factors like study skills and motivation which may alter performance as well (Sapp, 1999).

In the 60s and 70s, the discussions went on under two main conceptualizations. The first debate was on viewing test anxiety as a kind of trait or state anxiety (Hembree, 1988; Stöber & Pekrun, 2004). Researchers tried to understand whether test anxiety was a part of one's stable personality trait or a transitory emotional state (Zeidner, 1998). The stance for the trait view proposes that test anxiety is a permanent individual difference which varies according to how one perceives the threat in test-taking occasions in general. It is also argued that this personal disposition is developed through past experiences in the family and/or with failure in academic life which may not be only the result but also the source of test anxiety (Putwain, 2008), while the proponents of the state perspective suggest that it is also possible for a learner to experience test anxiety in a singular case perceiving that specific situation as a threat to her ego (Zeidner, 1998). This type of test anxiety is context-specific since a student with low trait test anxiety may develop a high degree of state test anxiety in such particular assessment situations (Putwain, 2008).

The second approach regards test anxiety as a combination of two cognitive and affective dimensions which are worry and emotionality (Liebert & Morris, 1967; Stöber & Pekrun, 2004; Zeidner, 1998). Being the cognitive counterpart, *worry* is directly connected with one's anticipation for failure or success. One does not think about the outcomes of failure if she predicts accomplishment for her performance in a test which eventually lowers the degree of test anxiety (Liebert & Morris, 1967). *Emotionality* which is the affective dimension refers to one's doubt about her actual performance in a particular test. This view signifies a direct correlation between the levels of test anxiety and uncertainty about test achievement (Liebert & Morris, 1967). However, Liebert and Morris' research revealed a stronger relationship between test performance and the cognitive component of test anxiety which also concluded a weaker connection with emotionality (Zeidner, 1998). Just like Liebert and Morris, Wine (1971) developed a cognitive model for test anxiety considering its debilitating effects on performance. Named as the *cognitive-attentional* or *interference* model (Zeidner, 1998, p. 10), this approach highlights the advantage of low test-anxious people over high test-anxious ones. This advantage mainly stems from low test-anxious people's ability to get fully concentrated on task-relevant issues during a test whereas high test-anxious people have to allocate their attention to internal processes like *self-evaluative*, *self-deprecatory thinking*, and *perception of autonomic responses* in addition to the *task-relevant issues* (Wine, 1971, p. 92). Since high test-anxious individuals are engaged with such intrusive thinking while taking a test, they inevitably end up with poor performance and obviously, their success diminishes depending on the complexity of the test task (Hembree, 1988; Sarason & Sarason, 1990; Wine, 1971; Zeidner, 1998).

From the 70s to the early 80s, applied research in test anxiety flourished seeking treatment and effective techniques like *attentional training*, *stress inoculation*, *systematic cognitive restructuring* or *studies skills counseling* to diminish its debilitating consequences (Zeidner, 1998, p. 11). However, all those studies eventually arose severe criticism against the cognitive-attentional model since it was revealed that treatment did not improve students'

performance in tests although it helped to reduce their anxiety (Kirkland & Hollandsworth, 1980; Zeidner, 1998). The point is that students perform poorly due to their lack of proper study and test-taking skills and the ones who suffer from this deprivation are mostly high test-anxious students. In other words, high test-anxious students cannot learn the material adequately since they cannot study effectively (Culler & Holahan, 1980; Mealey & Host, 1992; Sapp, 1999). These students also have serious trouble in learning, organizing, and retrieving new information in test-taking situations (Benjamin et al., 1981; Sapp, 1999). In a nutshell, *test anxiety debilitates performance by reducing the cognitive capacity available for task solution, and study or test-taking skills facilitate learning and test performance by reducing the cognitive capacity demanded by different tasks* (Tobias, 1985, p. 135).

The late 80s and 90s witnessed a boom of test anxiety research dealing with various theoretical models and their causal relations with test performance concerning information processing phases (Zeidner, 1998). One of the prominent figures in that era was Sarason who conceptualized test anxiety as a construct with four interrelated components: *tension, worry, test-irrelevant thought and bodily reactions* (Sapp, 1999; Sarason & Sarason, 1990; Sarason, 1984). Another theory that is still well accepted is the *Transactional Process Model* presented by Spielberger and Vagg in 1995 (Sapp, 1999; Spielberger & Vagg, 1995; Zeidner, 1998). This comprehensive model points out *the functional relations between state emotions and test anxiety over time* (Ringeisen & Buchwald, 2010, p. 432) and accordingly, test anxiety is regarded as a situation-specific case that is experienced due to a trait stimulated by state anxiety, worry, and emotionality (Sapp, 1999). This model intends to explain *the antecedent conditions and dispositions that influence students' reactions to tests, the mediating emotional and cognitive processes involved in responding to evaluative situations and the correlates and consequences of test anxiety* (Spielberger & Vagg, 1995, p. 11). It is argued that there is constant and active interaction among the components of test anxiety, so the test taker and the testing situation are interrelated. Additionally, some people are better at managing anxiety than others (Sapp, 1999). Considering the transactional aspects of the previous test anxiety literature, Zeidner (1998) suggested an integrative transactional model that is visualized in Figure 2.

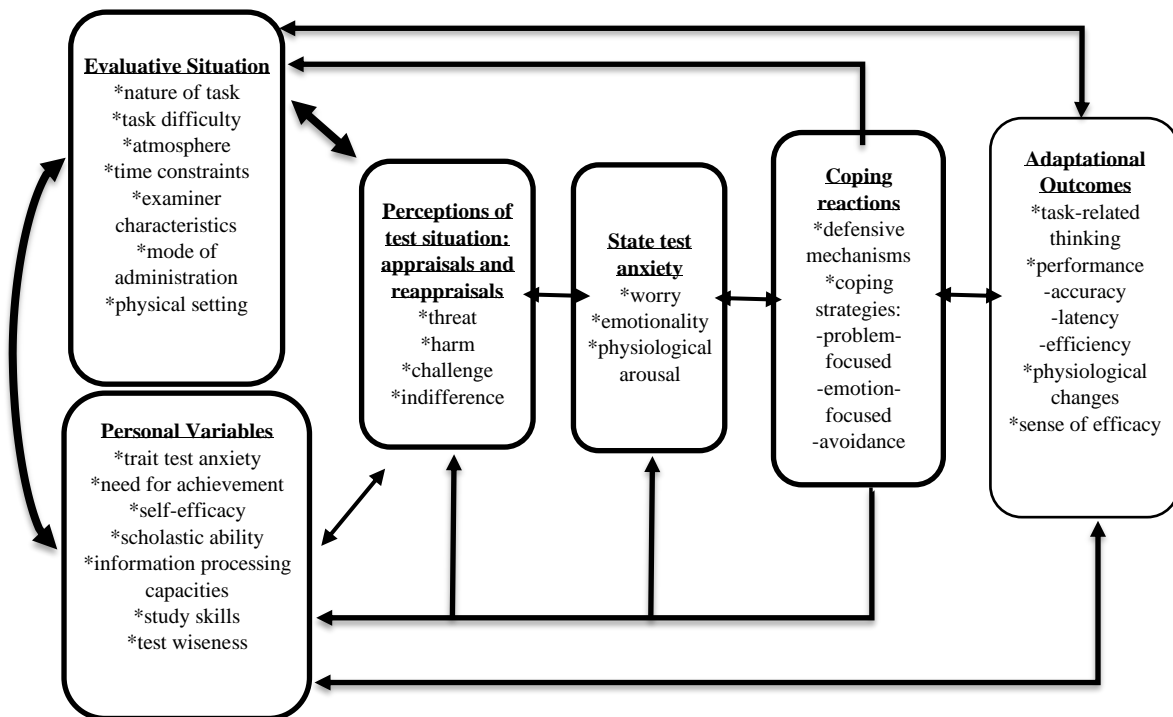


Figure 2. The transactional model of test anxiety (Zeidner, 1998, p. 19)

As can be understood from the figure, Zeidner's conceptualization presents a reciprocal and dynamic model in which all the components of test anxiety are in constant and mutual interaction. The fundamental constructs of test anxiety involve evaluative situations, personal variables, perceptions of test situations, state test anxiety, coping reactions, and adaptive outcomes (Zeidner, 1998).

Evaluative situations

First, the level of test anxiety experienced by a learner is determined by such elements in the evaluative situation as the nature of task, task difficulty, atmosphere, time constraints, examiner characteristics, and administration mode. Individuals may get more stressed when the test task is complicated or unfamiliar to them or when they are given very limited time to complete the test (Zeidner, 1998). Moreover, things get tougher for a learner who has to cope with ambiguity due to his/her lack of adequate knowledge about the testing context.

Personal variables

People do not get worried equally about a particular evaluative situation, so they may feel different levels of challenge and threat within the same testing context. It is possible to explain this variation as "a situation-specific form of trait anxiety" (Zeidner, 1998, p. 22).

Individuals with high trait anxiety are likely to view an evaluative situation more frightening and stressing than ones with low trait anxiety; they tend to get hurt more intensely and frequently in testing situations.

Perceptions of test situation

Their cognitive perceptions act as a mediator between individuals and contexts. In the case of a test situation, their emotions and behaviors are guided by their personal judgment of that particular evaluative condition. How they feel and behave mostly depends on their “subjective appraisal of the situation” (Zeidner, 1998, p. 22). This implies that it is not the situation itself but the way it is interpreted by an individual that evokes anxiety. According to Zeidner (1998), people are apt to get anxious if they regard a test situation as ego-threatening or harmful; moreover, this anxiety increases if they think they are incapable of coping with such cases. People may notice a threat in a test situation due to their expectation for such risks as social disapproval or resitting a test. Likewise, they may not get anxious at all if only the threat or danger in the context goes unrecognized by them. Moreover, challenges in an evaluative situation, prior experience, awareness of possible outcomes, the judgment of expenses and individual variations shape cognitive appraisals that stimulate anxiety (Zeidner, 1998).

State test anxiety

This term is used for “the transitory, anxious affect state provoked by a specific evaluative situation” (Hong & Karstensson, 2002, p. 349). In such cases, people are drifted to feel tense and get incited. Besides, their autonomic nervous system is activated which results in physiological arousals like trembling, sweating or irregular blood pressure. They also end up with concerning about failure, being thoughtful, and losing their self-confidence.

Coping reactions and adaptive outcomes

People react to a test situation to reduce or tolerate the stress they feel as a result of their interaction with the environment. They apply some problem-oriented, curative, avoidance, or defensive strategies to regulate their emotional state and to manage their anxiety (Zeidner, 1998). Having reviewed the previous research on coping reactions and adaptive outcomes, Zeidner (1995, p. 130-132) suggests the following generalizations:

1. Adaptive coping in exam situations involves a flexible repertoire and combined use of alternative coping strategies.
2. Coping with a stressful exam situation is a process; it is a transaction between a person and an event that plays across time and changing circumstances.
3. Coping strategies in exam situations are found to work with modest effects with some people and some outcomes.
4. Coping patterns should match both the context and the individual.
5. Coping strategies vary between and within individuals.

6. Coping responses are not uniformly adaptive.

7. Causal relations among coping strategies and outcome indices are likely to be multidirectional rather than linear.

Another conceptualization for test anxiety appeared with the application of the Self-Regulative Theory of anxiety and competence to test anxiety (Zeidner, 2007; Zeidner & Matthews, 2005). As depicted in Figure 3, the model specifies the significance of transactional processes and self-referent information (Zeidner, 2007).

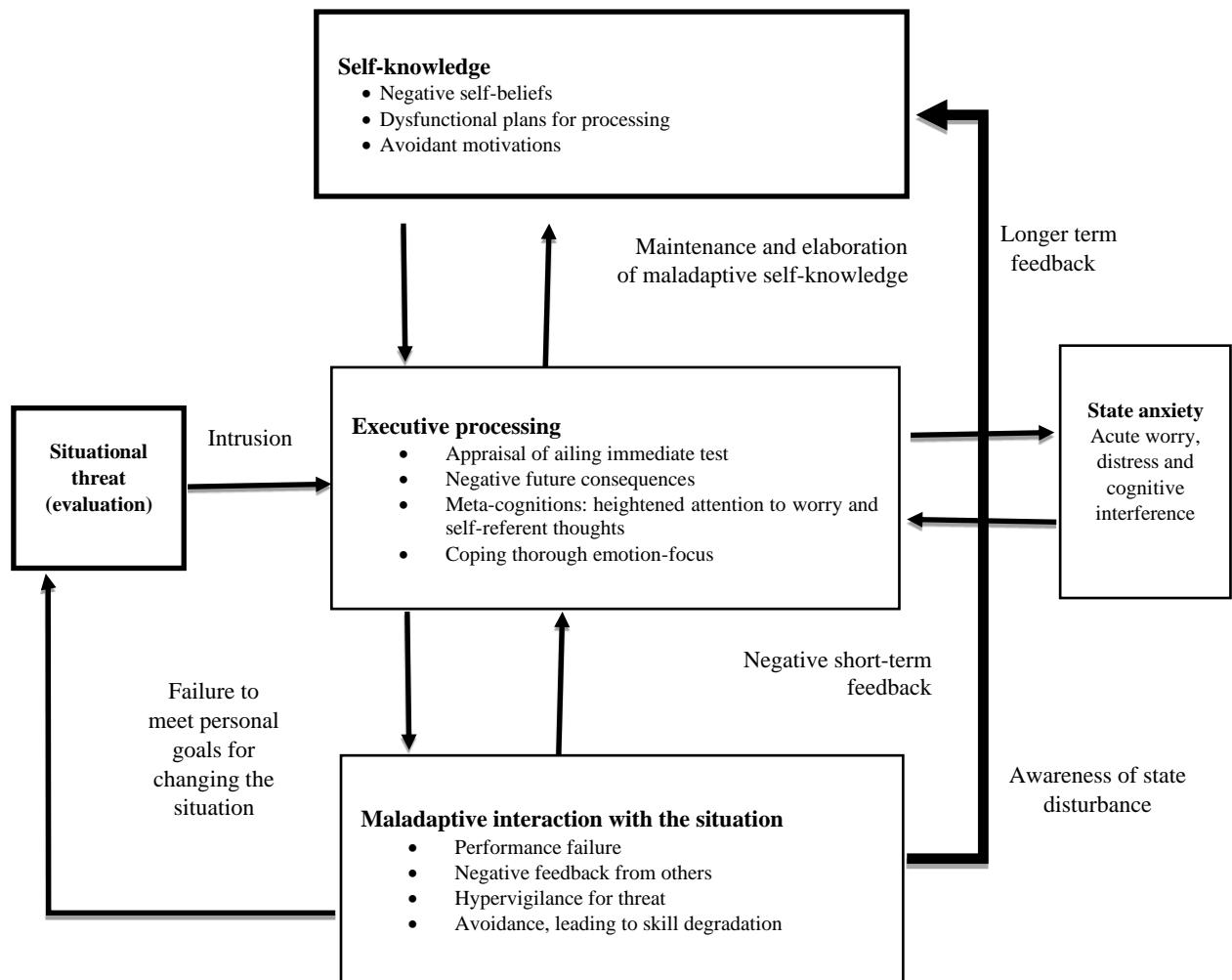


Figure 3. A prototypical self-regulative model for evaluation anxiety (Zeidner & Matthews, 2005, p. 154)

Figure 3 illustrates that self-regulative processing is activated by an intrusion which may refer to the thought of potential failure in a testing situation. With the activation, the system begins to search for a proper way to cope with it. This search is largely influenced by self-knowledge, and if negative self-beliefs are fetched, an increase in test anxiety occurs. The individual focuses on his/her poor performance and negative feedback. She gets extremely alert for danger, starts to accuse herself of being incompetent, and tends to exhibit avoidance

behaviors. This type of processing eventually triggers state anxiety causing distress and cognitive interference. Normally, an individual is expected to restructure his/her self-knowledge by learning from each evaluation experience and by adding more efficient coping strategies to his/her repertoire. However, constant worry may prevent one from such a beneficial update in the self-knowledge and direct her to avoid evaluative situations. Such avoidance is hazardous as it reduces the chances for modification in the coping strategies for better (Zeidner, 2007; Zeidner & Matthews, 2005).

Despite the slowdown after the 90s, test anxiety has continued to remain a popular research topic to date (Zeidner, 1998). This popularity mainly stems from the fact that the relation between test anxiety and performance/achievement arises interest in educational psychology as well as in all other branches of applied psychology. Today, it is known beyond any doubt that test anxiety is related to “students’ achievement at school, their school-related motivation, academic self-concepts, career advancement, personality development, and health” (Stöber & Pekrun, 2004). This is specifically significant in Western communities with competitive educational systems in which tests play crucial roles in the course of every individual’s life (Zeidner, 2007). In short, it is of paramount importance to understand the construct of test anxiety, to develop a reliable tool to measure it and to reveal its relations with various factors in educational settings.

Conclusions and Discussion

In the broadest sense, it can be stated that learning among human beings is directly related to affective domain. Within the scope of the affective domain, anxiety can be seen as a feeling of worry and nervousness stemmed from trait, an uncertain state or situation. Trait anxiety relates to a permanent personality disposition, whereas state anxiety refers to a rather temporary emotional condition that changes according to the perceived danger. Last, situation-specific anxiety shows up in very specific situations. Anxiety can be also categorized as facilitating and debilitating when its effects are considered. Facilitating anxiety is a source of good performance while debilitating anxiety is considered an obstacle for achievement.

FLA can be defined as a complex combination of feelings, beliefs, behaviors, and self-perception within the foreign language learning process. It should be noted that FLA has adverse effects on learners’ motivation and classroom participation and results in avoidance of foreign language. Moreover, it has the power to determine the quality and quantity of input, processing, and output within the scope of affective filter that is suggested in the Comprehensible Input and Affective Filter Hypotheses. FLA consists of three elements. First, communication apprehension is a kind of shyness and fear resulting in communication in the target language. Second, fear of negative evaluation is the fear regarding social impressions in the community. Finally, test anxiety can be defined as the fear of showing low academic performance in assessment situations.

Test anxiety, as defined above, is the set of behavioral, psychological, and cognitive reactions to tests regarding failure, negative consequences, and evaluative situations. The concept can

be associated with trait anxiety and state anxiety. On the other hand, it is also possible to state that it falls under the category of situation-specific anxiety. In other words, it can be noted that test anxiety is a permanent individual disposition stemmed from past experiences in academic life, whereas it can be experienced in a singular state. Moreover, test anxiety can be perceived in specific situations. While the current literature suggests that test anxiety is provoked by personality, states or situations, it can be seen as a combination of worry, a direct connection to failure and success, and emotionality, referring doubt about actual performance. Within this scope, the cognitive-attention or interference can be highlighted in terms of the advantage of low test-anxious people who concentrate on task-relevant issues during tests, while high test-anxious people allocate their attention to internal processes such as self-evaluative, self-deprecatory thinking, and perception of autonomic responses. Yet, the cognitive-attentional model can be criticized, as test anxiety may be a result of the low level of achievement due to poor test-taking and study skills. To conclude, it is possible to state that test anxiety is not the only variable that may increase or decrease the level of achievement in the target language; however, it may be both the cause of and effect on the achievement in the target language.

Test anxiety is still researched and discussed regarding its causal relations with test performance. Within this perspective, it can be noted that test anxiety involves four interrelated components, namely tension, worry, test-irrelevant thought, and bodily reactions. Besides, the Transactional Process Model suggests that there exist functional relations between state emotions and test anxiety. Moreover, the constructs of test anxiety involve evaluative situations, personal variables, perceptions of test situations, state test anxiety, coping reactions, and adaptive outcomes. First, evaluative situations can be listed as the nature of task, task difficulty, atmosphere, time constraints, examiner characteristics, and administration mode, whereas personal variables can be a combination and variation of a situation-specific form of trait anxiety. Second, perceptions of test situation can be clarified within the scope of a mediator between individuals and contexts, test situations, emotions, and behaviors, whereas state test anxiety is provoked by a specific evaluative situation. Third and last, coping reactions and adaptive outcomes include several problem-oriented, curative, avoidance or defensive strategies to regulate learners' emotional state and to manage their anxiety. As a final note, it can be added that self-regulative processing is activated by an intrusion which may refer to the thought of potential failure in a testing situation.

Several recommendations can be noted. In the broadest perspective, foreign language teachers should raise their awareness of test anxiety. Speaking more specifically, teachers should know that affect is one of the inseparable domains of foreign language learners and anxiety, one of the affective states, relates to trait, states, and situations. In addition, they should know that anxiety has both facilitating and debilitating effects on the language learning process. Within the scope of FLA, they should be aware that anxiety may cause avoidance of foreign language learning. In the narrowest perspective, they should also know that FLA is a combination of communication comprehension, fear of negative evaluation, and test anxiety. Foreign language teachers should be also aware that learners show cognitive and psychological reactions to tests. Thus, they need to develop strategies regarding decreasing the level of fear of failure and designing evaluative situations. Furthermore, they

should know how to analyze the sources of test anxiety, as it may be provoked by personality, states, and specific situations. Teachers should also train their students in terms of motivation, concentration, and facilitative effects of a moderate level of test anxiety. They should also develop strategies and tactics on how to cope with tension, test-irrelevant thoughts, and body reactions among learners. Within this scope, teachers should be aware that stressful exam situations involve a process that depends on changing circumstances, whereas they should know that coping patterns among learners relate to the context and individual differences. In other words, they should be informed that coping with test anxiety may not be uniformly adaptive and that it is multidirectional (Zeidner (1995). As a note, given that teachers may have a considerable role in moderating the level of test anxiety, reducing debilitating effects, and increasing facilitative effects, they should be trained about anxiety and related issues throughout pre- and in-service teacher education programs. Within this scope, both pre- and in-service teacher education programs should involve the above-mentioned issues. As a final note, it should be added that these improvements can be realized by program developers and policymakers who need to use research results to modify the mentioned programs.

A few recommendations can be also noted for further research. More research on test anxiety in the foreign language learning context is necessary, as the current literature does not present a consensus on the causes and effects of test anxiety. For this purpose, there is a strong need to perform qualitative studies for a deeper understanding of test anxiety. Moreover, new tools should be developed to measure the levels of test anxiety in various foreign language education contexts. Researchers should also tend to perform descriptive, and correlational and experimental studies in terms of clarifying the relationships between test anxiety and various factors.

Disclosure Statement

This study was supported by the Unit of Scientific Research Projects of Istanbul Medeniyet University through the research grant (S-GAP-2019-1491) under the title of *Test Anxiety among Foreign Language Learners*. The authors would like to thank Istanbul Medeniyet University for funding and scholarship.

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The Effects of Reflective Teaching Techniques on Teachers' Self-Evaluation for Further Lessons: Analysis through Diary Keeping

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To cite this article: Işık, İ. & Çakır, İ. (2020). The effects of reflective teaching techniques on teachers' self-evaluation for further lessons: Analysis through diary keeping. *Focus on ELT Journal (FELT)*, 2(1), 20-36. <https://doi.org/10.14744/felt.2020.00016>

ABSTRACT

This study aims to reveal the current attitudes and beliefs of English teachers about reflective teaching with an interview along with using a technique called diary keeping. It also focuses on the effects of keeping diaries on teachers' self-reflection and tries to bring the contributions it can provide to teachers' reflective teaching skills into the results of this study. It has been presumed that teachers will benefit the most in this process from this technique that allows them to look at their own practices closely through an introspective, mirror-like experience. For this study, the data were collected from four English teachers and diaries were used as the instrument of this study. Pre-diary questions were also asked teachers to reveal their current attitudes related to the topic as well as to identify the level of awareness on the topic. The data were analyzed qualitatively by using thematic analysis. It is found out that teachers have used this technique both as a source and as a tool. They have used it as a source of awareness, self-evaluation, and preparation for further lessons and as a tool to analyze student needs, detect routine activities, and uncover the problems. As a result of this study, diaries have been suggested for further educational practices and current English teachers because they lead one of the best ways the teachers can be reflective, give themselves effective feedback and advance their teaching skills.

Keywords:

reflection
evaluation
reflective teacher
diary
journal

Received : 18 March 2020
Revised : 08 May 2020
Accepted : 18 May 2020
Published : 22 June 2020

Introduction

Reflective teaching has been one of the most prominent areas of teaching pedagogy and teacher education. In many schools and institutions, the majority of English language teachers come to classrooms unaware of the reasons behind their own teaching and practices. It has been discussed for many years that there are different applications of being reflective for teachers and reflective action which may help teachers feel more confident, secure, and content with their teaching and classroom implementations both during the lesson time and for further lessons. English teachers who are reflective can contribute to students' development as well as their own as language teachers since they are always in a process of evaluation. In education, this leads teachers to be critical in their practices and more hardworking to make classroom practices better and more useful for learners. Even experienced teachers might have problems in their teaching career and tend to burn out, which will result in poor performance of both their own and learners. Therefore, researchers have also proved that reflection is crucial for teachers since it helps them acknowledge the

experience, assume a critical attitude towards practice, enhance their awareness of teaching, develop profound understanding, and create positive changes (Maksimović & Osmanović, 2019).

Recent changes in education and teacher development in Turkey have brought teachers to a point where they try to understand their students' needs and follow the opportunities to be more professional teachers. To be able to understand how reflective English language instructors are in Turkey, Gözüyeşil and Soylu (2014) investigated EFL instructors through a reflective thinking inventory and found out that one prominent way to understand this is through reflecting on one's own teaching by using one of the reflective techniques to bring changes into their teaching and going beyond their routinized classroom situations. Similarly, Dikilitaş and Yaylı (2018) tried to grasp the changes in the professional identity development of teachers through action research to have a closer look at teachers' self-efficacy beliefs, self-reflection, and awareness. In a mixed-method approach by Moghaddam et al. (2019), journal entries were used with EFL teachers to qualitatively analyze their reflective actions and findings encourage future teachers to have a fresh and closer look at their classroom practices with the intention of changing and modifying the techniques they use in their classrooms. It is stated by Bilger (2017) that 'reflection helps us understand the nature of feelings, our patterns of thoughts, and our emotional reactions' (p.146). Dikilitaş and Bostancıoğlu (2019) also stress the value of reflection and argue that 'the learning and teaching experiences and creating personal and pedagogical meanings could empower teachers since it leads to a sense of self-regulation of own learning to become a teacher' (p. 134). Therefore, diary entries were also chosen in this current study to find out the changes and contributions reflective diaries can bring to teachers' classroom practices. It is quite significant to investigate teachers' attitudes and views in a far deeper way by using introspective approaches like journals and diaries. As a result, this study aims to motivate teachers to be reflective by bringing English teachers' reflections on authentic classroom events to the surface.

Literature Review

Reflective Teaching

Schön (1983; 1987) defines reflection as an advanced mental process that goes beyond technical reality and involves an ability to be intuitive and insightful, and is mostly related to action and reflective practice, what he also calls as 'reflection-in-action' and 'reflection-on-action.' Therefore, in educational settings, this kind of reflection results in critical thinking and reflective action of a teacher. For critical reflection, focusing on the problem, defining suppositions related to the problem, inductive and deductive reasoning related to the analysis of the problem, assessment of the credibility of all these suppositions and sources of information, discussion, evaluation, self-regulation, and problem-solving are all the skills a critical thinking person must have (Maksimović & Osmanović, 2019).

Reflective teachers are defined by Schön (1983) as teachers who critically investigate their classroom practices, bring new ideas related to the way they can improve their performance to enhance students' learning, and carry out those ideas in practice. According to Schön (1983), for the reflection to occur, "there is some puzzling or troubling or interesting phenomenon with which the individual is trying to deal. As the individuals try to make sense of it, they also reflect on the understandings which have been implicit in their actions,

understandings which they surface, criticize, restructure, and embody in future action” (p. 50).

In a various number of studies, (e.g. Dewey, 1993; Farrell, 2014; Grant & Zeichner, 1984) three main features of reflective teachers are characterized: ‘open-mindedness’, which is a willingness to listen to more than one aspect of a problem and give way to alternative ideas and views; ‘responsibility’ which is thinking carefully about the results an action can lead to; and wholeheartedness which means that teachers can handle ambiguities and fears so as to critically and meaningfully evaluate their practice (Tajik & Pakzad, 2016). Maksimović and Osmanović (2019) mention that only those teachers who reflect on their practice do become more professional and efficient in teaching since only systematic reflection enables teachers to have an influence on making decisions that may cause changes in teaching practice. Reflective practice also helps teachers free themselves from the constraints of a routine and impulsive behavior (Maksimović & Osmanović, 2019). As it is pointed out earlier, even experienced teachers are often unaware of their teaching routines and beliefs; consequently, they may not actually do what they think they do in the classroom (Farrell, 1998). There is indeed a big difference between reflective action and routine action, and according to Zeichner and Liston (1987), reflective action "entails the active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the consequences to which it leads. Routine action is guided primarily by tradition, external authority, and circumstance" (p. 24). It is also crucial to bear in mind that the concept of reflective practice also arose out of the need to counteract burnout in the teaching profession. For example, ‘burned out’ teachers may see teaching as a routine and find it repetitive (Farrell, 1998). In a study conducted with a novice teacher in Turkey by Kayaoğlu, Erbay and Sağlamel (2016), this aspect of teaching is highlighted by especially emphasizing teachers’ feeling reluctant to develop themselves professionally due to the reasons such as busy schedule, institutions’ and parents’ high expectations and lack of appreciation by any educational authorities. For this reason, it is suggested not to think of even reflective practice as the only effective solution that will work very quickly. On the other hand, Cebeci (2016) found out that when teacher candidates reflected back on their micro-teaching sessions in interviews conducted, they related themselves with positive feelings favoring the curriculum as well as becoming aware of using different teaching techniques and as a result developing their professional competence and enjoying teaching the young learners.

As Zeichner (1998) pointed out, reflective action does not only involve a logical or rational problem-solving process but also involves intuition, emotion, and passion so it is not something that can be neatly packaged as some have tried to do, and taught as a set of techniques for teachers to use. Teachers need to realize and be aware of the need and urge to be reflective in terms of every aspect of their teaching. So, reflective teachers need to sit and analyze carefully about their teaching practices and classrooms especially by asking the broader questions, not only like ‘do I like results’ but also ‘have my objectives been met’ (Zeichner, 1998). Therefore, reflective teaching is a term that is broader than the idea of meeting classroom objectives but rather trying to get better results in each try than the previous ones. So, it is a process that always helps the teachers develop and improve their teaching for better outcomes.

Reflection-in-action

Schön (1983; 1987) puts the reflection into two categories as reflection-in-action and reflection-on-action. When teachers implement their classroom routine and find out that these are not useful or do not work in the new situation, then they instantly need to refer to reflection-in-action to deal with the problem. Farrell (1998) recognizes reflection-in-action as an ability to display problems based on past experiences as if a type of conversation takes place between the unknown situation to be analyzed and the reflective practitioner. That is why, it can be also described thinking while doing the action. Moghaddam et al. (2019) discovered that reflections related to classroom management and learning environment are fairly connected to reflection-in-action since they are related to the way teachers decide to approach situations which are unexpected at the time of the lesson.

Reflection-on-action

Another aspect of reflection is that if the teachers look back and reflect on what happened in the class, then it means that they adopt reflection-on-action. The fact that teachers take some time and evaluate the events, try to come up with possible solutions for the future shows that they internalize the reflection-on-action approach. Farrell (1998) recognizes reflection-on-action as some kind of metacognitive action seeing that it requires critical thinking and analysis. It is observed in a study by Kayaoğlu, Erbay and Sağlamel (2016) that the novice teacher who was interviewed on her reflections later in the study was mostly in a state of reflection-on-action since she already did the action and was describing them reflectively and then justifying her decisions.

Reflection-for-action

Other than these two types of reflection, Tajik and Pakzad (2016) mention that in reflection-for-action, teachers reflect not to go back and analyze the past but to guide future action. Teachers can predict possible problems that might occur in the future based on their reflections and accordingly they can change, modify, or arrange their future classroom practices. In a study conducted with pre-service English teachers, Yeşilbursa (2011) points to teachers' reflective skills of contemplating possible solutions for the future or projecting themselves for possible occurrences in the future based on their past experiences. Tülüce and Çeçen (2017) also mention that the student teachers of EFL engaged themselves in a process of reflection-for-action while watching videos of their own micro-teaching lessons and at the same time reflecting and deciding for their future practices.

Diary Studies

There are many different implementations of reflective action in education and second language learning classrooms. In terms of teachers, there are options like journal/diary writing, peer observation, lesson report forms, audio, or video recording the lessons. One of the most prominent techniques used in recent years has been the journal or diary entries for they are comprehensive while looking back on thoughts and feelings reflected on the events and situations. In this sense, Richards (1991) points out that experience by itself is indeed not enough for professional development, but that experience in collaboration with reflection can be more powerful for teacher development and professional growth. Genç (2010) emphasizes the significance of reflection through journal entries and states that the process is a kind of

‘eye-opener’ since it motivates teachers to help to analyze possible solutions and to feel autonomous and empowered. That is why, providing opportunities for critical self-reflection is valued and recognized as an important component of teacher development (Richards, 1992). Boud, Keogh, and Walker (1985) also contend that experience alone is not the key to learning, and reflection is what turns experience into learning. In a study conducted in Turkey, Yeşilbursa (2011) states that “even through a single written reflection on one microteaching event a good deal of insight can be gained into the way pre-service teachers see themselves as teachers and how they reflect on their own practice” (p. 113). So, diaries can provide opportunities for teachers to self-reflect and develop their teaching for the future and contribute to their teaching experience. Gün (2011) also mentions that when reflection is not practiced but only preached, it is more like something that will not be embraced and as a result, not pursued by the participants.

Bailey (2006) agrees that reflection is valuable when teachers are able to make a critical inquiry into their process of teaching practice by interpreting the data they collect on their teaching and as a result to make necessary changes in their practices and classrooms based on those interpretations. As it is also noted by Gün (2011), being aware is our first step towards being able to change our practice. For this reason, raising awareness and promoting critical thinking are among the reasons diary studies are favored in reflective teaching. Zeichner and Tabachnick (1991) make it clear that reflection might occasionally seem difficult since it is commonly considered to be a private activity, while reflective teaching, like any kind of teaching, is expected to be a public activity. Diaries can be private too but they have outcomes not only related to the diarist but also the other people involved in his or her experience. Therefore, when reflected on and interpreted meticulously, the diaries’ scope is no longer narrow and private.

Richards and Lockhart (1996) point out the importance of diaries by saying “it is a teacher's written response to teaching events and serves two purposes: Events and ideas are recorded for the purpose of later reflection. The process of writing itself helps trigger insights about teaching. Writing in this sense serves as a discovery process” (p. 7). According to Bailey (1991), the diarist may be a language teacher or a language learner but the actual characteristic and focus of diaries are being introspective as it means that the diarist studies his own teaching or learning and reflects on it. This way, they can give reports on their own perceptions which are normally hidden or hard to access for an external observer. Bailey (1991) remarks that “introspective methods encompass ‘self-report, self-observation, and self-revelment’” (p. 63). Moreover, Bailey (1991) adds that “introspections are conscious verbalizations of what we think we know” (p. 63). It is also mentioned by Bailey and Curtis (2009) that “diary studies can offer insights into processes that are not otherwise easily accessible or open to investigation and can thus provide useful information to language teachers, learners and researchers. They are based on data generated through personal written records, and those data consist of detailed notes on events, actions, emotions, and thoughts” (p. 70). Similar to the research studies based on teacher diaries and journal entries, Ho and Richards (1993) also studied journals with ten teachers who were in-service TESOL teacher education program at tertiary level to identify the ways journals promote reflective thinking and found out that teachers mainly wrote about the problems they faced in the classrooms and included the techniques and procedures they used. Based on all these studies and ideas, diary-keeping was chosen as the reflective teaching technique to be used in this research.

Methodology

Research Questions

This study was carried out to reveal the current attitudes and beliefs of English teachers about reflective teaching and to find out whether there are any significant changes after teachers' keeping diaries on their classroom practices. In this regard, the following research questions were asked;

1. What are the teachers' current attitudes and beliefs towards reflective teaching?
2. In what ways can keeping diaries be effective on teachers' views on reflective teaching and to raise their awareness?
3. What are the contributions of diary keeping to teachers' self-evaluation and reflection for further lessons?

Participants

The participants of this study were volunteers to take part in the research and they were also chosen for the convenience. They are composed of 4 English teachers (1 male and 3 female), 3 of them working at government schools and 1 of them working at a private language course. They all graduated from English Language Teaching departments and had a BA degree. All teachers had 3 years of teaching experience. The age range of the participants is between 24 and 26.

Instruments

In this study, teacher diaries were used and diary-keeping was implemented with the teachers. The researchers thought that diary-keeping would be one of the best options for language teachers since it is a verbal skill best reflecting the characteristic of language learning and teaching which are also verbal skills. Pre-diary questions prepared by the authors were also asked teachers. Points to be included in the diaries were taken from "reflection questions to guide journal entries" by Richards and Lockhart (1996) and it has been suggested to teachers as guidance while keeping the diaries. As a result, diaries were both developed with the help of "reflection questions to guide journal entries" by Richards and Lockhart (1996) and teachers' own writing style.

Data Collection and Analysis

Before starting the process, the researchers familiarized the participant teachers with the process and had a warm-up session of writing with them. During this process, teachers shared what they wrote and gave each other feedback. At the same time, the researchers observed the teachers and measured their level of willingness to participate. Participant teachers were eager and paid attention to the feedback given by their peers and the researchers. They chose a grade and a classroom they had been teaching and kept diaries for 6 weeks after every lesson. The points to be included in the diaries were presented to participant teachers, they read the guidelines and they were suggested that they could also include the answers to these questions along with their own ideas and feelings especially by pointing out to the effects of keeping diaries after every writing session. Reflection questions to guide journal entries by Richards and Lockhart (1996) were used in this study to guide teacher diaries. Teachers described their classroom moments, included the points by following up the guidelines, and

also shared their feelings about keeping a diary at the end of every writing. Pre-diary questions prepared by the authors were asked to participants before starting the whole process to identify the current attitudes and beliefs of the teachers along with their level of awareness on reflective teaching. It was consulted for pre-diary questions to teachers who are experienced in the reflective teaching area along with the university instructors who are dominant in the subject matter and as a result, their approvals indicated that the questions appeared to be appropriate to the study purpose and content area. Pre-diary questions were asked through meetings and phone calls arranged with teachers, and in the end, diaries were examined. The data were analyzed qualitatively with an exploratory design using interpretive and thematic analysis. The content from diaries was analyzed interpretively and the most recurring patterns were presented under a common theme. Each theme was reviewed and named as a title to guide readers and included in the findings with further explanation.

Results and Discussion

In this study, the focus is mainly on the teachers' perspective on their experiences that have been interpreted from their diary entries and also the effectiveness of teacher diaries. The results obtained from these tools reveal the current attitudes of the teachers towards reflection, and contributions of keeping diaries to their self-evaluation and further lessons.

The findings from the pre-diary interview showed that teachers in common did not know much about reflective teaching practices except the theory in general. They did not know any techniques to be reflective nor they had applied them in their practices. They did not have regular feedback sessions with their students or by themselves, either. All four teachers thought that diaries or journals could be good ways to be reflective and favored the idea of getting better results of one's teaching when it comes to the preference of being reflective.

The participant teachers included in their diaries, their lesson plans in summary, activities they followed, or the moments they wanted to share as well as the changes and contributions they experienced during this process along with their feelings and thoughts about themselves, the class, or the language education in general. When participant teachers handed their diaries, it was seen that they also assessed the effectiveness of the diary technique while keeping the diaries. It has been found out that this reflective teacher technique has mostly been a source as well as a tool for teachers. The findings have been presented in six categories according to the recurring themes identified with some of the illustrative excerpts taken from teacher diaries and interviews.

A Source of Awareness

It has been prominently seen that teachers have used diaries effectively to understand some points in their teaching practices and that they have been a source of awareness for them. Most of the teachers specify that they realized some certain things while writing diaries, they think that the diaries made them aware of their practices more. Some excerpts to prove this are as follows:

“Now I realized that I had problems with not the sequences of activities, somehow I managed it, but the classroom management.” (Participant 1)

“...it made me realize that students understand better in this way.” (Participant 3)

The findings show that this aspect of diaries is parallel to a finding in a study by Korucu-Kis and Kartal (2019) since the most noticeable point in the study of student teachers' journals was self-awareness. In this study, teachers are found to be in a process of realization and it is seen that the experience helps them to see the things they could not see and be aware of in the very beginning. Similarly, in a study by Kayaoğlu, Erbay and Sağlamel (2016), a novice teacher gained insight into her own practices and recognized her mistakes which resulted in an increase in her awareness. However, not all teachers used diaries as a source of awareness to see their weak points but also to understand their better sides and useful classroom activities as well as to grasp diaries' benefits thinking positively as can be seen from the excerpts below:

"I realized I do much more than I thought and my lessons weren't that dull and actually they were a kind of fun" (Participant 2)

"This also raised my awareness and helped me to get better for the next lesson..." (Participant 1)

The findings demonstrate that when teachers started keeping their diaries, whether it was positive or negative, they were involved in a process of self-discovery and awareness. This also opened new ways to understand and analyze other issues as mentioned in teachers' sentences related to classroom management, the sequence of activities, the content of the lessons.

A Tool to Analyze Student Needs

It has been found out that teachers have understood their students' needs better and included some solutions for that in their diaries. While some were thinking over them in terms of the whole classroom needs, some focused on specific students and tried to understand their needs. Some excerpts are as follows:

"During the lesson, they were talking to each other, but I know that we never had group activities today which would be good for this group of students because they participated well enough last week in group work" (Participant 4)

"My students in this class might need to go back since they pointed out that they had problems with the other teacher at the beginning of the term." (Participant 1)

These findings indicate that some teachers analyzed the needs and the problems especially by referring to 'a certain group of students' and included phrases like 'my students in this class' or 'this group of students' which shows that the teachers carefully struggled to understand the certain groups of students from a minority in a class to a whole different class they are supposed to teach in that term.

One teacher even focused on affective factors and mentioned her attempt to integrate herself with her student's feelings. This also proves that the teacher recognized her student very well in this sense and owned the problem in the situation as her own fault:

"I think I could not give him enough encouragement because if he fails, he is easily lost." (Participant 1)

In a study conducted by Genç (2010), she mentions that one teacher decided to act considering the specific needs of the students along with their interest and age which finally helped her to implement a certain method according to these needs. Similar to this finding, one of the teachers identified the problem specifically focusing on the level of the students:

“I still thought that I might have chosen a difficult song which was not suitable for their level.” (Participant 3)

The statements reveal that teachers have been analyzing the classroom needs whenever they discover them in their diaries. It proves that this aspect of the diaries can also help teachers to uncover these needs and find some concrete solutions by creating a better learning atmosphere in harmony with learners' needs.

A Source of Self-Evaluation

It has been found out that teachers often evaluated themselves in their diary entries and mentioned in their views, the contributions of this technique to see their strong and weak sides as language teachers. Consciously or unconsciously they were giving themselves feedback and trying to understand themselves as language teachers. This process has helped them to identify their strong and weak points. All the findings from similar studies (Yeşilbursa, 2011; Bilger, 2017; Tülüce & Çeçen, 2017; Korucu-Kis & Kartal, 2019) are compatible with the results of this study in terms of the fact that reflective teaching practices help teachers identify their strengths and weakness. Some excerpts provided are as follows:

“I thought I wasn't a good teacher. But I realized that I am not that bad. And I feel more encouraged. If I didn't keep a diary, I wouldn't realize my better sides.” (Participant 2)

“It helped me to see my positive and negative sides. It kind of helped me to see the missing points and useful points in my teaching.” (Participant 4)

Based on these statements from teacher diaries, it is seen that teachers have been using phrases of self-evaluation such as 'strong sides' or 'weak points' and they have mainly focused on assessing themselves as language teachers to be able to reach to the success point or become the successful teacher image on their minds. However, teachers recognized the diaries more than the source of identifying strengths and weakness, they also described lacking a certain characteristic to have an efficient lesson that day. They evaluated themselves by also evaluating the results of the lesson and identified the problematic areas such as classroom or time management:

“I don't have any ideas about how to prevent this. I see, once again that I am not good at classroom management in this grade.” (Participant 3)

“I had time management problems since I could not put into practice half of the plan and the materials I prepared.” (Participant 1)

Unlike a study by Dikilitaş and Yaylı (2018), teachers were far beyond self-criticism impelled by dissatisfaction with themselves, instead, they chose to be positive and remarked often that they were doing more than they thought and came with constructive attributes. One teacher even made it comprehensible by explaining that seeing her good work increased her

motivation. This study naturally proves that not all the time focusing on negative points or inabilities will foster change for better, but seeing the positive and strong sides of oneself can be a significant impetus for professional development:

“Writing all those activities that I did today... Thinking of them now, good job, I say. It is increasing my motivation for the next week. I love this class though...” (Participant 1)

“We had fun today a lot, I did not know I could understand the nature of young learners a lot. We had storytelling, dramas, games on the smartboard. Most of them work when they understand and I make myself clear...”

...I think I was a bit cruel to myself by judging myself and keep saying: ‘I am not a good teacher, I am not a good teacher...’” (Participant 2)

Findings show that the self-appreciation seems like a great stimulus to teachers. Self-evaluation with the participants of this study comes with identifying all points not only the negative ones but also the positive ones which keep their mindset healthy and their motivation high.

A Tool to Detect Routine Activities

While keeping the diaries, it has been found that teachers have detected what they have been repeating unnecessarily and some even explored that they never used certain activity types even if they are suitable with the needs of their learners. Identifying these same and repeated more than necessary types of activities led teachers to choose different types of activities in further lessons and expand their repertoire with diversity. An excerpt from teacher diaries to demonstrate this:

“I have been using act-out and guessing activities again and again for three weeks. Students do not prefer and like them as they used to at the beginning of the term.” (Participant 2)

As is obvious from the excerpt above, the teacher has become aware of the type of activities she has used and this has clearly shown her the routine she has been following and the repetitive activity she has used unnecessarily. Moreover, by looking at the other statements, it is also found out that the teachers have brought new and different ideas in their diary reflections based on their thoughts about repetitions or the routine activities. The studies by Genç (2010) and Korucu-Kis and Kartal (2019) also show that teachers are aware of their routines or useless activities when reflecting and try to find out alternatives to their teaching techniques. Examples below prove that the teachers project what to do as alternatives:

“I spent most of my class time to ask and answer part as I did the other weeks. I should change it and find a different type of activity which is fun, too.” (Participant 2)

“I repeated the same activities most of the time, they were so similar and students got bored. They were all verbal, maybe I should bring some visuals or include TPR in my lesson plan.” (Participant 4)

“It is complementary with our needs but I never used roleplays in this topic. I think I really need to plan it well and implement it in the classroom.” (Participant 1)

The findings also demonstrate that teachers suddenly engage themselves in a process of reflection-for-action which is another effective aspect of keeping diaries and prepares them for further lessons. This issue will also be discussed below in detail in this study.

A Source of Preparation for The Next Lesson

It has been observed that teachers have included ideas in diaries for the next lessons with the experiences they had from the previous lessons. This process facilitated to pre-plan and design the next lesson and also made teachers prepared for anything that can possibly occur in the classroom. They wanted to shape their future lessons and make them better by introspecting the situations or moments they had in the classroom and the points they found unsatisfactory or incomplete. New perspectives of teachers showed that they benefited from writing on diaries since it made easier to compare what was done in the previous lessons with their projects on their minds and finally come up with better ideas:

“I was looking at my experience I had in the previous lesson more critically and getting better prepared for the next lesson as a result.” (Participant 4)

“In terms of classroom management, I could see my faults and, in this lesson, I can be more careful in the next lesson.” (Participant 3)

Statements also show that teachers were engaged in a process of reflection-for-action most of the time. One of the characteristics of diaries is able to see the action that has happened in front of oneself on a paper concretely and then reflecting, making decisions, and projecting ideas on mind for the next action. In the study by Korucu-Kis and Kartal (2019), student teachers engaged themselves in a similar activity and could provide logical responses to emerging issues out of their teaching. Again, very similar to the findings of this study, Yeşilbursa (2011), Tülüce and Çeçen (2017) found out that student teachers were occasionally preparing themselves for the possible future experiences and try to understand them by reflecting on past experiences. In this study, teachers also demonstrated their motivation to have different ideas for the future and constantly attempted to find alternatives:

“...next time, I should not forget to come up with better ideas to raise classroom energy and have fun all together.” (Participant 1)

“Next time, I will take notes with the minutes of the activities also by considering the possible situations that might take up my time.” (Participant 1)

“But I guess I need to find something to make the book activities more fun next week.” (Participant 2)

The results show that based on their previous experiences, teachers have preferred shaping their next lessons for better learning outcomes by reflecting on what they have been doing and what they ideally want to achieve for the further lessons. In a constantly changing world, the fact that teachers want to change their approaches or try to find alternatives that are new also produces proof for the impact of reflective practices.

A Tool to Uncover Problems

It is seen that diaries helped teachers to reveal the most problematic areas or aspects of the lesson. It also paved the way for possible solutions to these problems since teachers could see them on a paper in front of them and this facilitated thinking over and easily interpreting them. An excerpt from teacher diaries is as follows:

“Students were unhappy and less active. I learned at the last minute that they fought in the previous lesson. I should observe the class carefully and talk about these issues at the start of the lesson maybe I can help them and cheer them up a bit.” (Participant 2)

Interestingly, the most problematic issues to solve in almost all teachers’ diaries come to the point of classroom management. Similarly, in many studies conducted recently (e.g. Genç, 2010; Korucu-Kis & Kartal, 2019; Moghaddam et al., 2019) teachers include the problems of classroom management in their journal entries or reflective teaching practices. Outstandingly, teachers in this study discovered solutions, some of them might have been the repetitions of their ideas during the class moments which naturally would engage them in a process of reflection-in-action and some of them might have been their decisions when they made while writing in their diaries and contemplating of implementing for the next lessons which would obviously engage them in a process of reflection-for-action:

“There had been a serious problem with a group of students making noise and distracting each other for weeks. For the other lessons, I will change their seats and suggest the classroom teacher do the same.” (Participant 3)

“Also, next time, I should not allow him to sit in the same place, that also motivates him.” (Participant 1)

All the statements from these findings clearly reveal that the hidden or unseen problems are easily uncovered in teacher diaries. This aspect of the diaries helps teachers to find effective solutions for certain problematic situations especially with respect to classroom management since they could see them more concretely on papers thanks to the reflections in their diaries.

All these findings from the study reveal that they are very similar to previous research studies alongside the different characteristics of this study. Moreover, there is a consistency in the results with the studies conducted especially in Turkish context (Genç, 2010; Yeşilbursa, 2011; Kayaoğlu, Erbay & Sağlamlı, 2016; Bilger, 2017; Tülüce & Çeçen, 2017; Dikilitaş & Yaylı, 2018; Korucu-Kis & Kartal, 2019). Besides, in the study conducted by Ho and Richards (1993), the topics teachers wrote about the most are related to self-awareness, evaluating teaching and lessons, diagnosing the problems and solutions to them, very similar to the findings of this study which are mostly related to self-evaluation, awareness, and identifying problems.

In the studies by Kayaoğlu, Erbay and Sağlamlı (2016) and Korucu-Kis and Kartal (2019), time and busy schedules of teachers have been mentioned as problems and obstacles preventing teachers from continuing their reflective practices. Similarly, teachers in this study mentioned that writing diaries was taking their time or lacking time hinders them giving some more details about the events:

"I really like writing this teaching diary. But I had to keep it short today and could not give details because I did not have enough time this week." (Participant 2)

"...writing the diary takes a lot of time, too." (Participant 3)

On the other hand, diaries generally helped teachers discover many aspects of their teaching, and consider critically about possible solutions or alternatives. One of the findings that are quite useful and significant in the study is the way teachers approach the problems of which the sources are not themselves but the other people, materials, or authorities. In a critical reflection study by Watts and Lawson (2009), beginning teachers have been found out to adopt an ego-centric and low-level reflection, which resulted in showing negativity and likelihood to blame others for incapacibilities. On the contrary, teachers in this study, despite being not experienced enough, showed positive attitudes, and adopted a solution-oriented approach instead of complaining or blaming others. Some excerpts below from teacher diaries prove this:

"Even if I do not use it all the time, the book that was chosen by the headmaster is boring for students. I think, I, with the other teachers, need to suggest something different for the next term." (Participant 1)

"The book of 2nd graders could have been better but every year, it seems like it is the same book. Fortunately, I have an archive of materials for young learners. If I do some extra-curricular activities, it will not be difficult for my students because the book is already too easy." (Participant 2)

Based on all these findings from teachers' diary entries, it has been found out that writing has greatly helped participant teachers to discover about themselves as language teachers, their students along with their needs, the materials used and problems related to them, critical thinking, and creating alternatives. Therefore, reflective practices are significantly suggested to language teachers to make effective use of diary or journal entries to contribute to their professional development.

Conclusion

The aim of this study was to examine the effectiveness of keeping diaries on teachers' reflective teaching skills, teachers' views on this technique, and how this technique contributes to their awareness as a language teacher, self-evaluation, and reflection for further lessons. This study proved that teachers greatly benefited from this process of reflection. Being reflective and writing it down helped them to realize what they were doing in the classroom and analyze their practices more critically. It gained them an awareness of self, of their teaching, and effective language teaching in general by reflecting back on their own memories and classroom implementations. It demonstrated that teachers regarded the reflective diary technique in a positive sense and as something that they could use to embody the classroom spirit since everything seemed more concrete on papers. When their answers

from pre-interview are compared to what they found and realized while keeping their diaries, their perceptions have changed and even they remarked that this process changed their practices positively and contributed to their teaching.

The only common problem they had with keeping a diary was lacking time. When they did not have time, they mentioned that they could not write and reflect efficiently. They also think that the reason why most of the teachers do not prefer being reflective can be related to not having enough time or not giving priority to this kind of activity. However, this was the only negative point they included in their answers. On the contrary to this aspect, it helped teachers to identify the needs and problems of their students and in the classroom overall, as well as to give themselves feedback in a more realistic way. Moreover, with the evaluation of their teaching and practices, they pre-planned and prepared their further lessons more effectively and securely. Very similar to the findings of the study by Genç (2010), teachers have gained autonomy while making decision for their classrooms. Throughout the process, teachers mostly regarded the reflectivity in a positive sense and the results of the study created positive changes, too which, in this sense, corroborates the other studies in the field (Genç, 2010; Yeşilbursa, 2011; Gözüyeşil & Soylu, 2014; Kayaoğlu, Erbay & Sağlamel, 2016; Bilger, 2017; Korucu-Kis & Kartal, 2019). Differently from the studies conducted in the same field by using different techniques such as video-recording where individuals learn from seeing the evidence (Tülüce & Çeçen, 2017) or peer observation and interviews where individuals learn from each other (Cebeci, 2016), the participants in this study learned from their own self-talk and faced their memories on the notebooks in front of them which are all powerful ways of learning by referring to narratives and verbal sources such as diaries and journals. Another significant characteristic of this study has been the fact that it paved the way for teachers to engage themselves in all three processes of reflection (reflection-in-action, reflection-on-action, reflection-for-action). Therefore, it is suggested for teachers, institutions and government schools that they can start using any technique to be reflective but especially, reflection papers, journals, and diaries can make them aware of what they have been doing in a more perceptible way.

Limitations

It needs to be stated that this study has limitations such as the time allocated to diaries and the number of participants. It is suggested that any similar further research needs to be conducted with more participants and time to provide richer data and more findings. If diaries can be used throughout a term or one academic year, a richer discourse composed of teacher reflections can be obtained and more can be contributed to the field. It is important to note that any similar projects can be triangulated to have richer and more reliable data by using more than one reflective teaching technique such as video-recordings, peer observations along with journal entries.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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Appendix 1: Pre-Diary Interview Questions

1. What do you know about reflective teaching?
2. Do you know any techniques teachers use to be reflective?
3. If so, have you ever applied any of those techniques in your teaching life?
4. What do you think can be useful in terms of being reflective and using techniques such as journal writing or diary keeping?
5. What do you think about teachers' preference for being reflective?
6. What do you think about teachers' preference for not being reflective?
7. Feedback is one of the first steps in being reflective. Do you evaluate and give yourself feedback after the lessons (in a non-written way) or do you let your students give feedback verbally at the end of every lesson?

Appendix 2: Reflection questions to guide journal entries (Richards & Lockhart, 1996)

Questions about what happened during a lesson:

Questions about your teaching

1. What did you set out to teach?
2. Were you able to accomplish your goals?
3. What teaching materials did you use? How effective were they?
4. What techniques did you use?
5. What grouping arrangements did you use?
6. Was your lesson teacher dominated?
7. What kind of teacher-student interaction occurred?
8. Did anything amusing or unusual occur?
9. Did you have any problems with the lesson?
10. Did you do anything differently than usual?
11. What kinds of decision making did you employ?
12. Did you depart from your lesson plan? If so, why? Did the change make things better or worse?
13. What was the main accomplishment of the lesson?
14. Which parts of the lesson were most successful?
15. Which parts of the lesson were least successful?
16. Would you teach the lesson differently if you taught it again?

17. Was your philosophy of teaching reflected in the lesson?
18. Did you discover anything new about your teaching?
19. What changes do you think you should make in your teaching?

Questions about the students

1. Did you teach all your students today?
2. Did students contribute actively to the lesson?
3. How did you respond to different students' needs?
4. Were students challenged by the lesson?
5. What do you think students really learned from the lesson?
6. What did they like most about the lesson?
7. What didn't they respond well to?

Questions to ask yourself as a language teacher :

1. What is the source of my ideas about language teaching?
2. Where am I in my professional development?
3. How am I developing as a language teacher?
4. What are my strengths as a language teacher?
5. What are my limitations at present?
6. Are there any contradictions in my teaching?
7. How can I improve my language teaching?
8. How am I helping my students?
9. What satisfaction does language teaching give me?

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Suggested Syllabus for World Englishes and Culture Elective Course at ELT Departments

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To cite this article: Cesur, K. & Balaban, S. (2020). Suggested syllabus for World Englishes and culture elective course at ELT departments. *Focus on ELT Journal (FELT)*, 2(1), 37-47.
<https://doi.org/10.14744/felt.2020.00017>

ABSTRACT

The Council of Higher Education (CoHE) transformed the curriculum for teaching departments into a phase during which more elective courses are taught in recent years. In accordance with this, the related innovation led to the constitution of three essential elective categories named as professional teaching knowledge (PTK), subject area knowledge (SAK) and general knowledge (GK). This research study aimed to investigate and suggest the integration of World Englishes (WE) and Culture course into English Language Teaching undergraduate programme. This study initially targeted to investigate teacher trainers' views on the most avail contents to integrate within the WE and Culture course. Subsequent to this aim, the study aimed to constitute a syllabus for this course. With this notion, a study which incorporated two distinct stages was generated. The study followed a mixed method sequential exploratory research design. Correspondingly, documents which embrace books, university syllabi, google search documents and research articles were analyzed. Following this execution, a survey was constituted and conducted on teacher trainers. After analyzing the documents, SPSS (Statistical Package for Social Sciences) 21.0 was employed for the analysis of the quantitative findings. Results of the study demonstrated that there were 34 essential topics which were drawn from the analysis of the documents and teacher trainers favored some of these topics more than the others. A syllabus for "World Englishes and Culture" course was suggested at the end of the study.

Keywords:

syllabus
World Englishes (WE)
culture
ELT
elective course

Received : 18 April 2020
Revised : 26 April 2020
Accepted : 10 May 2020
Published : 22 June 2020

Introduction

The concern of World Englishes (WE) has been a substantial issue in Applied Linguistics and ELT (Kuo, 2006). The reason for this argument can be that diversity in English language is considerable. To explain, English language has been utilized within environments of distinct geographies and histories. In addition to this, the diversity and variety in English use arise from the purpose of this language use. It could be observed that there exist people who employ English for professional aims and others who perform it for daily conversations. From this view, it has been suggested that English should be considered as a global language. In accordance with this view, it has been argued that World Englishes should be allowed to progress in their own context, which could additionally accept the distinctions of these English varieties from the so-called 'standard' English.

Background of the Study

Language education in Turkey has been exposed to distinct aspects of transformation since an engagement with the European Union (EU) criteria and Bologna Process came into prominence. Council of Higher Education (CoHE) undertook the most recent innovations in language teaching programmes in 1997, 2006 and lastly in 2018. Additionally, some arrangements were done in terms of professional teaching knowledge (PTK) and general knowledge (GK) courses in 2016. Furthermore, additional courses were identified and authorized as supplemental to the obligatory courses. Consequently, it was specified that subject area knowledge (SAK) courses would comprise over half of the programme, PTK would be involved within almost one-third and GK courses would be included within nearly one-fourth of the programme. In addition to this, the final innovation COHE put into practice in 2018 raised concerns such as the categorization of elective courses, a formation of a common core curriculum and an enhancement in the number of elective courses.

Aim of the Study and Research Questions

Investigating distinct university syllabi and other documents, this study comprising two stages aimed at obtaining the most frequently employed contents of WE and Culture course and views by teacher trainers and accordingly suggesting an ideal WE and Culture course syllabus for ELT departments of education faculties. To this end, the answers to two discrete research questions below were investigated:

RQ1: What are the most-preferred World Englishes (WE) and Culture course topics in ELT departments at education faculties in Turkey?

RQ2: What are the most-preferred World Englishes (WE) and Culture course topics favored by the teacher trainers?

Significance of the Study

The significance of this study emerges from discrete aspects. Primarily, this study aimed at exploring previous studies in literature on the use of WE and Culture course. In accordance with this, specific research through providing the current WE and Culture syllabi in Turkey was targeted. Furthermore, almost no research has been implemented so as to offer a syllabus to teachers or institutions on “WE and Culture”. Additionally, this research aspires to generate and enhance an awareness of the WE issue through designating teachers, teacher candidates, learners and institutions about the diversities and varieties in English as a global language.

Limitations of the Study

This research study comprised of two distinct data collection stages. In the initial stage, content analysis of university syllabi was generated; however, there still exist some institutions whose syllabus could not be attained and therefore not analyzed. Another limitation could be specified as the number of teacher trainers who responded to the survey. In other words, 63 teacher trainers from ELT departments responded the survey. A greater number of participants could have changed the findings on the most-preferred WE and Culture course topics. One further limitation could be indicated as the deficiency of an item in the quantitative part which would question whether an elective course named as ‘WE and Culture’ is needed for undergraduate ELT learners.

Literature Review

Conceiving its history, it was specified that English has transformed from a local language which was utilized on an island into a global language which is spoken, taught and needed all over the world (Kachru & Nelson, 2001). According to Kachru (1985), whose Concentric Circle Model has been a definition of World Englishes, inner circle countries comprise The United Kingdom, America, Canada, Australia, and New Zealand; outer circle countries embrace India, Nigeria, etc.; and expanding circle countries include China, France, Israel, Egypt, etc. The researcher states that it is specifically the expanding countries group within this model which construes English as a world language.

World Englishes (WE) or English as a Lingua Franca (ELF) concern has been a crucial matter of research and debate by several researchers. This research and debate put ideological concerns into prominence. From Cogo and Dewey's (2012) view, it was argued that English should be utilized as a representative of flexibility. Additionally, Cogo and Dewey (2012) related WE to matters of pluricentrism and multilingualism. On the other hand, Kachru and Nelson (2001) stated that WE has generated new dimensions both linguistically and pedagogically.

In addition to the theoretical perspectives to WE, a pedagogical aspect of this concern led practitioners to involve this issue as a specific course at ELT department of universities. With a review of literature, a considerable amount of research studies which were implemented on the integration of WE into university syllabi exist. One research study was implemented by Tanghe (2014) in South Korea. The aim of this experiment was to provide progress in students' conversational skills, generate awareness on learners about WE and enhance their critical thinking skills. Two classes which participated in this study were exposed to WE course for 15 weeks each session of which lasted for 110 minutes. Findings demonstrated that WE course assisted learners to progress their confidence in performing English. Furthermore, they gained a wider perspective of English and a further understanding mindset towards the varieties of this global language. Additionally, they owned a positive attitude towards the future use of technology and blogs in English teaching.

A further study was generated by Bayne, Usui and Watanabe (2002) with the aim of considering English from discrete dimensions. To this end, video courses on WE were employed within 9-10 weeks so as to encourage learners' progress in both communication skills and other language skills such as writing, organization, synthesis and word knowledge. The experiment was supported by the application of learner performances, and pre- & post-questionnaires. Findings showed that learners reflected positive responses about their WE training. A striking comment specified by one of the learners was that there was no one true English.

An additional study addressed WE concern from a literature basis (Sridhar, 1982). This study aimed to highlight the significance of non-native literary texts for ESL teaching. Accommodating several pieces of literature from distinct non-native cultures, the researcher intended to specify that it was an English teacher's mission to teach this global language through embracing traditions, native cultures, customs and social issues. It was stated that a language teaching profession is deficient unless these concerns are instructed to learners in addition to linguistic concerns. As a consequence, this paper aims to elaborate the content of

World Englishes and Culture course for ELT departments and it was aimed to offer stakeholders of ELT world various suggestions on generating a WE syllabus.

Methodology

Research Design

A mixed-methods research design (Creswell, 2014) was implemented so as to generate this research study. The first stage of the study comprised of content analysis of the data collected from the documents. Set of analytic activities proposed by Lune and Berg (2017) while analyzing the data was followed. University syllabi, books, research articles and other documents explored in Google were investigated in order to constitute the items of a pre-planned survey for teacher trainers. Subsequent to this stage, the possible contents to be included within the survey were ordered and composed a survey. In accordance with this, the survey was conducted on teacher trainers with the aim of exploring their views on an ideal WE and Culture syllabus. Therefore, both quantitative and qualitative means of data collection were utilized in this research study.

Phase	Procedure	Products
Qualitative Data Collection	ELT Curriculums of State Universities, books, articles, google documents	Syllabus contents
↓		
Qualitative Data Analysis	Thematic Analysis: Analysis of the documents on WE and Culture	Frequency Tables Content Topics
↓		
Connecting Qualitative and Quantitative Phases	Expert Opinion	Final chart of contents to utilise a quantitative data collection tool
↓		
QUANTITATIVE Data Collection	Questionnaire	<ul style="list-style-type: none"> Nominal (Categorical) item scores
↓		
QUANTITATIVE Data Analysis	SPSS Descriptive Analysis	Questionnaire data results
↓		
Integration of the Quantitative and Qualitative Results	Interpretation and explanation of QUAL & QUAN results	<ul style="list-style-type: none"> Conclusion, Discussion, Implications, Future research

Figure 1. Mixed Methods Sequential Exploratory Research Procedures (Adapted from Ivankova et al., 2006, p. 16)

Participants

63 teacher trainers from distinct universities in Turkey participated in the study. Subsequent to the constitution of a survey by means of Google forms, these participants were expected to conduct the survey through ordering the syllabus contents which they favored according to their order of significance. No criteria were identified for the selection of participants except for their profession; therefore, the participants were chosen using random sampling. In addition to this, there was no specific research setting or location for the implementation

of this study since data collection procedure was generated by means of online research and survey.

Data Collection Instruments and Data Analysis

Both qualitative and quantitative data collection processes were generated in this research study. The initial means of data collection embodied documents which were gathered from undergraduate ELT World Englishes and Culture course syllabi, books, articles, and other documents on World Englishes (WE) and Culture. 13 research articles, 18 documents from Google, two books and 21 university syllabi constituted the data collection tools to execute the first stage of the study. A qualitative thematic analysis was generated on these instruments using Microsoft Excel (Meyer & Avery, 2009). Subsequent to the analysis of these documents, topics related to WE and Culture course were listed and formed a Likert Scale which encompassed items to rate from 1 to 5 (not at all important – very important). To analyze the data more specifically, the scale was identified within five categories ranging from 1.00–1.79 = not at all important, 1.80–2.59 = low importance, 2.60–3.39 = neutral, 3.40–4.19 = important and 4.20–5.00 = very important (Hemmati & Mojarad, 2016). This means of data collection was formed and utilized so as to explore teacher trainers' views on WE and Culture course contents and their order of significance so as to compose a suggested course syllabus for undergraduate ELT programs. In accordance with this, mean scores over 4.20 were considered as highly suggested and therefore were specified within the results section.

Results

Findings below were obtained as a result of the reflection of two discrete research questions.

World Englishes (WE) and Culture Course Topics Obtained from Content Analysis

The first research question constituted the first section of the study and was reflected so as to investigate the most-preferred topics for World Englishes (WE) and Culture elective course at ELT undergraduate level. An analysis was generated by means of 13 research articles (coded as 'A'), two books (coded as 'B'), 18 documents from Google Search (coded as 'S') and 21 university syllabi (coded as 'U'). As a result of this analysis through these data collection tools, the topics related to WE and Culture course were listed as demonstrated in Table 1. Among university syllabi which were incorporated in this study, merely the ones whose syllabus was explicitly specified and listed were indicated in Table. In other words, 21 university syllabi were investigated; however, it was not all of these institutions which clearly exhibited their syllabus.

Table 1. Findings obtained from content analysis

TOPICS	f	%	*Codes
1. The effect of culture on language teaching	23	43	A1, S2, S3, S4, S5, S6, S10, S12, S16, S17, A12, A5, A7, A6, A2, A8, B1, B2, U1, U2, U4, U6, U9
2. English culture and history	17	31	S1, S2, S3, S4, S5, S6, S11, S12, S13, S14, S15, S16, S17, S18, A1, A2, U21

3. The use of English as an International Language (EIL)	15	28	S2, S3, S4, S5, S9, S10, S14, A3, A4, A5, A6, U1, U2, U4, U6
4. Internationalization: Standards of English	15	28	A1, S2, S7, S8, S9, S10, S11, S15, S16, S17, S18, A13, A9, A7, U21
5. Raising awareness on the relationship between language and culture on students	10	19	S10, S14, S15, A13, A9, A5, A6, U1, U2, U4
6. The effects of EIL on teacher training	10	19	S2, S3, S5, S9, S10, S14, A3, A4, A5, A6
7. Material analysis in terms of cultural elements (coursebooks, literary texts, films, TV shows)	9	17	S5, S6, S16, U1, U2, U4, U6, U9, U11
8. Sociocultural and Political Aspects of English	7	13	S1, S5, S6, S7, S12, S14, S18
9. Multilingualism and Bilingualism	7	13	S10, S14, A1, A5, A6, A7, A10
10. Future of English	6	11	S10, S13, S15, S18, B2, U21
11. English, imperialism, and globalization	5	9	S5, A1, A10, A7, U21
12. Kachru's Concentric Circle Model	5	9	S5, S15, A13, A9, A7
13. Pidgins and Creoles	4	7	S10, S17, A2, B2
14. Englishization and Nativization	3	6	A1, A8, B1
15. Language Policy	3	6	A6, A7, A10
16. Communicative Competence	2	4	A6, A7
17. Customs and language in modern western societies	1	2	U21
18. Customs and language in British society	1	2	U21
19. Eastern societies and British society	1	2	U21
20. Modern approaches to British culture	1	2	U21
21. The similarities and differences between the students' own and cultures of the countries where English is spoken	1	2	U21
22. The experience and perspective of people in the countries and communities where the target language is spoken	1	2	U21
23. Investigation of language with teachers from local, national or international contexts	1	2	U21
24. Awareness of individual, (multi) cultural, and psycho-social diversity in learning environments and adapt to different local contexts	1	2	U21
25. Critical thinking on language-related issues emerging from global English contexts	1	2	U21
26. Examples of world Englishes	1	2	U21
27. Introduction: Why 'world Englishes'?	1	2	U21
28. English today: Error and innovation	1	2	U21
29. African Englishes: How to write Africa	1	2	U21
30. Asian Englishes: The Indian example	1	2	U21
31. China: Limits on the acceptability of Englishes	1	2	U21
32. Western culture during Renaissance	1	2	U21
33. Industrial Era and British society	1	2	U21
34. English literature and its linguistic development	1	2	U21

*Code 'A' = Research articles, Code 'B' = Books, Code 'S' = Documents from Google Search, Code 'U' = University Syllabi

As demonstrated in Table 1, findings reveal the frequency, percentage and codes of each preferred topic for WE and Culture as an elective course at undergraduate level. According to these findings, 'the effect of culture on language teaching' has the highest percentage which is nearly half of the analyzed documents. Furthermore, almost one-third (31%) of the documents analyzed reveal that 'English culture and history' should be one of the WE and Culture syllabus topics. Over one-fourth (28%) of the documents specify that 'the use of English as an international language (EIL)' and 'Internationalization: Standards of English' need to be involved in the course. The fifth most-frequent topics are 'raising awareness on the relationship between language and culture on students' and 'the effects of EIL on teacher

training' with 19% frequency. The findings also reveal that 'material analysis in terms of cultural elements (course books, literary texts, films, TV shows)' is comprised within nine of the documents, six of which are university syllabi. Additionally, over one-tenth of the documents expose that 'sociocultural and political aspects of English' (13%), 'multilingualism and bilingualism' (13%) and 'future of English' (11%) are preferred as topics related to WE and Culture elective course. Moreover, almost 10% of the documents introduce 'English, imperialism and globalisation' (9%) and 'Kachru's Concentric Circle Model' (9%) as alternative topics to the ones specified above. Four of the documents (7%) consider 'Pidgins and Creoles' as preferred topic for the course. Merely three documents which involve articles and books highlights 'Englishization and Nativization' and 'language policy' (6%) topics. 'Communicative competence' topic was embraced by two of the articles (4%). The second half of Table 1 designates that the topics between 17 and 34 relate to one university syllabus (Hong Kong University), which has a frequency of 2%.

World Englishes (WE) and Culture Course Topics Favored by Teacher Trainers

The second research question represented the second phase of this research study. By means of this question, it was aimed at investigating teacher trainers' order of significance in terms of the topics which they expected to be included in the syllabus of World Englishes (WE) and Culture as an elective course. As a result of responses obtained from 63 participants who responded to the survey, findings are demonstrated as in Table 2. Cronbach Alfa was identified as 0,886 which indicated high reliability for the survey to be used in the study (Büyüköztürk, 2006).

Table 2. Teacher trainers' order of significance among 35 topics

n=63	f					Mean
	*1	2	3	4	*5	
1.The effect of culture on language teaching	1	0	4	9	49	4,67
27. Introduction: Why 'world Englishes'?	0	1	4	15	43	4,59
5.Raising awareness on WE and culture	0	0	4	20	39	4,56
3.The use of English as an International Language EIL	0	0	10	9	44	4,54
26.Examples of World Englishes	0	0	9	13	41	4,51
25. Critical thinking on language-related issues emerging from global English contexts	1	2	7	12	41	4,43
24. Awareness of diversity in learning environments and adapting to different local contexts	0	3	8	18	34	4,32
6. Material analysis in terms of cultural elements (coursebooks, literary texts, films, TV shows)	5	1	3	15	39	4,30
16.Communicative competence	3	3	6	17	34	4,21
7.Sociocultural and political aspects of English	3	3	5	20	32	4,19
10.The effects of EIL on teacher training	3	3	8	16	33	4,16
21. The similarities and differences between the students' own and cultures of the countries where English is spoken	2	3	9	22	27	4,10
15.Language policy	0	5	12	19	27	4,08
12.Kachru's concentric circle model	4	1	12	17	29	4,05
4.Internationalization: Standards of English	1	3	15	18	26	4,03
22. The experience and perspective of people in the countries and communities where the target language is spoken	3	2	12	20	26	4,02
35.WE in Popular Culture (Music, Newspapers,)	0	5	15	17	26	4,02
9.Future of English	3	5	15	12	28	3,90
23. Investigation of language with teachers from local, national or international contexts	2	9	9	18	25	3,87
2.English culture and history	2	7	13	22	19	3,78

8.Multilingualism and bilingualism	4	8	13	15	23	3,71
14.Englishization and nativization	2	8	19	16	18	3,63
34.Synthesizing Research on WE	7	3	17	18	18	3,59
28.English today Error and innovation	1	7	26	14	15	3,56
17.Customs and language in modern western societies	3	11	14	24	11	3,46
18.Customs and language in British society	7	9	17	17	13	3,32
13.Pidgins and creoles	3	12	24	16	8	3,22
19.Eastern societies and British society	7	14	18	14	10	3,10
30.Asian Englishes	8	13	21	13	8	3,00
20.Modern approaches to British culture	1	14	15	14	9	2,94
29.African Englishes	9	14	21	11	8	2,92
33.English literature and its linguistic development	17	8	21	11	6	2,70
32.Industrial era and British society	24	15	13	8	3	2,22
31.Western culture during renaissance	28	14	15	3	3	2,03

*Teacher trainers were asked to rate the importance level of the topics from 1 to 5 (not at all important – very important).

According to Table 2, findings indicate that the most preferred topic for WE and Culture course is ‘the effect of culture on language teaching’ by 49 of the teacher trainers who found it very important. Additionally, ‘Introduction: Why world Englishes?’ is the second most preferred topic for the course which was identified with 4,59 mean score. Third, ‘Raising awareness on WE and culture’ was selected as very important by 39 of the participants (62%). The fourth topic which was considered as very significant to 44 of the teacher trainers is ‘The use of English as an international language’. ‘Examples of WE’ was selected as the fifth important topic for the course with a 4,51 mean value, which designates 65% of the participants. Furthermore, ‘critical thinking on language-related issues emerging from global English contexts’ was identified as the sixth most-preferred topic for the syllabus with the same percentage as ‘Examples of WE’. Additionally, ‘awareness of diversity in learning environments and adapting to different local contexts’ was signified as another preferred topic with a percentage which is over half of the teacher trainers. ‘Material analysis in terms of cultural elements’ and ‘communicative competence’ were denoted by almost half of the participants.

On the other hand, the least-preferred three topics for the course were specified as ‘English literature and its linguistic development’, ‘Industrial era and British society’ and ‘Western culture during renaissance’.

Discussion

This research study aimed at investigating and suggesting the most preferred topics for World Englishes (WE) and Culture course for undergraduate level at ELT department. Therefore, not only providing a syllabus suggestion but also awareness on EFL teachers and teacher trainers on how to train their learners on World Englishes and culture was aimed in the study. Being more aware of what to integrate in a syllabus, EFL teachers or teacher trainers could reflect the importance of this elective course whilst raising teacher candidates. To this end, two research questions were reflected and their answers were investigated by means of analyzing various documents and a survey.

The primary research question intended to explore the content of discrete documents which comprised 13 research articles on Google Scholar, two books, 18 documents from Google and 21 university syllabi. Findings demonstrated that ‘the effect of culture on language teaching’ had the highest percentage which is nearly half of the analysed documents. This

finding could be specified as closely related to research studies implemented by Galloway and Rose (2018), Matsuda (2003), and Bayne et al. (2002). In addition to this correlation, this topic was also encouraged by International College of Liberal Arts, University of Florida at Gainesville, Sweden's First University and Northeastern Illinois University. Besides the issue of World Englishes, culture is another important factor to be considered.

The second most-selected topic as a result of content analysis was identified as 'English culture and history'. The selection of this topic for WE and Culture course were suggested by the studies generated by Jenkins (2009), Bayne et al. (2002). Furthermore, this topic was also comprised in the syllabus of institutions such as Norwegian University of Science and Technology, University of Southampton, University of Illinois at Springfield and the University of Edinburgh.

The third most-preferred topic designated by the analysis of the documents was 'Internationalisation: Standards of English', whose significance could be referred to studies conducted by Fang et al. (2017), Lurda (2009) and Sharifian (2009). The importance of this topic could be observed in syllabi of institutions such as Başkent University, Middle East Technology University and Pamukkale University.

Research question two targeted at discovering teacher trainers' order of significance on the 35 topics throughout the survey. As a result of the responses by 63 teacher trainers, the first most-preferred topic for WE and Culture course was selected as 'the effect of culture on language teaching', which certainly designates the same finding by the analysis of the documents. Similarly, research studies implemented by Galloway and Rose (2018), Matsuda (2003), and Bayne, Usui and Watanabe (2002) indicate the importance of this point within WE and Culture concern.

The second most-preferred topic for the elective course was identified as 'Introduction: why 'world Englishes'?' by teacher trainers, however analysis of the documents demonstrated a contrastive finding (2%). 'Raising awareness on WE and Culture' was obtained as the third most-preferred topic by teacher trainers, which demonstrates a similar result with the analysis of the documents. This topic was additionally encouraged by studies implemented by Galloway and Rose (2018) and Tanghe (2014). Another important aspect of this research study could be that it involves some contents which designate teacher candidates a practical notion on how to apply World Englishes and culture course through discrete materials and within various learning environments. In addition, the order of contents comprised in the suggested syllabus could be distinctive depending on objectives or needs. However, it has been considered that any of these contents could provide teacher candidates with a distinct notion of the 'World Englishes' issue.

In addition to the statements above, one further highlighting finding was obtained as a result of the open-ended item in the survey. This finding indicated that there were two teacher trainers who argued that learners need to acquire a sociolinguistics background prior to taking WE and Culture course at undergraduate level.

Implications

In terms of constituting a syllabus for WE and Culture as an elective course, teacher trainers' views and perceptions of discrete topics could be taken into consideration. In accordance with this notion, a categorization of topics obtained from the analysis of the documents could be convenient prior to providing teacher trainers with a group of topics to select. In addition

to this, further course syllabi should come into prominence and their contents need to be analyzed so that teacher trainers could be supplied with a greater number of alternative elective courses.

Considering the findings obtained as a result of this study, it could be appropriate to suggest 'The effect of culture on language teaching' as an initial topic for WE and Culture course since it was the most-preferred concern by both documents and teacher trainers. Furthermore, 'Introduction: why 'world Englishes'?' and 'Raising awareness on WE and Culture' could be selected as essential topics for WE and Culture course. In addition, since topics the mean values of which were over 4.20 were closely related to World Englishes and Culture, the topics might be crucial to consider while forming a suggested syllabus (See Appendix). Furthermore, teacher trainers' needs and their learners' grade at university may be discrete. Therefore, it could be convenient to implement a needs analysis in addition to the analysis of the documents so as to constitute an ideal and avail syllabus for their elective course.

A further implication could be specified for researchers who plan to conduct research studies on the constitution of a course syllabus. It could be highly suggested to utilize both qualitative and quantitative means of data collection so that they could obtain richer data to constitute a survey and explore participants' responses.

A final implication could be identified in terms of the items which were incorporated in the survey. To explain, there could have been an extra item which questions whether such a 'WE and Culture' selective course is needed for undergraduate ELT learners. This implementation is considered to shed light on future research studies which intend to explore and design a syllabus and constitute a survey for this aim.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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Appendix

Suggested Syllabus for World Englishes and Culture Elective Course

Weeks	Topics
1.	Introduction of course content, structure, tasks, and assessment
2.	Importance of Sociolinguistics for WE and Culture
3.	Why 'world Englishes'?
4.	The effect of culture on language teaching
5.	How to analyze cultural elements in language teaching materials.
6.	The use of English as an International Language EIL
7.	Language-related issues emerging from global English contexts
8.	Discuss and Assign Examples of World Englishes for Week 12&13
9.	Midterm
10.	Communicative competence
11.	Raising awareness on WE and culture - Awareness of diversity in learning environments and adapting to different local contexts
12.	Debates – Oral presentation of Examples of World Englishes
13.	Debates – Oral presentation of Examples of World Englishes
14.	Overall review of the course



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Non-critical Analysis of EFL Classroom Discourse in a Speaking Course through Bowers' model

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To cite this article: Au, H.Y.C. & Yalçın Tırfanoğlu, F. (2020). Non-critical analysis of EFL classroom discourse in a speaking course through Bowers' model. *Focus on ELT Journal (FELT)*, 2(1), 48-59. <https://doi.org/10.14744/felt.2020.00020>

ABSTRACT

This is a descriptive quantitative and qualitative study of speaking classroom discourse. This study aimed to discuss an authentic spoken discourse of an EFL class by employing Bowers' model (1980) to examine various teaching functions and how they enhanced the speaking opportunities for students. In this article, the concept of Bowers' model was first discussed and how it was of a vital significance to classroom interaction in an EFL class and the efficiency and effectiveness of the various patterns of discourse. Besides, the distribution of teacher-talk and student-talk was investigated and who had a higher degree of control over the discourse in the class was highlighted. It also examined the structure of interactions and how the teacher managed the conversation and turn-taking. The article included how teachers understood their language affected the role in the classroom as well as how learners were aware of when and where they had to engage in the speaking process. Moreover, the article also investigated the functions in a speaking class and how different teacher acts were used in urging learners to participate in classroom discussions. The last section was a conclusion to summarize the main ideas discussed in the article.

Keywords:

discourse
Bowers' model
speaking
non-critical analysis

Received : 12 May 2020
Revised : 7 June 2020
Accepted : 11 June 2020
Published : 22 June 2020

Introduction

Language is a means of communication in everyday life. People use language either in spoken or written form to communicate and interact with others. The communication pattern seems very natural and becomes an indispensable and natural part of our daily routine.

To study language in use in communication, Cook (1989) states that sentence and utterance are two potential contents in language studies. Sentences are used to study language about how language rules operate while utterances are used to study language in use for communication.

When language in use comes to the classroom, the communication pattern turns to very unique. According to Walsh (2006), communication in the classroom is unique as the linguistic form uses are often simultaneously the aim of the lesson and the means of achieving those aims. In other words, the language in the teaching and learning process is to achieve the goal of the lesson. Hence, classroom language is the language that teachers and students use to communicate with each other in the classroom context. For instance, in a classroom, teachers generally have an important role as he or she can control the classroom and can change the whole course by teaching and communicating with the students in different ways.

Discourse Analysis (DA) is one of the alternatives that can be used to explain the language phenomenon. According to Yule and Brown (1983), DA which is known as ‘analysis of language in use’, studies the relationship between language and context in which it is used (Yule & Brown, p.1). Cook (1989 & 1990) states that DA can be categorized into two major kinds in language teaching, that is, spoken and written discourse. DA aids teachers in understanding how people use language in reality. DA also helps them to plan and design teaching materials to engage students in different learning tasks and hence to reach the learning goals in the target language. By analyzing the function of using language, DA examines language concerning its purpose and function in the process of interaction among people. In other words, discourse is a linguistic unit beyond sentences which is used to communicate in the social context (Dijk, 1997, p.1). The typical issue of discourse analysis is the analysis of classroom discourse. Studying classroom transcripts and assigning utterances into different categories is the way to analyze a classroom discourse.

According to Sinclair and Coulthard (1992), a traditional pattern in classroom discourse is IRF, also known as Initiation, Respond, and Feedback. Teachers determine the interaction pattern and when students need to participate in classroom communication. Questioning patterns have also been studied by many classroom researchers to show teachers exert control over the interaction and only as a means of eliciting information. IRF interaction pattern is appealing to most of the teachers as to control the flow of the lesson, the amount of participation by individual students or pair or group work.

In contrast to the IRF interaction pattern, many alternatives like Flint’s model, Flanders’ model, and Bowers’ model are also developed and used to study the classroom discourse.

In a classroom learning and teaching, a large amount of time is spent on speaking and listening. Speaking plays a crucial part in the process of learner development. However, speaking is regarded as one of the most important and the most challenging skills for both students and teachers (Brown & Yule, 2001). Many EFL students complain that they could not speak fluently and accurately in English, especially when they communicate with native speakers (Shumin, 1997). For learners, speaking involves more active participation from the learner, autonomy, and confidence and it impels them to put all their acquired linguistic knowledge to use (Silva & Duarte, 2012). That is, speaking skills require active participation from in the second language classroom students where they will necessarily have to produce and expose their linguistic competence to others (Silva & Duarte, 2012). Speaking indeed accelerates the acquisition of target language and improves the level of oral proficiency. Meanwhile, the most crucial for educators is to develop students’ abilities in various productive skills while using English, and thus students can communicate in class as well as outside the class.

Over the years, there has been an increasing research interest in the language used in the speaking classes. The spoken discourse students and the teacher and among students themselves is very crucial for language learning as it contextualizes learning experiences while actively participating in classroom discourse engages learners in the learning process (Domalewska, 2015). The analyzed spoken classroom discourse “can provide valuable insights into discourse structure and dynamics, and provide pedagogical applications” (McCarthy, p.19).

Given the tradition of assessing spoken discourse utilizing Sinclair and Coulthard’s (1992) model, it is hardly surprising that role-play has been the most widely used elicitation

technique in the collection of spoken learner data. In the field of EFL classrooms, the Bowers' model was rarely employed to assess the speaking opportunities in an EFL classroom interaction. Due to the lack of research in this register from a native speaker perspective, it is hoped that this study will contribute to our understanding of how target language is used in enhancing oral proficiency through role-play in EFL classes and gain insight into how various teaching functions affect teaching and learning goals.

Literature Review

Discourse Analysis

Discourse Analysis (DA) is the aspect of linguistics which concerned with build-up meaning in larger communicative, rather than grammatical units (Cook, 1989). It studies a meaning in the text, paragraph, and conversation, rather than in a single sentence (McCarthy, 1991). In other words, it aims to extend the meaning above a sentence level (Gee, 2014). In a traditional language classroom, a great amount of time is spent on teaching pronunciation, grammar, and vocabulary and while these remain the basis of foreign language knowledge. However, DA can focus on the skills needed to put this knowledge into action and to achieve successful communication (Cook, 1989; Gee, 2014; Paltridge, 2012; Widdowson, 2007). It can provide insights for foreign language teachers into problems and processes of language use and language learning (Cook, 1989).

According to Cook (1989), Discourse Analysis can be categorized into two major categories in language teaching, known as the spoken discourse and the written discourse. Spoken discourse is verbal records of the communicative act that processed become written transcription (Brown & Yule, 1983). That means the discourse works with an audiotape or tape recording in a speech event in spoken discourse, and then transcribe the utterance of the speaker into text.

Spoken discourse is possibly the form of discourse that poses a great problem in terms of analysis (Nurpahmi, 2017). Unlike written discourse, spoken discourse can be affected by many factors that can influence the way people speak or use the spoken discourse like the speech events (Nurpahmi, 2017). Examples of spoken discourse are teacher-student discourse, interviews, and lessons.

Written discourse is reproduction in printed materials of discourse. According to Brown and Yule (1983), written discourse is "a text reaches beyond the reproduction in printed material in some further printed form" (p. 9). In other words, written discourse is in printed form and the context can be differing in genres.

Within the context of EFL teaching, discourse analysis can be defined as "how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users" (Cook, 1990, p. 3). Based on the definition of Cook (1990), Olshtain and Celce-Murcia (2001, p.714) summarized discourse point of view in teaching into three main concepts:

- The main focus of language teaching is communication
- Context is of importance in shaping communication
- Meanings are exchanged dynamically in a speech event

Classroom Discourse

Classroom discourse is an approach to analyze discourse involving teachers and students as the participants in the class (Cazden, 2001). Teacher's control of the interaction is one of the significant classroom discourse features. Many teachers tend to limit speaking opportunities for their students and prevent them from developing conversations and dialogues. Hence, many kinds of researches have pointed out that there are unequal roles of participants in classroom communication with the teacher managing the conversation and turn-taking. When the teacher teaches in teacher-centered fashion, it may lead to limited learning. There will be limited natural interaction and fluency practices take place in class (Sert, 2015). Hence, it is very crucial to provide students with opportunities for communicating orally, then learning becomes more meaningful and more effective.

According to Keith and Morrow (1981), speaking is an activity to produce utterances in oral communication (p.70). There are usually two or more people involving in the speaking process. The participants in speaking are both hearers and speakers. In the process of communication, both speaker and hearer are producing in the process of enacting their discourse. They know what they are talking about as they have established the context of shared knowledge and the assumption that the actual language they produce keys into.

When communication comes in a speaking course, students should know how to interact and communicate at the right time (Cazden, 2001). And they should know why they are drilled with the same utterance several times. Drilling does not only help them to improve their pronunciation but also they need these words and utterances to engage in the dialogue.

Hence, it can see that classroom interaction plays an important role in classroom discourse (Sert, 2015). In a language class, the teacher acts upon the class to cause students' reactions. Yet, the reaction from students in turn informs and modifies the next action of the teacher. The class reaction becomes an action, evoking a reaction in the teacher, which influences his or her subsequent action (Malamah-Thomas, 1996).

For example, Initiate- Respond- Evaluate (IRF) interaction pattern is commonly utilized by teachers to decide the teaching content and topics, and to plan the amount of engagement by individual students, or in pairs. Generally, teachers start with a discussion topic, usually posing a question. The move starts of exchange, the teacher as a leader (Nurpahmi, 2017). Subsequently, students as the followers are expected to give responses that correspond to the teacher's initiation (Nurpahmi, 2017). After that, teachers evaluate the responses, he or she gives praises or feedback to the student's response (Nurpahmi, 2017).

According to Alexander (2006), the IRF pattern is regarded as a 'monologic discourse pattern', in which teachers decide the discussion topics and turn-taking. Teachers also limit the time for responses according to the lesson plan as well as to control the pacing and direction of the discussion. In a traditional classroom, teachers are usually the ones who have more teacher-talking time and dominate classroom discussions Unlike the traditional classroom, interactive role-play is always used as a means of classroom interaction in an EFL classroom (Poliden, 2016). Every student is responsible for their role in the turn-taking in the conversation. They have to listen carefully to the teacher and one another and then interpret their responses and correspond to the role play. At this stage, students need to utilize the knowledge they have learned before. Teachers here as a facilitator may help elicit the answers from students rather than interrupting them (Poliden, 2016).

Besides, changing the interaction patterns can also help achieve the lesson aims. Different interactive patterns supported the aims of different tasks (Sert, 2015). For instance, the whole class discussion was very effective to elicit the ideas with concept questions. Whereas learners worked in pairs was very productive for the speaking task in role-play.

Non-Critical Discourse Analysis

Non-critical discourse analysis is the study concerned with the description of a text’s formal characteristics. While Halliday (1985) notes that a text should be considered as a semantic unit instead of a grammatical one (i.e. grammar is a sentence level consideration), one can understand the meanings of a text through the grammar realization within the text. On the other hand, Hoey (1994), Winter (1994), and Coulthard (1994) exemplify non-critical descriptive discourse approaches to the analysis of written texts. They emphasize on the vocabulary, grammar in the texts, and how these relate to the cohesion and the realization of micro or macrostructures of the text. Another non-critical approach is Genre Analysis, where the conventions common to texts of a similar type, for instance, medical reports, as described.

Conceptual Framework

Bowers’ model (1980) was developed for the analysis of spoken classroom discourse. Bowers’ analysis is concerned with characterizing patterns of classroom discourse and investigating the efficiency and effectiveness of the various patterns of discourse (Wallace, 1991).

Bowers expands the Bellack moves from four to seven as follows: (1) Responding; (2) Sociating (i.e. concerned with maintaining relationships); (3) Organizing; (4) Directing (i.e. any act which encourages a non-verbal activity as an integral part of the learning task); (5) Presenting (information, ideas, etc.); (6) Evaluating; (7) Eliciting (Wallace, p.154). He applies these categories both to ‘teacher talk’ and ‘pupil talk’. He also takes note of when the target language (TL) is used (Wallace, p.154). Bowers (1980) identifies seven categories of ‘move’ from his classroom language data, and ‘move’ is the smallest unit in his system of description (Wallace, p. 154).

Bowers collected the foreign language classroom data, developed seven categories of verbal behaviour the establishment or maintenance of interpersonal relationships in the language classroom, and distinguished among the different definitions of the teaching functions To implement this system of description in this study, every utterance in a lesson has to be coded according to the relevant category, a further note made as to whether it occurs in L1 or target language (TL).

Table 1 describes the different teacher acts in the process of a speaking class (Wallace, p.154).

Table 1. Categories of Bowers’ model

Category	Description
Responding	Any act directly sought by the utterance of another speaker, such as answering a question
Sociating	Any act not contributing directly to the teacher or learning task, but rather to the establishment or maintenance of interpersonal relationships
Organizing	Any act that serves to structure the learning task or environment without contributing to the teaching or learning task itself

Directing	Any act that serves to structure the learning task or environment without contributing to the teaching or learning task itself
Presenting	Any act presenting information of direct relevance to the learning task
Evaluating	Any act that rates another verbal act positively or negatively
Eliciting	Any act designed to produce a verbal response from another person

According to Bowers' model (1980), an interactive transaction begins with an elicitation. The teacher prepares the students for the elicitation and attempts to elicit information from one or more learners and this usually takes the form of a question (Poliden, 2016). If there is no reply from students after elicitation, the teacher may proceed to another phase, the mediating phase to make sure the understanding of students. Elicitation usually comes after a nomination. The functions of the teacher are checking, promoting, clueing, repeating, or rephrasing the elicitation and nominating if the learners are not willing to answer (Poliden, 2016). Then, the teacher enters the evaluation phase after a reply is given. In this phase, the teachers deal with checking, repeating, assessing, commenting, and establishing continuity. The teachers here may prompt repeatedly or having a question rephrased, prompt again or further clues are provided (Poliden, 2016).

Previous Studies

Numerous classroom spoken discourse studies have been conducted with the use of Sinclair and Coulthard's (1992) model (Emzir & Harahap, 2015; White, 2003).

In the study of Emzir and Harahap (2015), they have investigated an English classroom discourse in a high school. The research results revealed that a great amount of teacher-talking time was spent in the class yet they could not achieve the lesson goal.

On the other hand, White (2003) has also conducted a study on classroom discourse with the application of Sinclair and Coulthard's (1992) model. The results of the study pointed out that many problems have occurred in applying the model. Only initiate and feedback patterns (IF pattern) were found and no response was observed in this study. Yet, a greater teacher awareness was observed in teacher feedback, teacher eliciting, and teacher evaluation.

Despite the wide use of Sinclair and Coulthard's model (1992), few of them have dealt with Bowers' approach in the field of discourse analysis. Only two studies have also investigated similar classroom discourse on EFL classroom discourse of a speaking class by using Bowers' model (Poliden, 2016; Nur, 2012).

Poliden (2016) studied the teaching functions of teachers in a language class. He employed Bowers' model to examine the effectiveness of teaching functions. The finding showed that eliciting was found to be mostly used teaching function by the English. He concluded that the teaching functions of teachers follow certain patterns that engage the students in classroom activities or discussions.

Nur (2012) examined the use of Bowers' model and the types of movement and acts of classroom discourse in a speaking class. The study focused on the interaction between teachers and students. The results showed that teachers realize the importance of their language and how it affects students' interaction and learning opportunities in the class.

As mentioned above, there has been a lack of researches investigating classroom spoken discourse with the use of Bowers' model in international EFL context. Hence, it is necessary for further research at this level. This necessity motivated the action research of the present

study. More specifically, this study aimed to investigate how such an analysis can be helpful in understanding classroom communication and this research aimed to answer the following research questions:

- 1) What is the distribution of L1 and Target Language (TL) in beginner EFL class?
- 2) What is the distribution of teacher-talk time and student-talk time in beginner EFL class?
- 3) How are the patterns of teacher-student interaction in beginner EFL lesson?
- 4) What is the most popular function in a speaking classroom discourse through Bowers' model?

Methods

Research Design

This study is a descriptive qualitative and quantitative study of speaking classroom discourse to determine the functions of classroom discourse. The data was taken from a beginner level speaking class of the CELTA course.

In this study, Bowers' model (1980) was employed to investigate teaching functions and how they maximize communication opportunities for students. Also, the model was employed to see how the participant of the classroom activities was aware of when and where they have to take turns, how is an interaction between student and teacher were also observed.

A speaking lesson was chosen for this study as it is in nature compared with other skills and to show how successful language learning depends on classroom communication. The classroom discourse of this study was obtained from a speaking lesson of the CELTA course. In this study, Bowers' model of DA will be applied to a transcribed recording of a beginner speaking lesson.

Participants

This study was conducted among six EFL Adult learners at a language center in Istanbul. There are three males and three females. The age of the participants ranged from 38-51 years. The English proficiency level of the sample group was A1 (Beginner). The participants were enrolled in a free language class offered by a language center. A convenience sampling method was used because A1 learners were not fluent in speaking abilities and could better demonstrate the process and improvement in speaking. The class was run by a native female speaker. The duration of the lesson was 60 minutes.

Data Collection Tool

The model of Bowers was employed to determine the teaching functions. Bowers proposed 7 categories of verbal interaction namely 1) sociating, 2) eliciting, 3) evaluating, 4) responding, 5) directing, 6) organizing, 7) presenting.

Data Collection Procedure

The data (video) was taken from a beginner level speaking class of the CELTA course. The data collection followed a qualitative and quantitative perspective that uses a mixed method of data collection, the data collection techniques included structured classroom observation,

transcriptions. The following steps were taken in acquiring the data, the first step was through structured observation and numerical data was generated from the observations. The researcher was taking notes for certain categories while observing the class. Classroom discourse was analyzed in a 30-second time interval. The data has been transcribed and used for analysis. The data were classified into the following categories: L1 and target language, teacher and student-talk time, the interaction patterns. The classroom discourse was first analyzed in terms of L1 or target language (TL) and the distribution of L1 and target language was calculated. Then, the data were also analyzed in terms of teacher-student talk time and different interaction patterns and hence the frequencies of teacher-talk and student-talk as well as the interaction patterns were also counted. Finally, the classroom talk was transcribed and analyzed using Bowers’ model (eliciting, evaluating, responding, organizing, sociating, presenting, and directing).

Data Analysis

The results of the collected data then analyzed by using descriptive data. The data were analyzed through the following steps:

1. By categorizing Bower’s system into different functions, each function analyzed based on the nature of data.
2. Summarized the statistics and analyzed the finding by presenting tables.
3. Drawing a conclusion based on the finding.

Research Findings

Results for Research Question 1. What is the distribution of L1 and Target Language in beginner EFL class?

Research question 1 intends to find out the distribution of L1 and Target Language. Based on the analysis the results revealed that all languages used in the classroom are target language (100%). Students do not speak in their mother tongue (0%).

Results for Research Question 2. What is the distribution of Student talking time and teacher talking time in beginner EFL class?

The second research question assessed the distribution of student talking time and teacher talking time. According to the results, findings revealed that student talking time was a bit more than the teacher talking time. Normally, teachers highly dominate the class time to achieve lesson objectives. However, in this case, out of 676 times of spoken frequencies, 317 times are spoken by the teacher were recorded. This showed that students have more opportunities to speak in class. teacher talk time takes only 46.95% of lesson time. Student talk almost takes 53.05% of the lesson time and which most time is taken by chorus repetition. Also, according to the data, it indicates that chorus repetition was the dominant teaching method. The following Table 2 shows some examples of chorus repetition in the speaking class:

Table 2. Examples of chorus repetition

T: He’s got a temperature. (point another picture)	Eliciting (TL)
Sts: Toothache.	Responding (TL)
T: Toothache.	Eliciting (TL)

Sts: Toothache.	Responding (TL)
T: Toothache...hmm...(pointing another picture)	Eliciting (TL)
Sts: Stomachache.	Responding (TL)

Results for Research Question 3. How are the patterns of teacher-student interaction in beginner EFL lesson?

Research question 3 aimed to examine the interaction patterns between students and the teacher. Through classroom observation and transcription analysis, it could see that there are different types of interaction patterns in the lesson. According to the results, most of the interaction was found between the teacher and the whole class, which accounts for 68.7% of class time. Then it followed by the interaction between students in pairs and individual students and teacher, which accounts for 28.71% and 2.58 % of the class time respectively. Based on the analysis of the findings, it showed that the teacher has a crucial role in leading classroom interaction pattern. This suggested that the teacher takes overwhelming interaction patterns between the teacher and the whole class. This also implied that the teacher is the facilitator in the speaking class.

Results for Research Question 4 What is the most popular function in a speaking classroom discourse through Bowers’ model?

Bowers’ model was employed to analyze the most popular teaching functions in a speaking class. The finding showed the mostly used teaching functions in a beginner speaking class and revealed its importance in enhancing speaking opportunities for students. The results are presented and analyzed as Figure 1:

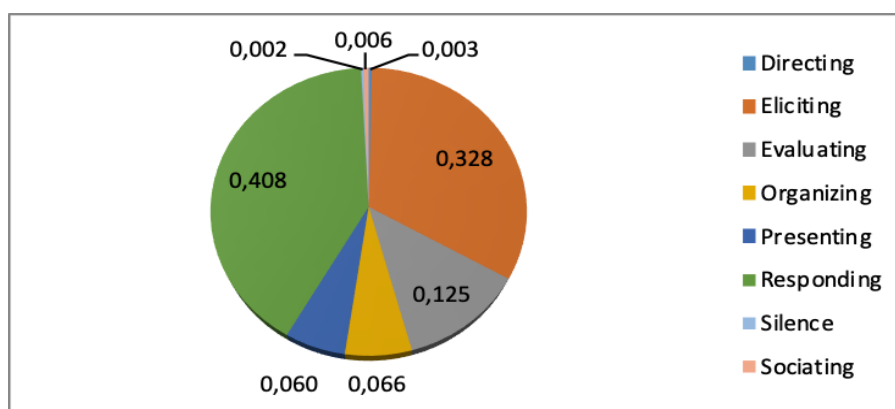


Figure 1. The functions of the English teacher using Bowers’ categories

Based on the findings shown in Figure 1, the dominant teaching function used is eliciting which accounts for 32.84%. Eliciting is used in engaging students in classroom activities or discussions. Then it followed by evaluating (12.54%), organizing (6.61%), presenting (6.04%), sociating (0.57%), and directing (0.34%).

Apart from eliciting and evaluating, according to Johnson (1985), directing is considered as controlling and it empowers the teacher to plan, adjust, set targets, or control behavior. As indicated in Table 3 and 4, some utterances serve more than two functions, usually evaluating and eliciting.

Table 3. Evaluating and sociating at the end of lesson.

T: They won the game. Yes. Okay. Thank you very much.	Evaluating (TL)
St: Thank you.	Sociating (TL)
T: Thank you.	Sociating (TL)

Table 4. An example of utterances serves more than two functions.

T: Cough.	Presenting (TL)
Very good. Neida. Very good.	Evaluating (TL)
She's got a cough.	Eliciting (TL)

In this case, the teacher starts her lesson with eliciting before presenting the lesson to the class (Table 3.) and ends her lesson by evaluating and sociating (Table 4).

Also, as indicated in the data, classroom interaction is dominated by eliciting followed by a response from students and then evaluating. Initiating communication depends on asking questions. Eliciting is very effective to engage students in class and build up a rapport with the learners.

Besides, the findings also pointed out that the teacher interacts with students through praising students' performance when she evaluates the performance. It is very important in a language classroom to create a friendly environment in teaching-learning process.

Discussion & Conclusion

In this study, the spoken discourse of an EFL speaking class was transcribed and then analyzed using Bowers' model. Based on the results of the analysis, it is clear and obvious that the Bowers' model has a great importance in understanding classroom interaction. The teacher is the control as well as the facilitator of the classroom discourse. This further gave support to the study of Emzir and Harahap (2015) in which the teacher had a more dominant role in classroom discourse. Yet, this study revealed that the lesson aim was reached without limiting the speaking opportunities of students. This also somehow contradicted the results of Emzir and Harahap (2015) suggesting teacher talk-time was higher than that of student talk-time. In this study, it was found that eliciting is the most popular teaching function employed by the teachers in the class to facilitate communication among students and the teacher. Findings of this study corroborated that of Poliden (2016) which found out that eliciting was the most used teaching function in classroom discourse. Meanwhile, in this present study, it revealed that teachers usually use evaluating and sociating to end the class. Depending on the classroom lesson and activities, organizing and presenting are interchangeably used in the classroom.

Interestingly, responding is not a teaching function in this case. Responding is not used by the teacher as students do not ask any questions to their teacher. This is associated with the reluctance of willingness in asking questions among EFL students. White (2003) similarly claimed that the pattern of response was hardly observed in the lesson, only IF pattern could be found.

In this current study, a classroom interaction pattern can be observed. The teacher starts the lesson with questions and then the teacher organizes and directs class activities and students give response. It can see that evaluating students' activities was the last function of the teacher in an interactive process. Moreover, the findings were also consistent with the study

conducted by Nur (2012) that teachers realize the importance of their language and how it affects students' interaction and learning opportunities in the class

Not surprisingly, in this study, students can produce a short dialogue based on the chunks and phrases they have learned at the end of the lesson. Students can communicate with each other in a short role play as they are engaged in plenty of choral repetition and drilling. The inputs they have taken during the lesson become the output. Students are given many opportunities to practice their accuracy and fluency. Unlike the study of Emzir and Harahap (2015) and White (2003), their lesson aims could not be achieved as well as many problems were occurred while applying the model. In this study, this suggested that Bowers' model is a very useful tool to analyze and understand the structure of interactions in a real spoken discourse. At the same time, it provides important insights for teachers. It enables teachers to reflect their output after lessons to reduce and balance their teacher talking time (McAlesse, 2011). Moreover, the analysis of this classroom discourse proves that eliciting is the most frequent teaching function in involving students in classroom activities or discussion. It is concluded that teachers follow certain patterns to engage the students in learning tasks. Since responding was found to be the least teaching functions, a teacher can plan his or her lesson with more challenging tasks to facilitate learners' critical thinking skills and to enhance interaction patterns in the class. The teacher provides authentic language input and classroom materials in the observed lesson. Students are given opportunities in speaking and are engaged in cooperative activities such as choral repetition and short dialogue. The frequencies of student talk time reveal that students are given plenty of opportunities to practice the target language. The diversified interaction patterns can also give learners a chance to use the language and interact with other learners. This suggests that more speaking opportunities such as role-plays and interviews can be implemented in the class to enhance speaking abilities. Most frequently with a positive comment or feedback supported by teachers. This implies that positive feedback could help to build a positive learning environment and rapport with learners.

Despite positive findings of the study, the present study has some limitations. First, the time of the study was short as it only takes an hour. Had the study extended a longer class time, more detailed and clear classroom discourse patterns might have been obtained. Second, the participants were chosen based on convenience sampling. In the future study, a random sampling method consisting of different proficiency groups could be employed to see whether interaction patterns vary in different groups. Also, future studies might include a larger scale of samples for more accurate results.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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