



Hacettepe University Graduate School of Social Sciences  
Department of Foreign Language Teaching

**A QUALITATIVE ANALYSIS OF THE TEACHER VARIABLES ON  
THE AMOUNT OF PARTICIPATION AND SPEECH PRODUCTION OF  
UPPER-INTERMEDIATE STUDENTS**

Nergis Çevik

A Master's Thesis

Ankara, 2008

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## KABUL VE ONAY

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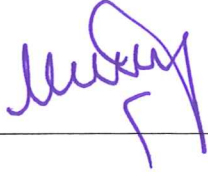
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## ÖZET

ÇEVİK, Nergis. *Öğretmen Değişkenlerinin Orta Seviyenin Üzerindeki Öğrencilerin Derse Katılımı ve Konuşma Miktarlarına Etkisi Üzerine Nitel bir Çalışma*. Yüksek Lisans Tezi, Ankara, 2008.

Öğretmen Değişkenlerinin Orta Seviyenin Üzerindeki Öğrencilerin Derse Katılımı ve Konuşma Miktarlarına Etkisi Üzerine Nitel bir Çalışma” adı ile yapılan Yüksek Lisans Tezi, öğretmenlerin farklı özelliklerinin öğrencilerin derse katılım ve konuşma miktarlarını ne şekilde etkilediğini görmek üzere gerçekleştirilmiştir. Bilindiği üzere küreselleşme kavramı ile birlikte Yabancı Dil eğitiminde teorik yöntemlerden çok öğrenciyi gerçek hayatta iletişim kurabilmeye yönelik olan konuşma becerisini artırma üzerine odaklanılmış, modern ve insancıl yaklaşımlarla öğretmenin sınıf içerisindeki görevi, tutum ve davranışları yeniden gözden geçirilerek öğretmene, öğretici kavramından daha farklı özellikler verilmiştir. Bizlerin de geçmişteki çalışma ortamlarında, öğretmenlerin diğerlerine göre bazı davranışlarda ve uygulamalarda bir çok farklılıklar olduğu hakkında çeşitli gözlemlerimiz olmuştur. Bu öğretmen farklılıklarının öğrencilerin derse katılım ve konuşma miktarlarına etkisine ilişkin olan bu çalışma, öğretmenlerin kendilerini öğrencilerin gözüyle görebilmelerini sağlayarak, ders içi uygulamalarda kendilerini yenilemelerine, geliştirmelerine ve belki de bazı davranışlarında değişiklik yapma bilincinde olmaya katkıda bulunmak amacı ile yapılmıştır. Çalışmada bahsi geçen öğretmen değişkenleri öğretmenin cinsiyeti, derste mizah kullanması, soru sorma teknikleri ve hata düzeltme yaklaşımları ile sınırlandırılmıştır. Araştırmanın sonuçlarına göre öğretmenin cinsiyetinin öğrenci üzerinde olumlu ya da olumsuz net bir etkisi olduğu söylenememekle birlikte tüm katılımcılar önemli olanın öğretmenin cinsiyetinden çok kişilik özellikleri olduğunu vurgulamışlardır. Derste mizah kullanmanın öğrenci motivasyonunu ve katılımı çok yüksek oranda olumlu etkilediği görülürken, soru sorma ve hata düzeltmede öğretmenlerin uygun soru ve hata düzeltme türlerini uygun zamanda dikkatli bir şekilde kullanabilme özelliğine sahip olması olumlu bulunmuştur.

**Anahtar Sözcükler:** Değişken, Motivasyon, Derse Katılım, Konuşma Becerisi, Yabancı Dil Olarak İngilizce.

## ABSTRACT

ÇEVİK, Nergis. *A Qualitative Analysis of Teacher Variables on the Amount of Participation and Speech Production of Upper-Intermediate Students*. Master's Thesis, Ankara, 2008.

This study aims to find out the Role of the Teacher Variables on the Amount of Upper-Intermediate Students' Participation and Speech Production. With the concept of globalization, there has been a shift from the traditional methods and approaches in Language Teaching to the ones which focus on to increase the students' speaking skill in order to prepare them for the real life communication. By the help of modern and humanistic approaches, the role of teachers, their attitudes and behaviours are revised and the teachers are given much more responsibilities than their traditional role of teaching. Depending on the observations in different teaching environments and our experiences, it will not be wrong to say that the teachers are different from each other in some of their attitudes, behaviours and classroom applications. The present study aims to make the teachers see themselves from the eyes of their students ( the ability to empathize) and help them to make some necessary changes and adjustments in some of their attitudes and behaviours, help them to renew and improve themselves. The study identified four teacher variables namely teachers' gender, teachers' using humor, questioning styles and error correction techniques. Teachers' gender seemed to have no effect on students' motivation and participation whereas using humor in the class seemed to have a positive effect. For the teachers to use appropriate question types and error correction techniques where necessary were found to have positive effects.

**Key Words:** Variable, Motivation, Participation, Speech Production, EFL.



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# CHAPTER 1

## INTRODUCTION

### 1.0 Background of the Study

In the 21st century, the world in which we live is becoming one big community in the flow of globalization. People are traveling freely throughout every part of the world both for fun and for business. It should be admitted that, everybody should prepare himself or herself to live in this international environment. It should also be taken into consideration that, in the 21st century, with highly developed computer technologies available in many homes, and with the travel opportunities which have become easier than ever, the path of social interaction and moreover, the style of communications is changing. Not only in this technology age, but also since the beginning of civilization, the basic need of people has been communication. The best way to meet the communicative needs is learning to communicate in a foreign language. Thinking of the world as being one big international community, two questions arise naturally. Since there arose many languages in different parts of the world, which language should be used for communication and why? The answers are simple. English, without any doubt, is the common international language. The influence of the U.S and Britain on the rest of the world cannot be denied and the English language cannot be separated from this influence, as language is an important tool for communication.

The point to be made here is that English is not like other languages. Teaching English as a foreign language is not just a coincidence since English is the language of television films and pop music, and also academic journals are being published in English. If they are published in local languages the work will not be available to the international community, in other words, for many people in the world, English is not a matter of choice but a matter of necessity. As the need to communicate globally increases, English is fast becoming the first choice of communication worldwide, and also with the help of the technology, the communication becomes easier and this single global language puts pressure on the communities which still do not speak the chosen language. Crystal (1997) states that a language achieves a genuinely global status when it develops a special role that is recognized in every country. According to Crystal (1997), English now has some kind of a special status in more than 70 countries. English is the language most widely taught, as a foreign language in more than 100

countries in the world and nearly a quarter of the world's population –from 1.2 to 1.5 billion people- is already fluent or competent in English and the number is growing rapidly. No other language, even Chinese, comes close to this level of growth.

Also new communication technologies like telephone, television and Internet have an enormous influence on the expansion of English. In addition, only by looking at the growth of the international business, the big influence of most marketing and advertising, the globalization of broadcast media and the film industry, it is not difficult to understand why English around the world has grown so fast. Air transportation, communication technologies, the Internet, E-mail and other technological developments have contributed greatly to the progress of the English language over the last decade.

It is clear to see that learning a language means, being able to communicate in that target language. The learning of a second or foreign language gains importance when the goal is communication. In foreign language classes, speaking skill seems to be the most difficult skill to acquire. According to Xu (2003) for some reason, there is no oral English test in Higher Education Exam in China: thus speaking skills are often neglected. Moreover, since there are overcrowded classes, the students have little chance to practice speaking in class. This leads to the result that the speaking skills of most Chinese students are comparatively lower than other skills such as listening, reading and grammar. The conditions mentioned above are more or less the same in Turkey.

Students need to get a lot of input before starting to produce speech. Many students prefer to stay silent although they get enough input. There are various reasons for this situation. According to Brown (2000) the learning of a second language is a complex process, involving a seemingly infinite number of variables. Various scholars in the area of language teaching have studied the issue of different variables effecting language teaching. Most of these studies enlightened both the positive and negative variables, taking all kinds of variables into consideration. Learning a foreign language requires four main elements: 1) Learner; 2) Teacher; 3) Physical environment; (classroom, desks, all materials needed for education are included in this element) 4) Peers; (social environment). All these four elements vary not only from each other but also within their own categories. It is easy to find studies on especially the learner and

physical environment. Therefore, this study aimed at looking further at the teacher variables and their roles on students' speaking abilities.

### **1.1 Statement of the Problem**

Among the macro skills of language, it has been widely recognized that, speaking, particularly in a second or foreign language, is the most difficult language skill to assess. Developing oral skills is a real challenge for many language teachers; since the students do not live in a natural English-speaking environment. In this context, it has traditionally been very difficult to achieve good standards of speech production because of the insufficient input the students receive, large classes, limited time, students sharing the same mother tongue, non-native language teachers, and inappropriate use of materials and/or methodology or for some other psychological or pedagogical reasons. In addition, it is difficult to find realistic situations that will motivate the students to communicate in the foreign language. In the present study the main problem to be stated is that due to the observations, students of the institution where the study took place lack speaking skills. The main problem at this point is, although they get over 70 points from the KPDS test, which is a sign of having a good standard of foreign language in Türkiye, they cannot speak and express themselves in a community where necessary. In some cases they need to go to a foreign country and represent the company they work for but they lack the required speaking standards. They know grammar, they can write well, they are successful in listening tests, but when it comes to speaking, unfortunately most of them cannot be able to communicate effectively. This is really a big problem for the institute because they really work hard for a successful language education and spend a lot of time on the issue.

There comes the most important question. Why the students lack the ability of speaking? When all the factors, which are thought to have effect on this problem are considered, the level of students is good for they are accepted to school by an entrance test. The materials and the physical conditions of the classrooms are very good. The amounts of language lessons are enough when compared to any other institutes. It is very easy to understand that the students are not motivated. What factor is causing this problem then? The students do not want to speak and participate in language classes. It is very important for language students to practice if they want to be good speakers in the light of the view that practice makes perfect. It should not be

forgotten that the students should be well motivated to participate and speak in the language classes. If the physical conditions, the materials, the classroom hours are not enough to motivate the students, at this point it is important to take the teachers as another factor into consideration. Here the most important point to mention is that the prioritizing of the four skills depends on the teacher. The answer to the question “why should teachers teach speaking skills in the classroom” is because speaking is fundamental to human communication. No matter what the priority of skills for different methods and approaches in language learning is, it cannot be denied that if learning a foreign language is for communication, speaking should be the main concern. In the present study the main issue that the researcher trying to find out is “Do teacher variables have an effect on the student motivation, the amount of participation and speech production of upper-intermediate learners?”

Rost (2006) states that since the issue of student participation and speech production in relation to teacher variables have an utmost importance, particularly in EFL settings, it would not be wrong to think about motivation as the essence of participation in language classes. According to Gardner (1985), for an individual to learn a language, s/he must find the learning situation to be rewarding, and must be motivated. Gardner (1985) even identified motivation as the single most influential factor in learning a new language.

With travel opportunities, which have become more available to people, and with computer technologies in many of the people's houses, the structure of social interaction and the nature of communications are changing. This progress in technology and the change in the nature of communication call for new approaches that will help meet the social needs of foreign language learners. Undoubtedly, this makes new demands on the teacher since the teacher is the one who creates the special atmosphere of the learners' independence and the psychological climate in class. What is important for a teacher is empathy, interest in learner's performance and friendliness. In language classrooms, the most difficult thing for the teacher is to make all students participate and speak in the class. According to Akey (2006) teachers are key players in fostering student engagement.

Mastering the art of speaking is the single most important aspect of learning a second or foreign language and success can be seen in terms of the ability to carry out a conversation in the language. Learning to speak in a second or foreign language will be easier when learners are actively engaged in an attempt to communicate. It cannot be denied that learners learn to speak by speaking. All language teachers know exactly that practice makes perfect. It is, then, the teachers' duty to give the students opportunities to speak English more spontaneously and creatively in the classroom since the classroom is the only opportunity for the language students to practice in a non-native language-learning environment. It is not unusual for people who study another language not to have a desire to speak it. Although conversation practice assumes primary importance in the language students' learning experiences, most students are reluctant to converse in the target language. We, as teachers, must always remember that we have to achieve in our students, the ability to interact freely with others.

Taken into consideration that communicative competence is the goal of a language classroom, it is the teachers' responsibility to help the students move from traditional theoretical activities to communicative ones where they express their personal ideas and needs in the context of reality. Knowing that interaction is what communication is about - that is sending messages, receiving them, interpreting them depending on the context, negotiating meaning- the teachers have to design interesting and meaningful activities to motivate the students. In this way it would be easier for the students to participate voluntarily in the activities. It is a fact that our students are not as competent in speaking as they are expected to therefore it will not be realistic to expect them to be willing to participate in the classroom practices. At this fragile point, teachers' behaviors, teaching strategies, characteristic properties and gender are thought to play an important role to have to lead students to participate and speak in the classroom activities step by step.

It is really important to schedule conversation practice at the earliest possible stage of language learning. Once the students master a given pattern through manipulative exercises, they will be able to use that pattern in controlled conversation first and then, use it creatively. But the main concern at this point is that students should be motivated to participate and produce speech. Motivation is of paramount importance because if



the students are not interested in learning, they will fail in their attempt to bridge the gap between the manipulative and the communicative phase of language learning. Dobson (1981) states that motivation is what makes the students want to converse. In the present study it is believed that teachers play a vital role in fostering student motivation and in return of this motivation they are the key players to increase the amount of students' participation and speech production.

There are various reasons for student silence in language classrooms. Namely, students' own characteristics, psychology, the physical condition of the classroom, large class sizes and teachers' characteristics, gender, selection and usage of appropriate methods and techniques. It is impossible to understand how much the students learn without the output, in this context, which is called speech production. Many students think that being able to speak a language is equal to knowing the language and therefore they view learning the language as learning how to speak the language. According to Nunan (1991) success is measured in terms of the ability to carry out a conversation in the (target) language. From this point of view, if students do not learn how to speak or don't get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are used at the right time, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a dynamic and entertaining place to be. It should always be kept in mind that speaking is fundamental to human communication.

At this point, in this study, the teacher factors that affect students' participation and speech production will be observed besides other factors. In our daily life most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice as stated in the curriculum ignoring speaking skill. According to Lu (2005) due to being limited and controlled by the textbooks chosen, in combination with the limited class hours in the curriculum, the teachers' teaching load is very heavy. At this point, teachers have to arrange proper content of teaching, making the best use of the textbooks instead of totally sticking to them. Teachers should try not to spend every minute on textbooks; but use them selectively since most of the textbooks are not suitable to meet the communicative needs of the students. They are designed mostly on giving input but if the aim of language teaching is to

enable the students to communicate in English, then speaking skills should be taught and practiced primarily in the language classroom.

That is to say, English-speaking level of the majority of upper-intermediate students is not satisfactory. Therefore, it is important to determine the factors that have an impact on student's speaking skill development. It should be remembered that in the future many of the students would hold important positions in their work lives, which would not be possible without being able to speak a foreign language fluently. Hence, this working generation of the future must have a high level of fluency and accuracy in speaking a foreign language to defend the interests of the companies they work for or their countries. As it is revealed with the above-mentioned studies and with numerous other researches conducted in the field, the issue of motivation, and the teachers' role on motivating student should be examined carefully in understanding the determinants of the amount of participation and speech production of upper-intermediate students. Therefore, this study is believed to open a pathway for further researches in determining the most important teacher variables that are correlated to making students being able to speak a foreign language.

## **1.2 Aim of the Study**

Based on the discussions above, the primary purpose of this study is to observe and find out the affects of teacher variables on upper-intermediate students' motivation, the amount of participation and speech production. While trying to reach the goal, teacher variables will be narrowed down for it would not be very reliable to try to take all kinds of variables into consideration for this is a matter of time and resource. If the variables that are chosen are found to effect on the motivation, amount of participation and speech production of upper-intermediate students, teachers might adjust their language teaching styles in the light of the findings which are thought to have positive effects on students' motivation, in relation to the amount of participation and speech production

### 1.3 Research Questions

The present study aims to find answers to the following questions:

- 1) In what way does the teachers' gender affect the students' motivation, amount of participation and speech production?
- 2) How does the teachers' using humor and games affect the students' motivation, amount of participation and speech production?
- 3) How do the teachers' questioning techniques in the classroom affect the students' motivation, amount of participation and speech production?
- 4) How do the teachers' error correction styles affect the students' motivation, amount of participation and speech production?

### 1.4 Operational Definitions

The following crucial terms are used throughout the thesis:

**Variable:** A factor or condition that is subject to change, especially one that is allowed to change in a scientific experiment to test a hypothesis. Much research in education deals with the relationship between **dependent** and **independent** variables. The **dependent** variable is the variable used to assess the effects of a treatment or some other condition that conceptually is related to or associated with an effect or outcome, the **independent** variable is commonly the variable the researcher uses to form groups to be studied.

**Participation:** the act of sharing in the activities of a group; participation in the classroom requires both verbal and non-verbal engagement. In general, student participation includes many forms of student actions such as speaking, listening, reading, writing, and body language or physical movement.

**Speech production:** In the present study the term speech production is used for the students' using speaking skill in the language classroom.

**Motivation:** the psychological feature that arouses an organism to action toward a desired goal; the reason for the action, which gives purpose and direction to behavior.

**English as a Foreign Language:** Hereafter **EFL** refers to the language learning contexts in which learners are exposed to English as a foreign language mostly in classrooms, but not often outside the class. In other words **EFL** refer to the use or study of English by speakers with a different native language

### **1.5 Overview of the Thesis**

In the first chapter of the study, the aim of the study and research questions are presented with respect to the problem identified by the researcher. Following the research questions, the definitions of the important terms that are used in the study were given.

The second chapter presents the theoretical background to the research questions and the problem stated by the researcher in order to introduce the relevant terminology and present findings of various researchers about the phenomenon that is being discussed in the present study.

The third chapter is devoted to the methodological considerations and the research procedure of the study. As the present study is constructed on a qualitative research design, detailed information is given about the qualitative research design. In this chapter, the participants are presented in detail and also the role of the researcher as a participant observer is explained. Following this the procedure of data collection is given. The tools used to collect the data are mentioned and lastly information about the data analysis is also given.

In the fourth chapter, the data that were collected through the student and teacher interviews and observations of the researcher from the video-recordings of four class hours are presented and interpreted.

The fifth chapter discusses the findings in relation to the aim of the study and research questions. Throughout the chapter, an overall understanding will be given with reference to the previous researchers' findings on the same issue. Some implications for the application of the study and suggestions for further studies are given at the end of this chapter.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

In the light of the facts about the complexity of languages and therefore teaching and learning foreign languages, this chapter will first bring to stage insights from the affects of teacher variables on the amount of participation and speech production of upper-intermediate language learners in language classes. Firstly “teaching and learning speaking” in order to understand the importance of speaking skills in language classes will be taken into consideration and then an overview of the nature of communication needs and some background information for the rise of communicative needs will be given. Second, the chapter will progress in to the types of classroom participation, what is meant by classroom participation and speech production in foreign language classes. After presenting classroom participation and speech production giving the detailed definition of the terms as they are meant to be, the chapter will go on trying to attract the attention of readers to “motivation” in order to make the place of motivation on foreign language learners clear enough. Within the wide-ranging considerations of this chapter, particular attention should be paid to section 2.4, “teacher variables” as it constitutes the core scientific explanations to my claim that; some teacher variables affect the motivation and the amount of participation and speech production of upper-intermediate learners in language classrooms.

#### **2.1 TEACHING AND LEARNING SPEAKING**

After mentioning the importance of speaking skills in learning a foreign language above, sections from 2.1 to 2.2, on overview of teaching and learning speaking skills will be handled in order to make the need for the speaking skills clear in foreign language settings; emphasizing the place of speaking skill and the role of the teacher according to different methods and techniques in teaching a foreign language. Why is learning and teaching speaking skill in a foreign language important? The foreign language teaching methodology has evolved throughout the history in many ways according to the learners’ needs, and now we are in the 21st century, which is called as the technology and information age. People need to transfer information and by the vast use of mobile phones, and any other communication facilities available, speaking

seems to be the most important skill to be acquired. The fastest and easiest way of transferring knowledge is by speaking directly. From this point of view, teaching and learning speaking in the target language is important and should be given vital importance in the name of being one big community under the umbrella of globalization.

The research will enlighten that, since communicative needs were the stepping stones, not all but many of the language teaching methods and approaches put special emphasis on teaching speaking, which can be understood by following the leading studies on approaches and methods in English language teaching (Richards & Rodgers, 2001; Larsen & Freeman 2000). So it would be meaningful to briefly review the place of speaking in English Language Teaching (ELT) methodology with reference to methods and approaches in language teaching.

### **2.1.1 Place of Speaking Skills in View of Different Methods and Approaches**

This section will examine the place of speaking skill in well-known methods and approaches in order to emphasize the vital role that teaching of speaking has in learning a foreign language. The Grammar-Translation method gives importance to reading and writing skills, speaking gets little or no systematic attention. Since the aim of foreign language learning is to learn a foreign language in order to read its literature and benefit from the mental discipline and intellectual development which result from foreign language study, this method is a way of studying a language that approaches the language first through detailed study of its grammar rules, that is followed by applying this knowledge to the task of translating sentences and texts into and out of the target language (Richards & Rodgers 2001). According to Stern (1983: 455) the first language is mentioned as the reference system in the acquisition of the second language. Grammar–Translation method dominated European and foreign language teaching from the 1840s to the 1940s. In the middle and late nineteenth century, opposition to this method developed in several European countries and in the name of “The Reform Movement”, new ways of teaching languages and contraversaries developed in the present. Towards the mid-nineteenth century, communication opportunities increased and this created a demand for oral proficiency in foreign languages. Educators recognized the need for speaking proficiency rather than reading comprehension grammar or literary appreciation as the goal for foreign language

programs; there was an interest in how children learn languages, which prompted attempts to develop teaching principles from observation of child language learning.

Richard & Rodgers (2001: 11) stated that parallel to the ideas put forward by members of the reform movement, interest was in developing principles for language learning, as are seen in first language acquisition. This led to what has been termed natural method and ultimately led to the development of what came to be known as the "Direct Method". In the light of the view that GTM cannot prepare learners for real life situations, Direct Method was born as a reaction to GTM. With the birth of the Direct Method, it has been realized that, communication was important in language learning. According to Franke (1984), a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. According to Richards & Rodgers (2001) The focus of the Direct Method was on the exclusive use of the target language in the classroom. According to Larsen & Freeman (2000) in Direct Method, although work on all four skills (reading, writing, speaking and listening) occurs from the start, oral communication is seen as basic.

In the Oral Approach and Situational Language Teaching, the main characteristic of the approach was; language teaching begins with the spoken language. Material is taught orally before it is presented in written form. According to Richards and Rodgers speech was regarded as the basis of language, and structure was viewed as being at the heart of the speaking ability. According to Willis & Willis (1996) the essential features of SLT are seen in the "P-P-P" lesson model, which stands for presentation (introduction of a new teaching item in context), practise (controlled practise of the item), and production (a freer practice phase). The procedures of SLT are to move from controlled to freer practice of structures and from oral use of sentence patterns to their automatic use in speech, reading, and writing.

In the Audio-lingual Method, which is known as the "army method" since it was necessary to supply the U.S army with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay and other languages to work as interpreters, code-room assistants and translators the aim of this method was to make the followers to have conversational proficiency in a variety of foreign languages. It was an intensive,

oral-based approach to the learning of a foreign language. The theory of Audio-lingualism was derived from the views of American linguists in the 1950's, which is known as structural linguistics. The most important property of structural linguistics was that the medium of language is oral; speech is language. According to Richards & Rodgers (2001) many languages do not have written forms and we learn to speak before we learn to read and write. It is argued by Brooks (1964) that language is primarily what is spoken and only secondarily what is written. Therefore it can be assumed that speech had a priority in language teaching. In Audio-lingualism, there was a return to speech-based instruction with the primary aim of oral proficiency. The language skills are taught in an order of listening, speaking, reading and writing.

Total Physical Response (TPR) is a method, which is constructed on the coordination of speech and action, in other words the way of teaching language through physical (motor) activity. James Asher who sees adult second language learning parallel to child first language acquisition developed TPR. According to Asher, speech directed to young children consists primarily of commands, which children respond to physically before they start to produce verbal responses. The general aim of TPR is to teach oral proficiency at a beginning level. As Richards & Rodgers (2001) state that comprehension is a means to end, and the ultimate aim is to teach basic speaking skills. TPR gained popularity in the 1970s and 1980s since it supported the role of comprehension in second language acquisition. Larsen and Freeman (2000) state in TPR, spoken language is emphasised over written language.

After the introduction of Total Physical Response, Silent Way came out. It was a method devised by Gattegno (1972). Silent Way is called as "learning to learn" by psychologists. According to Gattegno (1972), the processes of learning a second language are completely different from those involved in second language learning. The second language learner cannot be compared with the first language learner and cannot learn another language in the same way because of what he now knows (Gattegno, 1972:11). The general objective of the Silent Way is to give beginning-level students oral and aural facility. The general goals for language are near – native fluency in the target language, and correct pronunciation.

Lozanov (1978) who sees psychological barriers as a cause to the learner's inefficiency in language learning constructed Suggestopedia, which is now called



Desuggestopedia. Lozanov (1978) and his followers believed that, it was the only five percent of human's mental capacity that is being used, therefore, the limitations which are believed to affect; this capacity negatively should be 'desuggested'. According to Richards & Rodgers (2001) the objectives of Desuggestopedia are to deliver advanced conversational proficiency quickly.

Community Language Learning is another language teaching method, which was developed by Curran (1972) and his colleagues. CLL is also known as Counselling-Learning. It represents the use of Counselling-Learning theory to teach language CLL uses the counselling metaphor to define the roles of teacher (the counsellor) and learners (the clients) in language classroom. This method sees language a means of communication and advocates that knowing the target culture is important to be successful in communication since culture is integrated with language. According to Larsen & Freeman (2000), teachers who use the community language learning method want their students to learn how to use the target language communicatively.

A group of American educators who are concerned with the teaching of language arts, which are reading and writing in the native language, created the term "Whole language" in 1980's. Richards & Rodgers (2001) put it in a way that the whole language approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure. The major principle underlying the design of whole language instruction is the integration of reading, writing and other skills for language is seen as a "whole". The skills cannot be set apart.

As it is understood from the literature research, almost all language teaching methods and approaches have goal for students to learn to communicate in the target language. Many educators questioned if this goal was being met in the right way. They made observations on the students who were producing accurate sentences in the lessons; however those students were unable to communicate appropriately outside the classroom. According to other educators, only mastering linguistic structures was not enough for being able to communicate. As Widdowson (1978) states students might know the rules of linguistic usage, but not be able to use language. According to Wilkins (1976) communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context. Briefly, not only linguistic competence, but also communicative competence was necessary for the

students being able to communicate. According to Larsen & Freeman (2000), the most obvious characteristic of Communicative Language Teaching is that almost everything that is done is done with a communicative intent. Communicative Language Teaching will be examined in details in the following chapter.

Terrel (1977) developed the Natural Approach, a teacher of Spanish in California, which was born out of Terrel's experiences while teaching Spanish. This approach was widely supported by Krashen (1981) since the theory and the research of this approach was constructed upon Krashen's (1981) views of language acquisition. In this approach, language is viewed as a tool for transferring meanings and messages. Since the Natural Approach is taken as a general set of principles which can be applied to very different situations just as in communicative Language Teaching, specific objectives depend on learner needs and the skills (writing, reading, listening or speaking) and levels being taught. Krashen & Terrel (1983) developed the syllabus organization according to what Natural Approach aims at. The goals are listed under four areas;

- 1) Oral Personal communication skills
- 2) Written personal communication skills
- 3) Oral academic learning skills
- 4) Written academic learning skills.

It can be understood from the four areas that, this approach was basically designed to develop main oral and written communication skills. Oral communication skills mostly depend on listening. That is to say, speaking skill is not a priority for this approach.

### **2.1.2 The Role of Language Teacher in View of Different Methods and Approaches**

Language teaching methods started with the Grammar-Translation Method in 1900s, which is also called "Classical Method". As the aim of the method is being able to read literature written in the target language, the teacher's role is also traditional and authoritative. The students do what the teacher says, so the limit of the teacher's knowledge is the limit of the target language.

If language learning requires four elements, the first one stands for the teacher, the second for the learner, and the third for the peers and the fourth for the physical environment. Under these elements, there are many subdivisions that affect learning in negative or positive way. As mentioned in the introduction part of the first chapter, this study examines the different variables of teachers, which affect students' speaking abilities. From this point of view, a short review will help to understand how roles of the teachers differ according to different methods and approaches in language teaching. As the topic of the present thesis is the student speaking skills and teacher variables, it will be meaningful to examine the place of the speaking skills among other skills (1.2) and the roles of teachers according to different methods and approaches.

The Direct Method is the one, which is also known as one of the oldest ones. As the very basic rule of the method, no translation is allowed; meaning is conveyed directly in for setting the language through demonstrations and visuals. The characteristics of the method are; directly associate meaning in target language, inductive grammar activities and language is primarily spoken. Therefore, the role of the teacher is directing the activities (acts as a director), students and teachers work together in demonstrations. According to Larsen & Freeman (2000:29) in order to do this, when the teacher introduces a new target language word or phrase, she/he demonstrates it's meaning through the use of realia, pictures or pantomime. The teacher never uses translation. As speaking skill is the medium of focus, the teachers are also sensitive about the pronunciation. Error correction is made by giving students other choices, which helps students to correct them.

The Audio Lingual Method is based on the principles of Behaviorism. Habit Formation is necessary. ALM is also an oral-based approach, which makes the students exercise the grammatical sentence patterns. The teacher uses only target language in the classroom. Actions, pictures, or realia are used to give meaning instead of mother tongue equivalent. The language teacher introduces the drills by modelling; provide students with a good model, correct mispronunciation by modelling the proper sounds. The teacher gives positive reinforcement that helps the students to develop correct habits. The teacher should act like an orchestra leader – conducting, guiding and controlling the student's behaviour in the target language. The students are imitators of the teacher's model. The teacher is not as dominant as in GTM. There is student – to – student interaction besides Teacher-to –student. In this method according to Richards

& Rodgers (2001) language learning is seen to result from active verbal interaction between the teacher and the learners.

Although ALM is still being used by some of the teachers today, one problem that was detected with the practitioners of this method was students' inability to transfer the habits they had mastered in the classroom to use in the real world. Chomsky (1965) argued that language acquisition could not possibly take place through habit formation since people create and understand utterances they have never heard before. Chomsky (1965) reasoned, language must not be considered a product of habit formation, but rather of rule formation. Accordingly language acquisition must be a procedure whereby people use their own thinking processes or cognition, to discover the rules of the language they are acquiring. The idea of rather than simply responding to stimuli in the environment, learners were seen to be much more actively responsible for their own learning led to the establishment of the Cognitive Approach. For some time in the early 1970s applying this approach to language teaching was of great interest. However, no language teaching method was born out of cognitive approach but a number of methods emerged. It cannot be said that Gattegno's (1972) silent way stems directly from this approach but it shares certain principles with it. Gattegno (1972) looked at the language from the perspective of the learner by studying the way babies and young children learn. He concluded that learning is a process, which we initiate by ourselves by mobilizing our inner resources to meet the challenge at hand.

In the light of the given history of the present method, the role of the teacher is similar to a technician and respects autonomy of learners. The teacher makes use of what students already know. The more the teacher does for students, the less they will do for themselves. Silence of the teacher is the strongest tool of the teacher, which helps to foster the autonomy also a very effective way of removing the teacher from the centre of attention to be able to listen to and work with the students. The teacher speaks only when it is necessary in order to maximize the students practice using the language. The teacher observes the students throughout the lesson and gives feedback at the end of the lesson by giving the students an opportunity to express how they feel. The teacher never criticizes student behaviour, looks for steady progress, not perfection.

As most of the methods were very first interested in making the students speak the target language from the first day, the research in 1960s and 1970s produced the hypothesis that language learning should start with understanding and later progress to production. In other words, understanding and production was also examined as “competence and performance”. Chomsky (1965) introduced these terms for the first time. After getting enough input in the target language, it is believed that speaking follows automatically. The procedure is the same as how a baby spends many months listening to the people around (competence) and when he feels ready, he starts to produce sounds and then utters a word (performance). That is to say, comprehension carries the vital importance in language learning, and the approach to foreign language instruction was called “The Comprehension Approach”.

Some methods and approaches which followed this approach were namely Natural Approach and Direct Method. Another method is Total Physical Response (TPR), which is developed by Asher (1974). Asher (1974) shares with the school of humanistic psychology a concern for the role of affective factors in language learning. In return it is not difficult to realize that the method being built upon this idea would not be very demanding in terms of linguistic production and would involve game like activities that would reduce the learner stress, create a positive mood, which would facilitate learning. The role of the teacher in this method is just like a director. It is the teacher who plays an active and direct role in Total Physical response. The teacher decides what to teach and is responsible for modelling. The teacher also chooses supporting materials. According to Asher, the teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. While providing the material the teacher takes the language input the learners would receive into consideration. Giving feedback to students is somehow similar to parents giving feedback to their children. Correcting starts from very little in the early stages sometimes is also ignored. By the time, the teacher interferes more as the learner progresses. According to Richards & Rodgers (2001:27) like in many other methods, teacher’s main responsibility is to create a relaxed and stress free environment in the classroom for learning to take place.

Curran (1972) developed Community Language Learning (CLL), which aims at applying the theory of Communicative Approach by making communicative competence the target of the language. For many other methods in language learning,

the researches and real life examples and experiences of the teachers showed that in language learning, only knowing the rules was not enough for communicating outside the classroom. In community language learning, Richards & Rodgers (2001) states the learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. In community language learning, the teacher is the facilitator of learning through the establishment of interpersonal relationship with learners; the teacher trusts the student and sees him as an individual supports the students.

The Natural Approach sees communication as the primary function of the language. There is an emphasis on input rather than practice in the Natural Approach. According to Richards & Rodgers (2001), The Natural Approach teacher has three central roles.

- 1) The teacher is the primary source of comprehensible input in the target language (Class time is given to primarily providing input and the teacher is the one to give the input)
- 2) The teacher creates friendly, interesting classroom atmosphere where the affective filter to learning is low.
- 3) The teacher must choose and orchestrate a rich mixture of classroom activities involving a variety of group sizes, content and contexts. The teacher is responsible for collecting materials and designing their use.

In view of the literature review about the teacher roles according to different language teaching methods and approaches, it becomes clear that each method and approach has its own style of teaching. In other words, teachers' roles differ from method to method in language learning. Being aware of the teachers' roles is important for the present study is dealing with the teacher variables and their roles on students' motivation, the amount of participation and speech production.

### **2.1.3 Communicative Language Teaching**

British language teaching tradition was represented by Situational Language Teaching in which language was being taught by practicing basic structures in meaningful situation based activities. But in the mid-1960s, there has been a shift in the tradition of language teaching. Throughout 1970s, educators began to question whether the way

they used to teach language was capable of meeting the needs of the students in the real world. Producing accurate sentences in the classroom environment was not enough for the students to use the language appropriately for communicative needs outside the classroom. For Hymes (1972), being able to communicate required more than linguistic competence, it required communicative competence (See 2.1.4 for Communicative Competence for more). That is to say, Communicative Language Teaching was the name of the shift in the language-teaching field from a linguistic structured approach to a communicative approach. According to Richards & Rodgers (2001:153), British Applied Linguists saw the need to focus in language teaching on communicative proficiency rather than on more mastery of structures. For Richards & Rodgers (2001: 154), another reason for seeking different approaches to foreign language teaching was born out of changing educational realities in Europe. The increasing interdependence of European Countries brought the need for greater efforts to teach adults the major languages of the European Union. In this instance, English is the language in need to catch up with the globalizing world.

An investigation on the possibility of developing language courses on a system, in which learning tasks are broken down into units, each of which meets the language learner's needs and systematically related to each other, was started by a group of experts in 1971. While studying to find out the needs of European language learner, Wilkins (1976) analyzed the communicative meanings that a language learner needs to understand and use. He attempted to demonstrate the system of meanings that lay behind the communicative uses of language. Wilkins (1976) described two types of meanings; Notional category, (concepts such as time, sequence, quantity, location, frequency) and functional categories (such as requests, denials, offers, complaints) Wilkins' (1976) book titled "National Syllabuses" had a significant impact on the development of communicative language teaching.

According to Richards & Rodgers (2001: 155) Communicative Language Teaching aims to;

- a) make communicative competence the goal of language teaching, and
- b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Howatt (1984: 279) makes a distinction between a “strong” and a “weak” version of Communicative Language Teaching. There is, in a sense, a ‘strong’ version of the communicative approach and a ‘weak’ version. The weak version, which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. The strong version of communicative teaching on the other hand, advances the claim that language is acquired through communication, so that is not merely a question of activating an existing but inert knowledge of the language, but of simulating the development of the language system itself. If the former could be described as ‘learning to use’ English, the latter entails ‘using English to learn it’. It will not be wrong to say that, learning and using language is like a reflection of a mirror.

In the present thesis, participation is handled as getting involved in communicative classroom activities both verbally and non-verbally. In the light of Howatt’s (1984) ideas, it can be inferred that participation and learning affects each other. Participation in the language lesson leads learning the target language. The more the students participate actively in the lessons, the more they will learn the language, in other words the more students learn the language and the more they will be willing to participate.

Shortly, Communicative Language Teaching enables learners to communicate meaningfully in the target language. Any approach that helps the learners to communicate simulated information is said to be a communicative approach. In communicative language teaching, language learning involves much more than control of language forms, it also involves fluency as well as accuracy listening and speaking as well as reading and writing, sensitivity to what is culturally and linguistically appropriate in different contexts; awareness of how conversations progress and how different types of text (personal letters and instruction manuals) are constructed.

Although it is a very difficult task to create a real atmosphere for the students to use the language meaningfully in the artificial environment of language classes where all the students and teachers are non-native speakers of the target language, it can not be denied that it is the teachers’ duty to use the methods and approaches that will keep such artificiality to a minimum level. Students reach higher levels of competence in the target language when they are actively engaged in the lessons, the students are



actively engaged in the lessons only when the tasks related to subject are interesting and relevant. The students feel confident as they participate in the classroom accurately and appropriately. In communicative language teaching, meaningful communication in the target language is the desired outcome. Communication is the basis of language learning.

In communicative language teaching, using the language meaningfully is the overall aim. In the light of this aim, students are expected to participate and speak in the language lessons. To encourage students to use the target language for meaningful communication teachers should make sure that the target language is used in the learning environment and the tasks the students are given should be learner-centred and meaningful. Language structures are introduced and practiced in meaningful contexts. Students should be given opportunities to speak and initiate communication. Focusing on fluency is much more important than accuracy. Students should work together in pairs and small groups to share information and solve real-life problems. They should be given opportunities to try out different learning strategies and choose the ones that are most useful for themselves. Communicative language teaching aims to provide meaningful, authentic contexts in which learners can encounter and practice the various aspects of successful communication. Successful communication involves more than the knowledge and use of grammar and vocabulary. It also includes communicative competence.

#### **2.1.4 Communicative Competence**

Communicative competence is a linguistic term, which refers to a learner's L2 ability. It not only refers to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use the utterances appropriately. Hymes (1966) used the term as a reaction to the perceived inadequacy of Chomsky's (1965) distinction between competence and performance. Chomsky (1965) coined the term competence to account for the unconscious knowledge speakers have of their language. This unconscious knowledge is the knowledge that what the learners know about the language. His knowledge about the language gives the learner the ability to produce and to understand infinite number of sentences most of which he has never heard before. Performance, on the other hand is the ability to use the language with specific utterances, including grammatical mistakes and non-linguistic features like hesitations. According to Chomsky (1965: 3) linguistic theory is concerned primarily

with an ideal speaker-listener, in a completely homogeneous speech communication, who know its (the speech communication) language perfectly and is unaffected by such grammatically irreverent conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of this language in actual performance. Chomsky (1965) differentiates 'competence' which is an idealized capacity, from performance, which is the production of actual utterances, which may also include grammatical mistakes. As this definition was a narrow one, Hymes (1974) introduced the idea of 'communicative competence'. Communicative Competence also includes;

- **Sociolinguistic competence:** Sociolinguistic competence is the ability to produce appropriate language in various contexts, interacting with various participants, with reference to social and cultural norms.
- **Strategic competence:** Strategic competence is the ability to sustain conversation and repair breakdowns in communication,
- **Grammatical competence:** Grammatical Competence refers to 'linguistic competence'. It is the domain of grammatical and lexical capacity.
- **Discourse competence:** Many authors use the term discourse to refer to conversational interaction so that discourse competence could also refer to the ability to participate effectively in conversations. It concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text.

### **2.1.5 Classroom Communicative Competence**

According to Richards (1995: 5), understanding the dynamics of classroom communication is essential since how students' talk and act in classrooms greatly influence what they learn. Full participation in classroom activities requires competence in both the social and interactional aspects of classroom language, in other words classroom communicative competence (Wilkinson 1982). Just as communicative competence is considered to be essential for second language learners to participate in the target language culture (Canale & Swain 1980; Hymes 1974), classroom communicative competence is essential for second language students to participate in and learn from their classroom experiences.

According to Allwright (1984: 156) a classroom based research suggests that the process of classroom interaction determine what language learning opportunities become available to be learned from; therefore any second language learning takes place must in some way result from the process of interaction the learner takes part in (Ellis 1990: 91). From classroom communicative competence perspective, for second language students, classroom communicative competence is not only participating successfully in classroom activities, but also becoming communicatively competent in the target language. In order to understand the communicative needs of the language learners, teachers must know the dynamics of the language classroom very well in order to increase participation.

## **2.2 CLASSROOM PARTICIPATION AND SPEECH PRODUCTION**

In the present study, “speech production” is considered as equal to “speaking.” Classroom participation and speech production are taken as completely different things in the view of the researcher. Classroom participation can be both active and passive. Language learner may participate in the lesson non-verbally, as well as verbally. Also, sometimes just listening to others is also participating since the interest is on the subject and the learning environment. The learner may participate in the lesson by taking part in a game, in a role-play, or sometimes by singing a song or listening to the teacher carefully. Participation means, somehow attending the lesson, but speech production is different for it requires producing speech, which is, as mentioned before as equal to being able to use the speaking skill among other skills of language. According to Wenli (2005: 46) students’ participation includes many forms of student actions such as speaking, listening, reading, writing and body language or physical movement. Therefore it is meaningful to state once more that, participation does not necessarily mean production speech, in other words, but speaking exactly is a part of classroom participation.

### **2.2.1 The Need for Speech Production and Participation**

Speech production means being able to use the speaking skill among other skills of language. According to Chastain (1988), speaking is using background and linguistic knowledge to create an oral message that will be meaningful for the intended audience. Wenli (2005) states the speaking skill is so central to our thinking about language learning that when we refer to speaking a language, we often mean knowing a language.

In the traditional classroom, the teacher talking to the class, giving lectures, explaining grammar points may be useful as it provides with information and with language input but it is needless to say that these are not enough for the students to develop to ability to speak in the target language. In this context, it is the teacher who always talks to but language learners need to be talked with, which means communicating.

According to Frank & Rinoluceri (1991:6),

*“If we consider the students in our classes to be more interesting than the rather cardboard characters found in the traditional coursebook, it follows that a real need exist for activities where the students are invited to speak to each other and express their ideas. Practicing structures in this very personal series of contexts is much more emotionally real than practising them in the make believe world of a textbook”.*

It is very important for the language learners practice the language. Learning to speak in the target language will be easier when learners participate orally in language classes. Speaking skill is better learnt by speaking. Bertrom (2002) states that, in a language classroom, the goal are not only to get students to speak and share their thinking but also have them learn and develop through speech. As students' language skills develop, classroom “talk” and discussion can be directed towards the goals of exploring ideas and facts found in texts (written and visual) and in the subsequent development of thought and deepening of knowledge. He adds that, the students move from learning to speak to speaking to learn. So, it can be said that the more the students produce speech in classes, the more they learn the target language.

According to Howath (1984), most people agree that learning anything involves participation. Language primarily exists to facilitate communication, interaction in that language must have an important role in developing a learner's ability in that language. In other words, as foreing language learners try to master the target language in a non-native and artificial setting of a language classroom, until they meet real language native speakers or the users of the target language. That is to say, the only chance to put the language into practice in EFL context is classroom interaction and participation.

We should teach speaking in the language classroom since speaking is vital for human communication. In daily lives, people speak more than they write. Most of language teachers spend more time on reading and writing because of applying the whole

schedule in class without any elasticity ignoring the speaking skill. Unfortunately, this way of teaching does not help language learners to communicate in the target language in the real world. If the aim of teaching the language is truly to make the students be able to communicate in English, then speaking skill should be emphasized and practiced in the language classroom. For most people, being able to speak a language is equal to knowing the language therefore learning the language is also equal to learning to speak the language. Nunan (1991) states that success is measured in terms of the ability to carry out a conversation in the target language.

### **2.2.2 Negative Factors Affecting Classroom Participation and Speech**

#### **Production:**

According to Ellis (1994), learner's participation in class is one of the aspects of classroom interaction. It is a process in which opportunities are created for learners to practice the target language and to produce output. In the contexts that the target language is learnt as a foreign language, to observe the classroom interaction of learners in order to understand how well they learn. But some of the students are reluctant to participate in the classroom activities and unwilling to speak for several reasons.

Learning to speak a foreign language needs not only knowing the target languages grammatical and semantic rules, but also use the language appropriately in the context of personal interaction in which many factors are involved. Therefore, it is difficult for foreign language learners to speak the target language fluently and appropriately. In order to develop an understanding of the unwillingness of the EFL learners to participate into the classroom activities and to speak the target language, it is necessary and important to search for the factors that affect upper-intermediate language learners oral communication and participation.

Speaking is considered to be the most difficult skill to master because effective oral communication requires the ability to use the language appropriately in social interactions. There is generally no single reason why some students are in varying degrees uninterested and unwilling to participate in the classroom. Mostly, not only one factor but also a combination of factors is responsible for this unwillingness. Due to minimum practice opportunity, language learners are generally poor at spoken English, especially regarding fluency, control of idiomatic expressions, and understanding of

cultural pragmatics. Few EFL learners can achieve a native-like or near native like proficiency in oral communication. So, it will be meaningful to count minimum opportunity to practice as an important factor to consider in the name of participating and speaking.

Lumsden (1994) states that there are many factors that contribute to student's interest and level of engagement in learning and teachers have little control over many of those factors. That is to say, foreign language learners suffer from a number of affective factors. The most important ones are namely as the following;

- The mismatch between the teacher's teaching styles and preferences
- The students learning preferences / styles
- Foreign language anxiety
- Lack of confidence
- Demotivation
- Large classsize
- Students' character types (introvert-extravert)
- Language teachers in general

These items in the list can be more and more but as stated in many researches, the unwillingness of the language learners to participate and produce speech in the target languages in classroom environment stems from mostly language anxiety, lack of confidence, lack of motivation. In order to come over these negative effects, there are many ways to choose but the present study is interested in the teacher helps and duty to come over these difficulties. All of the items listed above have somehow a relation with the language teacher. The language teacher seems to be the power or in other words, "the balance of power" in the classroom and he/she has the power to help the language learners to come over these barriers.

According to Macintyre and Gardner (1991), many researchers agree on that the skill producing most anxiety is speaking. Kristmanson (2000) states that, in a foreign language context, speaking is definitely not easy. This anxiety comes in part of a lack of confidence in the general linguistic knowledge. Speaking skill is different from other skills for its public nature. Speaking is done in front of people (peers, teachers, native speakers of the target language etc.) and mostly the feeling of embarrassment that

stems from the students' target language imperfections dominates the learners and also, the possibility of negative attitudes of the teachers to the students' mistakes can increase the anxiety and cause lack of confidence in participating for the second time. Classrooms are very complex systems where many factors influence student learning including tools, teachers, peers, students' own personalities. Entering a language classroom, many factors can be identified to have an effect on the language learner both negative and positive. What we are interested in this section are the negative factors affecting classroom participation especially lack of motivation of learners.

According to Wentzel (1996) the teacher-student relationship is an important factor influencing student motivation. That is to say, the teacher is the common and key factor to overcome all the negative effects of the factors listed above. In the classroom, it should be the teachers' responsibility to make adjustments for all details necessary for creating an appropriate learning environment. Dörnyei (2001) states that motivational factors closely connected to a learner's classroom environment exert a strong impact on the L2 motivation. According to Dörnyei (2001) and Ellis (1994) tapping into motivation is crucial for language teachers because motivation is one of the key factors driving language-learning success.

Dörnyei & Otto (1998) described how motivation changes over time for any given learner and how the flux of motivation may be related to temporal components as small as a task in the language classroom or as large as the flow of foreign language course over an entire academic year. According to this dynamic, process-oriented approach to motivation, students' motivation consists of three stages: preactional, actional, and postactional (Dörnyei, 2003). In preactional stage first motivation needs to be generated. According to Dörnyei (2005) the generated motivation helps student select the goal or task to pursue and launches the student into action. The student's own initial goals, values and attitudes associated with the learning process, perceived likelihood of success, and the support the student gets can influence this stage of motivation. For Dörnyei (2005) the actional stage is the stage where the motivation needs to be "maintained and protected". This could be done by the quality of the learning experience, by the nature of the classroom environment, by teachers, peers and/or parents. Dörnyei (2005) stated that this stage was especially important for classroom settings where students may be distracted by mitigating factors such as anxiety, competing interests (especially established by teachers), or even physical

conditions. In postactional stage the student retrospectively evaluates how things went to help determine the type and quality of activities he will be motivated to pursue next. Dörnyei (2005) noted that some of the main motivational influences on this stage of learning are grades and/or feedback obtained from the teachers and his own sense of what was learned along with an introspective measure of his self-confidence and self-worth in relation to what was learned and how things went in the classroom. Each of these three stages can be influenced not only by the learner, but also the environment external to the learner including peers, textbooks, parents and teachers. Thus with this processing approach to motivation, it is clearly seen that students can not only employ self-motivating strategies throughout tasks, but teachers can too implement motivational strategies in the classroom to influence the quality and the type of motivation that drives foreign language learning.

### **2.3 THE ROLE OF MOTIVATION ON THE AMOUNT OF STUDENTS' PARTICIPATION AND SPEECH PRODUCTION;**

In developing speaking skill, practising is the most important issue in the language classroom. Practicing the target language means producing speech and participating in the classroom activities, however, practice depends on willingness to speak of the language learner. When speaking is taken into consideration, the students have three important choices;

- 1) To refuse to speak and keep silent.
- 2) To speak because the teacher requires it.
- 3) To speak because they really feel like speaking.

The choice that is welcomed by all language teachers is the third one in which the students participate and speak willingly in the classroom. According to Chomsky (1998: 181), the truth of the matter is that about 99 percent of teaching is making the students feel interested in the material. That is to say, motivated learners are more willing to participate and are therefore closer to success. Xu (2006) states that motivation has a decisive impact on learners' willingness to learn, even to use the target language and consequently on success or failure in language learning. Xu (2006) also adds that, it will inevitably affect learners' behaviours in class participation. Brown (2000) on the other hand states that success or failure in any task can be considered to reflect learners' motivation. In the light of the extracts above, According to Xu (2006) it is not



wrong to say that to what extent students participate in class reveals their motivation in the process. According to Wong, success in learning a foreign language or second language depends on a variety of factors such as the qualification of the teacher, the appropriateness of the teaching approach, the amount of exposure to the natural target language practice, the quality of the coursebook, the duration and intensity of the language course, and the characteristics of the language learner. Motivation -one element of the learner characteristics- has risen in the popularity polls in recent literature as a facilitator in the learning process. It is important to take the student's motivational needs into account for input to produce output (speech). According to Cunningsworth (1992), a student who is not well taught but is motivated will have better results in learning a foreign language than a student who is well taught but is not motivated. Cunningsworth (1992: 59) also states "motivation determines the student's level of attention during class. Motivation seems to play a key role in foreign language teaching due to the extracts taken from some of the researchers above. At this point, it will be meaningful to look at some of the definitions of motivation. According to the Longman Dictionary of Contemporary English (2003: 1072), motivation is defined as "eagerness and willingness to do something without needing to be told or forced to do it". Gardner (1985:10-50) defines motivation in language learning as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. In addition, he states that motivation involves four aspects; a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question. According to Stern (1983:385) motivation is defined as the characteristic of learners that initiates and maintains the learning process, or that leads to the avoidance or rejection of learning.

In the light of the definitions above, the students need to be motivated in order to participate in the classroom activities and produce speech in the language classroom. Therefore, the issue of motivating students should be given primary importance to produce output in the foreign language classes. As it is mentioned in the first paragraph of 2.3, students' willingness to participate and speak in the classroom was the most wanted choice of the language teacher. So, it can be concluded that, in appropriately motivated in classes, students will go on to make an effort to achieve the necessary goals for their benefits in learning. On the other hand, a negative attitude may develop which prevents learning and being successful. Students work longer, harder and with more intensity when they are motivated than when they are not.

Briefly, among other factors, motivation seems to be the most effective one to help the learners decide to participate in the classroom activities and to produce speech. As the present study is interested in the teachers' responsibility in motivating learners in a language classroom, it will be meaningful to examine the internal and external factors affecting motivation of foreign language students as the next step.

### **2.3.1 Internal and External Factors that Affect Motivation**

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. According to Oxford & Shearin (1994) many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in language learning.

In the present study, in the light of the paragraph above, motivation is taken to be the most important factor that affects the amount of student participation and therefore speech production in foreign language classes. As motivation is the stepping-stone of the present study, it will be useful to understand the factors, which affect the motivation of foreign language students.

Motivation can be categorized into both positive and negative factors. Positive motivation is a response, which includes enjoyment of the tasks and having positive feelings towards participation in the classroom activities that the students are involved in. On the other hand negative motivation involves undertaking tasks for fear that there should be unwanted results just as failing or getting low grades in return for not completing the tasks that the students are responsible.

In order to overcome the motivational problems of students in foreign language classes it is important to be aware of the sources of motivation. "*Without knowing where the roots of motivation lie, how can teachers water those roots?*" (Oxford & Shearin, 1994:15). Fisher (1990) states that educational psychologists point to three major sources of motivation in learning:

1. Intrinsic motivation
2. Extrinsic motivation
3. Integrative motivation

**1. Intrinsic motivation:** Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequences. Ryan & Deci (2000) state that the phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behaviour, where it was discovered that many organisms engage in playful, and curiosity-driven behaviours even in the absence of reinforcement or reward. These spontaneous behaviours, although clearly causing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending one's capacities.

In human beings, intrinsic motivation also plays an important role since the human beings are innately active, curious, playful creatures who are ready to explore and learn and they do not need extraneous incentives to do so. This natural motivational tendency is a very critical and important element in social, cognitive and physical development for it involves acting through one's inherent interests. In other words, when motivation is caused by situational interest that is by novelty and curiosity about something that is not quite understood, it is called intrinsic motivation.

**2. Extrinsic motivation:** Extrinsic motivation comes from environmental manipulation external to the learner. These manipulations can be seen as either the acquisition of positives or the avoidance of negatives. Positive manipulations are usually seen as rewarding events or tangibles such as good grades, social acceptance, money or a good job. Negatives can be exemplified as poor grades, social isolation, etc. Learners will do what they are being expected to do in the name of preventing negative results of the things they do or do not. Few learners would do their learning responsibilities if there were no reward or punishment in return. Reward is called positive reinforcement whereas the punishment is called negative reinforcement. In other words extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. This type of motivation contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself rather than its instrumental value.

**3. Integrative motivation:** Thinking that many of the activities that are inserted to the curriculum in the foreign language classes are not designed to be completely intrinsically interesting, the main problem occurs at that point. When the task that has

to be completed due to the curriculum is not interesting and does not attract the attention of the learners, it would be nearly impossible to motivate the learners intrinsically. So the question at this very point is how to motivate the learners when the intrinsic motivators do not work properly? For the educators to rely just on intrinsic motivation to foster learning is wrong although intrinsic motivation seems to be more effective in foreign language learning. According to Ryan & Deci (2000: 55) since many of the tasks that educators want their students to perform are not inherently interesting or enjoyable, at this point knowing how to promote more active forms of extrinsic motivation becomes an essential strategy for successful foreign language teaching. That is to say, sometimes the sources of motivation are both internal and external. There will always be conflicts between these two types of motivation. Learners can be manipulated both externally to do one thing and internally to do another.

After mentioning the sources of motivation, it will be meaningful to mention some theories of motivation namely in order to clarify on which motivational theory the present study relies on. According to the study Abisamra (2002), the motivational theories were identified as following;

- A- Behavioural Theories
- B- Cognitive Theories
- C- Cognitive Developmental Theories
- D- Achievement Motivation Theories
- E- Psychoanalytic Theories
- F- Humanistic Theories
- G- Social Cognition
- H- Transpersonal/ Spiritual Theories.

While searching for the role of speaking skill and the language teacher in language learning and teaching methods and approaches, the humanistic approaches came on to stage for they rely heavily on the motivation of the learners and give much of the responsibility of learning to the students. In Humanistic Approaches, the role of the teacher shifted from the authority in the classroom to a facilitator. As this study aims to find out the affect of teacher variables on the amount of participation and speech production of the foreign language learners, it would be much more meaningful to take the point from the humanistic perspectives. In other words, the present study is highly interested in the Humanistic Theories of motivation for they tend to be highly value-

driven. They stress the “natural will” of learners to learn. These theories maintain that learners need to be empowered and to have control over their own learning process.

It would be useful to examine the Humanistic Theories of motivation in the light of Hierarchy of Human Needs (Maslow, 1954), Hierarchy of Motivational Needs (Alderfer, 1972), and Self-Determination Theory (Deci & Ryan, 1985).

**Hierarchy of Human Needs (Maslow, 1954):** Hierarchy of human needs is based on two main categories. These are **deficiency needs** and **growth needs**. Within the deficiency needs, each lower need must be met before moving on to the next higher level. Deficiency needs cover the first four levels of the following triangle. Namely they are;

- 1- Physiological needs; hunger, thirst, bodily comforts, etc;
- 2- Safety/security; out of danger,
- 3- Belongingness and love; affiliate with others, be accepted,
- 4- Esteem; to achieve, be competent, gain approval and recognition.

The remaining four are growth needs:

- 5- Cognitive needs; to know, to understand and to explore,
- 6- Aesthetic needs; symmetry, order and beauty,
- 7- Self-Actualization; to find self-fulfilment and realize one's potential. Self-actualized people are characterized by:
  - Being problem focused
  - Appreciating life
  - Showing concern about personal growth
  - Showing ability to have peak experiences
- 8- Transcendence: to help others find self-fulfilment and realize their own potential.

The following figure (figure 1) is the visual presentation of Maslow's hierarchy of needs.

Maslow's Hierarchy of Needs;



The essence of the hierarchy is the notion of “prepotency”, which means that you are not going to be motivated by and higher-level needs until your lower-level needs are satisfied.

**Hierarchy of Motivational Needs (Alderfer, 1972):** Hierarchy of Motivational needs include

- **Existence-** this motivational need includes all of the various forms of material and physiological desires. When divided among people, one person's gain is another's loss if the resources are limited.
- **Relatedness-** this need involves relationships with significant others. It is satisfied by mutually sharing thoughts and feelings. Acceptance, confirmation, understanding, and influence are the elements of relatedness.

- **Growth-** helps a person to make creative or productive effects on himself and his environment. Satisfied through using capabilities in engaging problems; creates a greater sense of wholeness and fullness as a human being.

Maslow's (1954) hierarchy of needs was reorganized by the work of Alderfer (1972). Maslow (1954) recognized that not all personalities followed his proposed hierarchy. While a variety of personality dimensions might be considered as related to motivational needs, introversion and extraversion seems to be one of the most often mentioned, considering the introversion/extraversion of personality results in three levels each with an introverted and extraverted component. This organization suggests that there may be two aspects of each level that differentiate how people relate to each set of needs. Different personalities might relate more to one dimension than the other. For example, an introvert at the level of relatedness might be more concerned with his or her own perceptions of being included in a group, where an extravert at that same level would pay more attention to how others value that membership.

**Self-Determination Theory;** (Deci & Ryan, 1985) SDT is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. As mentioned in 2.2 intrinsic motivation is the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards. Extrinsic motivation is the pursuit of some reward external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation; individuals will lose their intrinsic interest in the task if the task is seen as a means to an end.

As mentioned several times, motivation is one of the key factors that affect students' participation to the classroom activities, produce speech and as a result, it enables learning. It is important to understand that there are also several factors, which contribute to motivation in negative and positive ways internally and externally. Abisamra (2002) summarizes the internal and external factors clearly. Internal factors are namely summarized as age, gender, religion, need, interest, attitude, expectancy, and self-efficacy/competence, native language proficiency. External factors include teachers, course content and classroom atmosphere, peer groups, role models, and learning environment. Both the internal and external factors mentioned above are

important because they effect student's motivation to learn a foreign or second language.

As clearly seen in the summary, teachers are being counted first in the list of external factors. The present study is trying to find out to what extent "teachers" are important as an external factor in students' motivation to learn a foreign language. It will also be meaningful to give the properties of the teachers in order to understand which properties to consider in motivating students in the language classes.

Abisamra (2002) listed the properties of the teachers as;

- Encouraging
- Having expectations
- Giving feedback
- Presenting the task
- Selecting teaching strategies & techniques
- Using of rewards

The following items can be attached in addition to the ones above:

- Gender
- Content knowledge
- Using humor
- Questioning styles
- Error correction habits

The list might possibly be extended. All the properties are considered to be important in the name of motivating the students to participate and produce speech. The role of teacher in motivating students will be examined in the following chapter in detail in the following section.

### **2.3.2 The Role of Teachers in Motivating Students to Participate and Produce Speech:**

According to Brophy (1987) motivation to learn is a competence acquired through general experience but stimulated most directly through modelling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers). Stipek (1988) also states that to a very large degree, students expect to learn if their teachers expect them to learn. According to Cunningsworth (1992), a student who is not well taught but is motivated will have better results in



learning a foreign language than a student who is well taught but is not motivated. Cunningsworth (1992: 59) also states that motivation determines the student's level of attention during class. At this point, foreign language teachers have to be aware of the necessity of looking for techniques and interactive activities such as games in order to enhance their classes and also to motivate their students to learn a foreign language. Researchers such as Wright (1989) and Maura (1986) have stated that games have a positive effect on unmotivated learners of a foreign language.

Lightbown & Spada (1993) states that specifically in EFL learning, motivation is "a complex phenomenon which can be defined in terms of two factors; learner's communicative needs, and their attitudes towards the second language community. That is to say, if students need to speak the foreign language in a variety of social situations, they will be motivated to learn it. Ur (1996) considers motivation difficult to define, and prefers to think about motivation in terms of 'motivated' learners. Motivated learners can be defined as who are willing to involve themselves in learning activities (participating in classroom activities) to progress (Learn). Ur (1996) also states that teaching and learning can become much easier and more pleasant when there is learners motivation. Ur (1996) points out the following characteristics of the motivated learner as; he makes an effort to handle tasks and challenges and is confident in his success; he finds success in learning important to promote and keep a positive self-image; he feels the need to overcome difficulties and succeed in what he does; he is ambitious and likes challenging, proficiency tasks and high grades; he is aware of the goals of learning and of specific activities and directs his efforts to succeed in them; he makes strong efforts to learn and is not discouraged by obstacles or apparent lack of progress; he is not disturbed by temporary lack of understanding or confusion and knows his understanding will come later. If a student does not present any of the characteristics mentioned above, or none that might show motivation, the teacher can, and should, try to motivate him. The point is how to motivate this student, or even groups of students, who the teacher believes would not feel motivated to learn under any circumstances?

Keeping in mind some of the listed characteristics of the motivated learners, foreign language teachers should be aware of the fact that the students bring to the classroom not only their intelligence and aptitude, but also a lot of barriers which are consequences of a variety of psychological and sociological factors. In addition, language teachers should be aware that it is part of their responsibility to come over or

to help to come over these effective elements. It is important to state that student's motivation in foreign language is the result of not only their internal environment but also many other external factors are included in which environment they are studying that language and the teacher is one of the most important of such factors. It is known that motivation is difficult to be measured, but teachers can notice when their students are motivated by looking at their facial expressions, attitudes, and also by observing their participation in class. Foreign language teachers have to be imaginative, look for different and interesting activities or strategies that promote social interaction among students and involve participation. According to Lumsden (1994), there are many factors that contribute to student's interest and level of engagement in learning, and teachers have little control over many of those factors. However, the researches of Anderman & Midgley (1998), Dew (1997), Skinner and Betmont (1991) have shown that teachers can influence student motivation. Winke (2005) states that, motivated students are every teacher's dream, and tapping into motivation is crucial for language teachers because motivation is one of the key factors driving language-learning success (Dornyei, 2001; Ellis 1994)

The main issue of the present study is the amount of the classroom participation and speech production of upper-intermediate learners, since the main problem of the foreign language classrooms are the silent students who are unwilling to participate and produce speech. According to Piassetki (2001), the crux of the problem of silence in the classroom remains how to bridge the socio-cultural gap between teacher and students. He also states that, improving communication obviously requires effort on the part of all participants. However, to achieve this improvement, teachers need to take the first step by being sympathetic encouraging, and, most importantly, relaxed. It is true to say that if the students really believe in the teachers' interest and sincerity, it will create a more comfortable classroom atmosphere in which, not all but most of the students would not hesitate to participate.

Hill & Rowe (1996) found that a significant portion of student achievement and participation is explained by teacher – and classroom- level variables. The critical point of action in the classroom is with the teacher. According to Martin (2006), it is also proposed that teachers' enjoyment of and confidence in teaching impact on their affective orientation towards their students (for example, through teacher-student relationship) and this is associated with their students' motivation and participation. Teven & Mc Croskey (1997) state that students who believe their teacher is a caring

one also tend to believe they learn more. Connel & Wellborn (1991) propose that student's feelings of acceptance by teachers are associated with emotional, cognitive and behavioral engagement in class. According to Flink, Boggiona & Barret (1990), teachers who support their students tend to facilitate greater motivation, curiosity and desire for challenge. Ryan & Grolnich (1986) argue that teachers higher in warmth tend to develop greater confidence in students. Vice a versa, when teachers are more controlling, Deci, Schwartz, Sheinman & Ryan (1981) state that, students tend to show less mastery motivation and lower confidence. Shortly after all the proposals above, it can be inferred that students' motivation and engagement are related to their teachers' affective orientations in the classroom, enjoyment of teaching, pedagogical efficacy and characteristics, the selection of teaching strategies, methods and techniques.

"Give someone a fish and they will eat for a day, teach someone to fish and they will eat for a lifetime". For the students, learning a skill without making them understand the process is doomed to be lost. From this point of view, it is the teachers' responsibility to give the students external support, respect them and encourage them. According to Wong (2006), teachers should help learners to establish a strong sense of personal values and fully activate their motivation in foreign or second language classrooms. Wong states that many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factor one. According to Inamullah, Hussain and Uddin (2007), teacher plays an important role in the classroom environment. Role of the teacher in making classroom climate conducive for learning is highly crucial. They claim that the classroom climate is built up by the pattern of interaction between teacher and students verbal exchanges, asking questions, responding and reacting. The most important factor in a classroom is the interaction and exchanges initiated by the teacher and students. One of the major findings in a study by Small (1996) was that students perceived the teachers as having the prime responsibility for learners' interest and boredom. If teachers have a responsibility to motivate students to participate in the classroom activities and to learn, it is important for teachers to understand specifically how to motivate their students. Brewer & Marmon (2000) and Wilson & Cameron (1996) identified three general areas, teachers used to evaluate themselves.

- 1) Instruction: It involves teacher skills and competencies
- 2) Relationships: They concern the attitudes teachers have toward their students, which involve personal qualities.
- 3) Management: It is used for classroom organization and planning.

Each of these areas provided the teacher with three ways to motivate students to learn. Foreign language students are reluctant to participate and produce speech for they feel insecure, lack of confidence and fear of being made fun of. It should therefore be one of the teacher's top priorities to help students overcome these negative feelings by creating a positive atmosphere in class in which the students feel safe and confident and at the same time making their learning enjoyable. The teacher is probably the most critical factor in motivating students. Cohen & Norst (1989) confirmed in one of their studies that the teacher's warmth, friendliness, ability to empathize, and sense of personal commitment help students build confidence to participate more in class.

## **2.4 TEACHER VARIABLES**

The present study aims to search for some of the teacher variables to have any bearing on the amount of participation and speech production of the upper-intermediate learners. The importance of motivation on student's willingness to participate and produce speech was discussed in 2.3 and as it was stated motivation plays a vital role on students' participation and speech production. In the previous section (2.3.5), it was also stated that among many internal and external factors that play a vital role in motivating students, teachers play an important role, act as the key factor. From this point of view, it will be meaningful to start by giving some definitions of the term 'variable' in order to clarify what is meant by "teacher variables" in the present study.

In the Longman Dictionary of Contemporary English (2003: 1829), the term "variable" is defined as "something that may be different in different situations" and "likely to change" It is important to understand that as all human beings are different from each other, so are the teachers. There are many differences among the teachers. Some of them are male, some are female, some of them are young, some are old, some of them are novice, some are experienced, they all have different characteristics, different ways of teaching techniques, and different choices of the methods and

approaches to teach a foreign language. As they are different as persons, they are different as teachers too.

In the present study, the term “variable” is used for the qualities of teachers that can have an affect on outcome. These examples can be multiplied to tens of qualities. As it will not be very practical and realistic to mention about all of the qualities, it will be meaningful to narrow down the limits of the study by selecting some of them, which are thought to be more effective on students’ motivation and in relation, their participation and speech production after examining the literature. In other words, the following differences of teachers will be taken in hand to see that if they really have any effect on the amount of student’s participation and speech production.

#### **2.4.1 The Role of the Teachers’ Gender on Students’ Motivation and on the Amount of Participation and Speech Production**

The present study tries to find out that whether male and female teachers teach English differently in university classrooms. It is mentioned in literature that students are motivated to participate if their teachers are encouraging, caring, interested, have a sense of humor and so on. The teachers carrying the characteristics above are perceived to be good teachers for the students. In other words, good teachers are the ones who can motivate their students and build a rapport with them. It is particularly interesting that, in his study Slade (2002) found out that “good teachers” might be male or female if they are having the properties that the students think to find in good teachers, no matter what their gender is. Basically, he claims from the interview that he made with the students; “good teachers” are good people. Good people are easy to be with, work with, work for and to even work hard for; they offer no obstacle to mutual trust and respect, they are consistent, they listen and they care. There is nothing to do with their gender. In other study by Krupnick (1985), it was concluded that male students talked much longer in the classroom in which both the instructor and the majority of the students were male. On the other hand, he also claimed that, the presence of female instructors apparently had an inspiring effect on female students. The data she collected suggest that a teacher’s gender can play a role in classroom discussion in the sense that it appears to influence the extent to which male students dominate classrooms. It can be inferred from this study that students prefer same-sex instructors.

According to Dee (2006) the teachers' gender shapes communications between the teacher and the student and the teacher acts as a gender-specific role model, regardless of what he or she says or does. He states that, students are more engaged, behave more appropriately, and perform at a higher-level when taught by one who shares their own gender. He also claims that his results of the study confirm that a teacher's gender does have large effects on student test performance, teacher perception of students, and student's engagement with the academic material. Simply put, girls have better educational outcomes when taught by women, and boys are better off when taught by men. In a study made by Massoni (2004) it is stated that a few studies report that students tend to prefer (and rate more highly) teachers of their own gender.

When it comes to the impact of teachers' gender from the eyes of the students, some of the characteristics are perceived differently. Massoni identified the students' perceptions about their male and female teachers. According to this identification, some of the characteristics of female teachers according to the students' identifications are listed below;

- Female teachers are often described as being more caring than male teachers.
- Students both demand and receive more after –class personal attention from their female teachers than from their male teachers.
- Female teachers are considered “interactive”, and smiles and uses eye contact much more than male teachers.
- Female teachers are rated more highly than males for being respectful of their students and allowing students more opportunity to express their opinions.
- Students rated that they are more satisfied with the teachers who gave them high grades but expressed more dissatisfaction with female teachers who gave them low grades than they did with male teachers who gave them the same grades.
- Several studies have found that students prefer both male and female teachers with “androgynous” characteristics. This seems to be more important for females than for male teachers.

Students' identifications of male teachers are as listed below:

- Male teachers are often perceived as being more knowledgeable than female teachers, and are assumed to be more "objective".
- Male teachers are rated higher than females for being organized and prepared and professional.
- Students rated male teachers as funny. Being considered as funny is important since many researchers have established the high value that students put on being entertained in the classroom.

Statham & Cook (1991: 64) stated in their study that women professors were more likely to encourage students' input than men particularly in ways that allow for a more independent student role. They claimed that male teachers use their authority at the cost of involvement by students, but females shared authority and maintained control in the classroom in a way that keeps their relationships with students intact.

According to Yuh-Mei (2000), as to students' perception of teaching effectiveness regarding teacher's gender, there have been mixed findings concluded from previous studies. Brushke & Gartner (1991); Sandler (1991) claimed that female professors received lower ratings than their male counterparts because they might not fit the female stereotype for entering a male occupation. Rowden & Carlson (1999) stated that female instructors received higher teacher ratings than their male counterparts and Elmore and Lepointe (1975) reported no significant difference in the ratings of female and male professors. But as mentioned in the student above, Basow & Howe (1987) and Freeman (1994) found that both female and male students prefer teachers who are androgynous, that is possessing both feminine and masculine characteristics. An androgynous teacher should have instrumental masculine traits (assertive and forceful) and expressive feminine traits (affectionate and sensitive). Freeman (1994) also explained further that androgyny is important for instructors of natural science in particular, but not for instructors of humanities and art course. That is to say, professors' gender role may be shaped according to the courses they teach.

In Yuh Mei's (2000) study, female teachers were found to create or preserve the personal, caring, human elements in their interactions and relations with students. It is a pedagogical technique to reduce authority and shortens the distance between teachers and students. On the contrary, male teachers were found to demonstrate

themselves as models of authority. In Mei's study, the interviewed pointed out that the male teachers all explained to them how poor their English used to be and how they made efforts (showing themselves as role models) to learn better English. In addition they mentioned their family, their kids, and their own opinions on some current events about policy and so on. In this instance students just listened and did not argue or give opinions in other words they did not have any opportunity to participate or speak. On the other hand, female teachers were examined to relate their experiences to students' learning or questions. They used examples relevant to students' experiences and encouraged students to relate them to the classes. The interviewed students also reported that female teachers gave students much more freedom to talk in classroom. They welcomed different voices and they did not give students direct answers to the questions they brought in class. They often asked students to brainstorm and formulate their own answers first. Female teachers were also found more favorable than male teachers to share private lives with. In their interviews students stated that in female teachers' classes, students of both gender felt less concerned and hesitant to mention about them. One interviewed male student described their relationship with female teachers as "somewhat motherly".

According to Yuh-Mei's (2000) study, after mentioning about the interview questions' responses of the students about male and female teachers, it was concluded that, students preferred being taught by female teachers to male teachers. It is not considered to be an issue of authority but more likely an issue of comfort and students' past experiences. They had the impression that female teachers were more careful and interested in their needs. The interviewed students also found female teachers more sensitive, more humanistic and more delicate in thinking. Some of the students also stated that it was not the teachers' gender that matter so much in teaching and learning but they emphasized that they enjoyed more in female teachers' classes. In addition it was also mentioned that a teacher's enthusiasm and teaching competency mattered more than the teachers' gender. In female teachers' class the students felt empowered to talk. The teacher welcomed any opinion or suggestion. This result that Yuh-Mei (2000) reached suggested that the teachers' images or roles students expected or defined in the institutes they belong to, might cause different degrees of comfort between teachers and students in the classroom.

As a conclusion, female teachers significantly emphasised more peer collaboration and created more chances for the students to work together and students in return are



more likely to share their private lives with female teachers than male teachers because of the issue of comfort. The present study also looks for the differences in teachers that will help the students to be motivated and feel comfortable to participate and produce speech in foreign language classes and gender of the teacher is one of the qualities that is considered to play an important role on the amount of participation and speech production.

#### **2.4.2 The Role of Using Humor on Students' Motivation and on the Amount of Participation and Speech Production**

There have been many studies on student motivation in EFL classes and most of the researchers found out that humor was a valuable teaching tool in the language classroom. The literature on this issue points at the importance of humor as a means of enhancing student motivation to learn English. The concept of "affective filter" was pioneered by Dulay & Burt (1977), and it was Krashen (1982: 32) who stated that a low affective filter creates high motivation, self-confidence, and a lack of anxiety. He also stressed that according to the "Affective Filter Hypothesis" teachers are responsible not only for supplying comprehensible input, but also creating a situation that encourages a low filter. His hypothesis claims that if the affective filter of the student is high, it means that the student is not ready or willing to take the comprehensible input first, the reasons of student's negative barriers to language learning should be diagnosed and in this respect, humor can be said to help lowering that affective filter by reducing anxiety in the class, and encouraging student's desire to take part in what is being done in the classroom, in other words, help the students' willingness to participate in the classroom activities.

Chee (2006) states that humor is the characteristic that makes something laughable or amusing but humor in the English classroom has more than just the "effect of inducing laughter", it brings together a chain-reaction by increasing the learner's motivation and self-confidence which creates a positive classroom atmosphere for the smooth acquisition of the language.

Language teachers need to create a proper environment in the language classrooms. Such classrooms are ones in which learners are not afraid to participate and produce speech. Kristmanson (2000) emphasizes this need to create a relaxed classroom for language learning by saying that in order to take risks; you need a learning

environment in which you do not feel threatened or intimidated. In order to speak, you need to feel you will be heard and that what you are saying is considered worth hearing. In order to continue your language learning, you need to feel motivated. In order to succeed, you need an atmosphere in which anxiety levels are low and comfort levels are high. Issues of motivation and language anxiety are key factors to this topic of effect in the second language classroom.

Loomax and Moosavi (1998) pointed out that anecdotal evidence in recent studies consistently suggests that humor is an effective tool in education. The same studies also suggest that the use of humor in the classroom reduces anxiety, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning. Provine (2000) also suggests that using humor allows the shy or timid students in your class to participate. This is of particular importance in a communicative classroom where the stress is on verbal communication, participation and interaction. Devadoss and Foltz (1996) report a strong positive correlation between the use of humor and student class attendance and student performance. Humor can create a more positive, funny, interesting environment that promotes class attendance and learning. Berk (1998) and Hill (1988) in addition, report that humor in the classroom includes increased comprehension and cognitive retention (presumably due to less stress and anxiety), reduced student negativity or hostility regarding potentially confrontational issues (e.g: grading) in the classroom as well as improved student attitudes toward the subject and the instruction. In a study by Sylvester (2001), students have listed humor as an essential quality of a good teacher, and Kenner stated that the best teachers are known for their ability to release tension in class with humor.

It is clear that, according to most of the observation and the studies of many researchers, humor seems to be one of the most important factors that contribute to lowering the affective filters of language learners by creating a stress free environment in the classroom and by building a rapport between the student and the teacher. In order to understand clearly what is so special about the use of humor in language classrooms, it will be meaningful to have a look at the results of Walker's (2002) observations in her study "How English teachers use humor in the classroom". She stated that students enjoy humor in forms of funny anecdotes and she claims that it is this 'enjoyment' that makes humor popular content for teaching English.

According to Walker (2002), positive humor helps to

- 1) increase motivation and self-confidence
- 2) create a positive classroom atmosphere

Walker (2002) concludes that, a positive classroom environment coupled with increased motivation encourages the learners to take risks and participate in the use of English because there is no fear of criticism or being ridiculed in a joyful and non-threatening environment. This effectively reduces anxiety and increases motivation in the English classroom.

Chee (2006) classifies humor in the language classroom into four major categories.

- a. **Textual**; Using stories and jokes.
- b. **Pictorial**; Using cartoons and comics.
- c. **Action / Games**; Using video, simulation, competitions, role-play etc.
- d. **Verbal**; Using puns, word games, acronyms.

Claire (1984: 5) stresses the importance of humor as the nature of the subject – humor – insures enthusiastic student involvement in in-class conversation. No other subject generates such lively participation covering so many different linguistic skills.

The advantages and benefits of using jokes for enhancing student participation can be found in Trachtenberg (1980:9) who mentions a number of points in favor of joke use.

1. Jokes are short and can be told within the space of a few minutes.
2. They are rule-governed.
3. There is a wide range of speech patterns within the single genre of joke.
4. Jokes are funny. They relax the tension in the classroom.
5. The students like them, so they are a source of motivation.
6. They lower the affective filter and create a relaxed atmosphere in the class.
7. Many jokes are a good way of presenting cultural aspects of the language.
8. We can help our explanations and the understanding of the content by using gestures.
9. If we choose the correct ones, jokes are easy to tell and easy to understand.
10. Jokes integrate psychological, psycholinguistic, sociological, discourse and strategic components.

Watson & Emerson (1988) states that when humor is planned as part of the teaching strategy, a caring environment is established, there is an attitude of flexibility, and communication between student and teacher is that of freedom and openness. The tone is set allowing for human error with freedom to explore alternatives in the learning situation. This reduces the authoritarian position of the teacher, allowing the teacher to be a facilitator of the learning process. Fear and anxiety, only natural in a new and unknown situation, becomes less of a threat, as a partnership between student and instructor develops.

After all viewing the points of the mentioned researchers above, it will not be wrong to infer that using humor in language classes enables the teachers not only to create an affective or positive environment but also a source of enjoyment both for the teacher and for the students. Students find opportunity to express themselves verbally without fear of being made fun of or being criticized. Anxiety and stress are reduced and students are encouraged to take more risks in using the language (speech production) as every language teacher is dreaming of.

#### **2.4.3 The Role of Teachers' Questioning Styles on Students' Motivation and on the Amount of Participation and Speech Production**

In the present study the teacher is thought to have a serious effect on the flow of the speaking activities in the language classrooms. In most of the classroom settings the students wait for a stimulus to respond to in the classical behavioristic manner. Whatever humanistic and modern approaches the teachers try to apply, it is the human nature to resist change. From this point of view, teachers asking questions to the students and waiting for their replies, is one of the most popular ways of pushing the students hard to participate and produce speech.

At this point it would be meaningful to start by defining the term "question". A question is any sentence, which has an interrogative form or function. Questions are asked to interrogate the other person, to get detailed information, to get their confirmation or opposite ideas if they have them. All the listed results require communication with the interrogator. In the language classroom, although students sometimes are required to ask each other questions, it is the teacher who uses the classroom questioning most effectively and consciously.

Cotton (1988) finds out some meaningful answers to the question of “What are the purposes of teachers’ classroom questions?” In her analysis of the literature, the purposes are listed as the following:

- To develop interest and motivate students to become actively involved in the lessons
- To evaluate students’ preparation and check on homework or seatwork completion
- To develop critical thinking skills and inquiring attitudes
- To review and summarize previous lessons
- To nurture insights by exposing new relationships
- To assess achievement of instructional goals and objectives
- To stimulate students to pursue knowledge on their own.

Classroom questioning has been one of the most popular elements of teaching and many class hours are devoted to it. As stated by Chaudron (1988), questions make up 20%-40% of classroom talk. There are different classification systems for classroom questions. As the present study is interested in the responses more than the questions themselves, it will be appropriate to mention Wajnryb’s (1992) categorization of questions according to the expected responses of the students. The categorization of the questions and the expected answers are listed below:

1. **Yes/no questions:** They require a simply “Yes” or “No” answers
2. **Retrieval-style questions:** They refer to knowledge-based questions which elicit the students’ responses concerning retrieving factual information from the material just presented with little processing
3. **Open-ended questions:** They aim at drawing answers which the teacher cannot predict
4. **Display questions:** They direct at the questions whose answer the teacher already knows.
5. **Referential questions:** They seek new learned information.
6. **Non-referential questions:** They provoke inferred information, opinion, evaluation or judgement.

Long & Sato (1983) and Brock (1986) investigated the role of questions in Second Language Learning in the classroom environment. They studied on the role of

teacher's question types (especially display and referential questions) and how they facilitated learning. Van Lier (1988) believes that classroom questions of whatever sort are designed to get the learners to produce the language. Brock contends that referential questions increase the amount of learner output; therefore, an increased use of referential questions by teacher may create discourse, which can produce a flow of information from students to the teacher, and may create a more near-normal speech. However, it is believed that display questions require short or even one-word answers and hence are less likely to get learners to produce large amounts of speech. Long and Sato (1983) also suggested that referential questions, which seek information unknown to the speaker, were thought more likely to elicit longer, more authentic responses than display questions, for which responses are predetermined by lesson content. This hypothesized effect of a process variable was tested by Brock (1986) in a simulated classroom and by Long (1983) in a natural classroom experiment. The results suggested that referential questions elicited slightly longer and more student utterances. According to Brock (1986) an increase in the amount of classroom interaction will help foreign language learners learn the target language easily and quickly. She also believes that increased language output will improve language learning. Here it is important to note that as in a natural classroom setting where it is mostly the teacher who asks the question, the teacher's role in assigning which question type to use and therefore increase the amount of participation and speech production of language learners is an important issue to consider.

According to the findings of a study conducted by Shomoossi (2004), the amount of classroom interaction which is caused by referential questions is much greater than that the interaction caused by display questions; referential questions cause more interaction than display questions. In his study, an exemplary referential question from the qualitative study data is, "Have you ever been close to death? How did you survive then?" was found to cause more learner speech production than a display question such as "What is the opposite of "near"?" It is reasonable to accept that learners tend to speak longer when they are asked referential questions. According to Long & Sato (1983) and Brock (1986), referential questions are usually used to fill information gaps whereas display questions are usually asked for comprehension checks, confirmation checks or clarification requests. It should be taken into consideration that there are also a number of referential questions like "Where do you live?" which requires a short answer. Therefore it would be correct to conclude that not all but most referential

questions help to participate and produce speech more. In other words teachers who prefer to use referential questions mostly in the language classrooms are likely to increase students' amount of participation and speech production.

#### **2.4.4 The Role of Teachers' Error-Correction Styles on Students' Motivation and on the Amount of Participation and Speech Production**

Error-correction is an important issue in language learning and teaching, as errors are an integral part of language learners' output. Allwright & Bailey (1994) state that change in pedagogy influenced the attitudes towards error and its treatment. With the advent of the communicative approach to language teaching which was mentioned in detail above, less emphasis has been placed on formal accuracy than was formerly the case, and more importance was given to the communicative effectiveness. Language learners' speech usually deviates from the original of the target language they are trying to master and these deviations or discrepancies in form have been viewed as errors. But the teachers who adopt the communicative approach are often more concerned with the language learners' ability to convey their ideas, communicate, get information, etc. than their ability to produce grammatically accurate sentences. It is more important for learners to accomplish their communicative goals than it is for their sentences to be perfectly well formed.

Language teachers are responsible for deciding whether to treat errors or not. Therefore according to Bartram & Walton (1994) and Ferris (1999) language teachers need to be equipped with principles to guide them in their error evaluation. There are significant differences in teachers' attitudes to error. Some research has shown that the teachers' and language learners' perspectives differ on the desirability of error correction. Cathcart & Olsen (1976) found that learners want more correction than the teachers offer. Chenoweth et al. (1983) obtained similar findings due to the reportings of the language learners stating that they want more error correction. At this point Allwright & Bailey (1994) state that the students still may react to the corrections by their teacher badly if the teacher begins to over-correct. The problem is to find the right balance of using error correction. In this aspect Hendrickson (1978) framed the following questions on the issue of error treatment and it will be meaningful to keep these questions in mind while trying to find out the role of teachers' error correction styles and how they affect the students' motivation, the amount of participation and

speech production of language learners. If the answers to the following questions could be given by the teacher correctly, it cannot be denied that a teacher who is aware of whether to correct, which errors to correct, when to correct, how to correct and who to correct the errors, the way they will correct the students' errors would undoubtedly play an important role on the students' motivation, classroom participation and speech production. The questions to consider are:

- Should learners' errors be corrected?
- When should learners' errors be corrected?
- Which errors should be corrected?
- How should the errors be corrected?
- Who should do the correcting?

As the present study is interested in the role of teachers' error correction styles on the amount of students' motivation, classroom participation and speech production, how the teacher corrects the errors in the classroom is the main concern of the study. Since it is the teachers' responsibility to decide on how to correct the errors, knowing about the types of corrective feedback is important. Therefore Lyster & Ranta (1997) made an analysis of 18 hours of classroom observation in order to identify the types of corrective feedback. In their study they were able to identify six different types of corrective feedback, which would clearly answer the question "How should the errors be corrected?"

### **Types of Corrective Feedback**

**1. Explicit correction:** The teacher directly indicates that the student's utterance is incorrect, and immediately provides the correct form.

**2. Recast:** Without directly indicating that the student's utterance is incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

**Example:**

**S:** when my father was working in Russia he used to wear fur coats.

**T:** why did he wear it? Protection from the cold or for another reason?

**S:** oh yes. Just cold, uh protection to wind and cold.

**T:** protection from

**S:** uh, from wind and cold

**T:** right, okey.



According to Loewen (2007) one error correction method that has received attention recently is recasting. A recast correctly reformulates a student's incorrect utterance while maintaining the central meaning of the utterance. He states that there are several reasons why recasts are favored by some teachers. First they are relatively implicit and unobtrusive, and thus do not generally interrupt the flow of communication. In view of Loewen's explanation of recasts, this type of correction may prevent the negative effects of correcting errors on motivation.

**3. Clarification request:** By using phrases like "excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that repetition or a reformulation is required.

**Example:**

**S:** I don't mean what did I do.

**T:** Excuse-me? (The teacher cannot understand what the student wants to say and asks the student to clarify the meaning).

**4. Metalinguistic clues:** Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance.

**Example:**

**S:** What lovely it is!

**T:** But you need a noun here.

**S:** What lovely day it is!

**T:** What a lovely day it is!

**S:** What a lovely day it is!

Loewen (2007) states that with this method it is more certain that the learners will notice the correction; however, there is also the risk that the communicative nature of the class will be disrupted.

**5. Elicitation:** The teacher directly elicits the correct form from the student by asking questions, by pausing to allow the student to complete the teacher's utterance (e.g: it's a..) or by asking students to reformulate the utterance (e.g: Can you say it again?). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

**Example:**

**S:** Well, there' a stream of perfume thet doesn't smell very nice..."

**T:** "A stream of perfume, we call this a?"

**6. Repetition:** The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

**Example:**

**S:** Yesterday we go downtown....

**T:** Yesterday we GO (!) downtown...

According to Loewen (2007) while error correction in meaning-focused activities seems to be beneficial for learners, to correct every error that learners make is not a feasible approach and would be discouraging for learners. Too much error correction can also shift the primary focus from communication to linguistic forms. At this point teachers' approach and the techniques they use to correct errors carry utmost importance in order not to discourage the learners and not to interrupt the flow of communication.

In conclusion, error correction is a relevant topic related to creating a positive climate in the classroom. Kristmanson (2000) states that choosing error correction strategies which do not put the student in an embarrassing or singled-out position go a long way in making the student feel comfortable enough to take risks in the language classroom. Terrel (1985) found that correcting errors in a direct way does not help students to correct future mistakes but can lead to frustration and make the student focus on form not meaning. This statement was also supported by Schrum & Glisan (1994: 188) who concluded that overt error correction by the teacher is ineffective and may actually impede students' progress. Kristmanson (2000) also adds that using more natural approaches (e.g. those often used in mother tongue development) such as asking

clarifying questions, rephrasing the statement in the correct manner and creating situations where the students can negotiate meaning, create less stressful language learning environments. In the literature, self-correction and peer-correction have also been viewed as effective and positive ways of handling the issue of error correction but since the present study is interested in the teacher factor, the issue was taken as the role of the teachers' error correction on students' motivation, the amount of participation and speech production. There are many issues to be considered by the teacher when trying to create a positive affective climate in the language classroom. So it can be said that the way the teachers correct their students' errors contributes to the emotional atmosphere of the learning environment.

## **2.5 CONCLUSION**

This chapter has delineated the theoretical framework of the present study by touching upon the different considerations, which are thought to help to understand the basis of the effect of teacher variables on the amount of participation and speech production of upper-intermediate learners. Although the literature review focused on a wide range of topics which seem irrelevant to each other for they belong to different areas of foreign language teaching, the interconnection among topics have been built throughout the literature review to give an understanding of the problem being discussed. With an understanding of the design of the study, methodological background, the analysis of the findings and their relevance with the studies in the literature that will be given in the following chapters, the readers will have a better understanding of the aims and potential contributions of the study.

As the issue of the present study is to find out the effects of teacher variables on the amount of participation and speech production of upper-intermediate learners, the chapter first focused on teaching and learning speaking. In this section the aim was to stress the importance of the speaking skills among other skills by looking at the place of the speaking skill in language teaching from a historical perspective in views of different language teaching methods and approaches. At that point it was also necessary to question the role of the teacher from the same perspective since the main concern of the study is teachers. In addition, the communicative aims of language were examined since speaking skill is thought to be vital for communicative needs. The chapter secondly dealt with the need for classroom participation and speech production

in language learning and tried to focus on the negative factors affecting participation and speech production of the language learners in order to make the problem clear. Thirdly, as the lack of motivation was seen an important negative factor that affects the amount of students' participation and speech production throughout the studies in the literature, the role of motivation, internal and external factors which affect motivation were examined in relation with the teachers' role in motivating students to participate and produce speech. Lastly the four teacher variables namely teachers' gender, using humor, questioning styles and error-correction styles which are thought to play roles on students' motivation and in relation, on the amount of participation and speech production were searched for in the literature in order to highlight the present study and being able to compare the findings of the present study with the ones in the literature. The following section is the method section, which will present the data collection procedures, information about the participants, and the instruments used to collect the data that was gathered through student and teacher interviews and four hours of classroom recordings.

## **CHAPTER 3**

### **METHODOLOGICAL CONSIDERATIONS**

#### **3.0 INTRODUCTION**

This chapter presents the methodological considerations and the research procedure of the study. After giving brief information about the research design, further details are given about the participant teachers and students. Furthermore, the role of the researcher as the participant observer is explained. Following this, the procedure of the application and the data collection is reported. Presenting the tools utilized to collect the data, information about the data analysis is given.

#### **3.1 RESEARCH DESIGN**

According to De Vos, Strydom; Fouche; Poggenpoel; Schurink & Schurink (1998:80) the research design is a general plan or blueprint of the investigation, which the researcher uses to obtain evidence to answer the research questions. Also according to Mouton (1996: 107), the research design is a set of guidelines and instructions to be followed in order to reach a certain goal. The guidelines include the aim of the research, the selection and design of a particular method, and the consideration of validity. In the light of the ideas of these authors, it is clear that the design of the research includes whole steps to be taken and how the research will be done. As the aim of this study is to explore the effect of teacher variables on the amount of speech production and participation of upper-intermediate students, the study was designed as a qualitative study.

In order to understand the qualitative research design, it will be meaningful to look at it from different point of views. According to Brotherson (1994: 103), qualitative research design is characterized by three key assumptions.

- 1) The first assumption is the belief that multiple constructions of reality exist, so qualitative research, will seek to find an understanding of human relationships in the web of interaction and interconnected factors, events and processes as they are constructed in the minds of people. As the issues of student motivation

and the role of the teacher especially in the classroom are interconnected with human relationships, and have more than one reality, the first assumption may be taken as a valid reason to decide on qualitative research method.

- 2) The second assumption is, in qualitative research, the researcher and the participant interact and influence each other to some extent. Qualitative methods such as observations from video-recordings allow for interaction and help to understand attitudes, behaviors and contexts from different points of view.
- 3) According to the third assumption in qualitative research, the truth is believed to be primarily a matter of perspective. According to Rudestom & Newton (1992: 31), qualitative research implies that data is in the form of words and that is (data) reduced to themes or categories and evaluated subjectively.

Mouton & Marias (1990: 163) states that a qualitative researcher is at times prepared to be part of that which is being studied. According to Cresswell (1994: 162), qualitative research occurs in natural settings, where human behavior and events normally occur. The focus of qualitative research is on the participants in the original setting. In the present study, it is important to observe the participants, the teachers (and their roles) and the students (and their amount of participation and speech production) in the language classroom that is in the original settings. Different from quantitative research, which deals with numbers, qualitative research tries to find out the “why”, not the “how” of its topic.

It will also be meaningful to summarize the characteristics of qualitative research from the viewpoints of Mackey & Cass (2005). According to Mackey and Cass;

- 1) In contrast to quantitative data through measurements, scores, frequencies and ratings, qualitative research provides careful and rich descriptions of the observations.
- 2) Instead of collecting data by using artificial environments, in qualitative research, the researchers try to present a natural and holistic picture of the phenomena being investigated.
- 3) Opposite to quantitative researchers, qualitative researchers prefer to work more intensively with fewer participants because unlike quantitative researchers; their aim is not to generalize their findings to a larger population.

- 4) In interpreting qualitative data, the meanings people attach to particular phenomena are also under consideration, which may include cultural or community specific linguistic variables related to the group under investigation.
- 5) Unlike quantitative research, which begins with a carefully defined research question that leads the process of data collection and analysis, qualitative research follows a track, which begins with a few perceived notions, which are followed by a gradual fine-tuning and narrowing the focus.

It is not difficult to state that, qualitative research does not necessarily depend on numerical values and frequencies but tries to draw a clear picture of the problems looking from the perspectives of language teachers and learners. According to Seliger & Shoamy (1990) qualitative research may be both hypothesis generating and/or hypothesis driven. That is to say, a qualitative research may not be built on a pre-determined hypothesis, the collected data may make clear the points that could particularly be focused; or it may be driven by a specific hypothesis which is also studied by previous researches.

According to Denzin and Lincoln (1994:2), the nature of qualitative research is multi-method involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. Qualitative research involves a collection of a variety of empirical materials like case study, personal experience, introspective, life story, interviews, observational, historical, interaction, and visual texts- that describe routine and problematic moments and meaning in individuals' lives.

In the light of the literature review on qualitative research design, the following steps will be put into context in 3.5 taking the procedures of the present study into consideration. Moreover, the literature review of qualitative research design also reflects the need for triangulation – which is defined by Mackey (2006: 79) as “the use of multiple methods and/or multiple data sources in order to verify the researcher’s interpretations of a community”. Similarly, as mentioned above, in order to find out the effects of teacher variables on the amount of participation and speech production of upper-intermediate learners, recorded oral data will be used and supported by both teacher and student interviews to reach as much comprehensible data as possible.

### **3.1.1 Participants**

Four teachers and 35 students participated in the interview sessions, 120 students were observed in the classroom by the researcher via video-recordings. 35 of the interviewed students are also chosen among 120 students who were observed in the classroom. The details about the participants are as follows:

#### **3.1.1.1 Characteristics of Participant Students**

The participants in the present research, carried out at one of the universities in Ankara, Turkey, are second year undergraduate students who are upper-intermediate learners of English. The total number of the students participating in the qualitative research design which consists of classroom video recordings are 120 students all of whom are male. All of the students that take part in the research are graduates of different Anatolian High Schools from all over Turkey. All of the students who participated in the present study had one year prep class prior to their high school education, in which, intensive English language lessons –from 24 to 27 hours a week, including both main course and four skills lessons- were supplied. After the preparatory classes, all the students went on taking English classes four to seven hours a week in different levels of classes in addition to other content lessons. After taking the central University Examination and starting their undergraduate studies in different divisions of the university, the English Language classes continued from three to four hours of English a week in the light of the foreign language policy of the country. No matter what the divisions the university students attend, it is vital for them to be able to use at least one language very well in order to survive in real life. It will be meaningful to understand the role of learning and teaching English in the universities of Turkey. In different divisions of most of the universities, in the light of the importance given to a foreign language, there is one year of preparatory class, where the whole year, the students are being trained on basic skills of English, with the aim of reaching the students to intermediate level. The present study is interested in the speaking skill which is the one that comes the latest with the listening skill, all the participants are chosen from the second grade students whose level are upper intermediate and who are supposed to use the speaking skill effectively.



### 3.1.1.2 Characteristics of Participant Teachers

Four teachers participated in this study. All are teaching second year university students who are upper-intermediate learners of English. The participants were all experienced teachers. They all worked at a university with similar student profiles. All the participant teachers were also willing to participate and contribute to the study for they all stated that such a study would help them to be able to see themselves from the eyes of their students and this would give them a chance to make some adjustments in the way they teach.

The names used in this study to refer the participants are not their real names, but their pseudo names: Nihan, Selma, Egemen and Işık. Table 3.1 displays the characteristics of the teacher participants.

**Table 3.1 Characteristics of Participant Teachers**

<b>Participants</b>	<b>Age</b>	<b>Gender</b>	<b>Graduation</b>	<b>Years of Teaching Experience</b>
<b>Nihan</b>	37	Female	ELT	13
<b>Işık</b>	42	Male	ELT	20
<b>Egemen</b>	37	Male	ELT	12
<b>Selma</b>	36	Female	ELT	13

The sample was fairly homogeneous in respect to age, gender and teaching experience. They all were graduates of ELT. Therefore it is believed that the motivation would be high in participating the study for they have shared interests as participants.

## 3.2 DATA COLLECTION PROCEDURE

Based on the purpose and focus of the study, the research was carried out in three phases. All three phases were designed for data collection. The first phase, which was video recording of language lessons, aimed at understanding the classroom atmosphere, relationship between the students and the teachers, the effect of teachers' existence on students' motivation and their participation and speech production. The researcher had the 'research questions' of the present study in mind while observing

the teachers and the reactions of the students in return. The entire lesson was video recorded for the purpose of obtaining data relevant with the teachers' use of humor, questioning styles and error correction techniques and students' motivation, amount of participation and speech production. In this phase of the study the researcher in detail transcribed all video recordings. While transcribing the video-recordings, the researcher noted all the observations in the flow of the lesson in detail. (See appendix 3 for a sample transcription.) And another colleague in order not to miss any data also compared the transcriptions with the recordings. While video recording the lessons, the researcher also noted down every detail about the teachers' actions and the students' reactions.

By the classroom observation method it is only possible to understand the behaviors that can easily be seen however it is difficult or nearly impossible to understand the reasons that lie beneath the observed behaviors. For this reason, if the reasons of the behaviors of the people, their opinions and feelings on a topic are required, it is necessary to go to the people and take the information (Rossman & Rallis, 1998; Türnüklü, 2000).

In the light of the statement above, the second phase consisted of an interview session with the four teachers. Before the interview, the participants were informed about the aim of the study and they were asked to be as sincere as they could be. The four teachers were interviewed individually for about 20 minutes each. The interview questions ( See Appendix 2) were directed at them and the researcher noted their answers. Another colleague also attended the sessions as a second observer in order to maintain objectivity in evaluating the findings. The interviews were also tape recorded with the aim of not losing any data.

The third phase of the study consisted of interview sessions with the students. Seven-focus interview groups each consisting of five students were formed. The researcher and the groups came together for at least 1.5 hours for each group, and at least one colleague participated as an observer. The interviews were recorded in order to decrease the pressure of note taking of the researcher, and also the possibility of losing the data caused by forgetting the answers was eliminated. The researcher transcribed the data recorded. The student interview questions are given in Appendix1. In order to conduct the reliability of the research, another colleague controlled each

transcription. The questions were asked to students one by one and all seven students were given a chance to express their opinions for each question. Sometimes there was a general conversation among the students about the related questions in order to exchange ideas and the researcher did not stop the natural flow of conversation but recorded them to gain more detailed data.

### **3.2.1 Researcher's Role**

The researcher acted as a "participant observer" serving to the aim of the qualitative study, which is to gain naturalistic data from the classroom observations and group interviews. According to Denzin (1978) participant observation is a strategy, which simultaneously combines document analysis, interviewing of respondents and informants, direct participation and observation, and introspection. For Jorgensen (1993), the arguments in favor of this method imply the reliance on first-hand information, high face validity of data and reliance on relatively simple and inexpensive methods. According to Bruyn (1966) the participant observer is able to find out the meaning of the experiences of the group being studied from many perspectives within the group.

In the present study the researcher was included in the whole data collection period. The teachers who collaborated in the study were colleagues whose sincerity, objectivity and helpfulness she trusted a lot. Ericson (1986) emphasizes the importance of maintaining trust between the participants and the observer by involving the participants and the research as collaborators. Neither the participant teachers nor the participant students felt that they were just guests but they acted as if they themselves were the owners of the study. This was due to the relationship between the researcher and the participants.

### **3.2.2 Data Collection Tools**

Based on the purpose and the research questions of the study, the data were collected using a 'triangulated approach'. The purpose of this was to identify the effect of teacher variables on the amount of participation and speech production of upper-intermediate learners through several windows "with the strengths of one method compensating for the limitation of another" (McCarty, 1987:236).

Triangulation is the application and combination of several research methodologies in the study of the same phenomenon. This term was first used by anthropologists to suggest that at least two perspectives are necessary if an accurate picture of a particular phenomenon is to be obtained (Allwright & Bailey,1991). By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single method, single-observer, and single-theory studies.

The purpose of triangulation in qualitative research is to increase the credibility and validity of the results. Several scholars have aimed to define triangulation throughout the years.

- Cohen & Manion (1986) define triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint“(p. 254).
- Altrichter et al. (1996) contend that triangulation “gives a more detailed and balanced picture of the situation“(p. 117).
- According to O’Donoghue & Punch (2003), triangulation is a “method of cross-checking data from multiple sources to search for regularities in the research data” (p.78).

Denzin (1978) identified four basic types of triangulation:

- **Data triangulation:** involves time, space, and persons
- **Investigator triangulation:** involves multiple researchers in an investigation
- **Theory triangulation:** involves using more than one theoretical scheme in the interpretation of the phenomenon
- **Methodological triangulation:** involves using more than one method to gather data.

Researchers have used triangulation for data collection to enhance the credibility and the objectivity of the data and to establish the accuracy of the research considering many different perspectives. According to Allwright & Bailey (1991), collaboration with

the participants of the study can ensure a variety of perspectives on the situation being investigated.

Taking the nature and the purpose of the study into consideration, in the present research 'methodological triangulation' (Denzin, 1978) was determined to be the data collection design. As mentioned above, this type of triangulation refers to using different methods in the present study namely classroom observation by the researcher (direct observation), analysis of transcripts of the video-recorded lessons, in-depth interviews with the teachers and focus interviews with the students. It will be meaningful to give some brief information about the data collection tools mentioned above and how they are used in the study.

- a. Direct Observation (Video-recordings of four classroom hours):** Data can be collected by an external observer. This is referred to as a non-participant observer. Or the data can be collected by a participant observer, who can be a member of staff undertaking usual duties while observing the process. In this type of study the researcher aims to become immersed in or become part of population being studied, so that they can develop a detailed understanding of the values or beliefs held by members of the population. Sometimes a list of observations the researcher is looking for is prepared beforehand, other times the observer makes notes about what they observe for analysis later.

In the present study, the researcher acted as the participant observer. In this phase of data collection procedure, the researcher recorded four language classes with a handy cam. All lessons lasted 50 minutes. Nihan, Işık, Egemen and Selma were the teachers of the classes. Before the video-recordings, brief information was given to the teachers about the purpose of the study and they were asked to behave as natural as possible. All the video-recordings were transcribed sentence by sentence by the researcher with the aim of not missing any data valuable for the research. The researcher also took some notes about the points that the researcher was looking for.

- b. Focus groups (Interview with the students):** For this method the researcher brings together a small number of subjects to discuss the topic of interest. The group size is kept deliberately small, so that its members do not feel intimidated

but can express opinions freely. A topic guide to aid discussion is usually prepared beforehand and the researcher usually 'chairs' the group, to ensure that a range of aspects of the topic is explored. The discussion is frequently tape-recorded, then transcribed and analyzed.

In the present study, 35 students were divided into five groups of seven participants each. The interview sessions lasted approximately 1.5 hours. The chairs of the participants were positioned as a circle and the researcher was also included in this circle and directed the interview sessions. The meetings with the participants were not organized as question and answer but as a guided conversation. The researcher mentioned about the related topics following the questions in the 'interview forms' and asked the participants to tell their ideas. Sometimes the participants interrupted each other but the researcher did nothing to prevent this because of the desire to have data as natural as possible. All five sessions were tape-recorded by the researcher in order not to lose any data because of forgetting or not being quick enough to take notes. A colleague also attended the sessions as an observer.

- c. *In-depth interviews (Interview with the teachers):*** Interviews use the same principle as a focus group, but subjects are interviewed individually, ideally in the participant's own office. The interview questions are prepared so that they encourage participants to express their views at length. One particularly useful technique is the critical incident study in which the participants are asked to comment on real events rather than giving generalizations. This can reveal more about beliefs, attitudes and behavior. The researcher may be able to obtain more detailed information for each subject, but loses the richness that can arise in a group in which people debate issues and exchange views.

In the present study all four teachers were interviewed individually. Each session lasted approximately 20 minutes. A colleague also followed the sessions as a second observer. The interview sessions were held in the teachers' own offices in order to build comfort and a more relaxed atmosphere. All the interviews were tape-recorded in order not to lose any data. Also a fifth session was held where all the teachers came together and had a free conversation relevant to the research questions of the study.

- d. Observations of the researcher:** The researcher noted every detail relevant to the issues studied in the present study while video-recording the lessons.

### 3.3 Data Analysis

The researcher in detail transcribed the data gathered from the four video-recordings. By watching each lesson over and over, the researcher and a colleague also identified the amount of time that students participated and the amount of time the teacher talked in each of the lessons. The same colleague was also asked to note down his own observations from the video-recordings and the researcher compared her notes with the second observer's notes.

According to the definition of Coffey, Holbrook, and Atkinson, (1996), Qualitative Data Analysis (QDA) is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating. QDA is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data. For example, by analysing interview data the researcher may be attempting to identify any or all of:

- ❑ Someone's interpretation of the world
- ❑ Why they have that point of view
- ❑ How they came to that view
- ❑ How they conveyed their view of their situation
- ❑ How they identify or classify themselves and others in what they say

In the light of the definition above, to analyze the data gathered from the focus group interviews of the students, content analysis was used to specify the patterns relevant to the aim of the present study. Content analysis is a technique, which is used to analyze the qualitative data. Content analysis includes coding and clustering. Looking for themes involves coding. This is the identification of passages of text (or other meaningful phenomena, such as parts of images) and applying labels to them that indicate they are examples of some thematic idea. At its simplest, this labelling or coding process enables researchers quickly to retrieve and collect together all the text

and other data that they have associated with some thematic idea so that they can be examined together and different cases can be compared in that respect. For Miles and Huberman (1994:16) this technique is analysing a set of field notes to “dissect them meaningfully while keeping the relations between the parts intact”.

In the present study, the researcher transcribed all the tape recordings of the focus interview groups. Another colleague also controlled the transcriptions by listening to the tape recordings once more to prevent the loss of data. After transcribing the recordings the researcher and a colleague coded the data by marking the sentences with similar topics. And then among those sentences some representative phrases were chosen while coding. Then these codes were clustered in order to identify the relevant information effectively.

The teacher interviews were also tape recorded and transcribed in detail. They were also double-checked by another colleague. The ideas of the teachers on relevant issues are given as quotations by the researcher.



## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.0 INTRODUCTION

The focus of the following chapter is on the interpretation of the data collected through a qualitative research design via video-recordings, a teacher interview and a student interview respectively. In analyzing the video-recordings of four classroom hours, the researcher's observations will also be considered, target teacher variables and in what way they play role in the amount of participation and speech production will be observed and, the oral data that were gathered from both the teacher and the student interviews will be analyzed using content analysis conducted so as to specify emergent patterns and themes relevant to the present study.

The findings will be discussed in relation to their relevancy to the aim of the study.

#### 4.1 FINDINGS OF RESEARCH QUESTION 1

**Research Question 1: In what way does the teacher's gender affect the students' motivation, the amount of participation and speech production?**

**Findings of Video-recordings and Observations of the Researcher:** Two of the four teachers whose lessons were video-recorded were female and the other two were male. The researcher observed each of the participant teachers in one class hour (50 minutes). Based on the researcher's observations, the amount of participation and oral production of students during these class hours were as follows: Total amount of participation and speech production of students in Nihan's (F) class was 32 minutes, in Işık's (M) class 24.05 minutes, in Egemen's (M) class 14 minutes and in Selma's (F) class 32.25 minutes.

#### **Findings of Student Interviews:**

In order to find an answer to the first research question, a focus group interview was held with 35 students. The students' ideas were coded in three possible ways: "**The gender of the teacher is important and I prefer female teachers**", "**I prefer a teacher with my own gender**", and "**Gender does not matter**".

In seven focus group interview sessions which were conducted with five students each, in return to the eighth question in the student interview form, 23 students stated that the gender of the teacher was not important and the teacher's gender does not affect their motivation, the amount of participation and speech production, 12 of them accepted that the teachers' gender did affect their motivation, amount of participation and speech production. Ten of the 12 students for whom the gender of the teacher was important also stated that female teachers were more understanding and skillful in teaching whereas male teachers were not understanding and were harsh to students. Only two of the students stated that the teachers of their own gender ( M) affect their motivation, the amount of participation and speech production positively in especially boarding schools.

The sample statements of the interviewed students on the effect of teachers' gender are stated below:

*" I think that a teacher of my own gender increases my performance." S1*

*" I think that it does have an effect. I believe that female teachers are much more talented on foreign language teaching and better in this area." S24*

*"To talk to a teacher of my own gender would be easier and more productive I think." S35*

And another student stated his views as:

*" I prefer female teachers because male teachers are not understanding and they are harsh. This scares me, and I am afraid of speaking, and also I think that female teachers are more talented in teaching." S2*

#### **Findings of Teacher Interviews:**

In the interviews with the teachers, different views arose about the affect of teachers' gender on students' motivation, amount of participation and speech production. Two of the interviewed teachers pointed at the importance of the teachers' gender, but the other two stated that the important thing is not the teachers' gender but his sincere behavior, content knowledge and good communication skills. The teachers expressed their ideas on this issue as;

*“ I believe that gender of the teacher really matters. Female teachers can create friendlier and more relaxed atmosphere for they have motherly feelings. They can understand their students better.” Nihan*

*“ In schools where the students are only male or only female, the teacher of the same gender may create a friendlier environment.” Egemen*

*“ I really do not think that gender matters. I saw a lot of examples. Students can love both male and female teachers and can be motivated.” Işık*

*“ The gender of the teacher is not important. The important thing is teacher should understand the students and behave them friendly. And these properties of the teachers cause the students to be more active in our classes.” Selma*

The findings of the second research question that are gathered from the data are given below.

#### **4.2 FINDINGS OF RESEARCH QUESTION 2**

**Research Question 2: How does the teachers' use of humor and games in the teaching learning process affect the students' motivation, amount of participation and speech production?**

The types of humor the teachers use in classroom are listed under the headings of: Textual (using stories and jokes); Pictorial (using cartoons and comics); Action / Games (Using video, simulation, competitions, role play, etc) and Verbal (using puns, word games, acronyms). The results, which are derived from the data, gathered from the student and teacher interviews and in-class observations are given below;

##### **Findings of Video-recordings and Observations of the Researcher:**

It was observed that, the students' both verbal and non-verbal participation increased in any instance that the teachers used verbal humor.

*In Nihan's class, the teacher was observed to increase participation by making the students laugh at the jokes she made and also by expressing opposite ideas to the students on purpose to trigger their participation and speech production.*

*In Işık's class, the teacher's using verbal humor and in return an increase in movement of the students and in participation was observed and the students were much more relaxed in such situations.*

*But Egemen did not use humor during the whole lesson which was recorded and did not create any opportunity for the students to have a bit of fun; in return, the entire student remained silent for 50 minutes. They only produced one or two sentences when they were asked to.*

*In Selma's class, the teacher used humor in some cases during the lesson as Nihan and Işık, and an increase in the amount of students' participation and speech production was observed.*

It is also important to state that, the teachers' using humor in class and making jokes sometimes are observed to relax the tension in the classroom and increase the students' motivation, amount of participation and speech production.

Another observation is that in Nihan's lesson she used some verbal humor in some instances. For example:

**S33** : Women have much more responsibilities

**Nihan:** From this point of view your life seems easier!

**S34** : No, we have stress..

**Nihan:** I have the same stress.

**S34** : We have stress, we have to make money.

**S32** : Women live longer than men.. (All students laugh)

**Nihan:** Why?

**S31** : They don't have stress.

**Nihan:** Because we are stronger than you are! (She says an opposite idea on purpose since she knows that all the students will be against this idea)

**Sts** : No! No! (The number of fingers increases in the classroom)

In this instance the researcher talked to Nihan after the lesson. She especially mentioned that according to her experiences the number of students who participate and produce speech increase when she says something that the

students would not agree. In this instance it was observed this really worked with the students. Even the students who seemed uninterested in the lesson protested Nihan's sentence and they wanted to say something on this issue. This can be considered as verbal humor in the classroom.

Another instance is that during the interview with Işık, he mentioned that last year he brought the game taboo to some of his classes. He told his experience exactly with the following words:

*"They could not believe the idea that they were going to play a game in the lesson at first. They were all smiling when I told them the rules and arranged the teams. They were all very excited when the first group started. Nobody was sitting in his desk anymore. Even the most silent students were trying hard to tell the words to his team without using the taboo words. And the other groups were listening to them carefully in order to be able to catch the taboo words. It was worth seeing. We all enjoyed a lot while trying to speak English."*

It can be inferred from the quotation that using games in a language classroom is worth trying. And it is clear that it really increased the amount of participation and speech production in this instance. It is worth trying by all language teachers.

#### **Findings of Student Interviews:**

Nearly all of the interviewed students stated that the teachers' using any type of humor increases their motivation, amount of participation and speech production.

One of the students' views can be summarized as;

*"My teacher's having a sense of humor and the ability to use it in class appropriately activates me." S3*

On the other hand, some of the interviewed students' views on teachers' using humor and games in the classroom are as follows;

*“Using humor and games in the classroom help to create a relaxed and friendly atmosphere, increases the attention, prevents losing interest in the lesson, and better learning happens in humorous classrooms.” S3, S9, S13, S19.*

In addition more than half of the interviewed students pointed that the teachers' using humor especially verbal humor like telling anecdotes, increases their motivation, the amount of participation and speech production. One of the interviewed students expressed his views as;

*“I can say that if the teacher tells funny things, make jokes and lets us to have a bit fun during the class hour, I feel much more motivated and I participate willingly.” S16*

It is concluded both from the interviews and in-class observations that teachers' using games, technology in the classroom, arranging competitions among students, using role-play increase most of the students' motivation, the amount of participation and speech production.

*“I see that when we play games like hangman or taboo in the classroom all my friends want to participate and want to contribute with a word or a sentence. Even the most uninterested student enjoys participating.” S22*

The teachers' using “verbal” humor is found to affect nearly all of the students' motivation, amount of participation and speech production positively. In other words, verbal humor, which is used in the classroom by the teacher, is said to have an important effect on increasing the students' motivation, amount of participation and speech production.

Moreover in return to the question *“If you were a teacher, what would you do to increase your students' motivation, the amount of participation and speech production?”* Three of the interviewed students stated that they would use humor and games in the classroom.

### **Findings of Teacher Interviews:**

When looking at the views of the teachers on this issue all the four interviewed teacher stated that using humor and games in the classroom is really effective on students' motivation, the amount of participation and speech production.

The views of teachers' on the issue of using humor in the classroom are given in the quotations below:

*"Sometimes language games related with the topic are used. This undoubtedly affects motivation of the children." Selma*

*"Humor, especially in boarding schools, decreases the possibility of getting bored in the lessons, attracts the attention. Using humor is a means of finding a common point between the students and the teacher. If there are students who are bored in the lesson, it helps to create a relaxed atmosphere and make the students interested in the lesson again. To be honest I even get bored in a 50-minute lesson as a teacher. Humor is necessary for all of us." Işık*

*"Depending on my 14 years of teaching experience, I can say that using humor in the classroom helps me to break the barriers of my students. I can communicate better with them. We understand each other better. When your students see that you as a teacher have a sense of humor, they feel more comfortable and they are more willing to participate." Nihan*

*"Students are students. My job is to teach them and their duty is to learn whatever I teach them. I don't have to do anything extra. It is not my responsibility to entertain them." Egemen*

Most of the teachers agreed that using humor in the classroom helps them to create a relaxed atmosphere and makes their students feel much more comfortable. This motivates their students positively and increases the amount of participation and speech production.

The above statements of the teachers are parallel with their attitudes in class when compared with the observations of the researcher. Selma, Işık and Nihan used humor in their lessons and it is clear to understand from their statements that they believe in the positive effect of using humor on students' motivation, the amount of participation and speech production. The amount of participation and speech production of students in their lessons were high. On the other hand Egemen stated that it is not necessary to use humor in the lesson and he didn't use it. As a result the amount of participation and speech production of students in Egemen's lesson was very low.

### 4.3 FINDINGS OF RESEARCH QUESTION 3

**Research Question 3: How do the teachers' questioning techniques in the classroom affect the students' motivation, the amount of participation and speech production?**

The types of questions the teachers use in classroom are listed under the headings of: Yes-No questions, retrieval style questions, open-ended questions, display questions, referential questions and non-referential questions. It is the teachers' choice, which question type to use when in the classroom. What the researcher trying to understand is which type of these questions help to increase motivation, amount of participation and speech production. The findings of the third research question that are gathered from the data are given below.

**Findings of Video-recordings and Observations of the Researcher:**

The observation results of video-recordings on this issue are stated as:

*Nihan started the lesson with yes/no questions and then moved on with open-ended questions, which were nearly different for all the students. The teacher was very careful in asking questions, which were appropriate for the students' level. In return the amount of participation and speech production increased for nearly all of the students were observed to participate somehow. Students gave longer answers to the open-ended questions. The teacher also used the non-referential questions actively. The students' answers were found to be very creative and interesting. The amount of teacher talk was 18 minutes whereas the amount of participation and speech production of the students were approximately 32 minutes in a 50-minute lesson.*

*Işık started the lesson with retrieval-style questions and then focused on display questions. It is found that when he asked open-ended questions, the amount of participation and speech production increased for the students spoke longer. The teacher directed eight yes/no questions, two retrieval-style questions, one open-ended question and 18 display questions to nearly all of the students in class. The amount of teacher talk*



*was 16 minutes whereas the amount of participation and speech production of the students were approximately 24 minutes in a 50-minute lesson. He let the students to study freely for the last 10 minutes.*

*Selma started the lesson by asking yes/no questions as Işık. She got answers from the students by asking –Wh questions about the content. The teacher was observed to ask 11 yes/no, two open/ended, 12 display, one referential and two non-referential questions in one class hour. The total amount of teacher talk was 18 minutes, the students were observed to participate 32 minutes. It was found that the more the teacher asked questions, the more the students participated and produced speech.*

*Egemen was observed to speak 26 minutes in one class hour whereas the students spoke only 14 minutes. The teacher asked only two yes/no questions, one open-ended and five referential questions. During the class hour, three students made presentations in the lesson and Egemen graded their participation just after they have finished their presentations. In this flow of the lesson almost no participation and speech production from the rest of the class was observed.*

Depending on the classroom observations it can be concluded that the amount of participation and speech production increased in the classes where teachers used more questions.

#### **Findings of Student Interviews:**

In the interview with the students identified both positive and negative effects of the teachers' questioning styles. Some of the students' responses were coded with the following statements: “ **Yes/No Questions are better for warm-up**”, “ **Open-ended questions make them speak more**”, “ **Questions which are not appropriate for their level cause lack of motivation and decrease the amount of speech production**”. Some of the interviewed students pointed out that starting the lesson with yes/no questions help them to feel more relaxed and increase their motivation. In addition for nearly more than half of the interviewed students also stated that asking students, which are appropriate for the students level increase their motivation, amount

of participation and speech production whereas asking questions which are not appropriate for their level causes lack of motivation and they do not want to participate and speak in such instances. All of the students agreed on the fact that asking open-ended questions after the yes/no questions is very affective on the amount of their participation and speech production. The views of the interviewed students who stated that their teachers' questioning styles affect their motivation, the amounts of participation and speech production positively are given below in their own words.

The students' statements about open-ended questions are as follows;

*"I think open-ended questions may increase the participation much more. I think if the teacher first give some knowledge prior to the question and then ask the question the answer might be more detailed and the students might speak longer. And the content may be clearer." S5*

*" The questions that we can make deductions are better." S6*

*" There will not be anything wrong in asking the questions which will help the student to think, to comment on, and to understand the context. Everyone may have different views. If you ask questions with no direct right or wrong answer, the students participate more because they feel free to express their ideas on the topic. They do not have the risk of giving a wrong answer and this makes them feel comfortable and more relaxed." S7*

The above statements of the interviewed students clarify that higher-level questions increase the amount of students' participation and speech production.

Some of the students stated that higher level of questions should not be asked at the beginning of the lesson. Short questions should be used to warm up.

*" If there are different types of questions I think all of them should be used actively in the classroom. If you ask a student who did not participate in the lesson for the last 30 minutes a question which requires an answer to think and comment on, I mean which will force the student to think you cannot get an answer because he does not speak in this way. But if you warm him up by asking YES/NO or simple and short questions and then move on to more complicated and difficult questions it is better. It is the teacher who should adjust what type of question to ask, whom to ask, when to ask. The questioning process is like a pyramid. If you go up the stairs one by one it will help the student to reach higher levels." S8*

*" It is better to start with YES/NO questions for the students who have difficulty in participating. After this, you can move on to higher level questions that depend on deep thinking." S9*

According to the interviewed students above a teacher who wants to increase the students' motivation, the amount of participation and speech production should start questioning by Yes/No questions and then shift on to higher-level questions. This view was found to be more effective on students' motivation, the amount of participation and speech production.

According to the students' views, teachers asking questions which are appropriate to the students' level of knowledge can increase the students' motivation, and in relation the amount of participation and speech production. The students' statements are as follows:

*“ The teachers' role is to know which type of question to ask, whom to ask, when to ask.” S10*

*“ When the teacher asks a yes/no question, the student thinks that he will be able to escape after saying only yes or no. For example I think in this way. So the teacher should ask a “Why?” question after the yes/no question because the students have a tendency to give the shortest answer and sit down but if the teacher does not give up with a short answer and asks another question the amount of participation and speaking increases.” S11*

*“ In order to make the students who are reluctant to participate and produce speech to participate in the lesson, the teacher should start by asking easy questions which everyone can answer easily. And in case of all the class raising their hands the teacher should give the opportunity to answer to the less participant students. This will help them build self\*confidence and they will be more willingly to participate in the rest of the lesson. But if the teacher ignores those students or does not direct ant questions, or direct very difficult questions, he will lose those students forever.” S12*

*“ In general students try to pass the class hour without doing anything unless the teacher asks them questions or gives them a task to complete. But when they are asked a question, those students really try hard to do their best. And this naturally helps the students to get involved in the lesson and increases participation and speaking.” S13*

In addition to the extracts above, some of the students stated that the teachers asking too many questions with the aim of testing students all the time, and ask questions just for the sake of asking affect their motivation, the amount of participation and their speech production negatively.

It is also found at the end of the interviews with the students that the teachers asking questions with the aim of grading students affected nearly half of the students' motivation, amount of participation and speech production negatively. More than half of the interviewed students also stated that taking too many exams affect their motivation, amount of participation and speech production negatively.

#### **Findings of Teacher Interviews:**

The interviewed teachers totally agree on the idea that asking questions in other words using all types of questions in the classroom are really necessary for motivating the students. The teachers consider the questions as candlelights in the dark. It is easier for the students to find their way in the dark by following them. The teachers accept that the questions help them a lot especially when the students have nothing to say about the subject and prefer keeping silent. They also state that according to their experiences, many students have a tendency to stay silent unless they are asked a question. Teachers mentioned that they use all types of questions in their lessons but it is the open-ended questions that make students speak longer and increase the participation. Yes/No questions are good for warm-up sessions. But if they are not followed by an open-ended question, they do not help much to produce speech. And they all agree that all types of questions have different aims and all of them should be used appropriately and effectively. Also three of the four teachers emphasized that it is better to prepare the questions to ask before entering the lesson. Only Egemen said that he decides the questions to ask at the moment of teaching. As the researcher, from my point of view depending on 14 years of teaching experience if you ask the questions in a planned way, if you know which question to ask following a Yes/No question for example, it helps to increase speech production and also participation.

The teachers also gave similar responses to the questions related with the questioning styles and their effect on students' motivation, the amount of participation and speech production. The views of teachers' on the issue of using different questioning styles in the classroom are given in the quotations below:

*“ I believe that students speak more when we ask them open-ended questions. When we only ask them yes/no Questions, they have a tendency to give a short answer and end up speaking as soon as possible. But if you ask a Why Question following Yes/No question, they go on speaking.” Nihan*

*“I prefer to use all kind of questions. I believe that questioning is a good way of making the students participate and speak. Not all the students are willing to participate. They just sit there unless they are asked to.” Işık*

*“ It is difficult to make a distinction. I use all types of questions for they all serve for different targets. I ask yes/no questions in order to warm-up, attract the attention of my students and also to summarize the topic. I ask retrieval questions in order to understand if they really understood the topic or not, I ask open-ended questions to see how they can express themselves actually.” Selma*

*“ Mostly I prefer dividing the topics paragraph by paragraph and deliver them to my students. They study on their paragraphs and tell what they understand to their classmates. I ask only a few questions because everything is clear enough to understand.” Egemen*

The results of both the teacher interviews and student interviews and the results gathered from the in-class observations show parallelism.

The teachers asking questions which are appropriate for their students' level, while asking a question, considering their students' personal properties, starting from easy questions and passing on to higher level ones are found to affect the students' motivation, amount of participation and speech production positively. On the other hand asking questions non-stop and with the aim of grading the students or with the aim of trying to find the students mistakes, giving too many exams are found to have negative effects.

#### **4.4 FINDINGS OF RESEARCH QUESTION 4**

##### **Research Question 4: How do the teachers' error correction styles affect the students' motivation, the amount of participation and speech production?**

The findings of the fourth research question that are gathered from the student interviews are given below.

The “error-correction” styles of the teachers in the teaching learning process are examined under the headings of; Explicit correction, Recast, Clarification request, Metalinguistic clues, Elicitation ve Repetition. Taking the stated error-correction styles into consideration did the interviews with the students and the teachers, and in-class observations. The answers the students gave were coded as **negative** and **positive** under the following statements;

**POSITIVE:**

- Immediate correction; just after the student finishes speaking
- Taking notes and making corrections after the lesson
- Being selective and sensitive in making corrections
- Ignoring the errors, not focusing directly on errors, being tolerant, being helpful to self-correct

**NEGATIVE**

- Focusing only on errors and correcting errors
- Over-correcting.

**Findings of Video-recordings and Observations of the Researcher:**

In-class observations of the teachers' error-correction styles are as follows:

*Nihan was observed to correct 2 mispronunciations immediately, ignore the students' grammar mistakes and prefer restatement at the end of the student speech in order not to interrupt the flow of speech. In the classroom all the students were very relaxed and none of the students seemed to be afraid of making mistakes. It was really a relaxed atmosphere in the classroom and the students did not hesitate to go on speaking when Nihan corrected their pronunciation. Instead of correcting the grammar errors of the students, Nihan preferred restating their sentences in the correct way and the students also corrected their own errors in some cases.*

*Işık corrected only one students' error immediately by using verbal humor but caring not to insult the student. He used repetition and the student in return corrected himself and went on speaking. He used 5 explicit corrections, 3-clarification request, 2-metalinguistic clues and 1 repetition as mentioned above.*

*Selma preferred to make restatements as Nihan. She ignored the grammar errors unless they caused lack of communication. Her students were observed to be comfortable in participating and producing speech.*

*Egemen preferred not to correct any of the errors. He did not give any feedback to the students. His classroom was too silent. Only the students who were assigned to have presentations during the class hour spoke and the others stood silent in the lesson and did not participate in any way. Egemen did not interrupt the students who are presenting their topics although they really had a lot of errors and*

*mispronunciations. The amount of participation and speech production of the students in this class were observed to be less than the other three classes' students.*

### **Findings of Student Interviews:**

The views of the students on teachers' error correction styles are stated as:

*" I prefer my teacher not to correct my mistakes because this makes me feel bad and less confident." S14*

*" I think it would be better if the teacher corrects my errors just after I finish my words. In this way this type of correction does not demotivate me." S15*

*"If the teacher corrects me while I am speaking, I forget what I would say. It is better to correct at the end of the lesson." S16*

*" Immediate correction might cause the students not to speak again. If the teacher gives me enough time I myself can see my error." S 17*

In analyzing the results of the focus group interviews of 35 students as a whole, more than half of the interviewed students stated that their errors being corrected both immediately and just after finishing their speech increases their motivation, amount of participation and speech production. A few of the interviewed students stressed that the teacher should correct the errors that occur during the lesson at the end of the lesson. This style of error-correction is said to have a positive effect on their motivation, amount of participation and speech production.

Most of the interviewed students stated that the teachers being selective and sensitive in correcting errors and taking the students' properties into consideration would affect them positively and increase their motivation, the amount of participation and speech production. Approximately a quarter of the interviewed students stated that the teachers who ignore the errors, not focusing directly on errors, are tolerant of errors and helpful in correcting errors and acts sensitively on this issue increases the students motivation, amount of participation and speech production. At the end of the interviews the teachers who give immediate feedback, or correct the errors just after the student finishes speaking, or wait for the end of the lesson to correct, are sensitive in correcting errors, ignore some of the errors, do not only focus on errors, are tolerant of the students who make errors and helpful in correcting errors can be said to affect the

students' motivation, amount of participation and speech production positively. Only four of the students stated that the teachers being completely focused on errors and their styles of correcting errors affect their motivation, the amount of participation and speech production negatively. As it is clearly seen, most of the students stated that their motivation is higher with the teachers who are tolerant to errors, who cares the needs of the students while correcting errors, who behaves sensitive in correcting errors and they participate more and speak longer in return.

### **Findings of Teacher Interviews:**

The teachers' views on the issue of error-correction are stated as;

*“Due to my experiences of teaching over-correction affects motivation negatively. I prefer not to cut the flow of speech by correcting errors. For me fluency is more important than accuracy. Communication is important. If my students can communicate in a way, it is o.k. for me. I do not make corrections directly bur if there is a serious error, I prefer repeating the students' sentences in the correct way. They understand it.” Nihan*

*“ I generally ignore the errors unless I feel that they cause mislearning. I prefer restating the wrong structures. When I do not correct the errors, there are some students who immediately correct them. Peer-correction really works.” Selma*

*“ I only correct the errors, which are repeated more than once. If the student does the same error over and over this might affect the students learning negatively. I usually enjoy with their errors without insulting the students. They do not feel disturbed. They enjoy it too.” Işık*

*“ I never correct the students' errors. It is not my job at this level. Their errors should have been corrected in the intermediate level I believe. I do not have a mission to teach grammar here.” Egemen*

As it is clearly seen, three of the teachers believe that it is better to correct the errors of the students in case they cause problem in communication. The errors should also be corrected if they are repeated more than once because ignoring such errors may cause wrong learning. Female teachers stated that they prefer restatement instead of correcting directly and immediately. One of the male teachers told that he corrects the errors in a humorous way so they enjoy with the errors and the students do not feel disturbed or insulted. The other male teacher said that there is no use in correcting the errors of the students at this level. Both the teachers and the students interviewed emphasized that over-correction negatively affect the students' motivation, the amount of participation and speech production.



#### **4.5 FINDINGS AND DISCUSSION**

According to the findings gathered from the student and teacher interviews and in-class observations, the motivation, the amount of participation and speech production decreases in the lessons of teachers who are not tolerant to errors and do not care about the properties of the students while correcting errors. Both the teachers and the students agree that the teachers who ignore the simple errors, who are tolerant, who care about the students' feelings, who do not insult the students for their errors increase their motivation. For the fear of making errors is one of the most important barriers for the students to participate and produce speech, by using restatement, by not correcting directly, teachers create a much more relaxed atmosphere and a safe environment for the students. This for sure helps to increase the participation and speech production.

This chapter has presented the analysis of the data collected through the student and teacher interviews and four hours of video-recordings of the lessons in their natural setting-the classroom. As stated before, multiple instruments have been used so as to collect a wide range of data from both the students, the teachers and from the observations of the four language classes. The use of three instruments in collecting data was also a requirement for a triangulation process as the present thesis is a qualitative study. The properties and the instruments of a qualitative research design were previously stated in Chapter Three.

The analysis of the student and teacher interviews and the four video-recordings of the language classes showed that the ideas and beliefs of the students were divided into three categories. The first group who believed that gender of the teacher was not really important was more in numbers than the other two groups. They agreed on the idea that it was not the gender but the characteristic properties of the teachers, which affect their motivation both in negative and positive ways. One of the students said that some female teachers could be much more disturbing than males and vice versa. He said he believed that it was completely related with the character of the teacher. The rest of the students said that the gender was important for them and they stated that they prefer female teachers to male teachers. They believe that male teachers are harsh, more authoritative and not understanding whereas female teachers are more tolerant, humanistic and somehow motherly. This feeling help them to be more motivated and

they feel more relaxed and they participate more and speak more for they do not feel disturbed of making mistakes and they are not afraid of being shouted at, punished and insulted.

By looking at the classroom observations, it is also clearly seen that the amount of participation and speech production is more in Nihan and Selma's classes. Only two students stated that they preferred the teachers of their own gender especially if the school is a boarding school. They said that they feel more comfortable with a teacher of their own gender.

The effects of teachers using humor was also analyzed and after analyzing the interviews with the students, it is clearly seen that nearly all of the interviewed students stated that the teachers' using any type of humor increase their motivation, the amount of participation and speech production. In addition many of the students pointed that the teachers' using humor especially verbal humor like telling anecdotes, increases their motivation, the amount of participation and speech production. In the analysis of the video-recordings it was observed that, the students' both verbal and non-verbal participation increased in any instance that the teachers used verbal humor. The teachers' using "verbal" humor is found to affect nearly all of the students' motivation, the amount of participation and speech production positively. It is concluded both from the interviews and in-class observations that teachers' using games, technology in the classroom, arranging competitions among students, using role-play affect the students' motivation, the amount of participation and speech production positively. Also Işık's quotation about using the game taboo was a striking one. He stated that even the most silent students were active during the game and they tried hard to utter at least a few words in a motivation of winning the game. So it can be concluded that teachers should use any type of humor in the lesson without any hesitation to increase their students' motivation, the amount of participation and speech production.

In the analyzing process, the effects of teachers questioning styles were stated to increase more than half of the interviewed students' motivation. In addition asking students, which are appropriate for the students' level, are stated to increase some of the students' motivation, the amount of participation and speech production. The teachers asking questions which are appropriate for their students' level, while asking a question, considering their students' personal properties, starting from easy questions

and passing on to higher level ones are found to affect the students' motivation, the amount of participation and speech production. On the other hand asking questions non-stop and with the aim of grading the students or with the aim of trying to find the students' mistakes, giving too many exams are found to have negative effects. Also nearly all the interviewed students agreed on that; referential and open-ended questions help to increase the amount of participation and speech production.

Also the effect of teachers' error-correction styles was analyzed and in analyzing the results of the focus group interview of 35 students, more than half of the interviewed students stated that their errors being corrected both immediately and just after finishing their speech increases their motivation, the amount of participation and speech production. This result was striking because it is widely believed among the teachers that immediate correction demotivates students and affects them negatively. Few of the interviewed students stressed that the teacher should correct the errors that occur during the lesson at the end of the lesson. This style of error-correction is said to have a positive effect on their motivation, the amount of participation and speech production. Nearly all of the interviewed students stated that the teachers being selective and sensitive in correcting errors and taking the students' properties into consideration would affect them positively and increase their motivation, the amount of participation and speech production. All students agreed on the fact that the teachers who ignore the errors, not focus directly on errors, tolerant to errors, helpful in correcting errors and acts sensitively on this issue increases the students motivation, the amount of participation and speech production. During the interview nearly all of the students stated that it was the fear of making mistake and being laughed at both by the teacher and their peers, which prevent them from participating and produce speech. At this point it can be concluded that teachers should be very careful and sensitive about correcting the errors of their students.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.0 INTRODUCTION**

This chapter will present the findings of the research carried out to find out the effects of the teacher variables on the amount of the participation and speech production of upper-intermediate learners. The background of the study has been given in Chapter 2 in order to introduce the relevant terminology and present findings of various researchers about the phenomenon that is being discussed in the present study. Chapter 3 consisted of the methodological aspect of the study by giving detailed information on the selected research design, participants, instruments, and data collection procedures. In Chapter 4, the data that were collected through the student and teacher interviews and video-recordings of four class hours were reported. In the present chapter, an overall understanding of the findings will be given with reference to the previous researchers' findings on the same issue and implications and recommendations for further benefits of the study will be presented.

#### **5.1 Evaluation of the Research Questions**

Considering the study as an overall reflection of the discussions up to now, in presenting the findings of the study, interconnection between the previous chapters of the present study and the findings will be presented in a collaborative fashion. Therefore references to the previous sections will be made when necessary with the intention of helping the reader to build connections between the sections of the study keeping the aim of the research carried out in mind.

When the first research question, which was about the effects of the teachers' gender on students' motivation, the amount of participation and speech production is considered the findings of the present research were analyzed under three different views. The first view was that the gender of the teacher did not matter for the students, the second view was that, the gender of the teacher was important for the students and the last view was that the students preferred teachers of their own gender. In the light of these three views, 23 of 35 interviewed students and three of the interviewed teachers stated that the gender of the teacher did not have any effect on their motivation, amount of participation and speech production. They also emphasized that

it was not the gender but the teachers' characteristic properties, which play an important role on motivating students and on the amount of participation and speech production. On the contrary 12 of the students stated that the gender of the teacher affected their motivation, amount of participation and speech production. 10 of 12 interviewed students also stated that they prefer female teachers because they believe that female teachers behave them kindly, with motherly feelings. They care for their students and they try to understand them. The same students also mentioned that male teachers were harsh, authoritative and not understanding. Only two of the students and one teacher stated that the teachers of students' own gender (M) affect their motivation, amount of participation and speech production positively in especially boarding schools. The relation between the teachers of their own gender and boarding schools were not explained clearly by the students. As stated earlier in section 2.4.1, the literature on this issue also seems to be divided into three different ideas and findings. All of the findings mentioned below were found to have similarities with the findings of the present study. Statham & Cook (1991: 64) stated in their study that women professors were more likely to encourage students' input than men particularly in ways that allow for a more independent student role. They claimed that male teachers use their authority at the cost of involvement by students, but females shared authority and maintained control in the classroom in a way that keeps their relationships with students intact. Rowden & Carlson (1999) stated that female instructors received higher teacher ratings than their male counterparts. Slade (2002) found out that "good teachers" might be male or female if they are having the properties that the students think to find in good teachers, no matter what their gender is. Elmore & Lepointe (1975) reported no significant difference in the ratings of female and male professors in their study about the effects of university professors' gender. In a study made by Massoni (2004) it is stated that a few studies report that students tend to prefer (and rate more highly) teachers of their own gender.

Concerning the second research question on how the teachers' using humor affect the students' motivation, amount of participation and speech production, after analyzing the interviews with the students, it is clearly seen that nearly all of the interviewed students stated teachers' using any type of humor increases their motivation, amount of participation and speech production. In addition more than half of the students pointed that the teachers' using humor especially verbal humor like telling anecdotes, increases their motivation, amount of participation and speech production. In the literature many

studies have been found on the same issue, which support the findings of the present study. For example, Devadoss & Foltz (1996) report a strong positive correlation between the use of humor and student class attendance and student performance. Humor can create a more positive fun, interesting environment that promotes class attendance and study learning. Berk (1998) and Hill (1988) in addition, report that humor in the classroom include increased comprehension and cognitive retention (presumably due to less stress and anxiety), reduced student negative or hostility regarding potentially confrontational issues (e.g.: grading) in the classroom as well as improved student attitudes toward the subject and the instruction. In a study by Sylwester (2001), students listed humor as an essential quality of a good teacher. The findings of this study are parallel with the researchers' findings that are stated above. Teachers' using games in the classroom increases students' motivation, amount of participation and speech production.

Taking the third research question into consideration, the present study found that in the interview with the students, the questioning styles of the teacher were stated to increase more than half of the students' motivation, participation and speech production. In addition asking students' questions, which are appropriate for the students' level, are stated to increase only some of the students' motivation, the amount of participation and speech production. A teacher who wants to increase the students' motivation, the amount of participation and speech production should start questioning by Yes/No questions and then shift on to higher-level questions. This view was found to be more effective on students' motivation, the amount of participation and speech production. According to the students' views, teachers asking questions which are appropriate to the students' level of knowledge can increase the students' motivation, and in relation the amount of participation and speech production. In observing the in-class video-recordings, it was found that the use of referential and open-ended questions increased the amount of participation and speech production. In examining the relevant studies Van Lier (1988) believes that classroom questions of whatever sort are designed to get the learners to produce the language. Brock (1986) contends that referential questions increase the amount of learner output; therefore, an increased use of referential questions by teacher may create discourse, which can produce a flow of information from students to the teacher, and may create a more near-normal speech. As stated by Chaudron (1988), questions make up 20%-40% of classroom talk. This result was also similar with the present study for the amount of

time the students participated and produce speech in the observed classroom hours were completely consisting of asking and answering questions. Sato (1983) also suggested that referential questions, which seek information unknown to the speaker, were thought more likely to elicit longer, more authentic responses than display questions, for which responses are predetermined by lesson content. This effect of a process variable was tested by Brock (1986) in a simulated classroom and by Long (1983) in a natural classroom experiment. The results suggested that referential questions elicited slightly longer and more student utterances.

According to the findings of the fourth research question, in analyzing the results of the focus group interview of 35 students, half of the interviewed students stated that their errors being corrected both immediately and just after finishing their speech increases their motivation, amount of participation and speech production. Few of the interviewed students stressed the errors that occur during the lesson should be corrected by the teacher at the end of the lesson. This style of error-correction is said to have a positive effect on their motivation, amount of participation and speech production. Many of the interviewed students stated that the teachers being selective and sensitive in correcting errors and taking the students' properties into consideration would affect them positively and increase their motivation, the amount of participation and speech production. Some of the students stated that the teachers who ignore the errors, not focusing directly on errors, tolerant to errors and helpful in correcting errors and acts sensitively on this issue increase the students' motivation, the amount of participation and speech production. Both the teachers and the students interviewed emphasized that over-correction negatively affect the students' motivation, the amount of participation and speech production. The findings in the literature were similar. Cathcart & Olsen (1976) found that learners want more correction than the teachers offer. Chenoweth et al. (1983) obtained similar findings due to the reporting of the language learners stating that they want more error correction. At this point Allwright and Bailey (1994) state that the students still may react to the corrections by their teacher badly if the teacher begins to over-correct. The problem is to find the right balance of using error correction. Terrel (1985) found that correcting errors in a direct way does not help students to correct future mistakes but can lead to frustration and make the student focus on form not meaning. This statement was also supported by Schrum & Glisan (1994: 188) who concluded that overt error correction by the teacher is ineffective and may actually impede students' progress. Kristmanson (2000) also

adds that using more natural approaches (e.g. those often used in mother tongue development) such as asking clarifying questions, rephrasing the statement in the correct manner, and creating situations where the students can negotiate meaning, create less stressful language learning environments.

## **5.2 Implications and Recommendations for Further Study**

Based on the conclusions drawn from the present study, the findings of the study serve as an important path for language teachers regarding the roles they play in the classroom and how these roles effect students' motivation, amount of participation and speech production. It is clearly seen from the literature review that motivational factors are very important considerations to take into account throughout the teaching and learning process in the classroom. Especially in a country where language is being taught as a curricular subject, and the student are being graded to fail or pass at the end of each semester, students do not attend the classes with an integration drive. At this point it is important for foreign language teachers to realize that students need to be motivated in order to participate into the classroom activities, which will lead learning in return.

It should be kept in mind that teachers' use of humor, their questioning and error-correction styles are found to have effect on the students' motivation, amount of participation and speech production. All types humor were found to affect the students' motivation positively and proved to increase the students' interest in the lesson. In return it was considered to be very effective in increasing the amount of participation and speech production. But for questioning and error-correction issues the picture was not as clear. The styles of the teacher were found to create both positive and negative effects depending on the type the teacher prefers to use. Therefore it will be meaningful for the teachers to be aware of which type of questions (Yes/No Questions, display questions, referential questions, non-referential questions, retrieval style questions and open-ended questions) and error-correction techniques ( Explicit correction, recast, clarification request, metalinguistic clues, elicitation, repetition) positively effect the students' motivation, the amount of participation and speech production. And teachers should assign these techniques in order to increase their students learning. Also positive personal properties were found to have positive effects



on students therefore being aware of this fact, teachers might help themselves in getting rid of their negative sides if they have.

The findings of the present study indicate clear implications for the teachers in foreign language teaching. The findings were supported with the findings of other researches from the literature in order to place the study on a scientific basis. Nevertheless, as it should be the case for any studies in the field of foreign language learning, the reliability of the study should be recognized by further studies, which aim to test the findings of the present study.

### **5.3 Limitations of the Study**

In the present study it is assumed that the instruments used to collect and analyze the data is valid and reliable for multiple instruments have been assigned to collect the data which is already a requirement for the validity and reliability of the data in the triangulation process of the qualitative research design. Also, it is assumed that all the participants supply sincere and correct information. The main limitation of the study is related to the number of participants. 120-second year university students and four language teachers took part in the present study and it is difficult to say something about the findings of study, which will be conducted by more participants. Another limitation was the classroom observations. The results were believed to be much more reliable if it were possible for the researcher to record more than one lesson for each teacher. In addition, all the participant students' being male is another limitation because the results particularly with respect to question about gender might be different with female students or with a composite group.

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## APPENDICES

## APPENDIX 1

## ÖĞRENCİ GÖRÜŞME FORMU

Okul : \_\_\_\_\_

Yer : \_\_\_\_\_

Sınıf : \_\_\_\_\_

Görüşmeci : \_\_\_\_\_

Saat : \_\_:\_\_/\_\_:\_\_

Tarih : \_\_/\_\_/\_\_

## Araştırma Sorusu

*Öğretmen değişkenlerinin öğrencilerin motivasyonu, derse katılımı ve konuşma sürelerinin miktarı üzerindeki rolü nedir?*

## AÇIKLAMA

Sayın katılımcı, ben Nergis ÇEVİK. Hacettepe Üniversitesi İngiliz Dili Eğitimi Ana Bilim Dalı'nda yürütmekte olduğum Yüksek Lisans Programında "Öğretmen değişkenlerinin öğrencinin derse katılım ve konuşma miktarı üzerindeki etkisinin nitel olarak incelenmesi" adı ile bir tez çalışması yürütmeye başladım. Bilindiği üzere küreselleşme kavramı ile birlikte Yabancı Dil eğitiminde teorik yöntemlerden çok öğrenciyi gerçek hayatta iletişim kurabilmeye yönelik olan konuşma becerisini artırma üzerine odaklanılmış, modern ve insancıl yaklaşımlarla öğretmenin sınıf içerisindeki görevi, tutum ve davranışları yeniden gözden geçirilerek öğretmene, öğretici kavramından daha farklı özellikler verilmiştir.. Bizlerin de geçmişteki çalışma ortamlarında, öğretmenlerin diğerlerine göre bazı davranışlarda ve uygulamalarda bir çok farklılıklar olduğu hakkında çeşitli gözlemlerimiz olmuştur. Bu öğretmen farklılıklarının öğrencilerin derse katılım ve konuşma miktarlarına etkisine ilişkin olan bu çalışma, öğretmenlerin kendilerini öğrencilerin gözüyle görebilmelerini sağlayarak, ders içi uygulamalarda kendilerini yenilemelerine, geliştirmelerine ve belki de bazı davranışlarında değişiklik yapma bilincinde olmaya katkıda bulunmak amacı ile yapılmıştır.

**Araştırma Boyunca Araştırmacının Dikkat Edeceği Noktalar:**

- Görüşmemize başlamadan önce bu görüşme ve bu görüşmede konuşulanlar her yönüyle gizli kalacaktır. Bu bilgiler, araştırmacı dışında hiç kimseye gösterilmeyecektir.
- Sizin, okulun ve diğer ilgililerin kimliklerini hiçbir şekilde araştırma raporuna yazılmayacaktır.
- Görüşmeye başlamadan önce sizin belirtmek istediğiniz bir düşünce ya da sormak istediğiniz bir soru var mı?
- Bu görüşmenin yaklaşık 15–20 dakika süreceğini tahmin ediyorum. İzin verirseniz sorulara başlamak istiyorum.

Sınıf : \_\_\_\_\_

Yaşı : \_\_\_\_\_

### GÖRÜŞME SORULARI

1. Yabancı dil öğretmenlerinizin hangi davranış ve özelliklerinin sizin motivasyon, derse katılımınızı ve konuşma miktarınızda olumlu rol oynadığını düşünüyorsunuz?
2. Öncelikle, gözlemlerinize dayalı olarak şimdiye kadar öğrencisi olduğunuz İngilizce öğretmenlerinizin sınıf içinde ne tür davranış farklılıklarının olduğunu görmektesiniz?
3. Öğretmenlerinizin hangi tutum, beceri ve sınıf içi uygulamalarının sizin derse katılım ve konuşma miktarınızı artırdığını düşünüyorsunuz?
4. İngilizce öğretmenlerinizin sizin derse katılımınızın ve hedef dili ( İngilizce) konuşma miktarınızın üzerinde ne tür etkileri olduğunu düşünüyorsunuz?

a) İngilizce öğretmenimin derste \_\_\_\_\_ davranışlarından/ uygulamalarından dolayı derse daha çok katılır ve konuşurum.

b) İngilizce öğretmenimin derste \_\_\_\_\_ davranışlarından/uygulamalarından dolayı derse katılmam/ katılmaktan çekinirim.

5. Aşağıdaki öğretmen değişkenlerinden hangisi/hangilerinin sizin İngilizce derslerine katılımınıza ve ders içinde konuşma motivasyonunuza olumlu etkisi olduğunu söyleyebilirsiniz?

- Öğretmenin cinsiyeti
- Öğretmenin öğrencilerin konuşurken yaptığı hataları düzeltmede seçici ve hassas olması
- Öğretmenin mizah anlayışına sahip olması ve sınıf içerisinde bunu uygun şekilde kullanma becerisi
- Öğretmenin soru sorma tekniklerini etkili kullanabilme becerisi
- Öğretmenin dışa dönük, olumlu, insancıl, iletişime ve paylaşımına hazır olması (kişilik özellikleri )
- Öğretmenin dersin kontrolünü elinde tutabilme becerisi (disiplin anlayışı)
- Öğretmenin öğrenci ile iletişim kurabilme becerisi
- Öğretmenin alan bilgisinin yüksek olması
- Sınıf ortamını rahatlatma ve iletişime açık hale getirebilme becerisi

6. Ben öğretmen olsaydım, yabancı dil dersinde öğrencilerimin derse katılımını ve konuşma sürelerini artırmak için \_\_\_\_\_ yapardım.
7. Öğretmeninizin ders içerisinde mizah ve oyun kullanmasının sizin motivasyon, derse katılım ve konuşma miktarınızı artırdığını söyleyebilir misiniz?
8. Öğretmeninizin cinsiyetinin (bayan/erkek) sizin motivasyonunuz, derse katılımınız ve konuşma miktarınız üzerinde olumlu bir etkisi olduğunu düşünüyor musunuz? Evet/ Hayır Cevabınız evet ise hangi öğretmeni tercih edersiniz? Gerekçelerinizi söyleyebilir misiniz?
9. Öğretmeninizin siz konuşurken yaptığınız hataları nasıl bir yaklaşımla düzeltmesi motivasyonunuzu, derse katılım ve konuşma miktarınızı olumlu yönde etkiler?
- Düzeltilmesini tercih ederim
  - Anında düzeltirse daha etkili olur
  - Hemen konuşmam bittikten sonra düzeltmesi uygun olur
  - Hatalarımı bir yere not alıp bana dersin sonunda söylemesi daha uygun olur.
- Tercih ettiğiniz maddenin gerekçesini söyleyebilir misiniz?
10. Benim sorularım bu kadar. Sizler bu sorular dışında İngilizce öğretmenlerinizin sizin derse katılım ve konuşma miktarınızı artırması üzerindeki etkileriyle ilgili olarak başka neler söyleyebilirsiniz?

**KATKILARINIZDAN DOLAYI TEŞEKKÜR EDERİM**



## APPENDIX 1

## STUDENT INTERVIEW FORM

School : \_\_\_\_\_

Place : \_\_\_\_\_

Class : \_\_\_\_\_

Interviewer : \_\_\_\_\_

Time : \_\_:\_\_/\_\_:

Date : \_\_/\_\_/\_\_

## Research Question

*What is the role of teacher variables on students' motivation, the amount of participation and speech production?*

## EXPLANATION

Dear participant. My name is Nergis ÇEVİK. I am a master student at Hacettepe University Department of Foreign Language Teaching. My thesis aims to find out the Role of the Teacher Variables on the Amount of Upper-Intermediate Students' Participation and Speech Production. With the concept of globalization, there has been a shift from the traditional methods and approaches in Language Teaching to the ones which focus on to increase the students' speaking skill in order to prepare them for the real life communication. By the help of modern and humanistic approaches, the role of teachers, their attitudes and behaviours are revised and the teachers are given much more responsibilities than their traditional role of teaching. Depending on the observations in different teaching environments and our experiences, it will not be wrong to say that the teachers are different from each other in some of their attitudes, behaviours and classroom applications. The present study aims to make the teachers see themselves from the eyes of their students (the ability to empathize) and help them to make some necessary changes and adjustments in some of their attitudes and behaviours, help them to renew and improve themselves.

**Points to be mentioned by the researcher:**

- This interview and the results of the interviews will be confidential and will have no access by anyone except the researcher.
- None of the participants' identity and your Institution's name will not be mentioned in any way in the study.
- Before we start the interview you are free to ask any question you like.
- The interview will last approximately 15-20 minutes. Let me start my questions.

### INTERVIEW QUESTIONS

1. Which behaviors and attitudes of your language teachers do you think affect your motivation, participation and speech production in the classroom positively?
  
2. How many different language teachers have taught you up to now? What kind of behavioral differences have you experienced among your language teachers in the classroom?
  
3. What kind of skills and applications of your language teacher increase your amount of participation and speaking in class?
  
4. How do you think your language teachers play role on your participation and using the target language in class?

a) I participate more and speak more in the lesson if my teacher ( positive behaviors and attitudes) \_\_\_\_\_.

b) I do not want to participate and speak in the lesson if my teacher ( negative behaviors and attitudes) \_\_\_\_\_.

5. Mark the teacher variables, which you think will affect your motivation positively; increase the amount of your participation and speech production in class below.
  - Gender of teacher
  - Being selective and sensitive in correcting the errors of the students
  - Having a good sense of humor and ability to use it in the lesson
  - Being able to use questioning techniques effectively
  - Teachers' characteristic properties (extravert, positive, humanistic, ready to communicate and share)
  - Classroom management skills (discipline)
  - Being able to build rapport with the students
  - Having an advanced content knowledge
  - Ability to relax the classroom atmosphere and ease the communication.

6. If I were a language teacher, I would \_\_\_\_\_ to increase the amount of participation and speech production of my students.

7. Do you think that teachers' using humor and games in the lesson increase your motivation, amount of participation and speech production?

8. Do you think that teacher's gender have a positive effect on your motivation, participation and speech production? Yes/ No. If Yes, which teacher (male/female) do you prefer? Why?

9. What kind of error correction strategy should the teachers use while you are speaking in order to affect your motivation, participation and speech production positively?

- e. I prefer not to be corrected.
- f. Immediate correction is more affective.
- g. It is better to correct after I finish speaking
- h. It is better for the teacher to take notes and do the correction at another time.

Can you tell the reasons for the item you selected?

10. My questions are over. What can you say about the role of teacher variables on students' motivation, amount of participation and speech production other than my questions?

**THANKS FOR YOUR CONTRIBUTION**

## APPENDIX 2

## ÖĞRETMEN GÖRÜŞME FORMU

Okul : \_\_\_\_\_

Yer : \_\_\_\_\_

Sınıf : \_\_\_\_\_

Görüşmeci : \_\_\_\_\_

Zaman : \_\_:\_\_/\_\_:\_\_

Tarih : \_\_/\_\_/\_\_

## Araştırma Sorusu

*Öğretmen değişkenlerinin öğrencilerin motivasyonu, derse katılımı ve konuşma sürelerinin miktarı üzerindeki rolü nedir?*

## AÇIKLAMA

Sayın katılımcı, ben Nergis ÇEVİK. Hacettepe Üniversitesi İngiliz Dili Eğitimi Ana Bilim Dalı'nda yürütmekte olduğum Yüksek Lisans Programında "Öğretmen değişkenlerinin öğrencinin derse katılım ve konuşma miktarı üzerindeki etkisinin nitel olarak incelenmesi" adı ile bir tez çalışması yürütmeye başladım. Bilindiği üzere küreselleşme kavramı ile birlikte Yabancı Dil eğitiminde teorik yöntemlerden çok öğrenciyi gerçek hayatta iletişim kurabilmeye yönelik olan konuşma becerisini artırma üzerine odaklanılmış, modern ve insancıl yaklaşımlarla öğretmenin sınıf içerisindeki görevi, tutum ve davranışları yeniden gözden geçirilerek öğretmene, öğretici kavramından daha farklı özellikler verilmiştir.. Bizlerin de geçmişteki çalışma ortamlarında, öğretmenlerin diğerlerine göre bazı davranışlarda ve uygulamalarda bir çok farklılıklar olduğu hakkında çeşitli gözlemlerimiz olmuştur. Bu öğretmen farklılıklarının öğrencilerin derse katılım ve konuşma miktarlarına etkisine ilişkin olan bu çalışma, öğretmenlerin kendilerini öğrencilerin gözüyle görebilmelerini sağlayarak, ders içi uygulamalarda kendilerini yenilemelerine, geliştirmelerine ve belki de bazı davranışlarında değişiklik yapma bilincinde olmaya katkıda bulunmak amacı ile yapılmıştır.

**Araştırma Boyunca Araştırmacının Dikkat Edeceği Noktalar:**

- Görüşmemize başlamadan önce bu görüşme ve bu görüşmede konuşulanlar her yönüyle gizli kalacaktır. Bu bilgiler, araştırmacı dışında hiç kimseye gösterilmeyecektir.
- Sizin, okulun ve diğer ilgililerin kimliklerini hiçbir şekilde araştırma raporuna yazılmayacaktır.
- Görüşmeye başlamadan önce sizin belirtmek istediğiniz bir düşünce ya da sormak istediğiniz bir soru var mı?
- Bu görüşmenin yaklaşık 10–15 dakika süreceğini tahmin ediyorum. İzin verirsiniz sorulara başlamak istiyorum.

Cinsiyet :

Kıdem :

Yaşı :

### GÖRÜŞME SORULARI

1. Bir öğretmen olarak sizi diğer meslektaşlarınızdan ayırdığını düşündüğünüz farklılıklarınız var mı? Varsa bunları sayabilir misiniz? Bu farklılıklarınızın öğrenciyi nasıl etkilediğini düşünüyorsunuz?
  
2. Bir öğretmen olarak hangi tutum, davranış, beceri ve sınıf içi uygulamalarınızın öğrencilerin derse katılım ve konuşma miktarını artırdığını düşünüyorsunuz?
  
3. Ders içerisinde kullandığınız soru türlerinin öğrencilerin derse katılım ve hedef dili (İngilizce) konuşma miktarı üzerinde ne tür etkileri olduğunu düşünüyorsunuz? Aşağıdaki soru türlerinden hangilerini daha sıklıkla kullanmayı tercih ediyorsunuz? Neden?( Gözlemlerinizi)
  - Evet/Hayır soruları
  - İçerik bilgisi soruları (İşlenen konu ile ilgili)
  - Açık uçlu genel sorular (Öğretmen cevabı tahmin edemez)
  - Cevabı belli olan sorular (Öğretmen cevabı bilir)
  - Bilgi gerektiren sorular (Yeni edinilen bilgi ile cevap vermeyi gerektirir)
  
4. Sınıf içi uygulamalarınızda dinleme, konuşma, okuma ve yazma becerilerinden hangisinin geliştirilmesine daha çok önem verdiğinizi söyleyebilirsiniz? Sizce bunun sebebi ne olabilir?
  
5. Aşağıdaki öğretmen değişkenlerinden hangisi/hangilerinin öğrencilerin İngilizce derslerine katılımına ve ders içinde konuşma motivasyonuna olumlu etkisi olduğunu söyleyebilirsiniz?
  - Öğretmenin cinsiyeti
  - Öğretmenin öğrencilerin konuşurken yaptığı hataları düzeltmede seçici ve hassas olması
  - Öğretmenin mizah anlayışına sahip olması ve sınıf içerisinde bunu uygun şekilde kullanma becerisi
  - Öğretmenin soru sorma tekniklerini etkili kullanabilme becerisi
  - Öğretmenin dışa dönük, olumlu, insancıl, iletişime ve paylaşımına hazır olması (kişilik özellikleri )
  - Öğretmenin dersin kontrolünü elinde tutabilme becerisi (disiplin anlayışı)
  - Öğretmenin öğrenci ile iletişim kurabilme becerisi
  - Öğretmenin alan bilgisinin yüksek olması
  - Sınıf ortamını rahatlatma ve iletişime açık hale getirebilme becerisi

6. **Ders içerisinde mizah ve oyun kullanır mısınız? Evet/ Hayır**  
Cevabınız evet ise öğrencilerinizin motivasyonunu, derse katılım ve konuşma miktarını artırdığını söyleyebilir misiniz?
  
7. **Bayan/ Erkek olmanızın öğrencilerinizin motivasyonu, derse katılım ve konuşma miktarı üzerinde olumlu bir etkisi olduğunu düşünüyor musunuz? Evet/ Hayır**  
Cevabınız evet ise gerekçelerinizi söyleyebilir misiniz?
  
8. **Öğrencilerinizin derste hedef dili konuşurken yaptıkları hataları düzeltmede nasıl bir yöntem izlersiniz? Neden? Sizce yerinde kullanılmayan hata düzeltme teknikleri öğrencinin motivasyonunu olumsuz etkiler ve konuşma hevesini kırar mı?**
  
9. **Benim sorularım bu kadar. Sizler bu sorular dışında İngilizce derslerinde öğretmenlerin öğrencilerin derse katılım ve konuşma miktarını artırması üzerindeki etkileriyle ilgili olarak başka neler söyleyebilirsiniz?**

**KATKILARINIZDAN DOLAYI TEŞEKKÜR EDERİM**

## APPENDIX 2

### TEACHER INTERVIEW FORM

School : \_\_\_\_\_

Place : \_\_\_\_\_

Class : \_\_\_\_\_ Interviewer : \_\_\_\_\_

Time : \_\_:\_\_/\_\_:

Date : \_\_/\_\_/\_\_

#### Research Question

*What is the role of teacher variables on students' motivation, the amount of participation and speech production?*

#### EXPLANATION

Dear participant. My name is Nergis ÇEVİK. I am a master student at Hacettepe University Department of Foreign Language Teaching. My thesis aims to find out the Role of the Teacher Variables on the Amount of Upper-Intermediate Students' Participation and Speech Production. With the concept of globalization, there has been a shift from the traditional methods and approaches in Language Teaching to the ones which focus on to increase the students' speaking skill in order to prepare them for the real life communication. By the help of modern and humanistic approaches, the role of teachers, their attitudes and behaviours are revised and the teachers are given much more responsibilities than their traditional role of teaching. Depending on the observations in different teaching environments and our experiences, it will not be wrong to say that the teachers are different from each other in some of their attitudes, behaviours and classroom applications. The present study aims to make the teachers see themselves from the eyes of their students (the ability to empathize) and help them to make some necessary changes and adjustments in some of their attitudes and behaviours, help them to renew and improve themselves.

#### **Points to be mentioned by the researcher:**

- This interview and the results of the interviews will be confidential and will have no access by anyone except the researcher.
- None of the participants' identity and your Institution's name will not be mentioned in any way in the study.
- Before we start the interview you are free to ask any question you like.
- The interview will last approximately 15-20 minutes. Let me start my questions.

Gender :

Age :

Years of teaching experience :

**INTERVIEW QUESTIONS**

**1. Do you have different properties, which you think differentiate you from other colleagues? If Yes, what are they? How do they affect your students in general?**

**2. As a teacher, which of your attitudes, behaviors, skills and classroom applications increase your students' motivation, participation and speech production?**

**3. How do you think the question types you use in the lesson affect your students' participation and using the target language?**

**Which of the question types below do you prefer using in the lesson? Why?**

- Yes/No Questions**
- Retrieval-style Questions**
- Open-ended Questions**
- Display Questions**
- Referential Questions**
- Non-referential Questions**

**4. Which of the four language skills do you give priority in your classroom applications? Why?**

**5. Which of the teacher variables below do you think have positive effect on students' motivation and participation in the lesson?**

- Gender of teacher**
- Being sensitive and selective in error-correction**
- Having a sense of humor and being able to use this in the lesson appropriately**
- Being able to use questioning techniques effectively**
- Being extravert, positive, humanistic, easy to communicate (personal properties)**
- Classroom management skills (discipline)**
- Having a high content knowledge**
- Being able to create a non-threatening atmosphere for learning.**



- 6. Do you use humor and games in the lesson? Yes/No**  
If yes, can you say that they increase students' motivation, participation and speech production?
- 7. Do you think that your gender has an affect on your students' motivation, participation and speech production negative or positive? Yes/No**  
If Yes, can you explain how?
- 8. How do you correct your students' errors? Why? Do you believe that inappropriate error-Correction demotivates students?**
- 9. My questions are over. What can you say about the role of teacher variables on students' motivation, amount of participation and speech production other than my questions?**

**THANKS FOR YOUR CONTRIBUTION**

### APPENDIX 3

#### VIDEO RECORDING 1

**Teacher:** Female

**Age** : 37

**Teaching Experience:** 13 years

#### Lesson 1 (Dk.11)

**Teacher** : Ok. Why men and women can't talk?

S1 : Just because of the woman

**Teacher** : Onur says just because of the woman! Why do you blame us? HA? Why do you blame the woman?

S1 : Because some women talk. (Looks at the friend next to him)

S2 : Speak all the time.

**Teacher** : Very fast? They always talk; women always talk bla, bla, and bla!

S2 : Yes. (All the students agree, there is a movement in class)

**Teacher** : Complains about something. Is it? But you say some women, not all women.

Students : All women

S1 : Big amount of women (Shows his hands)

**Teacher** : Ok. Why men and women cannot talk? (Repeats the questions again)

**Teacher** : Onur, does your mother talk a lot? When compared to your father?

S1 : Yes. (The other students laugh)

**Teacher** : Yes(!) Ok. Why we cannot talk? Timur do you have any idea?

S3 : Because usually womens are very şirret, because of this.

**Teacher** : Hmm, because of this. Usually women (corrects women(s)) are şirret (repeats the Sts' words). Yes.

S4 : Their expectations are different.

**Teacher** : Are their expectations or our expectations different in general?

S4 : In general, yes. (The others agree)

**Teacher** : In general, not only the women's expectations but also the men's expectations are different.

**Teacher** : Ok. Ekin, what kind of expectations are different? Can you give an example?

S4 : (Silent)

**Teacher** : You are to watch a football match on TV for example.

S4 : She wants to go out and walk maybe (There is a noise, they start to talk among

themselves).

- Teacher** : Ok, Feryat
- S5 : Women generally want to speak emotional
- Teacher** : About love? They always want to speak about love?
- S5 : Yes (others agree), but we don't like to speak.
- Teacher** : You like to speak about football!
- S5 : Something else.
- Teacher** : Betting on horses?
- S5 : Not horses! Dogs
- Teacher** : Dogs? (Everybody laughs)
- Teacher** : What else, Buğra?
- S6 : I think women speak by their mouth, but I am speaking with my eyes.
- Teacher** : With your eyes? Ok. You say that sometimes words are not necessary.
- S6 : Of course for my girlfriend. (There is a talk among others in the class)
- Teacher** : Hmm, for your girlfriend ! Ok ! You speak with your eyes.
- S6 : She says me, please speak to me but I am saying her I am speaking with my eyes.
- Teacher** : Why don't you? God gave us a mouth to speak (everybody laughs). Why don't you use it?
- S6 : My eyes **tells** my emotions very good.
- Teacher** : Are you sure? This is the problem. You think that **your eyes tell** your emotions very well but the other person cannot be very clear about your emotions, if you don't speak about them.
- S6 : I think my eyes!
- Teacher** : Your eyes, O.K. Uğur! (The teacher cannot hear Uğur, and asks two students about what they are talking) Ok, we are listening to Uğur, yes!
- S7 : We can't talk because we don't like listening rules I think. When my mother says you don't do your homeworks, I don't like listening to it. Or when my father says something to my mother, it's very boring.
- Teacher** : So you don't want to hear about the truth.
- S7 : Truth? Yes.
- Teacher** : My son is like this when I say him something about his homework he always shouts at me:" Mummy don't speak about it. (All sts. agree). So he doesn't want to hear anything about it, Yes Oktay?
- S8 : Couples are making....

- Teacher** : Just a moment, I cannot follow your friend. There is a noise in the section, yes?
- S8 : Couples are making arguments unnecessarily. You are right. It's because of very very simple events. (The students confirm by nodding their heads) Ok, Yes?
- S9 : I think women's and men's hobbies are different, for example **womens** always gossiping.
- Teacher** : Ah-ha. **Women** like to gossip.
- S9 : Yes, but
- Teacher** : With the other woman you mean?
- S9 : but, men are not like that.
- Teacher** : I have a thesis about that. Men gossip more than women. Believe me!
- Sts : Really?
- Teacher** : You will see when you become officers and start to work in a headquarters or somewhere else, you'll see how much you are gossiping.
- S8 : According to a survey, men do gossiping more than women.
- Teacher** : More than women (!) So, this is proved ha? Yes according to a survey men gossip more than women but they always say that women gossip. Yes!
- S10 : Women are more jealousy than men completely because a woman can (kıskanmak neydi?)
- Teacher** : be jealous of
- S10 : be jealous of best friend of him
- Teacher** : even her best friends ok.
- Teacher** : Women are more jealous you say ok. May be. but is it envy or jealousy? there is a difference.
- Sts : Jealousy.
- Teacher** : You say jealousy ok, yes
- S11 : Some women are too emotional and they force us I think.
- Teacher** : They force you? For what?
- Sx : Be emotional.
- S11 : For example they want us to show our love to them.
- Teacher** : Ah-ha
- S11 : But we are too strict I think not as women, so they worry about that, they events too emotience.
- Teacher** : Ok, our expactations are different, ha? So, we love to, women like the men to show their feelings about love but men don't prefer such a thing and like Buğra want

the women to understand his feelings from his eyes or from his behaviours, ok?  
Yes?

S12 : I think there is a simple difference between us. The women always talk about the solutions of the problem but **mens give simply fixes** the problem

**Teacher** : Women always talk about the problem, but **men fix the problem** you say, ok.  
A good point of view. Timur?

S3 : When we examined our friends' ideas, men come out on top to women.  
It's a Turkish tradition.

**Teacher** : It's a Turkish Tradition. Men are one step ahead of women you say ha?

S3 : Yes

**Teacher** : Again you put the blame on us. Yes, Yavuz.

S2 : I think the most important problem between men and women is misunderstanding.

**Teacher** : MISUNDERSTANDING ! Very goog word. Yes, from the passage.  
(All sts. laugh)

S2 : I studied (All sts. and the teacher go on laughing) For example my girlfriend and I.....

**Teacher** : (Some students laugh) Engin what is wrong with his girlfriend ha? Why are you laughing?

S2 : He doesn't know which girlfriend he is talking about.

**Teacher** : Yavuz might have a lot of girlfriends. Ok, yes

S8 : I have only one girlfriend.

**Teacher** : Only one girlfriend, you hear?

S8 : We can understand eachother very normally but when we argue with eachother, she is crying or.....

**Teacher** : Oh, this is the most effective weapon in womens' arsenal ha? Crying.  
Yes, she starts to cry.

S8 : And when she is crying and, I...

**Teacher** : You feel sorry? Bad?

S8 : Very bad.

**Teacher** : You feel bad, ok, so girls are clever. We are clever we start crying and you can never stand it. Yes.

S13 : Yes, rivalry (**misprounced the word**)

**Teacher** : **Rivalry** (corrected)

S13 : Yes, rivalry (corrected his pronounciation) I think, men always say that we are superior to women, women always say that we are superior to men, all the time.

- Teacher** : We can never solve this problem ha?  
 S13 : Yes we can never solve this problem.
- Teacher** : Can we really say that men and women are equal?  
 Sx : No!
- Teacher** : No, we cannot! In what ways we are not equal? I do accept that we are not equal.  
 Sx : Naturally
- Teacher** : Yes, it's coming from birth. You are superior in muscle power. I'm talking about your muscles, you are superior to us, but I'm not talking about the brain. Yes, I know that you are superior to us with your muscles. (They talk among themselves and laugh), Ok, when you use your muscles, your strenght is much more when it is compared to women but we can not say the same thing for the activities which needs using yor brain, ha? You accept this? So women are cleverer.  
 (All students disagree and say no!)
- S8 : More inek.
- Teacher** : Timur says more inek!
- S14 : I want to say something, not about muscles. A woman cannot give the order to send his soldiers to death.
- Teacher** : Why, just to say two sentences is difficult, is it because?  
 S14 : Not it is difficult. The feeling of it.  
 Sx : Emotions
- Teacher** : No, it is our nature maybe. You may behave to your soldiers more strictly than woman do, because we have some motherly feelings.
- S14 : So, we are superior! So we are superior!
- Teacher** :So you are superior. This is your idea. Ok! Yes Mr Çağatay! You are not talking. Do yo uhave a girlfriend?
- S15 : Yes (The whole class say YES, and they laugh!)
- Teacher** : Yes?
- S15 : Women always want to be together.
- Teacher** : Always, they always want to share something together. This is our problem. Yes?  
 S15 : Because of this.
- Teacher** : You get bored!
- S15 : No, I don't get bored because we are here, at school all the time.
- Sx : Yes main problem,
- Teacher** : Okey! You have some limitations and girls don't understand your limitations. So, you have to explain a lot of things to them, everytime.

- S15 : Yes, they don't understand.
- Teacher** : Is it because? Ha? They don't understand?
- S16 : They give punishment. They always want to meet at weekends but we can't go out.
- Teacher** : So, if you have a girlfriend, you should not get a punishment
- S16 : It is not possible (everybody laughs, teacher too)
- Teacher** : Why it is not possible? Ok, so, yes?
- S17 : Feeling of nature influence a women more than a men so men can be a soldier easily but sometimes a women can be a ...
- Teacher** : (Asks for help from the students) Yes, civil relations
- S17 : Can have civil relations better than man. They feel sensitive.
- Teacher** : Hmm. Ok, women behave more emotional than men and we can understand the other's feelings we can emphathize.
- S17 : But sometimes a man at off their thinking and idees and want to descicle
- Teacher** : You say that men are more reasonable. We can just think clearly in a very tough situation but women act by their emotions, is it, Ok?
- S18 : I think woman mostly related with only just happiness, I mean.
- Teacher** : Women are seeking for happiness, that's why.
- S18 : In relationships, women love men but it is not about the happiness of the man, I mean ...they, women love men because of happiness of her.
- Teacher** : I see! Women are only interested in her own happiness, you say.
- S18 : Yes, whan thay loves a man sometimes, they think they are related with their bot friends happinessi but in general they don't think about men's happiness.
- Teacher** : Hmm! You say that girls don't try to make you happy.
- S18 : Yes
- Teacher** : They just want to be made happy ha?
- S18 : Selfish.
- Teacher** : Yes, they are a bit egoist, selfish about happiness. Ok.
- S19 : Women dont think about the starting and the end of a relationship, they just think about just middle of it.
- Teacher** : The day, they seize the day
- S20 : And also some woman has an inferiority complex I think
- Teacher** : Like some men have. Yes? (Sts. laugh)
- S20 : And they think that they work all the jobs, they apply all the jobs for men.
- Teacher** : They can do everything.

- S20 : Yes for men's job
- Teacher** : So, hes just throwing a stune to me! Can you feel it? (Sts. laugh) Ok became an officer no because I have a superiority complex (they all laugh) Yes I can do this job too as a woman. Ok Metecan what do you think about it? Where are your eyeglasses?
- S21 : Here! I think there is feeling differences between women and men. For example you walk in street with your girlfriend. For example your girlfriend saw the small qute dog and says sth. For example if the dog is cannot meal (grammatically incorrect sentence, but the teacher ignores) they start to crying and say sth. Sometimes it's good but all the time they think like that. It's bad for boys.
- Teacher** : They feel pity for even the street dogs and so they always have some reasons to cry. Ok. Yes?
- S22 : Women see the little problem between not see and
- Teacher** : Ha, yes, women are interested in details we can see the details, you see the overall picture.
- Sts : Yes! (They all agree)
- Teacher** : Ok, Onur
- S23 : I don't know how but my mother makes friends very easily for example when we are in a bank que, she can make easily.
- Teacher** : She starts talking to people around her.
- S23 : Yes, with an only smile, she can make three friends. I think your question why men and women cannot talk? We cannot answer that by comparing the women's and men's opinions because I think we are thinking the opposite way.
- Teacher** : In a different way.
- S23 : Yes
- Teacher** : Maybe we are using different parts of our brains.
- S23 : In our relationships; maybe we are thinking the logical ways you are thinking the emotional ways
- Teacher** : Ok. We are thinking by our hearts, you are thinking by your brains ha? Uğur?
- S24 : I think level of caring cause problems. For example a man dont care about the date of marriage but for woman it is the most important day of year.
- Teacher** : Yes, anniversaries, anniversaries, but you shouldn't generalize the entire woman because it is me who forgets all our anniversaries (all the sts. laugh) at home, so you shouldn't make a generalization. Cem, what do you think about it?
- S25 : I think



- Teacher** : I think nothing (Sts Laugh) yes.
- S25 : Women are more emotional, but men are also emotional.
- Teacher** : Ha! You say there are some men who are more emotional, so we shouldn't  
Make generalization again, yes?
- S26 : In couples, they always cause problems to each other, but as you know, they  
always need each other and a woman without a man is as nothing.
- Teacher** : And, just the opposite. Ok I see your point of view. We cannot talk, we cannot  
communicate, we misunderstand each other but still we cannot live without each other
- Sx : Yes
- Teacher** : This is so strange, this is weird. OK. There are some friends, Yes, Ahmet?
- S27 : Men and women can't talk, because I think they have different needs, interests and  
different problems for example a man comes home and the woman comes home  
and talk about a problem in work that she has in work but the man doesn't have any  
interest in this. Sometimes men don't say anything and listen quietly but sometimes  
he cannot stand anymore and it's enough.
- Teacher** : It doesn't interest me ha?
- S27 : It doesn't interest me and I want to watch a football match or something else.
- Teacher** : Ok, so where is the communication then?
- Sx : Miscommunication
- Teacher** : It's not miscommunication, but no communication ha? Because the man doesn't  
want to listen to his wife, what she has experienced at work? Which problems does  
she encounter? He doesn't want to listen. Who do you think; this woman should go  
and tell her problems?
- S27 : Women see men as their best friend but men think that....
- Teacher** : Women is just a housewife at home, she shouldn't speak
- S27 : Maybe, sometimes
- Teacher** : She shouldn't speak unnecessarily, she should just go cook and settle table, wash  
the dishes
- S28 : My dream! (Sts. laugh)
- Teacher** : Timur's dream! Ok Oktay?
- S29 : They try to be dominant on each other. This is a problem for each couple. They  
don't communicate with each other so they have some problem.
- Teacher** : Ok, if both sides try to prove their dominance on each other it causes problem, one  
should keep more silent.Ok.Yes.

- S30 : If there is a problem, the women close her eyes and starts crying. So the man doesn't understand about the problem and what she thinks.
- Teacher** : You say that girls ask solutions for their problems but they never listen to your solutions. They do what they like. Ok. That's another point of view. Yes?
- S31 : Men are changing and women can't accept this in first days of relationship, men want to be together with girl all the time, but later men want to be together with other friends. And women say that you aren't as romantic as you used to be, so men change and women cannot accept this. They always want to be with the man like the first day.
- Teacher** : Your friend says that men are changing and women cannot accept this. That is why the problem occurs. Because at the very first stages of the relationship, it is the man who always wants to be with the girl but then, you get bored and you want to spend your time in other activities and friends
- Sts : Other girls
- Teacher** : Other girls, and you are getting bored easily. That is the problem. So, don't you think that there is something unfair here. Because you just behave your girlfriend as if she is the most important thing in your life for the first days or first months, and then you just leave her from the top and she falls down, what?
- S32 : For the relationships, I mean when it goes on, women start to be relaxed. When women do this. Women don't care for her like the starting of the relationship.
- Teacher** : Men always say that a woman should be very careful about her appearance ha? If they don't want their men look at other girls, or go out. But then what about Hülya Avşar, what does his ex-husband want? For men nothing is enough, she is the most beautiful woman in Turkey?
- Sts : No! No!
- Teacher** : For me; it's no but for many people it is Yes.
- S33 : Women have much more responsibilities.
- Teacher** : From this point of view, your life seems easier
- S34 : No, we have stress.
- Teacher** : I have the same stress.
- S34 : We have stress, we have to make money.
- Teacher** : The men changing, the women is changing
- S32 : But women live longer than men? (The sts. laugh)
- Teacher** : Why?
- S31 : They don't have stress

- Teacher** : Because we are stronger than you are
- Sts : No! No! (Parmaklar artar)
- Sx : Feminist
- Teacher** : Yes, a feminist point of view (she laughs)
- S28 : I see the examples of feminism here.
- Teacher** : You can see the flashes of feminism in my eyes too (sts. laugh)
- S28 : So this talking is not objective.
- Teacher** : Ok. That's enough for now. Thank you for your participation and sharing your views with us.

#### **GENERAL OBSERVATIONS OF THE RESEARCHER**

- The teacher walked around the classroom the whole lesson
- The students were free to sit down while speaking
- The teacher corrected pronunciation mistakes immediately
- The teacher gave word not only to the volunteered students but also to the silent ones
- 34 of the 34 students spoke in the lesson
- All of the students participated the lesson by laughing at the jokes, by listening to their friends passively.
- The teacher ignored the grammar mistakes and preferred restating the students' sentences
- The teacher asked different type of questions to different students
- The atmosphere of the lesson was very friendly and the students were not afraid to talk.