REPUBLIC OF TURKEY

ISTANBUL SABAHATTIN ZAIM UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

GENDER DIFFERENCES IN TEACHER-STUDENT INTERACTIONS

MA THESIS

Duygu DOĞRUCAN

Istanbul

June, 2019

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Asst. Prof. Dr. Emrah GÖRGÜLÜ

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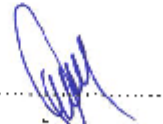Üye   Dr. Öğr. Üyesi Abdül Kasım VARLI

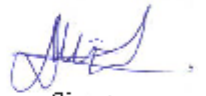Üye   Dr. Öğr. Üyesi Akbar Rahimi ALISHAH

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis dissertation titled **"Gender Differences in Teacher-Student Interactions"** is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Signature

Duygu Doğrucan

June, 2019

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ÖZET

ÖĞRETMEN ÖĞRENCİ ETKİLEŞİMLERİNDE CİNSİYET KAYNAKLI FARKLILIKLAR

Duygu Doğrucan

Yüksek Lisans, İngiliz Dili Eğitimi

Tez danışmanı: Dr. Emrah Görgülü

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Cinsiyet rolleri, öğretmen-öğrenci veya öğrenci-öğrenci gibi sınıf etkileşimleri ile öğrencilere aktarılır. Her öğrencinin eşit muamele görme ve öğrenme fırsatlarına eşit erişim hakkı vardır. Hem kız hem de erkek öğrencilerin öğrenmelerini teşvik etmek için onların aynı kalitede ve aynı ölçüde dikkate alınmaları gerekir. Bununla birlikte, birçok araştırma, öğretmenler tarafından verilen etkileşimlerin cinsiyet açısından her zaman adil olmadığını göstermektedir. Etkileşimlerin öğrencilere dağılımı öğretmenlerin cinsiyetine göre değişmektedir. Bu çalışma İngilizce Hazırlık programındaki kadın ve erkek öğretim görevlilerinin yine kadın ve erkek öğrencilerle etkileşimini araştırmıştır. 2 kadın 2 erkek öğretim görevlisinin dersleri gözlemlenmiş ve derslerinin ilgili bölümleri video kaydına alınmıştır. İlgili kayıtlar yazıya dönüştürüldükten sonra Sinclair ve Coulthard'ın (1992) uyarlanmış Sınıf Söylemi Analiz modeli kullanılarak analiz edilmiştir. Daha sonra elde edilen bulguların istatiksel farkının anlamlı olup olmadığını ölçmek için elde edilen veriler SPSS (Sosyal Bilimler için İstatistik Paketi 25.0.) üzerinde bağımsız örneklem t-testi ile analiz edilmiştir. Sonuçlar SPSS sonuçlarından bağımsız değerlendirildiğinde öğretmen öğrenci etkileşiminin eşit dağılmadığını ve hem erkek hem kadın öğretmenlerin erkek öğrencilerle daha fazla etkileşim kurduğunu göstermiştir. T-test sonuçları bu farklılığın anlamlı bir düzeyde olmadığını göstermiştir. Çalışmada sonuçlar ilgili alanyazına atıfta bulunarak tartışılmaktadır. Bu bulgulara dayanarak, hem kız hem de erkek öğrencilerin öğrenmesini teşvik etmek için pedagojik uygulamalar önerilmiştir. Benzer çalışmalarda çıkan farklı sonuçların sebebinin ve

öğretmen öğrenci etkileşiminin toplumsal cinsiyet bağlamında daha iyi anlaşılmasını sağlamak için daha fazla araştırma yapılması gerekmektedir.

Anahtar Terimler: Sınıf içi Etkileşim; Toplumsal Cinsiyet; Toplumsal Cinsiyet ve Sınıf İçi Etkileşim; Öğretmen-Öğrenci Etkileşimi; Cinsiyetler Arası Eşitsizlik; Sınıf İçi Eşitlik/Eşitsizlik; Cinsiyet Yanlılığı.

ABSTRACT

GENDER DIFFERENCES IN TEACHER-STUDENT INTERACTIONS

Duygu Doğrucan

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Supervisor: Dr. Emrah Görgülü

Gender roles are conveyed by classroom interactions, either as teacher-student or student-student interaction. Every student has the right to be treated equally and to have equal access to learning opportunities. Both female and male students are required to receive same amount of attention with same quality to foster their learning. However, much research suggests that the interactions that are given by teachers are not always gender-fair. The division of interactions also changes by the gender of teachers. This study was conducted to analyze female and male teachers' interaction with female and male students in English Prepatory School. 2 female 2 male teachers' classes were observed and the related parts of their classes were video-taped. After the videos were transcribed, they were analyzed by using the adapted version of Sinclair and Coulthard's Classroom Analysis Model (1992). Then to see if the differences which are found are statistically significant or not, the findings were tested by using Statistical Package for the Social Sciences V25.0 (SPSS V25.0) independent t-test. When the results were analyzed without including SPSS results, it can be said that there was not an equal distribution between teachers' interaction in classrooms and there is a tendency to give male students more attention. T-test results showed that these differences are not statically significant. The results of the study are discussed in reference to relevant literature on gender and classroom interaction. Based on these findings, pedagogical implications were suggested to foster learning of both female and male students. It was found that more studies should be conducted in order to find out the reasons of differences in similar studies to make the topic of student-teacher interaction in the context of gender issues more understandable.

ACKNOWLEDGEMENT

Throughout the writing of this dissertation, I have received a great deal of support and assistance.

 I would first like to thank my supervisor, Dr.Emrah Görgülü, who provided me with the tools that I needed to choose the right direction and successfully complete my dissertation.

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Besides, many thanks go to my dear mother, Banu Doğrucan, who constantly encouraged me to continue my academic research.

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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter aims to familiarize the reader with the present study in general outline. Firstly, the chapter introduces the background of the study followed by the key purposes set by the study, its significance and research questions. Then, the chapter presents the scope and limitations of the study. Lastly, it will include a brief overview of the current research with the structure of the thesis, and the definition of the terms used in the research.

1.2. Statement of the problem

Schools have their own roles in societies. These instititutions prepare students for their adult roles and their future careers. What is taking place within schools has a big impact on the issues of greater scope such as gender inequalities. Gender bias in the classroom is an important issue in education. Course books, textbooks and dictionaries are accepted as trustable sources in the process of learning and students absorb unconsciously any image, ideology and information represented by them. According to a study conducted by UNICEF in Turkey, textbooks still have elements supporting men to take part in the public realm and limiting women by their domestic responsibilities (UNICEF, 2003). Compared with textbooks, teachers have more influence on learners since they are seen as the authority and the source of information in the context of learning. Thus, interactions involved in schools have an influence on learners in terms of shaping their future involvement with others. Gender roles and culture-related and ideological meanings are conveyed by these classroom interactions, either as teacher-student or student-student interaction. Much research was conducted that demonstrated that boys received more teacher attention than girls with generally better quality (Becker, 1981; Baker, 1986; Sadker & Sadker, 1986; Jones, 1989).

However, there seems to be only one study conducted in Turkey (Bağ et al., 2014). Therefore, it appears that a study about these issues in the Turkish context is warranted.

1.3. Significance and Purpose of the Study

The Turkish National Education Law states that "girls and boys have equal opportunities" (Milli Eğitim Temel Kanunu; madde: 8). However, research shows that this is not always the case in the classroom or in the teaching materials used in it. Sunderland (2010: 159) asserts that female characters' relatively being invisible, the stereotypes in gender roles, and language as discourse will come to the picture when gender issues are associated with English Language Teaching (ELT). The most important question that should be asked is different, though. Why does sexism in ELT matter? Why does this study matter? The most persuasive answer is that gender interactions in the EFL setting affect students as learner and the user of the language. For starters, any sexist and limited interaction will deteriorate female learners' cognitive and communicative empowerment. The second effect is that when female students get conscious about that, female interactions appear with limited numbers and roles , they may feel offended, alienated and even marginalized, and this will not help them to foster their learning but just hinder it. Moreover, the most important effect of it is on classroom practice. If male characters speak more, this would make the female students have less opportunity to speak and to practice. Therefore, gender interactions in the EFL setting is one of the topics which should not be neglected. For these purposes, this study tries to find gender bias in the classroom by trying to figure out whether or not boys and girls receive similar amounts and kinds of attention from their teachers, and the differences that appear due to the gender of teacher related to interactions.

Education plays a more important role in the development of intended behaviors, practices and values. Changing behaviors, beliefs, values and prejudices would be impossible if not analyzed first. That is why this study has its own significance in terms of searching and identifying gender biased interactions in the ELT context in order to raise awareness of them. Another point that makes the study important is that it is one of the first studies conducted in Turkey by trying to find the nature of female and male teachers' interaction with their female and male students.

1.4. Research Questions

Parallel to the aim of the study, the following research questions are going to be addressed.

In the EFL classroom,

1. Is there any difference between the number of the acts of female and the male teachers directed to male and/or female students?
   a. Is there any difference between the number of the initiating acts of female and the male teachers directed to male and/or female students?
   b. Is there any difference between the number of follow-up acts that are directed to the female and/or male students?
2. Is there any difference in the number of acts that female and male students are provided?
   a. Is there any difference in the number of initiating acts that female and the male students are provided?
   b. Is there any difference between the number of follow-up acts that female and male students are provided?

1.5. Hypotheses of the study

In order to investigate the research questions, the following hypotheses below are made:

1.   In order to investigate the first research question, the following hypotheses are posed, which are as below:

•   Male teachers direct more acts to male students.

•   Female teachers direct more acts to male students.

The initiating acts used in the analyzed data are inquire (inq) and neutral-proposal (n.pr) and the follow-up acts used in the analyzed data are acknowledgement(ack), engage (eng) , comment (com) and reformulation (ref). Thus, the hypotheses can be detailed as:

•   Male teachers direct more initiating acts to male students
•   Male teachers direct more follow-up acts to male students.
•   Female teachers direct more initiating acts to male students.

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- Female teachers direct more follow-up acts to male students.

2. In order to investigate the second research question, the following hypotheses are posed:

- Male students are provided more acts that female students.
- Male students are provided more initiating acts than female students.
- Male students are provided more follow-up acts than female students.

1.6. Limitations of the Study

The researcher faced many setbacks during the study. Firstly, the study had to be conducted via video recording as it is impossible to understand what the written initiation or feedback mean but the intonation, the stress even the facial expressions have utmost importance in the analysis of the data. However, this may have resulted in creating an unnatural classroom setting. The students and even the teachers may have felt stressed out and might not have behaved and interacted naturally.

Secondly, the researcher did not want to interfere the classroom procedures of teachers because of the fact that she did not want to boost some more anxiety in the classroom. Thus, each teacher used different technique in choosing the students who will talk. Some used random selection, some asked the questions to whole class by following teacher to whole class interaction way and in such classrooms volunteered students started to talk. Some, however, were choosing students on their wish with no strategy. This limited the study in two ways. Firstly, the numbers of interaction and feedback that can be analyzed decreased as whole class questions are not related to the research questions but only the ones to specific students can be analyzed. Secondly, although the study was a perfect opportunity to look at also the time of the speech of students, the researcher could not benefit from it due to different choosing systems of teachers.

Thirdly, discourse analysis studies are highly dependent on transcribing which is somehow time consuming. This results in studying with limited data. Researcher analyzed 80 minutes in total. If she did not have to transcribe the speech, she could have studied with much data.

Next, the study may not be generalized. The study was conducted only in one Foundation University including four classrooms. Hence, the findings cannot be generalized to other prep schools in other universities in Turkey.

The study was conducted to find out the differences and similarities of female and male teachers' interactions with their female and male students. For the sake of the study, 1 hour was recorded for each teacher. And twenty minutes of each recording were analyzed. The study should be duplicated by observing at least one module which will last 7 weeks.

1.7. Definitions of the terms

For the purpose of this study, the researcher provides the following definitions.

Bias: a tendency to believe that some people, ideas, etc., are better than others. This usually results in treating some people unfairly.

Interaction: where a teacher talks with a student about either an academic topic or about behavior, giving positive, negative or neutral comments in response to the student.

1.8. Abreviations

Ibid: In the same place

OECD: The Organization for Economic Cooperation and Development

EFL: English as a Foreign Language

ELT: English Language Teaching

IRF: Initiation- Response- Feedback

S&C: Sinclair and Coulthard's Model (1992)

CHAPTER II

LITERATURE REVIEW

2.1. Sex and Gender

Based on distinctive societies, values and conventions, typical characteristics and manners are anticipated from both genders of male and female. Before going through the issue in detail, it would be useful to define sex and gender.

Whereas sex alludes to whether an individual is biologically male or female, gender implies socially affected traits of each sex. West and Zimmerman (1987: 126) and Butler (1990) argue that gender is not something we are born with, and not something we have, but something we do. Gender builds on biological sex, but it overstates biological difference, and it transfers the biological difference into the zones in which it is completely unconnected. There is no biological reason, for example, for color-coding like why women should wear pink and men blue or why women can cry and man cannot. Gender is mostly associated with nurture while sex is the result of nature. However, nature and nurture are linked and connected to each other closely. Hence, as Eckert and McConnell-Ginet (2016) state, there is not a clearly marked separation in between these two concepts.

2.2. The Background of Gendered process

Eckert and McConnell-Ginet (Ibid) highlight the famous words of Simone de Beauvoir "One is not born, but rather becomes, a woman" and extended the argument by writing, "So do men". The gendered process starts right after the birth maybe even before when parents start to think if the baby is a girl or boy. Then a naming process mostly follows a gendered process, as names are mostly gender-embodied identities. Furthermore, adults start to treat babies and children as a 'boy' and a 'girl'. Then over the years, children learn to do their own gender work and encourage others to do their gender work as well. Until about the age of two, boys and girls display the same way of acting. After that age, some diversions start to emerge in their play by selecting different toys and participating in different activities. The gendered division of labor in adulthood yet is the most striking part of this notion. It is heavily based on assigning women's function to the domestic and men's to the public realm (Ibid). Women are mostly associated with childbearing, raising and nursing the kids, doing the housework and

so forth. Men are thought of together with outside chores such as taking care of the yard and taking out the trash. In the modern world, women may seem to be also working in other sectors but actually, the sectors, women mostly work for, follow the same pattern of providing service to others, taking responsibilities and caring others' basic needs such as clothing, feeding, cleaning and so on. Thus, these modern professions are not more than being extensions of their domestic roles. Men, however, work for more creative disciplines such as graphic designing or aircraft engineering (ibid).

When universities are taken into consideration, the picture seems positive at the very beginning as there are many female academicians and students in number but gender discrimination is still a problem when we have a closer look at the issue. Özaydınlık (2014: 95) states that in technical departments, only 30% of students are female and what is more, only 5.6% rectors are not male.

Özaydınlık (ibid: 98) asserts that the disadvantages of sexual division of labor are not only limited to differentiating women and men in social life but it also affects their access to social sources and unequalizes it. The basic gap in this gender inequality arises in the decision-making process and labor market. What is more there are some tools to foster these gendered and sexist roles such as language and education, and they are being used unconsciously every day.

2.3. Gender studies

The gendered process above, as discussed in Section 2.2, has resulted in creating more inequalities in social life and women accessing social sources in the world. It limited women to specific areas with limited roles. It even caused women and men to have unequal payment for the same work that they do. This resulted in some reactions in the world including Turkey. Feminist movements especially took the role of fighting against patriarchal ideology which gives higher importance to men over women. Thus, next part will give a short summary about how gender studies became popular and then will discuss the main topics about which there have been made many gender related researches such as language, education and EFL context including EFL course books and classroom interactions.

2.3.1. How did gender studies start to be popular?

Sunderland (1998) made it clear that the second wave of feminist movement had an effect on research studies on gender and education and help gender studies start to be common and popular. Nowadays western countries which are trying to put an end to social practices of sexist and gender biased implementations gained a great popularity by the help of feminist movements which try to achieve gender equality among the society since the beginning of the 20th century. Before explaining those social practices on language and education, there is an utmost need to talk about the context that created this gender-neutral and equal life search. We, as educators who are interested in gender issues, will analyze any kind of result on the purpose of providing our students a gender equal learning process and fostering it but the solution may not be considered to be separated from social movements. Feminist movements specifically are the reasons of researchers having started to be interested in gender issues; gender stereotyping, gender inequality and gender bias. That is why there is an utmost need to understand the movements against the social enforcement and gendered process explained in Section 2.2. in both Turkey and more extendedly, the World.

Radical feminism (2nd wave) at first developed in the 1960s as an elaboration of the suffragette movement (Beard, 2016). Radical feminists were specifically in the pursuit of highlighting the role that male violence and sexual objectification played in preventing women from ending their oppression. Intersectional feminists, which is also named as the 3rd wave in the literature, however, were mostly seeking to end this oppression by achieving equality, rather than enforcing dictated gender roles for women. Actually, intersectional feminism has evolved due to disappointment of black and lesbian feminists (MacKinnon,2006). They believed that the depth and broadness of the oppression that the women had been through, had not been voiced and spoken by the very radical feminists. This theory keeps developing over time including the awareness of other social oppressions. Intersectional feminism tries to be a bridge between feminism and other movements for equality and setting free, such as the LGBT movement, anti-racism and migrant-support (Crenshaw, 1990-1991). These were the historical background of the problem and the solution search in the world.

If we need to understand the women and gender resists of today's Turkey, there is a profound need to look at the women in religion, education and social system and so forth. Compared to other Organization for Economic Cooperation and

Development (OECD) countries, Turkey has the lowest rate of female employment, which is 28.7 percent. Most of the women over 15 are defined as housewives and a big part of the rest works in agriculture sector (Tolunay, 2014: 50). Both of these categories ask women to work as unpaid family workers. It can clearly be said that half of the women in Turkey are devoid of an independent income of theirs. Tolunay (ibid:51) continues by arguing that women working for a paid job have mostly a low-wage job because of their lack of education, yet the ones with higher education are incapable of finding a position which will support them so they are basically unemployed. When their cultural position is considered, women are mostly labeled as mothers, sisters and daughters and they are just seen as a member of a free or cheap labor force. They are also seen as a threat to the men in the working area as they are thought to be limiting the available job opportunities when they want to be a part of the market. Their wish to work will also lower the price of men's labor wage as they will contribute the unemployment rate. Tolunay (ibid:57) argues that the Turkish state and the society have a tendency to control women by controlling their body, the birth rate and abortion, by providing incentives to make them produce free or cheap labor and by supplying lower conditions and standards than men have in their working areas. Those are the main problems of women in Turkey.

In Turkey, the second wave feminist movement has been placed on an operational and intellectual basis similar to that of the world, and the rhetoric and critics have shown similar features. The first emphasis was on the equality between women and men in social and political practices. In this period, Women's Library opened within the Istanbul Metropolitan Municipality in order to create feminist memory and provide more convenient access to information. The inclusion of gender in the processes of knowledge production has led to the expansion of women's research and application centers into universities. Women have started to form reading groups and have analyzed the feminist literature all together. They have figured out that the patriarchal culture is not specific to the state and its sanctions but it is present in their daily life, family, street as well as in their gender specific roles that they have been forced to adapt. The second wave of feminism in Turkey, compared to first wave, contained more gendered involved worldview. This feminism directly targeted patriarchy, criticized male domination, used a radical tone, and demanded women's development not only in the public realm, but also in the private sphere (Diner and Toktaş, 2010).

The feminist movement, including today, was enriched by the inclusion of Muslim and Kurdish feminists, followed by queer-LGBTI and eco-vegan discourses. These developments are a sign of the end of the second wave and the beginning of the indispensable third wave feminist movement. Many women today fight for a more democratic, just, and egalitarian society.

With all these developments, with the help of women movements, scholars have started to have an enthusiasm to do their studies in the field of gender issues and related areas. Since then, there have been many studies on gender analyzing language, discourse, education and its operational parts and interaction among genders. The next sections will analyze them each in order.

2.3.2. Gender and Language

With respect to the culture and its association to language, it can be clearly seen that in most societies, women are treated imperiously. The imbalance of women and men is not only limited to practices of society but it is the language through which individuals shape their thoughts. That is why language plays an exceptionally pivotal part in learning and shaping behaviors. However, there is not much progression but sexism is still a part of English language.

To begin with examples of Nilsen (1977), in English there are terms which do not only neglect women but also disparage them such as word pairs of lord-lady and governor-governess. These words cannot be seen as synonymous even though they have been seen so. Smith (1985) comments on why these words cannot be the same by noting that while the terms attributed to men suggest action, power and authority, their female versions are suggesting no more than sexual connotations in society. The terms attributed to men regard them as serious and deferential, yet female terms are typical samples of inferior status. The second one, which is open to discussion, is having many male generic items in English such as mankind, freshman, man-made and so forth (Bahman and Rahimi, 2010: 274). These words are used to call both genders. The titles are the next topic which should be argued since 'mr' is used for both married and unmarried men while multi-titles are necessary for women such as 'miss' and 'mrs' to define their relationship status. Thus, it is seen that, the language is also a testament to see that there is a distinction between married and unmarried women in society. These may be seen as an indicator of that there is a social pressure on social life of women

by labelling their relationship status. The other sexist point in language is firstness problem and by this term, it is meant to give a position to male terms before female terms such as 'men and women' and 'husband and wife'. Hartman and Judy (1978) argue that it encourages the secondary-place of women.

The second type of research can be summarized under the umbrella term of the quality of language that males and females prefer. Discourse is an outcome of the community and it is not a static force but dynamic which affects and reforms social operations and values without stop. That is why a critical discourse analysis will give an illustration to understand how social power abuse, superiority, and imbalance appear in text and talk. In this sense, the quality of the language used is an indicator of social practices. To give an example, men tend to interrupt women more or women tend to use question-answer pattern and 'you know' in a high frequency and these can be seen as the evidence of women's being inclined to be insecure and uncertain (Parham, 2013: 1677). They have also been reported as complimenting more than men do.

These finding could be seen as a portrayal of women being weak and men being dominant through their speeches

2.3.3 Gender and Education

According to Uysal (1981), Atatürk claimed that education should have a functional value. Hence, education should raise generations who will produce and benefit society. As Delamont (1980:37) also clearly states, schools are not only reflection of society but also institutions that build a new one. Educational institutions excessively include ideological growth that has an influence on language and its connection to power. That is why education is a rich field for the examination of discourse to understand how it encourages or generates gender discrimination. Parham (2013:1676) argues that inequalities among genders are not an overnight sensation but these findings are the result of year-long education that started from early years of life. The best means to improve gender equality is education, yet it unintentionally strengthens or supports gender inequality and stereotypes.

Appleby (2009) discussed teachers' observation on gender in a transitional development program. What she found is worth mentioning that teachers have a certain control over gender equity inside the classroom. They may create a gender-equal classroom interaction. Besides, Uysal (1981) argued that education is a

significant key to improve society and the most important element of education is textbooks. That is why next section of the thesis will discuss gender issues in the EFL context concerning classroom interactions and course books. There have been many studies done in course book analysis but the interaction between female and male teachers and students should be taken into consideration too, yet not many researches have been conducted in this direction in Turkey (Bağ et al., 2014: 74).

2.3.3.1. Gender and EFL

Limiting the topic of gender in the scope of ELT is not an unpopular topic and the first issues which come to mind are the problems of usage of personal pronouns (e.g. he and she) and textbooks' being sexist. Which gender has the superior ability to learn a language is another issue, which is argued a lot in the field. Therefore, gender has its own role in both English language and English language learning /teaching. For example, after gender neutral pronouns such as somebody and to address a person of unknown sex, he or him is used traditionally. It is especially thought provoking when the students whose language does not include any gender inclusive pronouns are taken into account. However, there is also evidence of change in the language. To start with the implications for both teacher education and materials presented by Sunderland (2010: 150), the generic *he* (he, him, and his) for undefined genders is being used less but still appears in grammar. The alternatives exist as '*him or her'* or 's*/he'* but they have been seen as inferior in style, weird, over-exacting and inconvenient. Another attempt to make the text gender neutral is to use 'singular they' as in 'Everybody brought **their** own lunch. The Cambridge and Harvard University also allowed their students to use *'ze'* as a gender-neutral pronoun instead of both he and she and Cambridge dictionary defines *ze* as 'a pronoun sometimes used instead of "he" or "she" because it does not show a particular gender'. When it is looked at word level, students need to learn vocabularies such as salesman, chairman, spokesman but there are again attempts to desex the vocabulary items in English classrooms and textbooks. Instead the words above, there is a tendency to use salesperson, chairperson and spokesperson in grammar books but sexist words still exist. Beyond the usage of language itself, the woman is being also pictured as a passive object. To understand this, the dictionaries, course books and teacher's guides have been analyzed. In dictionaries, there is a tragicomic representation of a woman as alcoholic and drug addict. What is more, Cameron (1990) argues that women have been seen more in illustration of muddle.

The students need to be aware of all those issues like 'they' is being used instead of 'he or she' or 's/he' is an alternative to make the text more gender neutral as the learners are very likely to encounter them in their learning process. Additionally, these sexist components will deteriorate female learners' cognitive and communicative empowerment. If they realize they appear in books with limited roles, they may feel offended and this will not help them foster their learning. A final yet the most important effect of gender bias is on classroom practice. If the dialogues are often being initiated by male characters and if they speak more, this would make the female students have less opportunity to speak and practice. Therefore, gender in EFL setting is one of the topics which should not be neglected. However, the gender issue in the EFL is not limited to language and course books. What really happens in the classroom is also another issue that should be looked into.

Students' learning processes differ with their genders as well. There may be gender differences in language learning styles and strategies. What is more is that teachers' teaching style may change according to the gender of their students (Sunderland, 2010: 157).When teachers are asked about this topic, they report that their male and female students have different kind of learning strategies and styles and their female students are more successful at using them. In Sunderlands' study (ibid: 172), the findings of teacher and learner interactions are very surprising because of the fact that teachers pay more attention to male students but they are not aware of that situation. After a class practice, both the students and the teachers asserted that female students-teacher interaction was much more frequent but in reality, it was the exact opposite. Therefore, it can be assumed that 'more time for boys' ideology is already naturalized. There is also learner – learner interaction dimension of the classroom practice. In the very same activity they may take the different responsibilities. Sunderland (ibid) has claimed that in pair and group works, male students have been talking more but female students are more like feedback giver and supportive of males' language practice. Those were the main arguments of gender issue related to EFL setting. The course books and classroom interactions related to gender issues will be elaborated in next part of the thesis.

2.3.3.1.1. Gender and Course books

Arıkan (2005: 29) gives a detailed explanation on why the course books are important. The very first reason is that students are exposed to course books and have interaction with them inside and outside the classroom. They directly affect all aspects of educational practices including the teacher practices. Learners are expected to develop their skills based on the activities done through visual materials on warm-up activities, comprehension questions, reading passages, example sentences and so forth. Arıkan (2005) also talks about why pictures and images are important in this process by explaining that learning will be easier and more complete if the cues in this process increase in number. What he means is that if the learners are exposed to more visual materials, learning will be better and more lasting. He also adds that all elements of schooling including course books and the images inside have effect on students' cognitive and affective development.

When course books are analyzed in detail related to gender researches, the topics are getting more expanded. Sunderland (2010: 152) asserts that female characters relatively being invisible and the stereotypes in gender roles will come to the picture with the analysis of course books. Language as a discourse is also a popular topic in gender related ELT course book studies which research who is initiating the conversation in dialogues, who speaks more, who gets more turn-taking and so forth.

Bağ and Bayyurt (2015) claims that textbooks are crucial instruments with regard to conveying direct/indirect/implicit messages in terms of recreating the gender roles within society. They have analyzed 5 EFL textbooks used for 2006-2007 academic year and the result shows that males are overrepresented in relation to women. Before checking the new books, they have looked at the analysis of the non-EFL textbook in terms of gender representations by making a literature review and they see that women are underrepresented or represented with stereotypical roles according to most of the studies done so far. For instance, in Syrian textbooks, men were represented as decision makers while females were looking for a fulfillment with passive and supportive follower roles (Alrabaa, 1985:337). Elgar (2004) similarly reports that women are not depicted in laboratories with scientific instruments in scientific textbooks but with the topics related to pregnancy, childcare and genetics.

Lastly, Taboas-Pais and Rey-Cao (2012) state that while male characters are portrayed with elite, out-of-doors, driven sports, females are thought of together with the activities which are artistic and related to fitness.

To look at the experimental studies conducted, Parham (2013:1674) has presented a study that examines representation of gender in conversation, illustrations and graphic design of Children's EFL textbooks. By using nine different children books as her corpus, she has carried out her study in micro and macro level and the study has six different variables. In the first part, the representation of gender in conversations was explored. The first method to analyze is to look at the number of participants to see how many times women appear. The second variable of the paper is who initiates the conversation. Then she has studied turn taking that men and women get and also analyzed how long they produce utterances. Those were the micro level of the study. If there is a need to look at the macro level, this looks deeply into how gender is represented in pictures and how many times they appear. The results are positive from the viewpoint of gender issues by means of the fact that the study displays a more egalitarian representation of females and males. Besides, females are not invisible in the conversation and they are mostly the initiator of it but unlike conversation, course book illustrations underrepresent females.

Bahman and Rahimi (2010) also conducted a study to reveal whether Iranian EFL textbooks are gender-biased or not. They have also counted the frequency of male-female referring terms, first-place occurrence of vocabulary items assigned to these genders and their qualities, and lastly analyzed illustrations as well. The findings are not as promising as the previous one. It has been found that there is a big gender gap between the depictions of both genders in the examined books. Gender bias was expressed in names, pronouns, adjective usage attributed to both genders. Concerning firstness, males took more place in the first sentences and exercises. Furthermore, regarding reading texts, men outnumbered females in titles and the topics of passages. The women were almost invisible.

Another notion is that most reading materials inspected within the past were generally composed by men (Sunderland, 2010: 154). As well, the male creators of dictionaries choose to develop sentences that reflect gender generalizations against females. Additionally, in most conducted studies, researchers examined a few textbooks and found that females suffer from low visibility. They count the sex-linked proper names,

titles or non-generic pronouns and claim in their findings that, in most cases, male references dwarfed the female ones. For example, in one of the books that Hartman and Judd (2008) inspected, the proportion of male to female references was found to be 63% to 37%. They, moreover, illustrated that women's cliché roles were related to housework and childcare. Women's family chores were exemplified by cooking, changing diapers, doing clothing. Men, on the other hand, were portrayed as fixing the car, changing electrical bulbs and/or cutting the grass.

Söylemez (2010) investigated the textbooks written for elementary, pre-intermediate, intermediate and upper-intermediate learners and found out that the adjectives used for women are more extreme and overemphasize feelings but the adjectives that are used for men are more like famous and rich. Another important implication is that while brilliant, genius, clever and bright are used to describe male intelligence, only 'intelligent' is used to describe female intelligence. The aim of the study of Aydınoğlu (2014) was to investigate how gender is represented in EFL textbooks and to raise the awareness of teachers about the importance of the study. She analyzed Fun with Teddy, Joyful English Book 1 and Book 2 in her study. She found that the materials are still problematic in terms of gender issue and she stated even though the government made some attempts in this sense, gender equality had not been still achieved.

Porreca (1984) analyzed 15 EFL textbooks by looking at how many times the boys or girls appear, how many times males or females are depicted first and how many nouns are used to portray them. The results show that women are underrepresented. There are many other studies with the similar results (Apple 1979, Yates 2006, Gümüşoğlu 2008). In short, the way women are represented is limited in number but the only problem is not quantitative but also qualitative as they are depicted with limited occupational roles and the roles assigned to them are mostly stereotypical such as being mom and doing domestic chores. Gümüşoğlu (2008) conducted maybe one of the most important studies about gender representation in textbook with the analysis of representations in textbooks in Turkey between 1928 and 2008. Her findings are quite meaningful as she revealed that there are changes of gender representations in textbooks within the time and these modifications are parallel to political changes. For instance, she argued that women and men were represented equally in the early years of Turkish Republic, yet after the 1950's women and men were assigned stereotypical

roles. Therefore, Gümüşoğlu (2008: 43) stated that while women were depicted as the teacher of new generation in the early years of republic, they were no more than a servant of their families after 1950's. This proves us that textbooks can be used as a means to create a new model in society. Fortunately, there have been some developments in terms of the gender representation and awareness about this subject as it has become an area of scholarly interest. To see it, Bağ and Bayyurt (2015) examined the books that are used in primary school in Turkey for fourth, fifth, sixth, seventh and eighth grade learners. After looking at the overall findings, it is clear that there are some improvements in terms of representations. Men are doing house chores in the illustrations and women are depicted as superheroes and the analyzed book also gives the story of first women pilots and a living female scientist. However, many examples of female inferior position exist in course books, too. There were examples of women asking their husband's approval to buy a new cloth and there was a girl expressing she cannot go out at night. Fathers were with the role of helping their children as they were competent and they were the ones who took care of expenditures of households. Women were also portrayed with the beauty and care topics as they were supposed to be beautiful. These representations are of utmost importance. The textbooks lead the teachers owing to the fact that teachers talk around the text (Sunderland, 2001). That is why they directly affect every practice and unit of a lesson for sure. Hence, understanding the significance of topic and creating an awareness are crucial areas of concern especially for teachers.

2.3.3.1.2. Gender and Classroom Interactions

Interaction is an exceptionally complex and fluffy concept. It is pivotal to our understanding of the world and ourselves. Without social interaction, we would not know who we are. Social interaction permits us to obtain, challenge and arrange our personalities. Since personalities are found in talks and narratives, we require interaction to handle those forced on us and to find personality alternatives open to us. She also added that it would be adequate if instructors created an atmosphere in which all the members of a language lesson might feel comfortable and included.

Researchers such as Duffy et al. (2001), Farooq (2000),Good et al. (1973) Kelly (1988), Jones and Dindia (2004),Stake and Katz(1982),Sunderland (1996) and Jones and Wheatley (1990) analyzed the role of gender in the scope of performance differences, classroom, activity, academic success perception, and classroom interactions.

Cornill (2007) asserts that the interest in the relationship between gender and classroom interaction began as early as 1950s. In today's modern world, it may be expected that without the difference of gender, all the students would receive equal attention in schools so that they can get ready for their future roles, private lives and careers. Interactions are important also in the EFL classrooms. Farooq (2000) suggested that if the learners are at a basic level in the target language and are not able to communicate independently with their peers, the only possible interaction is through teachers. Brown (1994) and Caudron (1993) remarked that in the language classrooms, as students do not have many tools, the questions that are posed by teachers are as a means to communicate for the learners. McDonough and Shaw (1995) also proposed the view that questions that teachers ask are important in helping learners develop their competence in language. Similarly, it is the case in the feedbacks and correcting them. Brown (1994) and Nunan (1991) confirmed the view by adding that similar assumptions may be accepted about feedbacks as well since everything that a teacher says and does will be noticed in the classroom. Yet, Bailey (1993) presented arguments to emphasize that teachers are likely to interact with male and female students differently in elementary school. Omvig's study (1989) confirmed that it is the same in high schools as well. Brophy (1981: 30) suggested that male students generally receive more attention in class from their teachers compared to female students. Hopf and Hatzichrisou (1999: 16) indicated that the interaction patterns might be partly related to the gender of the teacher. Bellamy (1994) noted that male teachers interact male students more while female teachers' interaction shows an equal ratio.

Many other researchers claimed that the teachers are more attentive to male students than they are to girls. Male students are listened more, paid attention more, provided with more feedbacks in a both negative and positive way, and Spaulding (1963) even argued that male students took more turns to answer the questions. There are much more studies about the issue. To give an example, it is stated by Butters (1986) that in student-teacher talk, boys overwhelmed in oral communication and participatory

exercises. Eva Alcon (1994) further supported that once more in student-to-teacher conversation, "the boys utilized essentially more requests than did the girls". Sunderland (2000: 223) observed in her study that the teacher was actually treating - or, arguably, constructing - the girls as the more academic students. Fran Munro (1987) stated that the lion's share of educators' questions addressed the male members. Holmes (1994) also remarked that males were taking longer and more turns in most groups and twice as numerous long turns as compared to the females. Merrett and Wherdall (1992) supported these ideas by finding that boys received more responses from their teachers, both negative and positive, than girls did. Bağ et al. (2014: 61) presented arguments to emphasize that the previous studies suggested that male students received more teacher attention than female students did and similarly, they interacted more with their teachers. While Omvig (1989) stated that male teachers were fair and equal with their interactions with both female and male students and tested the hypothesis statically, Smith (1992: 192) found that both teachers interacted more with male students than they did with female students. Belamy (1994) found that while female teachers interacted female and male students equally, male teachers interacted with male students three times more than they do with female students. However, whether or not the data is statically significant is not given by the researcher. There are many more studies on classroom interactions showing that male students interact more with their teachers. Bailey (1993) and Sadker &Sadker (1986) indicated in their study that male students receive more attention in class from their teachers. Good et al. (1973) examined teachers with different genders and found that teachers' behaviors towards their students varied in some significant ways even though there is some parallelism. The study illustrated that high-achieving boys got the foremost favorable positive teacher treatment, whereas low-achieving boys had the least favorable interaction. Even when the teachers find themselves fair in time that they are interacting with both genders, the reality of class may be different. Spender (1982: 56) reported it by telling *"It is nothing short of a substantial shock to appreciate the discrepancy between what I thought I was doing and what I actually was doing"*. Farooq (2000) found that the male teacher paid more attention to boys than to girls. He explained the case by arguing that the girls are accepted as more hardworking, academic, and well-behaved. That is why; it is assumed that boys needed more attention. Kelly (1988) and Jones and Dindia (2004) indicated that the teachers interacted more with their male students than with their female students in their study.

Kelly (1988) also added that they asked more questions to boys and provided them more response opportunities. Girls, however, were found to volunteer more. Hence, it may be interpreted that girls demanded more equal time and turns to participate but they were not permitted to do so. Stake and Katz's (1982) studies concluded that male students get more reprimands than female ones. Researchers clarified this result by proposing that boys caused more discipline issues than young girls did. However, Merrett and Wheldall's (1992) study suggested that boys got more reactions from teachers; both approval and critism than girls received. They noted that boys received more responses from their teachers than female students did. Younger and Warrington (1996) made interviews with both teachers and students. The findings showed that male students received more criticism than female ones did in the classroom. In a more recent study, Aukrust (2008: 240) analyzed the involvement of both genders in the classrooms of teachers with different genders. What she found out is that the boys took more part and were involved in the classroom more than the girls did at all levels in both in female and male teachers' classrooms. She also demonstrated that the boys interrupted the teacher more than the girls did. The study of Alcon (1994) also emphasized that boys took more turns than girls did and boys interrupted girls more than girls interrupted boys. She explained the case by arguing that it is the stereotype of the society which promotes the idea that women are expected to be supportive and engaging while talking to men. Bayyurt (1999) analyzed a classroom interaction in Turkey and the study also suggested that boys were provided more turns to speak and they took longer turns. Borphy (1985) supported the arguments by suggesting that male teachers directed their substantially less of classroom interactions to female students than female teachers did. Yepez (1994: 132), however, found that most of the teachers in her study showed equality in the interaction with students. Sunderland (1996) confirmed the hypothesis by suggesting that even though the numbers of academic and non-academic solicits that are provided to female and male students differ, there is not statically significant indication of teachers' differential treatments.

By looking at prior work, Bağ et al. (2014: 59) concluded that even though there are a couple of studies of gender in the classroom in Turkey (e.g., Bayyurt 1999; Dayıoğlu and Türüt-Aşık 2007; Erden 2009; Gök, Özdoğru, and Erdoğan 2002; Gömleksiz 2012; Gümüşoğlu 1996; Koca 2009), there are no studies conducted particularly exploring gender and teacher-student interaction. Their study (ibid) was designed to

explore it. If there is a need to look at the findings and conclusion directly, this study inspected the total of attention that different gendered teachers provided to students in two EFL classrooms. More notably, how the teachers coordinate their initiating and follow-up moves (feedback) to female and male understudies have been investigated. The findings, taken as a whole, demonstrated that *"There was not an equal distribution of teacher attention in either classroom"* (ibid: 74). The consequence of this study is noteworthy in terms of its being the first study that analyzes the issue of gender and teacher-student interaction in an EFL setting in Turkey. Sunderland (1996) noted that "*examining classroom interaction in EFL classrooms is noteworthy as the language is both the target and means of communication"*. That is why; the researcher decided to do her study for master thesis in this direction and will be the first study exploring gender and teacher-student interaction in a preparatory school, in Turkey. It is based on the video-taped classroom interaction data in an EFL setting.

2.4. Discourse Analysis

Understanding culture and its correlation with language is a very controversial issue in humanity and social sciences. Cultural meanings consist of linguistic signs and codes. The relation between signs form cultural meanings that ultimately form cultural codes (Barker & Galasinski, 2001). Coulthard and Brazil (1979) argued that there should be a separate level of language description that indicate the relation between the expressions and their function when used in discourse. This level is called the level of discourse. Bucholtz (2003: 44) defines discourse as "*language in context; that is language as it is put to use in social situations not the more idealized abstracted linguistic forms that are the central concern of much linguistic theory.*" Critical Discourse Analysis can be defined as "*a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context*"(van Dijk, 2001: 352). One can understand and endure social inequality through with this kind of critical analysis because it helps raise awareness of how language and ideology as a hidden power contribute to the domination of some people by others. From this point, Discourse Analysis and Critical Discourse Analysis contribute to the language and gender studies.

2.5. Conclusion

The aim of this chapter was to introduce and elaborate on gender issues. First, basic terms such as gender and sex were introduced to understand the topic. While sex refers to biological differences between males and females, gender refers to the role of them in society (Butler, 1990). People expose to doing gender just after embryo formation. They are forced to behave 'girlish' and 'boyish' to fit social norms and these norms have no natural and biological reasons and highly fluid and can shift substantially over time. These norms come with negative social sanctions towards women and they limit women power to domestic areas. Thus, since 1970's people especially women have been fighting against these social sanctions and patriarchal social structure. Feminist movements have started for achieving this fight. Second wave feminist put the emphasis on the equality between men and women. This equality search resulted in the expansion of women's research and application centers into universities. This is how gender studies started and became popular. Since then, there have been many studies on language, education and interaction of both sexes related to gender issues. EFL and gender topics are mostly gathered under the topics of gender visibility in course books and gender interactions. Many studies suggest the idea that women were portrayed with limited number and limited roles in course books. Interactions do not have positive image in terms of gender issues as well. Many studies show that most of the teacher attention, reward and reprimand is given to male students. Even though, the researcher has found many studies related to course books and gender, there are not many about gender interactions of English learning students in the context of Turkey. Hence, it might be a good idea to analyze the teacher student interaction for analyzing female and male teachers' attention toward their male and female students. These are the main arguments discussed. In this respect, the next chapter aims to introduce the research methodology of the present study conducted in the classroom setting.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter covers the nature of the study, research design, the setting and the participants, the data collection instruments, and the data analysis procedure with concluding comments in the end.

3.2. Nature of the study

This study is designed as a quantitative research. Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. This king of research quantifies attitudes, opinions, behaviors, and other defined variables and generalize results from a larger sample population.

3.3. Research Design

The aim of this study is to find gender bias in the classroom by trying to figure out whether or not boys and girls receive similar amounts and kinds of attention from their teachers, and the differences that appear due to the gender of teacher. This study was conducted through observational research over 2 weeks. The participants were not told the aim of the study as it would change the result but informed that their general strategies would be analyzed. They were videotaped for 4 hours in total and 20 minutes of each were analyzed. The parts that were analyzed are the ones that had lots of teacher-student interaction.

3.4. Research Participants and Setting

This study was conducted as an observational research at a prep school of a private foundation university preparatory school. The term observational research is used to refer to several different types of non-experimental studies in which behavior is systematically observed and recorded. This thesis aimed to analyze teacher- student interaction based on gender criteria.

The medium of instruction in many programs within the university's body is English. The School of Foreign Languages offers an extensive English preparatory program.

There are five levels: A1, A2, B1, B1+, and B2. To begin their study in their departments, they have to achieve at least B2 proficiency level of English.

Two B1+ and two B1 classes were selected for the study with two male and two female teachers. The researcher selected four classrooms in total as only one classroom would not be enough to generalize the results to the institution. She decided to study with at least B1 level students because students need to have a certain proficiency to communicate with their teachers for the aim of the study. In the process of selection, particular criteria were considered such as the number of female and male students, their proficiency levels and teaching practice of the teachers. They were all main course teachers of those classes, teaching 18-hour classes integrated with four skills, listening, speaking, reading and writing. Teachers' age ranges 25 to 30 while their teaching experience ranges 3 to 6. They all graduated from the top two universities in Turkey.

3.5. Data Collection Tools

The main data collection tool was a camera function in a smart phone. The researcher used a frequency chart to document the different kinds of feedback each teacher gave, making a distinction between whether the teacher was interacting with male or female students, what the quality of interaction was and then what kind of feedback was given.

3.6. Procedure

After the completion of the recording of the lessons, the researcher transcribed all the speech by getting help from the online application *Trint* (Appendix A) and analyzed it using the frequency of Initiation Response Feedback chart (IRF) (Appendix B). Each time a teacher gave any kind of attention to a student, the researcher made a note of the feedback on the chart. Separate data were collected for interactions with female and male students. The interaction to male students was noted in black color while interaction to female students was noted in blue. After that, the data was tabulated. The data was then analyzed to see if the teachers gave more attention to either male or female students, as well as what kind of attention was given to female and/or male students by female and /or male teachers. Appendix B shows how the researcher coded the interactions. Lastly, using SPSS (V25) an independent t-test was used to see if the results were statistically significant.

3.7. Data Analysis Procedure

3.7.1. Sinclair and Coulthart's Classroom Analysis Model

For the analysis of the data, Sinclair and Coulhart's Classroom Discourse Analysis Initiation- Response- Feedback (IRF) Model (1992) was used. The language of classroom differs from spoken discourse in many ways. Thus, the IRF method has been chosen because researchers developed it to describe not any kind of spoken discourse but teacher-pupil interaction. Since this thesis aims to analyze teacher-student interaction, teacher-based and teacher-dominant parts of the classroom units were chosen and the IRF model worked for this type of analysis. However, the researcher chose to use categories from a model developed by Francis and Hunston (1992) because of the presence of non-traditional and communicative style in which the class was conducted. Sinclair and Coulhart's model consisted of five ranks: lesson, transaction, exchange, move and act, and they are all related to each other (Willis, 1992).

Figure 1: Sinclair and Coulthard's Model
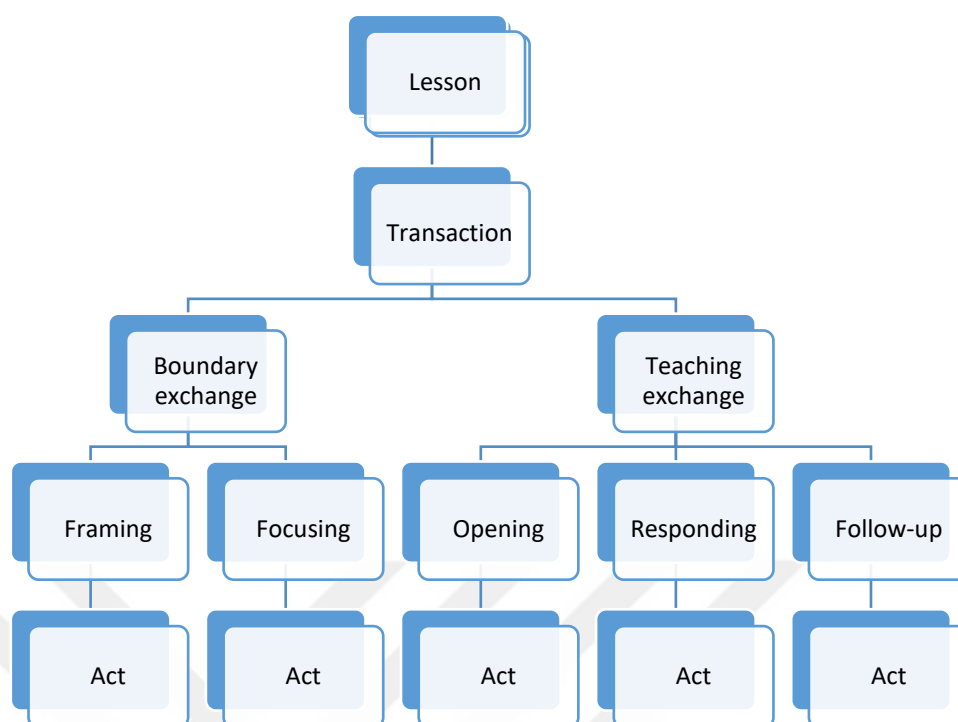
Figure 1 is the basic interaction model in teacher-based interaction. The highest rank in Sinclair and Coulthard's model (henceforth S&C) is the lesson. They had difficulty in showing how a lesson is made up of transactions (Coulthard, 1985: 123). The other four ranks, on the other hand, have well defined structure. Transactions are made up of boundary and teaching exchanges. According to Sinclair and Coulthard, boundary exchanges indicate the beginning or the end of a lesson, transaction, or a change of topic with words like ''alright', 'now', 'OK' spoken with falling or rising intonation and a short pause. Exchanges are "expressed in terms of moves" as focusing, framing, opening, responding and following-up. Lastly, moves consists of "one or more acts" (ibid: 124-125). For the aims of this thesis, the transcribed data will only be analyzed at the level of exchange, move and act. In the S&C model, teaching exchanges include a minimum of one move, and a maximum of three: a required opening move, followed by a potential answering move and then a potential follow-up move (Cook, 1989: 47). These moves are also labelled as Initiation (I), Response (R) and Feedback (F) (Sinclair & Coulthard, 1992: 26). For the IRF model, when a teacher asks a question, s/he basically starts the initiation (I) and the students respond verbally or non-verbally(R) and at the end, the teacher gives a feedback to show what is right or wrong (F) by accepting, rejecting, evaluating, or commenting on the student response move (Hellerman, 2003 : 80).

The following is an example of a typical IRF exchange:

(I) Teacher: What is this?

(R) Student: It's a table.

(F) Teacher: Good.

These exchanges have 4 main purposes as informing, directing, eliciting, and checking. They can be seen as in Table 1.

Table 1: Free exchanges (Heinel, 2017)

Free exhanges	Function	Structure
Teacher inform	Used to pass facts, opinions, ideas, and new information to the students.	I(R)
Teacher direct	Used to direct the students to do, but not say something.	IR(F)
Teacher elicit	Used to obtain a verbal contribution from students.	IRF
Pupil elicit	Used for student questions requiring a response from the teacher.	IR
Pupil inform	Used when students offer relevant or interesting information.	IF
Check	Used by teachers to see how well students are understanding, or hearing. It can be considered a kind of eliciting exchange.	IR(F)

Acts are the lowest rank in S&C model. Moves such as framing, focusing, opening, responding and following-up are made up of acts. Sinclair and Coulthard (1992: 19-219 specified twenty-two acts in their model and Fransis and Hundson (1992: .128-133) adapted these. *(See Table 2).*

Table 2: Acts of Sinclair and Coulthard. (Based on Cook, 1987: 47)

Code	Act	Function	Realization
gr	Greeting	Self-explanatory	hi', 'hello' 'good morning'
re-gr	Reply-greeting	Self-explanatory	hi', 'hello' 'good morning'
inq	Inquire	Elicits information	wh-questions and ellipted forms
n.pr	Neutral proposal	Elicit information	yes no questions
m.pr	Marked Proposal	Elicits agreement	Questions seeking a 'yes' or 'no' answer, 'don't/aren't you'
Ret	Return	Seeks clarification of previous utterance	Questions, often ellipted
conf	Confirm	Gives or asserts agreement	'Yes' or 'no' items including NV, repetition and paraphrase
rej	Reject	Rejects suggestions or Presuppositions	'Yes' or 'no' items including NV or silence.
ter	Terminate	Terminates an exchange while acknowledging previous utterance	Low key 'yes' or 'no' items and their variants, or repetition
rec	Receive	Acknowledges previous utterance	'Yes' or 'no' items including NV and repetition
prot	Protest	Objects to preceding utterance, disputing its correctness	'Yes' or 'no' items and their variants
acc	Accept	Shows T has heard correct information	Yes', 'Good', 'Fine'

ack	Acknowledge	Shows initiation (or response) has been understood	'Yes','Ok', 'mhmm', 'Wow'
eng	engage	Providing minimal feedback without interrupting	'mm', 'yeah' and low echoes
ref	reformulate	To acknowledge preceding utterance and/or offer a revised version of it	Statement which paraphrases preceding utterance
z	Aside	T talking to himself/herself	Statement/question/command
cl	Clue	Gives extra information	Statement/question/command
com	Comment	Exemplifies/expands/justifies	Statement/tag question
con	Conclusion	Summarizes	'So, what we've been doing is...'
el	Elicitation	Requests answer	Question
e	Evaluate	Evaluates	'Good', 'Interesting', 'Yes'
l	Informative	Provides information	Statement
l	Loop	Returns to point before S's answer	'Pardon?', 'Again?'
me	Marker	Marks boundary in discourse	Well', 'OK', 'Right'
rep	Reply	Provides appropriate reply to elicitation	Statement/question/nod
^	Silent Stres	Highlights maker	Pause
S	Starter	Provides information to facilitate response	Statement/question/command

The following example and explanation further of Heinel (2017) simplify how exchanges, moves and acts interact in discourse:

(I) Teacher: Where are you from (el)

(R) Student: Eugene (rep)

(F) Teacher: Eugene ok (e) Oregon State then (com)

In this exchange, the teacher makes an initiating (I) move which consists of an elicitation (el) act. This elicitation is the only act in the move and it can stand on its own, therefore it is the 'head' and indicates that the exchange is a Teacher Elicit type of exchange. In the response (R) move the student makes a reply (rep). In the third and final follow-up (F) move there are two acts, the teacher first evaluates (e) the student response, and then comments (com) on it. (Heinel,2017)

3.7.2. Application of the model in data analysis

To elicit answers for the research questions, the S&C model was used in *exchance* and *act* level. The researcher used the coding chart prepared to code the transcribed speech of teachers and students as in Table 3.

Table 3: The Coding chart used by researcher

Initiation	Act	Response	Feedback	Act

In the analysis part, not all the acts were used as they have not been found related to the study. Firstly, this study does not analyze the response or interactions produced by students. Thus, many acts related to response were not used. Secondly, calling out students or greetings or starters were not included as since teachers used them either to whole class or randomly. Hence, they have not been found gender related. Some acts were used so few in number that the data was not sufficient to be analyzed and they were not coded as well. Lastly 6 acts were coded in the study both because they were used frequently and found related to study. These are inquire (inq) and neutral proposal (n.pr) as initiating acts and comment (com), reformulation (ref), acknowledge (ack) and engage (eng) as follow-up acts.

To give an example:

The transcribed data of Teacher 1 is as below:

Teacher 1: [00:00:02] Yeah. Number five. Who is number five. Cüneyt. Wow.How nice Cüneyt. Yeap.Cüneyt can you tell me what's your department.

Student A: [00:00:10] My department is Islamic economics and Finance.

Teacher 1: [00:00:13] Finance.Okay. What, what do you think about the advantages

of your department.

Student A: [00:00:16] My department is new department. Maybe I can find a job easily.

Teacher 1: [00:00:21] Easily yeah.

Student A: [00:00:23] But disadvantages. Math sometimes can be hard.

The coded part of this dialog is as in Table 4:

Table 4: Sample coded chart

Initiation	Act	Response	Feedback	Act
Yeah. Number five. Who is number five? Cüneyt. Wow.How nice Cüneyt. Yeap.Cüneyt can you tell me? what's your department.	inq	My department is Islamic economics and Finance.	Finance.Okay..	ack
What, What do you think about the advantages of your department	inq	My department is new department. Maybe I can find a job easily. But disadvantages.Math sometimes can be hard.	Easily yeah. Math. Hmm. For the studying part you think math would be maybe difficult. Thank you.	Eng ack ref

Black coloring has been used as the student who is speaking is male. For the female students blue colored writing has been preferred.

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3.8. Conclusion

This chapter aimed to introduce the methodology of the present research in detail. After the research design was fleshed out, the setting and participants were described. Next, the materials used and the process followed were given in detail. Then the model to use for analysis of classroom discourse was introduced and the way to apply this model in the study was presented. In the following chapter, the data obtained from classroom observations will be analyzed, and the results will be interpreted.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Introduction

In this chapter, the findings of the study will be illustrated via tables. First, the findings will be given and analyzed related to the teachers and then the same data will be analyzed from the perspective of another group in this study, the students. Then, the discussion of the findings gathered through the analysis of video recordings will be demonstrated. The research questions that guided this study will be answered in this chapter in the light of the relevant literature as well.

4.2. Findings

The thesis has aimed to find out the similarities and differences of the number of female and/or male teachers' interaction to female and/or male students. Interaction has been limited to initiation and follow-up acts. To achieve this aim, Sinclair and Coulthards' discourse analysis model (1992) that is adapted by Fransis and Hunston (1992) was used. The findings are illustrated in terms of teachers and students who participated in this study.

4.2.1. Teacher #1

As it can be seen in Table 5, Teacher #1 has used 134 acts in total towards 5 female and 11 male students. She has used 7 inquire acts (inq) directed to female students while she has directed 28 inquire acts (ing) to male students. She has used 3 neutral proposal acts (n.pr) to female, 5 to male students; 10 acknowledgment acts (ack) to female, 22 to male students; 12 engage acts (eng) to female, 19 to male students; 3 comment acts (com) to female, 18 to male students and lastly 1 reformulate act (ref) to female, 6 to male students.

Table 5: Female Teacher #1- Total distribution of acts

	Female student (N=5)	Male students (N=11)
inq	7	28
n.pr	3	5
ack	10	22
eng	12	19
com	3	18
ref	1	6
TOTAL (N=134)		

Since the precise proportion of students by gender changed from lesson to lesson, and the number of female and male students who were involved in class was not equal in each class, the number of acts per head of female and male students who had speaking turns was calculated. Teacher #1's means of act usage towards female and male students are illustrated in Table 6. By looking at the Table 6, it can be said she has used more inq and ref and com towards male students while she used more n.pr and eng towards female students. Her usage of ack is the same for both female and male students.

Table 6: Teacher #1-Acts provided per female and male students

	Female Students	Male students
Inq	1,4	2,545
n.pr	0,6	0,454
Ack	2	2
Eng	2,4	1,727
Com	0,6	1,636
Ref	0,2	0,545

As it can be seen in Table 7, without looking at the gender of students that the teacher has interacted with, the mean of acts that she has used per students is illustrated in Table 7.

Table 7: Teacher #1-Acts used per students

inq	2,187
n.pr	0,5
ack	2
eng	1,937
com	1,312
ref	0,437

4.2.2. Teacher #2

As it can be seen in Table 8, Teacher #2 has used 172 acts in total towards 8 female and 9 male students in total. The number of acts that she has used towards female and male students is illustrated in Table 8.

Table 8: Female Teacher #2- Total distribution of acts

	Female student (N=9)	Male students (N=9)
Inq	22	34
n.pr	11	14
Ack	20	33
Eng	5	0
Com	4	11
Ref	8	10
TOTAL (N=172)		

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The number of acts per head of female and male students who had speaking turns was calculated and shown in Table 9. Thus, it can be concluded that the teacher has used more inq, n.pr, ack and ref for male students but she has directed more eng and com to female students.

Table 9: Teacher #2-Acts provided per female and male students

	Female Students	Male students
Inq	2,75	3,777
n.pr	1,375	1,555
Ack	2,5	3,666
Eng	0,625	0
Com	0,5	1,222
Ref	1	1,111

As it can be seen in Table 10, without looking at the gender of students that the teacher has interacted with, the mean of acts that she has used per students is illustrated in Table 10.

Table 10: Teacher #2-Acts used per students

Inq	3,214
n.pr	1,470
Ack	3,117
Eng	0,294
Com	0,882
Ref	1,058

4.2.3. Teacher #3

As it can be seen in Table 11, Teacher #3 has used 133 acts in total towards 8 female and 9 male students in total. The distribution of his act usage is illustrated in Table 11.

Table 11: Male Teacher #3- Total distribution of acts

	Female student (N=6)	Male students (N=6)
Inq	12	13
n.pr	7	4
Ack	28	26
Eng	7	9
Com	13	6
ref	5	3
TOTAL (N=133)		

The number of acts per head of female and male students who had speaking turns was calculated. As seen in Table 12, while he directed more inq and eng to male students, he directed more n.pr, ack, eng, com and ref to female students.

Table 12: Teacher #3-Acts provided per female and male students

	Female Students	Male students
Inq	2	2,166
n.pr	1,166	0,666
Ack	4,666	4,333
Eng	1,166	1,5
Com	2,166	1
Ref	0,833	0,5

As it can be seen in Table 13, without looking at the gender of students that the teacher has interacted, the mean of acts that he has used per students is illustrated in Table 13.

Table 13: Teacher #3-Acts used per students

inq	2,083
n.pr	0,916
ack	4,5
eng	1,333
com	1,583
ref	0,666

4.2.4. Teacher #4

As it can be seen in Table 14, Teacher 4 has used 151 acts in total towards 12 female and 14 male students in total. The distribution of the number of the acts has been illustrated in Table 14.

Table 14: Male Teacher #4- Total distribution of acts

	Female student (N=12)	Male students (N=14)
inq	15	16
n.pr	6	5
ack	25	31
eng	10	9
com	12	10
ref	4	8
TOTAL (N=151)		

The number of acts per head of female and male students who had speaking turns was calculated. Table 15 illustrates the mean of acts that he has directed to male and female students. Hence, it can be concluded that whereas he directed more ack and ref to male students, he directed more inq, n.pr, eng and com to female students.

Table 15: Teacher #4-Acts provided per female and male students

	Female Students	Male students
Inq	1,25	1,142
n.pr	0,5	0,357
Ack	2,083	2,214
Eng	0,833	0,642
Com	1	0,714
Ref	0,333	0,571

As it can be seen in Table 16, without looking at the gender of students that the teacher has interacted, the mean of acts that he has used per students illustrated.

Table 16: Teacher #4-Acts used per students

inq	1,192
n.pr	0,423
ack	2,153
eng	0,730
com	0,846
Ref	0,461

4.2.5. Gender related findings

2 female 2 male teacher's usage of acts towards female and male students is shown individually but there is a need to look at them from gender perspective by taking the mean of them as well. In Table 17, there is a descriptive statistics of the acts used.

Table 17: Descriptive statistics of produced acts

Gender of teacher	act	mean	Std.deviation
Female	inq	2,7005	,72620
	n.pr	,9850	,68589
	ack	2,5585	,78984
	eng	1,1155	1,16178
	com	1,0970	,30406
	ref	,7475	,43911
	fing	2,0750	,95459
	ming	3,1610	,87116
	fn.pr	,9875	,54801
	mn.pr	1,0045	,77852
	fack	2,2500	,35355
	mack	2,8330	1,17804
	feng	1,5125	1,25511
	meng	,8635	1,22117
	fcom	,5500	,07071
	mcom	1,4290	,29274
	fref	,6000	,56569
	mref	,8280	,40022
Male	inq	1,6375	,63003
	n.pr	,6695	,34860
	ack	3,3265	1,65958
	eng	1,0315	,42639
	com	1,2145	,52114
	ref	,5635	,14496
	fing	1,6250	,53033
	ming	1,6540	,72408
	fn.pr	,8330	,47093
	mn.pr	,5115	,21850
	fack	3,3745	1,82646
	mack	3,2735	1,49836
	feng	,9995	,23547
	meng	1,0710	,60670
	fcom	1,5830	,82449
	mcom	,8570	,20223
	fref	,5830	,35355
	mref	,5355	,05020

As it may be seen complicated, Table 18, which summarizes the descriptive analysis, has been prepared. The table shows the means of acts that female and male teachers used towards their female and male students. The means per students for each acts used by teachers is also illustrated.

Table 18: The means of act usage of teachers

	Female Teacher			Male teachers		
	Per students	Per female students	Per male students	Per students	Per female students	Per male students
inq	2,7005	2,0750	3,1610	1,6375	1,6250	1,6540
n.pr	0,9850	0,9875	1,0045	0,6695	,8330	,5115
initiation act	1,84275	1,53125	2,08275	1,1535	1,229	1,08275
ack	2,5585	2,2500	2,8330	3,3265	3,3745	3,2735
eng	1,1155	1,5125	,8635	1,0315	,9995	1,0710
com	0,0970	,5500	1,4290	1,2145	1,5830	,8570
ref	0,7475	,6000	,8280	0,5635	,5830	,5355
follow-up act	1,1296	1,2281	1,4884	1,534	1,635	1,43425
Total mean	1,3673	1,3292	1,6865	1,4072	1,4997	1,3171

When we analyze the table, we can conclude that:

1. Male teachers directed more acts to students than female teachers did in total.
2. Male teachers directed more acts to female students than female teachers did.
3. Female teacher directed more acts to male students than male teachers did.
4. Female teachers directed more acts to their male students than to their female student in total.
5. Female teachers directed more initiation acts to male students than to female students.

6. Female teachers directed more follow-up acts to male students than to female students.

7. Female teachers directed more inq, n.pr, ack,com and ref to their male students than to their female students.

8. Female teachers directed more eng to their female students than to their male students.

9. Male teachers directed more acts to their female students than to their male students in total.

10. Male teachers directed more initiating acts to female students than to male students.

11. Male teachers directed more follow-up acts to female students than to male students.

12. Male teachers directed more n.pr, ack, com and ref to their female students than to their male students.

13. Male teachers directed more inq, eng to their male students than to their female students.

The data should also be read from the perspective of students as well. Table 19 shows the means of acts that female and male students were provided.

Table 19:The means of acts provided towards female and male students

	Female students	Male Students
Inq	1,85	2,4075
n.pr	0,91025	0,758
initiation acts	1,380125	1,58275
Ack	2,81225	3,05325
Eng	1,256	0,96725
Com	1,0665	1,143
Ref	0,5915	0,68175
Follow-up acts	1,43156	1,46131

When we analyze the table, we can conclude as:

1. Male students were provided more acts than female students were in total.
2. Male students were provided more initiating acts than female students were.
3. Male students were provided more follow-up acts than female students were.
4. Male students were provided more inq, ack, com and ref acts than female students.
5. Female students were provided more n.pr and eng than male students were.

Whether or not the difference between the number of teacher's usage of these acts is significant has been analyzed by using independent samples t-test and when it is look at sig. (2 tailed) analysis of the numbers, all the values are bigger than 0.05 and it shows there is no significant difference.

Table 20: Independent sample t-test of acts used by female and male teachers towards female and male students

F	Sig.	Sig. (2-tailed)	Mean Difference	Std. Error Difference
ing	Equal variances assumed	,258	1,06300	,67982
	Equal variances not assumed	,261	1,06300	,67982
n.pr	Equal variances assumed	,241	,56350	,34195
	Equal variances not assumed	,241	,56350	,34195
ack	Equal variances assumed	,614	-,76800	1,29962
	Equal variances not assumed	,634	-,76800	1,29962
eng	Equal variances assumed	,932	,08400	,87508
	Equal variances not assumed	,936	,08400	,87508
com	Equal variances assumed	,809	-,11750	,42663
	Equal variances not assumed	,814	-,11750	,42663
ref	Equal variances assumed	,249	,32250	,20023
	Equal variances not assumed	,275	,32250	,20023

The number of acts that female and male students being provided has been given above and whether the difference between these two genders is significant or not has been tested by independent samples t-test and when it is looked at the sig.(2-tailed) all the values are bigger than 0.05. Thus, there is no significant difference between the number of acts that female and male students are provided.

Table 20: Independent sample t-test of acts provided to female and male students

		Sig	Sig.(2-tailed)	Mean difference	Std.error difference
sing	Equal variances assumed	,552	,419	-,55750	,64221
	Equal variances not assumed		,425	-,55750	,64221
sn.pr	Equal variances assumed	,813	,676	,15225	,34675
	Equal variances not assumed		,677	,15225	,34675
sact	Equal variances assumed	,959	,785	-,24100	,84421
	Equal variances not assumed		,785	-,24100	,84421
seng	Equal variances assumed	,786	,626	,28875	,56246
	Equal variances not assumed		,626	,28875	,56246
scom	Equal variances assumed	,307	,864	-,07650	,42872
	Equal variances not assumed		,866	-,07650	,42872
sref	Equal variances assumed	,242	,720	-,09025	,24041
	Equal variances not assumed		,721	-,09025	,24041

4.3. Discussion

This part of the study will be a discussion part of the research questions related to relevant literature.

1. Is there any difference between the number of the female and the male teachers' acts directed to male and/or female students in the EFL classroom?

   a. Is there any difference between the numbers of the female and the male teachers' initiating acts directed to male and/or female students in the EFL classroom?

   b. Is there any difference between the numbers of the female and the male teachers' follow-up acts directed to the male and/or female students in the EFL classroom?

The related findings for these questions are:

Female teachers directed:

- more acts to their male students than to their female student in total.
- more initiation acts to male students than to female students.
- more follow-up acts to male students than to female students.
- more *inq, n.pr, ack, com* and *ref* to their male students than to their female students.
- *eng* to their female students than to their male students.

Male teachers directed:

- more acts to their female students than to their male students in total.
- more *n.pr, ack, com* and *ref* to their female students than to their male students.
- more *inq,* and *eng* to their male students than to their female students.
- more initiating acts to female students than to male students.
- more follow-up acts to female students than to male students.

However, when the difference of number of acts that female and male teachers gave tested by SPSS it has been found that there is no statistical difference.

When the findings of the study are compared to the relevant literature, Farooq (2000) using Sinclair and Coulthard's model (1992) and Sunderland (1996) reported that the teacher was more attentive to boys than to girls. Thus, it can be said that the study is consisted with these studies. Bailey (1993) also argued that teachers interact with

different gendered students in a different way and Omvig (1989) pointed out that it was the same with her subjects as well. From this perspective, the findings are in line with these studies, too. Bellamy (1994:63) noted that male teachers interacted with male students more while female teachers' interaction shows an equal ratio. Hence, the findings were not consisted with this study. Kelly (1988: 22) and Jones and Dindia (2004: 470) asserted that both female and male teachers interacted more with male students than they did with female ones. Only the findings about female teachers showed consistency about these studies. Brophy (1985:30) pointed out that male teachers directed their attention less to female students than did female teachers. Since male teachers gave more acts to female students, the results showed no consistence as well. Yepez (1994) reported that teachers showed remarkable egalitarianism in their interaction with different gendered students. The findings seemed to have no similarity with this conclusion but when the statistical difference is checked, the female and male teachers showed no difference and this makes the study consisted with the relevant study and Sunderland's (1996) study whose results showed that in terms of feedback the teacher gave equal amount of feedbacks to girls and boys.

2. Is there any difference in the number of acts directed to female and the male students in the EFL classroom?

   a. Is there any difference in the number of initiating acts directed to female and the male students in the EFL classroom?

   b. Is there any difference between the number of follow-up acts provided to female and male students in the EFL classroom?

- Male students were provided more acts than female students in total.
- Male students were provided more initiating acts than female students were.
- Male students were provided more follow-up acts than female students were.
- Male students were provided more *inq, ack, com* and *ref* acts than female students.
- Female students were provided more *n.pr* and *eng* than male students.

The results of this questions are consistent with the studies of Munro (1987) who argued that most of the educators' questions are addressed to male students, Merrett and Wherdall (1992) who pointed out that male students took more responses and Warrington (1996) supporting that male students took more criticism. This thesis did

not necessarily analyze the criticism usage of teachers but when the findings are analyzed in terms of interaction, the findings are consistent with these studies. The findings are also consistent with the conclusions of Brophy (1985), Kelly (1988), Dindia (2004) and Spaulding (1963). They all pointed out that the interaction with male students was more than that of female students. Sadker &Sadker (1986) put forwards that male students got more praise, remedial, and criticism interaction. In this case, the findings are in line with the results of this study as well.

Finally, as this study has been inspired by the study of Bağ et al. (2014) and it is the first study conducted to find out the nature of student-teacher interaction related to gender issues, the researcher thinks that, there is an utmost need to compare the result with it separately. The results of the related study were concluded that:

In Female Teacher's class:

The mean of the initiating moves (A&NA) directed to male students was higher than the mean of the initiating moves directed to female students. There was a fairly well balanced distribution of attention when directing NA and follow-up moves to the students, only slightly favouring females with her NA initiating moves and males with her follow-up moves (Bağ et al.2014: 74).

In Male Teachers class:

The mean of the initiating moves (A&NA) directed to female students was higher than the mean of the initiating moves directed to male students. The mean of the follow-up moves provided to female students was higher than the mean of the follow-up moves provided to male students (Ibid: 74).

When it is looked at the first result of female teacher's class in the related paper, the findings are consisted with the study as female teachers provided more initiation acts to male students than they did to male students. The second finding is in line with the findings of the thesis, as well. In Bağ et al.'s study (2014: 74) it is stated female teacher slightly favored males with their follow-up moves. In the findings of this study, female teachers have provided more follow-up acts to male students. Secondly, the result of male teacher's class is in consisted with the result of this study as well. In Bağ et al.'s

study male teachers provided more initiating and follow-up moves to female student. So did the male teachers in this study. Thus, it can be concluded that all the findings are line with the study of Bağ et al. (2014) which is the first study conducted in Turkey investigating teacher-student interaction nature related to gender issues in an EFL classroom.

4.4. Conclusion

This chapter has given the results of the study with a discussion part. First, the data was given teacher by teacher and the mean of their usage of acts has been taken for each. Then the mean of female and male teachers 'usage of initiation and follow-up acts has been calculated and given via tables. To check if the findings are statistically different, SPSS t-test has been used. Then researcher has analyzed the numbers and discussed them in the light of relevant literature. Next chapter will be a conclusion part which summarize all the study process with its results.

CHAPTER V

CONCLUSION

5.1. Introduction

In this part of the study, the summary is presented first. Then, the chapter ends with the pedagogical implications and recommendations for further research.

5.2. Summary of the study

Gender research is a flourishing area of study. This research aimed to utilize the findings and the tools of this study for contributing to the field of ELT. The amount of attention that different gendered teachers paid to students in four EFL classrooms has been analyzed through this study. In a more precise way, it analyzed how female and male directed their initiating and their follow-up acts to female and male students.

This study is conducted by videotaping of four teacher class hours and then 80 minutes of tapes (20 minutes for each) were transcribed in total. Then, by using adapted version of Sinclair and Coulhart model (1992), the data was tabulated first and then coded. The next step was transferring the data to numerical version. Thus, the researcher has taken the descriptive analysis of the data so that it can be analyzed. The mean of numbers are taken and tabulated as well. In the last part of analysis, to check if the numbers mean anything important statistically and scientifically SPSS has been used. By using independent t-tests if the difference between two subjects was statistically significant was tested. Lastly, the findings were given and analyzed in the light of related literature.

The first research question aimed to find out whether or not there is a difference between the numbers of female and male teachers' initiating and follow-up acts to their female and male students. The findings showed female teachers provided more initiation and follow-up acts to their male students. Male teachers, however, provided more initiation and follow-up acts to their female students. The difference is not statistically significant in both findings, though.

The second research question aimed to find out whether or not there is a difference between the attention that female and male students are provided. Male students were provided more initiation and follow-up acts than female students were in total. However, the difference is not statistically significant.

Even though the differences are not statistically significant, it is clear that there is a tendency to give male students more attention. The study was consisted with many studies conducted in this direction. It is specifically in line with the study of Bağ et al. (2014) which is the first study conducted to analyze the attention provided by teachers in EFL classroom related to gender issues.

5.3. Suggestions and Implications

Gender has been a flourishing topic recently but the researcher could not find much research conducted in ELT context in Turkey. The findings of this study showed that there is a tendency to provide more interactions towards male students. This thesis is the only one trying to find out differences of teachers' initiating and follow-up acts provided to different gendered students in EFL classroom in Turkey. That is why, the study needs to be duplicated in the similar contexts. Some studies about interactions of gender show certain differences and they are not consisted with each other. While there is a gender-equal interaction in number in some classrooms, female students get less interaction in others. Gender of teacher may have an influence on this as well. Hence, in my humble idea, the next research should be done to find out the reasons of these differences in classroom interactions.

There are also some implications for teachers. The first implication of this study is that the teachers have to analyze their student profile and their interaction nature. For this aim, they can use self-observation. Teachers must avoid using stereotyped gender biased ideas, language and views that will hinder the learning process of students, which will limit the potention of them. They may also create some activities by altering the stereotyped gender roles in classroom by role-playing activities to help their students gain a more comprehensive gender view.

It is another idea to provide teachers in-service education to make them widen their view of gender by some seminars, courses and more importantly workshops.

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APPENDICES

APPENDIX A: The transcriptions of videotaped classes

Teacher #1- Transcription of recording 1

Teacher 1: [00:00:02] Yeah. Number five. Who is number five. Cüneyt. Wow.How nice Cüneyt. Yeap.Cüneyt can you tell me what's your department.

Student A: [00:00:10] My department is Islamic economics and Finance.

Teacher 1: [00:00:13] Finance.Okay. What, What do you think about the advantages of your department.

Student A: [00:00:16] My department is new department. Maybe I can find a job easily.

Teacher 1: [00:00:21] Easily yeah.

Student A: [00:00:23] But disadvantages.Math sometimes can be hard.

Teacher 1: [00:00:27] Math. Hmm. For the studying part you think math would be maybe difficult. Thank you. Can you tell me a number?

Student A: [00:00:35] Six.

Teacher 1: [00:00:35] Number 6, Burak Erkan. YeapErkan, Yeap Erkan. How about your department.

Student B: [00:00:36] My department is Islamic economics and Finance.

Teacher 1: [00:00:36] Yeap and ... ?

Student B: [00:00:36] I think my department's advantage is I will be a bank administrator or may be a officer. And I love , I will talk about a lot of people, a lot of person. Maybe I will have some problem with talk about , during the talk .

Teacher 1: [00:00:58] hıı hıı.

Student B: [00:00:59] And disadvantages I think, I dont have any disadvantages my department because he said it is a new department and

Teacher 1: [00:01:05] So maybe the having difficulty while speaking with people could be a disadvantage maybe.Thank you.Number?

Student B: [00:01:14] Eleven.

Teacher 1: [00:01:15] Eleven is Musa. Musa what is your department?

Student C: [00:01:16] My department is software enginee.

Teacher 1: [00:01:16] Oo software engineering yeah.Well so what do you think about the advantages first?

Student C: [00:01:25] I think it is a job which is becoming ?? And im my opinion doing everything will be possible with this job. As this advantages sometimes you have to work for days without sleeping. It can be soo tired.

Teacher 1: [00:01:45] Sleep deprivation can be a problem and tiring maybe for you. Do you have a steady hours for your job like 9 to 5.

Teacher 1: [00:01:53] No isn't it. But you can work at home office maybe. It can be an advantage then. Thank you. Number please.

Student C: [00:02:00] 22.

Teacher 1: [00:02:00] 22 is Ibrahim.Yeap Ibrahim. Your job or your department? Your future job?

Student D: [00:02:00] Psychology.

Teacher 1: [00:02:00] Psychology. yeah woow Yeah. Well a different job. Yeah. The advantages?

Student E: [00:02:28] You can meet different people.

Teacher 1: [00:02:29] Yeah that is an advantage.

Student E: [00:02:30] We have to help people.

Teacher 1: [00:02:30] hıı hıı.

Student E: [00:02:30] You can be mad.

Teacher 1: [00:02:30] (laughs) you can be mad like the other people.

Student E: [00:02:30] Yes.

Teacher 1: [00:02:30] I don't think this is a disadvantage maybe but it can be I hope you won't be mad. Okay you thank so much. Number ?.

Student E: [00:02:44] 16.

Teacher 1: [00:02:45] Sixteen, sixteen is Mücahit.

Student F: [00:02:46] My department is electical engineering.

Teacher 1: [00:02:46] Yeap.

Student F: [00:02:52] I think it is difficult to study as a electric engineer.

Teacher 1: [00:02:54] Hıı hıı. When you start to do that job , Let's imagine you are the engineer.

Student F: [00:03:05] Yes also there too many opportunity If you improve yourself for example you can work at private company.

Teacher 1: [00:03:13] Yes. May be international ones.

Student F: [00:03:16] And I think you can earn high salary.

Teacher 1: [00:03:20] Yeah maybe it will be a high paying job for you. About disadvantage? No?. I hope you wouldn't have any disadvantage . Number ?

Teacher 1: [00:03:35] 15 is Vedat. Your department ?

Student G: [00:03:37] My department is electric electronic engineering too.

Teacher 1: [00:03:38] Yeah.

Student G: [00:03:38] Disadvantage I think it is a lot of responsibility.

Teacher 1: [00:03:44] Responsibility Like what. Which one is the hardest one for you.

Student G: [00:03:49] Examples. ss.

Teacher 1: [00:03:50] Signing ... maybe ?

Student G: [00:03:54] About the advantages its emm.. ?

Teacher 1: [00:04:01] Can you repeat once again?

Student G: [00:04:02] Unemployment rate is low.

Teacher 1: [00:04:03] Yeah. maybe Thank you. Thank you so much. Number please.

Student G: [00:04:09] 17.

Teacher 1: [00:04:10] 17 is Adem. We are going one by one. Yes Adem ?

Student H: [00:04:16] My department is electic engineer.

Teacher 1: [00:04:16] Again ?Okey.

Student H: [00:04:20] If I working big company, I earn high paying job.

Teacher 1: [00:04:21] yeah.

Student H: [00:04:21] And nowadays our country have a lot of engineer. so I don't find job maybe

Teacher 1: [00:04:36] Maybe or you have lots of people who you will race with . That's the disadvantage for you.

Student H: [00:04:43] Yes

Teacher 1: [00:04:43] Yeah. Okay. Thank you. Number ?

Student H: [00:04:45] 10.

Teacher 1: [00:04:45] 10 is Abdimil. Abdimil, yeah, hi . What is your department?

Student I: [00:04:50] My major is software engineering.

Teacher 1: [00:04:50] Yeah.

Student I: [00:04:55] I think if you graduate from college, you wil get a job easily.

Teacher 1: [00:05:00] yeah.

Student I: [00:05:00] You will earn a lof of money.

Teacher 1: [00:05:00] Hıı hıı.

Student I: [00:05:00] And disadvantage you always use computer and a little ?.

Teacher 1: [00:05:13] Yeah. That's a nice point. You haven't think about that, the others. Health problems for soft engineers,yeah their eyes may be or your.. May be backache you will have any problem. Oh great thank you so much.

Teacher 1: [00:05:26] Okay. As far as I understand in your opinions, You mostly think about the money. Yeah. ... But let's see there are three criterias, factors and when you are deciding on your departments which factor did you think firstly,secondly and thirdly . Can you please rate them. First factor is security. Second one adventure.Third one is money. Be honest. If it's money, say it is the money the first one. You will rate. Firstly rate. One to three.

Teacher 1: [00:06:01] Did you rate ?

[00:09:03] (they read book chapter about these 3 criterias together before discussing)

Teacher 1: [00:09:04] Yeah of course as you sense, money is the maybe one of the biggest factors and it affects one way or another to our choices isn't it. Let's see how about your ranking. Which one is the most important for you? Yagmur?What's your department.

Student J-F: [00:09:25] (She tells).

Teacher 1: [00:09:25] Okay long department. okey. When you are choosing that department, which factor did you think first?

Student J-F: [00:09:29] Adventure.

Teacher 1: [00:09:33] Adventure. OK. You mean that is it an adventurous department? Political science department is an adventurous department.

Student J-F: [00:09:43] I prefer international relations.

Teacher 1: [00:09:47] The other side, Then yeah maybe an adventurous one. Second one.

Student J-F: [00:09:51] Money

Teacher 1: [00:09:53] Money. Okay and the third one is Security. It Is not important for youM? If you change your job you don't want a secure a stable job. Okay. Number please ?

Student J-F: [00:10:03] 7.

Teacher 1: [00:10:03] 7 is Salih.. ..... Which one is the first factor for you.

Student K: [00:10:16] Money.

Teacher 1: [00:10:16] Money ? Thank you being honest. What is your department?

Student K: [00:10:23] Internatioanl trade.

Teacher 1: [00:10:23] Trade. You think it has lots of money in that job.

Student K: [00:10:28] yes.

Teacher 1: [00:10:28] Yeah you can make money.Second one ?

Student K: [00:10:32] Second one is adveanture.

Teacher 1: [00:10:32] Most probably the least important is security for you. Okay Thank you .Last number Give me one number.

Student K: [00:10:43] Nine.

Teacher 1: [00:10:44] Nine Enes. Enes your department ?

Student L: [00:10:47] Industrial engineering.

Teacher 1: [00:10:48] Hmm.Okay. Which factor is the important one for you.

Student L: [00:10:50] Money is important.

Teacher 1: [00:10:51] Money is important of course.

Student L: [00:10:53] Because life is very expensive.

Teacher 1: [00:10:57] Yeah.

Student L: [00:10:57] We need money.

Teacher 1: [00:11:00] Ofcourse Yeah.

Student L: [00:11:01] Second one adventure.

Teacher 1: [00:11:02] Adventure? Okay. You think your department is adventurous?

Student L: [00:11:07] Maybe I can travel any other worlds

Teacher 1: [00:11:09] Maybe you can work in an international company that you can travel for the other countries and the security is the last one. Thank you so much.

Teacher #1- Transcription of recording 2

Teacher 1 [00:00:09] Yes Ablet, what are the challenges and benefits of living abroad.

Student 1 [00:00:14] Okay uh..Living in a foreign country, there is a lot of advantages like you can we can learn a lot of new culture. New.. uh.. You can eat local foods and you'll see new scenes lot of views have a new scenes. But when.. disadvantages is uh.. you will miss your home you will homesick.

Teacher 1 [00:00:38] hıı hıı.

Student 1 [00:00:39] And some kind of local food you can eat or you feel like you'll like it and this is an advantages. And you have to maybe you have to cook yourself. And the.. this is an advantages actually uh.. You can uh.. You can live by yourself how to cook. And the..You get this something hard and then you can learn how to live alone.

Teacher 1 [00:01:10] Hı hı..

Student 1 [00:01:12] Maybe you can learn a new language.

Teacher 1 [00:01:19] Let's say that's all, if you want. Can you stop? Yep.. Biraz da inelim ordan ben birazcık konuştum. One minute and eight seconds.

Student 1 [00:01:28] Oh my..

Teacher 1 [00:01:28] Yeah, it's a good start. Hey. Hey! Next person. You have to pass this limit, okay? Can you tell me a number, Ablet?

Student 1 [00:01:44] Uh..14.

Teacher 1 [00:01:47] 14 is.. Hatice.That's a nice score, you can pass. Konuşurken fark etmiyorsunuz bile merak etmeyin. Yep. Can we start? Hatice.

Student 2 [00:01:57] Maybe you can live abroad and you miss your family and friends.And you have some difficulties on location, foreign culture.

Teacher 1 [00:02:05] Hı hı..

Student 2 [00:02:05] Advantage... You you are learning.

Teacher 1 [00:02:13] hıı hıı.

Student 1 [00:02:13] New culture and you can meet friends. That's all.

Teacher 1 [00:02:17] That's all? OK. 22 seconds, yep. Next person would be luckier. * Sorry? Yeah. Şu an Hatice kazanmış oldu. ama bir sonrakine öncelik vericez. Yeah, would be lucky. Hatice choose a number?

Student 2 [00:02:54] 20.

Teacher 1 [00:02:56] 20 is ** .One more? One more number?

Student 2 [00:03:01] Two.

Teacher 1 [00:03:01] Two, Cüneyt. Okay, Kübra tutar mısın süreyi?OK, it's the Quiz list. Ha ha ha. I'm using different list. Okay please start. Kübra.

Student 3 [00:03:17] Advantages.. you can learn new language.

Teacher 1 [00:03:20] Hı hı..

Student 3 [00:03:20] And you can recognize a lot of new friends.

Teacher 1 [00:03:24] hı hı.

Student 3 [00:03:24] And knew uh.. Some people.

Teacher 1 [00:03:26] Hı hı..

Student 3 [00:03:26] You can try local foods and you can taste different taste hım.. and maybe you are you can be alone.

Teacher 1 [00:03:41] Yeah.

Student 3 [00:03:42] And you can feel alone also.

Teacher 1 [00:03:46] hı hı.

Student 3 [00:03:48] That's all.

Teacher 1 [00:03:49] That's alI? OK

Student 3 [00:03:50] I want to have bonus.

Teacher 1 [00:03:52] Haha okay. Okay thank you, 35 points?

Student 4 [00:03:58] Uh..24.

Teacher 1 [00:04:01] 24, Okay. We talked a little bit, so let's say 35.OK? And have you got bonus?

Student 1 [00:04:05] Yes.

Teacher 1 [00:04:08] Yep. That is for Ablet first. And it is to me... Next person, I think you're luky; 35 seconds! It's a let's say normal time. Yep. Next person, Cüneyt number?

Student 3 [00:04:22] Ah.. Five.

Teacher 1 [00:04:23] Alright, Five is Salih. Salih, i'll wait -Yeah. 35 seconds; you can pass.

Student 5 [00:04:31] Bir şey söyleyebilir miyim. Şimdi ben 2 dakika yaptım ya.

Teacher 1 [00:04:31] Yep.

Student 5 [00:04:33] Cüneyti geçtim; diğer kişi yapamazsa yine mi ben puan alcam.

Teacher 1 [00:04:35] Yeah you can take double bonus. Yeah.

Students [00:04:38] Ohhh!!

Teacher 1 [00:04:39] Of course!

Student 3 [00:04:39] Bileydim daha fazla yapardım.

Teacher 1 [00:04:41] Ha ha.You should! Yeah. Okay. Can we start? Fine, yeah, please start it.

Student 5 [00:04:46] Firstly uh.. there are many advantages and disadvantages. And when you're going to uh.. foreign country say I don't know where I am and you can try but you can try local food as he said.

Teacher 1 [00:05:07] Hı hı..

Student 5 [00:05:07] And you can make uh.. foreign friends and.. sorry. I mean.. i'm exited. I'm uh..

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Teacher 1 [00:05:19] Yeah, we have belived this far, so go on. ha ha ha.

Student 5 [00:05:22] That's all.

Teacher 1 [00:05:23] OK. Thank you. Secondları sileyim ordan.. Okay, kızdınız biliyorum. So sorry. Ha ha. 38. And he got bonus.

Student 5 [00:05:35] Aha!

Teacher 1 [00:05:35] Yeah. Yes. Some parts we deleted but you got 38. Hımm..Ready. Okay. Number please.

Student 5 [00:05:52] Aah... 9.

Teacher 1 [00:05:53] Number 9.. Yağmur.

Students [00:05:57] Ha ha ha.

Teacher 1 [00:05:57] Yağmur are you ready? Are you ready Yağmur? You should be ready hahaha. It'll be exciting. Shhh..Keep quiet please. Yağmur is speaking. Yep start please.

Student 6 [00:06:20] If you live abroad uhm... You. you learn we can learn new culture new culture.And you can learn uh.. living alone.

Teacher 1 [00:06:39] Hı hı.

Student 6 [00:06:40] And you make new friends. Uh.. and when you are travelling you start to see new place. And you will learn new information here.

Teacher 1 [00:06:58] hı hı..

Student 6 [00:06:58] And disadvantage uh.. You'll miss house-home. And um..That's all.

Teacher 1 [00:07:11] Okay. Stop please. Yep.

Student 5 [00:07:14] Hımm.. Kaç oluyor?..

Teacher 1 [00:07:14] Oh 1 minute and two seconds. Yep. That's three right? Yep you passed and you got the bonus Yağmur. Yağmur can you choose the number? Yağmur please, choose the number.

Student 6 [00:07:36] Eight.

Teacher 1 [00:07:41] Number 8 is Vedat.Can you start Vedat? Okay, and can you start, please. Yeah. Keep quiet.

Student 7 [00:07:51] If we go across we can uh.. meet with new people.And so, um.. You can learn new languages. Maybe it is difficult to but when we learn we can talk to them easily and we explore someone.Also we can tray local food. Local food i think we don't know. For example Italy; um.. as pizza and pasta we can eat. And uh.. we remember their taste.

Teacher 1 [00:08:34] Hı hı.

Student 7 [00:08:34] Uh.. Also you can visit a lot of historical place, i think. In Italy there is Pisa Tower Uh.. and in Paris, Eifiel Tower and Barcelona, Cathedral I didn't..

Teacher 1 [00:08:53] you did not go ?

Student 7 [00:08:56] Yes. I don't know a lot of thing you can do; but disadvantages you can feel alone and you can't find find a job easily.

Teacher 1 [00:09:11] Hı hı.

Student 7 [00:09:14] But you can expanding your ??

Teacher 1 [00:09:14] Wonderful. If I knew sentence.. Stop it. Cümleden o kadar etkilendim ki durduramadım. Ha ha ha.

Students [00:09:25] Ha ha ha.

Teacher 1 [00:09:25] Okay. 1.30. Limits are increasing. Okay, Vedat.Yep. Vedat, number please.

Student 7 [00:09:43] Oh. Eleven.

Teacher 1 [00:09:46] Eleven is Kübra. Kübra, you can do it, we believe you.

Student 4 [00:09:51] Nasıl yapayım, bir dakika.

Teacher 1 [00:09:53] Ha ha ha. You can come, you can help the other people. Okay, we just start. Yep.

Student 4 [00:10:17] Challanges of living foreign country..

Teacher 1 [00:10:19] Hı hı.

Student 4 [00:10:21] Uh.. firstly You don't recognize everybody.

Teacher 1 [00:10:23] hıı hıı.

Student 4 [00:10:23] And you can feel alone. And.. You can't travel everywhere and benefits of foreign living in foreign country. You learn you can learn lots of information...

Teacher 1 [00:10:45] that is all okay..

Teacher #2 –Transcription of recording 1

Teacher 2: [00:00:00] So what what are you recording about.

Student 1: [00:00:04] About everything in Istanbul.

Teacher 2: [00:00:07] Everything in Istanbul.

Student 1: [00:00:08] Yes.

Teacher 2: [00:00:09] So are you talking about like touristic attractions.

Student 1: [00:00:13] Yes but **.

Teacher 2: [00:00:30] Oh great. So when did you start it ?

Student 1: [00:00:32] Last month.

Teacher 2: [00:00:32] Last month?. Oh I wanna watch one of your videos on youtube.okey if you share the link with me I can watch it okey, soo

Teacher 2: [00:00:41] actually here we have a topic. Like vocabulary, word learning, vocabulary teaching .and we're all learning English right? So it can be sometimes challenging hard , difficult to learn to the vocabulary?. And what is your strategy to learn vocabulary?. For example your name my girl ? One more time.

Student 2f: [00:01:21] Buket.

Teacher 2: [00:01:22] Buket. Okay. How do you learn how to gain or expand your vocabulary knowledge. What do you do.

Student 2f: [00:01:30] I take a notebook.

Teacher 2: [00:01:34] Notebook ?You have a notebook. OK .so what do you do on your notebook. How do you study with.

Student 2f: [00:01:45] I write it and then I repeat the words so I learn.

Teacher 2: [00:01:45] hıı hıı. you'll learn your vocabulary with the help of this notebook. And what about the Oktay. What's your strategy to expand your knowledge in vocabulary.

Student 3: [00:02:01] I write articles.

Teacher 2: [00:02:02] Writing articles .Like essay.

Student 3: [00:02:03] Yeah.

Teacher 2: [00:02:04] Hıı hıı.

Student 3: [00:02:04] ...?? I repeat and look at the other usages.

Teacher 2: [00:02:17] Other usages like do you mean word families like noun , adjective form adverb form, right ? Does it work a lot for you.

Student 3: [00:02:25] Sure.

Student 3: [00:02:28] Sure. Yeah that's why you are good at vocabulary right ? Great.What's your name my girl ?. Suheda. OK.

Teacher 2: [00:02:35] What is your strategy for vocabulary learning.

Student 4: [00:02:36] Watching tv series.

Teacher 2: [00:02:41] Watching TV series. Great point because I'm doing my master's degree here. My topic for thesis , dissertation is like watching your TV series or movies with subtitles English subtitles or without subtitles. That is my passion. So That's why I am really curious about that response that answer that topic and I wanna learn it from you? So which one is better to learn vocabulary with English subtitles or without subtitles .

Student 4: [00:03:10] With English subtitles.

Teacher 2: [00:03:10] With English subtitle. So while you're watching tv series or movies do you always follow the English subtitles

Student 4: [00:03:21] Not always because sometimes I can, I don't need it.

Teacher 2: [00:03:35] HI HII..

Student 4: [00:03:36] ** how to use it in sentence **.

Teacher 2: [00:03:36] For example can you give me some examples how you have learned in an TV series with the help of English subtitles. Do you remember any words? For example which TV series has the simplest language to follow.

Student 4: [00:03:54] Friends.

Teacher 2: [00:03:54] Friends right Yeah.. Actually I'm planning to work on Friends tv series so what do you think about friends tv series? is it fun for students ?

Student 4: [00:03:59] Yes it is fun an it is short ???

Teacher 2: [00:04:08] hıı hıı .Is it a good tv series to have the knowlegde about culture of the country?

Student 4: [00:04:11] Yes yes.

Teacher 2: [00:04:17] Does it give enough background for the culture.

Student 4: [00:04:22] yes I think so.

Teacher 2: [00:04:23] Yeah. So Who is your favorite character in Friends? Phoebe? Rachel maybe.

Student 4: [00:04:32] No Rachel.

Teacher 2: [00:04:32] Not Rachel yeah Phoebe can be. Why ?

Student 4: [00:04:35] I don'know. Actually I like everyone

Teacher 2: [00:04:39] hıı hıı. okay what about Alper ?.

Student 5: [00:04:47] I think it depends on watching and listening. . I like watching tv series on Netflix. I have a series on Netflix. Its name How I met your mother .

Teacher 2: [00:05:01] How I met you mother right ? When you compare Friends and how I met your mother which one is easier for the language use?.

Student 5: [00:05:11] I didn't watch Friends . I don't know it but friends can be.

Teacher 2: [00:05:17] Friends can be more optional. Yeah. So what about HIMYM ? Why does it attract you a lot.

Student 5: [00:05:26] It's funny mostly when I open the subtitle for English maybe sometimes they can speak slowly and American English is faster like this for understanding.

Teacher 2: [00:05:43] Hıı hıı. Yeah. Great. So HIMYM can be a good option again to learn the vocabulary items right. And what about the Affer. Right. Your name. OK. So when we compare movies TV series they're all different categories. Which one is again a better option to learn the vocabulary , movies or TV series?

Student 6: [00:06:09] I think tv series because they are long you can watch it evertime but movies is just for one time.

Teacher 2: [00:06:22] hıhı.

Student 6: [00:06:22] like they have seasons for example friends they have 10 seasons.Tv series is better.

Teacher 2: [00:06:36] better. Which TV series are you following these days. Or are you following any TV series.

Student 6: [00:06:43] Yes. I I love friends. I watched the originals.Umbrella Academy.

Teacher 2: [00:06:54] Umbrella Academy.

Student 6: [00:06:57] I most learned English from Friends.

Teacher 2: [00:07:00] Friends.

Student 6: [00:07:01] For example I heard. Why does everyone keep saying like this. I leraned this

Teacher 2: [00:07:08] hıı hıı. so you have chance right to learn some different idioms slangs expressions in daily usage right. Not only the vocabulary items. So it can be a great chance to learn. Very good.

Teacher 2: [00:07:23] What about Sancar?So what's your idea about with English subtitles and without English subtitles. Which one makes us more improved?

Student 7: [00:07:38] I have no idea because I dont watch tv series.

Teacher 2: [00:07:43] You don't follow any tv series?.

Student 7: [00:07:46] Never.

Teacher 2: [00:07:47] Never Why ?.

Student 7: [00:07:51] I dont like I watch one style . It takes long a lot of time .

Teacher 2: [00:07:59] It's a waste of time. You believe.

Student 7: [00:08:05] In My humble opinion yes.

Teacher 2: [00:08:05] It is a waste of time. You spend your time and unnecessarily while you are watching TV series or a movie. So how do you improve your vocabulary ?

Student 7: [00:08:17] By reading .

Teacher 2: [00:08:21] by reading what kind of things do you read about ? academic readings articles newspaper ?

Student 7: [00:08:32] Articles .When you see an unknown word I check.

Teacher 2: [00:08:32] But you never watch any movies. Oh I'm so surprised to hear that

Student 7: [00:08:46] I watch movies.

Teacher 2: [00:08:48] But not TV series. What kind of movies do you watch.

Student 7: [00:08:57] Uh like the intern do you know.

Teacher 2: [00:09:01] Intern the movie. Is this kind of science fiction movie ?

Student 7: [00:09:07] No dram .

Teacher 2: [00:09:07] Dram.I have never heard this movie before. Actually I am so interested in cinema a lot in my personal life but I don't know. This movie.

Student 7: [00:09:20] The Untouchables.

Teacher 2: [00:09:21] The intouchables. Yeah. hıı hıı.Yeah. What about my girl. Elif Right. OK. So. When I want to improve my not vocabulay this time but listening skills. So do you think that It's useful to watch a movie or TV series with English subtitles or without English subtitles.

Student 8: [00:09:45] Subtitles because when you heard some words but you don't know how to write. And you can see it from this way.

Teacher 2: [00:09:56] spelling.

Student 8: [00:09:57] And. You can translate from my mother language you can learn better.

Teacher 2: [00:10:03] Yeah learn for listening right. What's you another strategy that you take advantage of to develop your listening.

Student 8: [00:10:13] Actually I listen songs because it's very useful.

Teacher 2: [00:10:17] Songs. hı hı.

Student 8: [00:10:18] Songs. It's very useful for my listening. And if the songs is slow it is better for me because I can hear the spelling .I can understand easily.

Teacher 2: [00:10:35] Right. So you are you taking advantage of the songs to improve your listening skills .

Teacher #2-Transcription of recording 2

Teacher 2: [00:00:02] OK so. Our topic is responsibility today and take responsibility. So what comes to your mind with this image, with this word.

Student 1: [00:00:17] Choice.

Teacher 2: [00:00:18] Choice, doing choice.

Student 2: [00:00:24] Having pet.

Teacher 2: [00:00:24] Having a pet.

Student 3: [00:00:28] Having younger siblings.

Teacher 2: [00:00:29] Having?

Student 3: [00:00:31] Younger siblings.

Teacher 2: [00:00:31] Younger siblings, taking care of younger siblings.

Student 4: [00:00:34] Being parents.

Teacher 2: [00:00:36] Being parents.OK.

Student 4: [00:00:41] Parents.

Teacher 2: [00:00:41] Parent.

Student 4: [00:00:42] Became a parent.

Teacher 2: [00:00:44] Parent yeah, becoming a parent is one of the responsibilities.

Student 5: [00:00:49] Homework.

Teacher 2: [00:00:51] Homework. Yeah. Doing homework. It's an other responsibility or torture. Torture, is a kind of torture for a student. Right? And?

Student 3: [00:00:59] Working.

Teacher 2: [00:01:00] Working. OK. So, in our daily lives these are the varieties of taking responsibilities, right? So as a citizen and what is our responsibility in the country. Muhammed? As a citizen, what is our responsibility?

Student 6: [00:01:19] Uh.. Do not break the laws.

Teacher 2: [00:01:24] Do not ?

Student 6: [00:01:24] Break the laws.

Teacher 2: [00:01:29] Break the laws, you mean. Hı hıı..

Student 6: [00:01:34] And maybe vote.

Teacher 2: [00:01:35] Do we need to always follow the laws or rules?

Student 6: [00:01:42] For being a citizen, yes we have to; but maybe in our personal beliefs, we don't have to. I don't know.

Teacher 2: [00:01:51] You don't know. At last you have decided that we we don't know. As a citizen we can break the rules or not?

Student 6: [00:01:58] As a citizen we can't.

Teacher 2: [00:01:59] We can not. OK. So. What about Elif? For a citizen what is your responsibility?

Student 7: [00:02:08] Voting and the for men going an army.

Teacher 2: [00:02:16] Going?

Student 7: [00:02:16] Army.

Teacher 2: [00:02:17] Hı hı army, joining an army. And what about here, Oktay. What is the responsibility of a citizen?

Student 8: [00:02:36] I don't know what you mean.

Teacher 2: [00:02:36] You don't mean that you are not a citizen, maybe? What do you think of for a general perspective? What are all duties and tasks of a citizen in a country?

Student 8: [00:02:54] I don't know.

Teacher 2: [00:02:54] You don't know. So what about environmental and let's say responsibilities for a citizen?

Student 8: [00:03:01] Saving the forest.

Teacher 2: [00:03:04] Saving the forest, hı hıı.. Do we have enough prevention like to save the forest? Are we good at saving forest in our country?

Student 8: [00:03:16] I don't think so.

Teacher 2: [00:03:16] You don't think so. Why?

Student 8: [00:03:17] Why?

Teacher 2: [00:03:20] As it is clear from the news you say, yes. We hear that all kinds of trees are being cutting down, right? Ah yeah, OK. So what about then, Afra? What's your idea about the responsibility?

Student 9: [00:03:35] I think we have to keep the environment clean.

Teacher 2: [00:03:40] How?

Student 9: [00:03:41] It's our responsibility. Like it's simple but not throwing the..

Teacher 2: [00:03:46] Trash.

Student 9: [00:03:48] Trashes.

Teacher 2: [00:03:48] Into the sea right?

Student 9: [00:03:49] Into the sea.

Teacher 2: [00:03:49] On the streets, roads yeah.So again are we really careful about like not throwing the trash into the sea? What do you think of Turkish people about pollution about saving the nature.

Student 9: [00:04:02] I think they don't care because I sometimes see at the traffic they put their for example cigarettes to road. Or they uh.. throw their trash to road.

Teacher 2: [00:04:23] Hı hımm.. So what can be done in order to reduce the number of the trash in order to lower and the problem of pollution.Cemsit?

Student 10: [00:04:33] Yes.

Teacher 2: [00:04:33] In front of the camera. So what can be done what must be done? What should we do in order to overcome the problem of pollution, environmental problem. What are our responsibilities in order to solve it?

Student 10: [00:04:55] We have to throw for example trash in the garbage.

Teacher 2: [00:05:02] Hı hıı.. So the people should be informed about the results of throwing their trash all over the place? This is one ofthe ways to find a solution right. And what is another important solution?

Student 10: [00:05:18] Goverment should some rules, so who will throw their trash in road for example about cigarettes who will smoke cigarette in public place, rules.

Teacher 2: [00:05:30] They should pay a fine. We have such a fine in Turkey, right? If you smoke in the closed areas, so you have to pay an an some fine to some extent. So does it work?

Students: [00:05:45] Yes. No.

Student 10: [00:05:46] To work you have to act for this rule. You have this kind of rule but no one care or no one act in, goverment don't act. They just put these rules. They don't care about.

Teacher 2: [00:06:02] They don't care about, I mean, it was and performed or not in the public. You say. Zeynep? You're gonna say something my girl?

Student 11: [00:06:09] Yes, uh.. About environment, recycling i think is the best solution for it. And I know some Asian countries has a very strict fine about recycling. They can put the trash in a other bag. Also in every street they have a, you know, little box in there and this box cleaned everyday and there is a five or six option about recycling; foods, glass uhh... papers. I think this can be the best solution for the dirtiness.

Teacher 2: [00:06:47] Yeah, recycling can be a good solution, right? But in Turkey, are there enough recycling centers or do we have enough improved recycling system. Your name one more time.

Student 12: [00:07:00] Enes.

Teacher 2: [00:07:01] Enes. I won't forget it sorry, yeah.

Student 12: [00:07:04] We need to have recycling culture.

Teacher 2: [00:07:08] We haven't got any recylcling in concept. Why?

Student 12: [00:07:14] Because in my opinion it's new in our country it is an industry. And also I agree with your words, we haven't any recycling center. In my opinian i can't find a recycling garbage like recycling box in my neighborhood.

Teacher 2: [00:07:39] You don't have.

Student 12: [00:07:40] Yes.

Teacher 2: [00:07:40] You don't have. The people are not aware even aware of, right, the recycling system may be in some areas. You said they may not be enough informed. Yeah. OK. What about them? We have some other social responsibilities, yeah. We have and those and environmental responsibilities, personal responsibilities. And another important thing is that we need to take some role in social responsibilities in order to survive in the society. So what social responsibilities do we have now, social responsibility? And who has the idea? Arya? Social responsibility.

Student 13: [00:08:39] Uhh.. maybe ı don't know maybe you can't talk on the phone so loudly in the public.

Teacher 2: [00:08:43] Yeah right. It can be a social responsibility when you are outside when you are on the bus, for example, you can not listen to loud music, right? So it's not an appropriate manner or attitude and to and talk on the phone loudly. It can be, yeah, and what about your name.

Student 14: [00:09:03] Enes.

Teacher 2: [00:09:04] Enes.

Student 14: [00:09:05] Yaser.

Teacher 2: [00:09:07] Yaser.Okay Yaser. What is the social responsibility that we need to take in the society. For example performing well in front of the public. Maybe?

Student 14: [00:09:26] Smoking. Because most of them they don't care about others.

Teacher 2: [00:09:34] Do they smoke on the bus in Turkey?

Student 14: [00:09:36] Not in Turkey, in other country.

Teacher 2: [00:09:39] In other country. For example what country, where are you from?

Student 14: [00:09:43] I'm from Yemen.

Teacher 2: [00:09:44] Yemen. Do you have such a law or rule about smoking?

Student 14: [00:09:47] I didn't know, i haven't been in. I hear that they do so but they are. In so they dont care about rules bus and they break the rules because in that in this year they create new rules for them to someone smoke in the transportation or throw something in the street. They give a ticket for them and they hire some people who gets the *** smoke. Because there are i think this is working, it's better.

Teacher 2: [00:10:29] Hımm.. It's better then before you say. And about social responsibility for example taking care of elderly, right? Can it be a kind of social responsibility? When you have some grandparents, right?. And...

Teacher #3- Transcription of recording 1

Teacher 3: [00:00:01] I think it's recording. OK well done. So now I think you have some news to talk about right.

Students: [00:00:06] Yes.

Teacher 3: [00:00:07] Do we have any volunteers.

Students: [00:00:08] No.

Teacher 3: [00:00:09] No well then I can can choose. I have a solution. So let's start with gentlemen. Aah.. Duha. He's a lucky guy because he's absent. I'll have Oguzhan. Okey Oguzhan we're listening to you.

Student 1: [00:00:35] Early morning Apple engineers introduced a new platform.

Teacher 3: [00:00:36] hı hımm.

Student 1: [00:00:40] Series platform which reveal the reveal to Netflix. Because Apple offer the Netflix with partner.

Teacher 3: [00:00:57] Hı hı.

Student 1: [00:00:57] The company but Netflix declined the offer. Apple so Apple create the new platform and presentation launched the media.

Teacher 3: [00:01:15] OK nice. OK. So do you think it's a good idea?

Student 1: [00:01:18] Yes. But uh.. some uh.. sessions uh.. This idea is bad for the Apple. Because let to money..

Teacher 3: [00:01:33] Hımm...

Student 1: [00:01:35] to this platform.

Teacher 3: [00:01:37] Okay. Thank you. Any comments about this news. No. No one. OK. So next news ladies? OK. Hannah.

Teacher 3: [00:01:56] You need to speak off.

Student 2: [00:01:59] Two days ago at night, well, Palestinians were sleeping. Israil jets *** ah.. several jets ahh.. outstrike in Gaza

Teacher 3: [00:02:18] Hı Hı.

Student 2: [00:02:23] They are many injured women and children and many buildings are broken.

Teacher 3: [00:02:28] OK. Are they any casualties like any people who are dead?

Student 2: [00:02:34] Yes.

Teacher 3: [00:02:35] Ma Many people were dead.

Student 2: [00:02:38] Included woman and children.

Teacher 3: [00:02:40] OK. So that's a bad news in fact. So okey. Any comments? No. Thank you. So from technology we have world news. Then maybe we can have something else. Let's see. A gentleman this time. Okay Oguzhan again. OK. And we have a gentleman who is sitting over there, Mert. Can you sit next to Hannah so that we can hear you.

Student 3: [00:03:25] A man married his cat in Germany. 39 years old a man. Uh married his own cat. He live together almost ten years. And he all free time spent together his cat and he worried on the cat

Teacher 3: [00:03:47] Hı hı.

Student 3: [00:03:47] He wants to be married and he married actually in Germany. Brother come wedding and like best friend, (sağdıç?)

Teacher 3: [00:03:59] Hı hımm, hı hı. So why did you choose this?

Student 3: [00:04:10] I don't understand clearly you asking me.

Teacher 3: [00:04:10] Hı hıı. .

Student 3: [00:04:13] I made up.

Teacher 3: [00:04:13] So that's another real story right. Yeah. That's a made up. And you believed. OK. So that was a made up story. Okay relax. Calm down. Okay. Thank you, Mert. Ladies? Still no volunteers? OK. Ahh.. Kübra. Haha.

Student 4: [00:04:39] My my new title about a dinosaur?..

Teacher 3: [00:04:46] Dinosaurs.

Student 4: [00:04:46] Yes, eeh.. British scients are ee.. are are starting dinosaur hunt.

Teacher 3: [00:04:58] Hımm..

Student 4: [00:04:59] And they said we seldom see anything like this ehh.. all ehh.. all dinosaur eh coming out of the ground.

Teacher 3: [00:05:15] Hı Hı..

Student 4: [00:05:15] But eh that's eh that's what eh we have got here.

Teacher 3: [00:05:22] So how are they gonna make this real? I didn't understand it. We don't have dinosaurs right now.

Student 4: [00:05:29] Yes but..

Teacher 3: [00:05:32] What's their plan?

Student 4: [00:05:32] In U.S. and Dutch ehh.. Eh, too too much dinosaur.. kemik?

Teacher 3: [00:05:45] Bones.

Student 4: [00:05:46] Bones, yes.

Teacher 3: [00:05:47] OK. OK. So, okey, I've got it.

Teacher 3: [00:05:49] So would you like to try something like this?

Student 4: [00:05:55] Yes.

Teacher 3: [00:05:55] Okay. Yeah. Okay. So do you think it's expensive or cheap.

Student 4: [00:06:00] I think expensive.

Teacher 3: [00:06:03] Hı hımm..So that's not something for common people maybe. Okay. Thank you. That was interesting. And that's the real news, right? It's not like Mert's news, cat news. Okay. So gentlemen, again. And we have Furkan.

Student 5: [00:06:26] Me or other Furkan?

Teacher 3: [00:06:28] Furkan? It's not important. Yeah. Ha ha. We just just one Furkan. Okay.

Student 5: [00:06:35] Uh. A federal judge from USA uh find a mistake in the Affordable Care Act and they want to use this uh against Trump.

Teacher 3: [00:06:50] Hı hımm.

Student 5: [00:06:51] But they can't.

Teacher 3: [00:06:52] But they can't. Why?

Student 5: [00:06:55] Because of Trump.

Teacher 3: [00:06:58] Because of Trump? So they went to the court?

Student 5: [00:07:03] No.

Teacher 3: [00:07:03] No?

Student 5: [00:07:04] And they tried to explain uh the country and Trump do something and they can't do this.

Teacher 3: [00:07:18] Ok, what did Trump do?

Student 5: [00:07:20] Uh..

Teacher 3: [00:07:22] What was Trump's mistake, I think.

Student 5: [00:07:24] I don't know.

Teacher 3: [00:07:25] You don't know.

Student 5: [00:07:26] The Affordable Care Act.

Teacher 3: [00:07:30] hmm.

Student 5: [00:07:31] And if said if we do this. Yeah, if you do this uh.

Teacher 3: [00:07:41] hı hımm..

Student 5: [00:07:41] This is a mistake, Trump said. And ehh threatened I don't know.

Teacher 3: [00:07:48] They threatened, Trump threatened. OK. So why did you choose this? So it was interesting maybe, it's about politics. Do we have similar situations in Turkey? No way. OK.

Student 5: [00:08:03] No comment.

Teacher 3: [00:08:03] OK, let's talk let's not talk about politics. Then, do we have enough time?

Students: [00:08:09] No.

Teacher 3: [00:08:11] Yeah, we do.

Teacher 3: [00:08:15] A Lady... is the closest ladies.. Elif.

Student 6: [00:08:27] I didn't do.

Teacher 3: [00:08:27] You didn't do it! Why not?

Student 6: [00:08:28] I forget the homeworks.

Teacher 3: [00:08:31] You forgot the homework. So that was your lucky day or unlucky day. I don't know. OK. The closest is Irem. OK.

Student 7: [00:08:48] Turkey's first Cheeses Museum opened in Bogazkoy. Uh.. It's was opened by Zümran Ömür. Zümran Ömür opened because she thinks like that our culture have a lot of different cheeses and we need to show.

Teacher 3: [00:09:15] Just a minute. Turkish first what museum?

Student 7: [00:09:21] Cheeses Museum.

Teacher 3: [00:09:22] Cheeses? What's cheeses?

Student 7: [00:09:22] Cheese.

Teacher 3: [00:09:22] Ah Cheese museum! OK That's interesting. Cheese, like we eat in the breakfast, ı hımm..

Student 7: [00:09:33] Because we have gruyere.

Teacher 3: [00:09:37] Hı hımm.

Student 7: [00:09:40] And kashar.

Students: [00:09:46] Ha ha ha...

Student 7: [00:09:46] From Kars.

Teacher 3: [00:09:49] OK, and that if you're interested this museum is in where again?

Student 7: [00:09:54] Bogazkoy.

Teacher 3: [00:09:55] And where is Bogazkoy?

Student 7: [00:09:55] Sarıyer.

Teacher 3: [00:09:55] In Sarıyer.

Student 7: [00:09:58] Uhh.. sixteen thousand people visited in here.

Teacher 3: [00:10:07] A haa..

Student 7: [00:10:09] And Zümran Ömür show and sell there.

Teacher 3: [00:10:12] Okay. Both.

Student 7: [00:10:13] Yes.

Teacher 3: [00:10:14] Mm hmm. That sounds interesting. Any comments? Any ideas?

Student 7: [00:10:23] I would like to go there.

Teacher 3: [00:10:23] You would like to go there. Okay so maybe there is an Olive Museum just next to the Cheese Museum. That would be another idea. Okay then. So I think that would be enough now.

Teacher #3-Transcription of recording 2

Teacher 3: [00:00:01] Okay. Let's get this started and do we have a volunteer.

Student 1: [00:00:06] Yes.

Teacher 3: [00:00:06] Yes. Oguzhan let's listen to you.

Student 1: [00:00:10] The melting of the North pole is the biggest environmental problem for nature.

Teacher 3: [00:00:16] Hı hıı..

Student 1: [00:00:16] Working on the this issues of scientists said that uh.. if uh.. North pole is being melt during the time uh.. the world will be harmed because of the this event. In addition the balance of the air will be broken.

Teacher 3: [00:00:48] Hı hı..

Student 1: [00:00:48] And and humanity will enter to very difficult process when air balance is broken growing food will be hardly for people. If people is not enough food uh.. is not uh.. valuable in the future.

Teacher 3: [00:01:17] Hı hımm... That's. That's right. I agree. OK. So thank you for the news. And do we have another volunteer? We don't have, really? Interesting. Oguzhan, would you mind choosing a lady please. Who is next? Elif OK. Elif, we're listening.

Student 2: [00:01:45] Uh.. Supermarket is uh.. Supermarket chain Morrisons is to start selling paper shopping bags from May following customer uh.. concerns about plastic use.

Teacher 3: [00:02:05] So, okay, I think I missed something. Could you please repeat

that?

Student 2: [00:02:13] Supermarket chain uh...

Teacher 3: [00:02:16] Hı hı, hı hı.

Student 2: [00:02:16] Supermarket chain Morrisons is to start selling paper shopping bags.

Teacher 3: [00:02:22] Hı hımm..

Teacher 3: [00:02:22] What's the name of the shopping mall, supermarket chain?

Student 2: [00:02:25] Morrisons.

Teacher 3: [00:02:25] Oh sorry. So it's not in Turkey.OK.Sorry, go on.

Student 2: [00:02:30] Oh it's stores???. From many following customer concerns about plastic.

Teacher 3: [00:02:39] Hı hımm.Thank you. That's also interesting. So, do you think that we can apply this in Turkey? So the supermarket started to sell paper bags.Hı hıı... Do we have paper bags in Turkey? When you go to BİM when you go to ŞOK?

Students: [00:02:54] No.

Teacher 3: [00:02:55] No. They all have plastic bags. Right?

Student 3: [00:03:01] Yes, not free.

Teacher 3: [00:03:01] But it's not free, of course. And the paper bags, are they free?

Student 2: [00:03:05] Yes

Teacher 3: [00:03:06] Yes, they're free. OK nice. Interesting. IOK then. Uh.. Elif, a gentlemen please now.

Student 2: [00:03:21] Hımm... Utku.

Teacher 3: [00:03:24] Okay.

Student 4: [00:03:24] Okay.

Student 5: [00:03:28] We are group.

Teacher 3: [00:03:29] You're a pair? Okay.

Student 4: [00:03:30] We are gonna talk about ** babies.

Teacher 3: [00:03:32] Aha...

Student 4: [00:03:32] Yes. Number of new carobs on Australia ***** An 80-90 % size unprecedented bleaching events 2016 and 2017. The events which stand which serves second hand to conserve of the world's largest 360 are now being blamed for the treating of carobs internal regrowth last year.

Teacher 3: [00:04:05] Hı hım..

Student 5: [00:04:08] And professor Terry Alice from Australian University said it causes** and the scientists blame the problem on the rising sea temperature.

Teacher 3: [00:04:22] Hımm...

Student 5: [00:04:24] Corals are important as a plant şn the sea.

Teacher 3: [00:04:29] Hı hımm.. So that's happening because of the increase in the water temperature.

Student 4 and 5: [00:04:33] Yeah, yes.

Teacher 3: [00:04:34] Yeah. And everybody knows the coral reef is? What's a coral reef? You can translate this into Turkish ,directly.

Student 4 and 5: [00:04:42] Mercan, Mercan resifi.

Teacher 3: [00:04:43] Hı hımm.. So they mostly in Australia. Umm.. Let's see. Do we have any volunteers now? Let's see if we have any volunteers first. Interestingly we don't have. Interesting. Okay then.

Student 5: [00:05:01] Hımm.. Gentleman or...

Teacher 3: [00:05:06] So, your choice.

Teacher 3: [00:05:16] They chose you Melisa, I'm sorry.

Student 6: [00:05:18] Okay. On the Hawaii on the Hawaiian island of Oahu it's possible to stand in a lush tropical forest that doesn't contain a single native plant.

Teacher 3: [00:05:33] Hımm...

Student 6: [00:05:33] The birds that uh once dispersed nature seeds are almost entirely gone to leaving a brand new ecological community composed of introduced plants and birds.

Teacher 3: [00:05:50] Hımm..

Student 6: [00:05:50] In a first is kind second published?? Today in the journal Science. These stories demonstrate that these novel communities are organized in much the same way as native communities verified.

Teacher 3: [00:06:07] Hı hımm..OK, Thank you. Alright then. So that's strange. So they started to build a new environment, right? OK. That's what ı understood, okay. Your turn, a gentleman.

Student 6: [00:06:19] Huh..

Teacher 3: [00:06:27] Hı hıı??.. Okay.

Student 7: [00:06:32] Disasters aren't being happened due to climate changes in 2018 most people died as a result of climate changes and these disasters were levelend?? to originate climate changes. Disasters total cost is it 30 million dollars.

Teacher 3: [00:06:52] Wow.

[00:06:53] Suddenly the aliens were building materials according to their image both??? In one billion more than 7 billion for illegal aliens. This is ?? Scientists explained made of hot air is originating towards...

Teacher 3: [00:07:14] Tropically, okay. Thank you Furkan. Nice. Okay ladies... Your turn. Any volunteers. Okay, total silence again. Choose, please.

Student 7: [00:07:32] Kübra.

Teacher 3: [00:07:33] Kübra. Ah. Kübra can't because she's ill today. Hı hı... Wrong choice. ?? someone else?

Student 7: [00:07:45] Hannah.

Teacher 3: [00:07:46] Hannah.

Students: [00:07:50] Hahaha...

Student 8: [00:07:50] Today today uh.. many people change their uh.. their *** from use plastic straw become standard straw since 2007 uh... This activity happen in America.

Teacher 3: [00:08:13] Hı hıı..

Student 8: [00:08:15] Japan.

Teacher 3: [00:08:17] Hı hıı..

Student 8: [00:08:18] Korea,**,Malesia and Singapore.

Teacher 3: [00:08:19] Hı hımmm.. Nice again. Thank you. So, where were you from? Your from.. Indonesia. So your country too. OK. So I think it's almost all right. But I want you to remind you some thing. So let's look at the board. So I'm talking about biology, physics and chemistry. This is..?

Students: [00:08:48] Science.

Teacher 3: [00:08:49] Science. I'm talking about dates 1899 or 1956. I'm talking..?

Students: [00:08:57] Since.

Teacher 3: [00:08:58] Since. OK. So let's just keep this in mind. And one last may be. Hannah, choose a gentleman now. Uh what's his name?

Student 8: [00:09:14] Son.

Teacher 3: [00:09:15] Er, Son-er. Yeah, Soner.

Student 9: [00:09:18] A few minutes later please.

Teacher 3: [00:09:20] A few minutes later. OK. Do we have another gentleman to talk? He's not looking at me.Ha haha. Yes please.

Student 10: [00:09:31] Uh it's not uh our More like uh uh uh uh uh uh uh uh uh uh because it is. so many tourists.

Teacher 3: [00:09:48] Hımm.

Student 10: [00:09:48] Uh. It's structure is thought That's why They are starting volunteer work. In between 26 and 28 uh. Oh yeah. That is not uh well uh. Um will cover the cost of olympics.

Teacher 3: [00:10:14] Hı hımm...So as you see too much of tourism can be harmful for the inhabitants. Okay. Thank you. I'm going to stop here now.

Teacher #4- Transcription of recording 1

Teacher 4: [00:00:02] OK. Good afternoon again. Let's begin. As you know guys in this world we have lots of responsibilities and I would like to first ask you how do you define this word? What is responsiblity? What does it mean to you? Let's start with this question. What's the responsiblity? What do you understand from this? Yes?

Student 1: [00:00:32] Things that you have to do.

Teacher 4: [00:00:35] Right. Things that we have to do. Do you have some examples?

Student 1: [00:00:39] For example redesigning your bed(?)or something like that.

Teacher 4: [00:00:46] Well done. And the... Then let's change question. Do you think you are responsible citizens? Or do you think you are responsible university students or do you think you are responsible brothers or sisters?

Student 2: [00:01:02] I think for the university, I'm responsible for the university.

Teacher 4: [00:01:08] Hı hımm..In what ways?

Student 2: [00:01:09] Like I have to take care of my subjects.

Teacher 4: [00:01:14] Hı hıı..

Student 2: [00:01:14] So I know that I didn't still start my department but we have to take care of our subjects because we get to this university to study.

Teacher 4: [00:01:27] Well done.

Student 2: [00:01:27] To get the world better.

Teacher 4: [00:01:29] Thank you.

Student 3: [00:01:30] For example, do uhh.. doing your homeworks regularly.

Teacher 4: [00:01:34] Well done, as a student right? Well done. And how about your families, you know, when you think about your families? What kind of responsibilities do you have? At home, at home do you have responsibilities?

Student 3: [00:01:49] House chores.

Teacher 4: [00:01:50] So, chores; okay.

Student 3: [00:01:53] For example if your father gets car washed maybe.

Teacher 4: [00:01:59] Well done. What else?

Student 2: [00:02:01] Help my mom at home.

Teacher 4: [00:02:04] You helpin' Mom.

Student 2: [00:02:05] Yeah.

Teacher 4: [00:02:05] Okay. In kitchen or..?

Student 2: [00:02:07] No not in kitchen.

Teacher 4: [00:02:08] Really?

Student 2: [00:02:09] She doesn't like like that.

Teacher 4: [00:02:11] Okay then. So it depends maybe on on areas you are interested, right, let's say. Well done. So guys, uh now let's take a look at this question. Here it says, are you responsible for the world you live in? So because so far we talked about, you know, let's say personal lives, right? So what kind of responsibilities do we have in this world? So..

Student 1: [00:02:35] I think firstly we need to protect the world.

Teacher 4: [00:02:39] For example. We protect the world. We protect the world from what?

Student 1: [00:02:45] For humans.

Teacher 4: [00:02:47] For human beings. Yes. OK. So what are the things that we need to stop, we need to solve them, you know.

Student 4: [00:02:55] We need to inform people to don't environment uh.. don't hurt the environment.

Teacher 4: [00:03:00] Well done. And one of the issues right. And what else?

Student 3: [00:03:05] I think that we are responsible for the kinds of problems in the world especially throwing trash.

Teacher 4: [00:03:14] Well done. And Mücahit?

Student 5: [00:03:17] Actually we have to I have to improve I have to change world's destiny for my nowledge. So I'm here and I'm learning something I have to study all the time and I can change something in world; it's my responsibility.

Teacher 4: [00:03:32] Well done. So we think is our responsibility is let's say eh... change depending on our departments? Maybe. Maybe, your department is different right? Uh.. Let's say from Mamuka's department.

Student 3: [00:03:44] Yes.

Teacher 4: [00:03:45] Then you have different responsibilities and Mamuka has different responsibilities for this topic. Okay then. So guys uh... maybe you're you realize that you know the first thing that comes to our minds is the environment, right? When we talk about these responsibilities.

Student 2: [00:04:03] Yeah.

Teacher 4: [00:04:04] So what else? What are the other uh.. let's say topics, that we can talk about our responsibilities?

Student 3: [00:04:12] Maybe having for example government have to the government have to uh.. has to make some fund donation to poor people and give some foods.

Teacher 4: [00:04:28] Hı hımm..

Student 3: [00:04:28] This is also our responsibility for other people.

Teacher 4: [00:04:32] Well there are serious problems, right, in the world. So what else, when you think about today's world?

Student 2: [00:04:40] Maybe lower the crimes.

Teacher 4: [00:04:41] Crime. hı hı. What uh.. what type of crime you say?

Student 2: [00:04:43] Umm..There is no specific crime but in general.

Teacher 4: [00:04:50] hı hıı..

Student 2: [00:04:50] We have to take care of the teenagers..

Teacher 4: [00:04:52] Hı hımm..

Student 2: [00:04:52] To don't let them making crimes.

Teacher 4: [00:04:56] Well done. And how about this one, for future generations? Are we.. Do you think we are responsible for future generations, for your grandchildren. And yeah everyone says yes right sure. So then what do you do for your future, let's say, grandchildren? Different ideas? We are aware of that, right? So do you do something special for that? Yes please.

Student 6: [00:05:31] I think nowadays, people don't care it because the people just consume some product; but we never create or build anything, i think.

Teacher 4: [00:05:43] Well done. So you.. you say uh.. because of, let's say, the needs of these world, today's world, let's say, right? Uh we cannot concentrate on future generations.

Student 3: [00:05:55] We are just concentrating on cariers and be succesfull and we don't care about uh in future's generations.

Student 6: [00:06:05] Maybe they try to find another planet for future's uh.. for them i think.

Teacher 4: [00:06:12] Aha. Okay then. And the... then, does the technology play an important role in this issu?. Of course right. So do you know something about this technology regarding this.. this point, let's say. You know in what ways, how can we use technology uh... to protect the world? Let's say, to to do something for our future generations.

Student 6: [00:06:41] We can use the recycle.

Student 7: [00:06:42] Renewable energy sources.

Teacher 4: [00:06:46] Well then and here?

Student 7: [00:06:48] Renewable energy sources.

Teacher 4: [00:06:50] TWell done, right? We can reuse them, right? Recycling. And the... what else, here?

Student 8: [00:06:57] Maybe 3D printer. People just draw something and the printer uh.. product uh.. this thing.

Teacher 4: [00:07:09] Well done. So it's another example of course. And the.. when we think about, let's say, uh let's make it uh personal. When you think about your departments, when you think about your future plans uh are there something related to this area? I mean do you have future plans eh.. to make the world a better place for the future generations? Or do you have just for your or let's say uh.. personal development uh.. these days.

Student 9: [00:07:40] It's not about my department but uh we can we create some technologic devices...

Teacher 4: [00:07:47] hı hımm.

Student 9: [00:07:47] To solve some of disease problems.

Teacher 4: [00:07:49] hıhı..

Student 9: [00:07:52] ,And it's it's developing, i think.

Teacher 4: [00:07:54] Well done.

Student 7: [00:07:57] Uh.. in with my department, i can help world by creating new softwares for humanity.

Teacher 4: [00:08:04] hı hı.

Student 7: [00:08:06] Which help them to about some their some about their jobs like robots, maybe. I can create artificial intelligent with my devices uh.. with my department.

Teacher 4: [00:08:18] Well done. That's an important issue, right, artificial intelligence. And Mamuka?

Student 3: [00:08:23] If I graduated graduate my department from my department uh I can uh we make uh I can make my students and future generations educated, for example.

Teacher 4: [00:08:37] Yeah. Because education plays an important role in this issue as well. So uh thank you for this part uh that's it. So now let's ....

Teacher #4- Transcription of recording 2

Teacher 4: [00:00:00] So good afternoon again as you know our topic today is happiness. So guys, I had some questions for you. And the.. let's start with the first question. So guys, what is your definition of happiness? How do you define this word? Zeyn.

Student 1: [00:00:23] My definition for the happiness will be smiling for the others.

To be possitive. And giving it too, all the time. I don't know there is too many things. But it depends or differs from one person to another.

Teacher 4: [00:00:39] I see. If I smile at you; then it's enough for you to feel happy.

Student 1: [00:00:43] Yeah. Or uh.. it make me happy because like we knew you sad or angry or something.Then i think you will feel, you feel upset to me or something. But you aren't. But it's make the life more easier or like happier.

Teacher 4: [00:01:01] Well done. And thank you for this. And how about you, Sümeyye. How do you define this word?

Student 2: [00:01:08] I think, to find a purpose for living is my definition of happiness.

Teacher 4: [00:01:13] Then what is the purpose of this life? You know, For you.

Student 2: [00:01:18] It can be everything.

Teacher 4: [00:01:19] Everything. Nothing specific. Okay. And Zeynep?

Student 3: [00:01:22] To me... This is making me feel like my dreams come true.

Teacher 4: [00:01:27] Wow.

Student 3: [00:01:27] It's my purpose of life.

Teacher 4: [00:01:30] So would you like to share your dreams? Maybe we can help you achieve these dreams.

Student 3: [00:01:35] I have many dreams.

Teacher 4: [00:01:36] Many dreams.

Student 3: [00:01:37] Yeah.

Teacher 4: [00:01:37] That's great. Here and the.. How about you, Mücahit?

Student 4: [00:01:41] I think happiness is to do whatever I want. That's important for me. So. if ı do it I can be.

Teacher 4: [00:01:48] Then freedom is another word for you. In this defining, let's say. And the.. Anyone else here. Buse?

Student 5: [00:02:03] It's gonna be very difficult but i'm not making connection with other things. Let's say thats why for me happiness is my parents; because even, in my life, bad situations comes my life. When I go home and see my parents, I feel very happy. And also, happiness little bit, actually 80% of I think being happiness about being yourself.

Teacher 4: [00:02:28] Being yourself.

Student 5: [00:02:30] Because uh.. even if some pressure which comes from society towards your idea, you have to be yourself. To be happines. Because this is your life. And you should, your life- (istediğin gibi).

Teacher 4: [00:02:47] Great. Then I think it's a must to know ourselves, to feel happy; according to your idea. Am I right?

Student 5: [00:02:55] I think this is one of the pur- purpose.

Teacher 4: [00:02:59] Purpose.

Student 5: [00:02:59] Aim..

Teacher 4: [00:03:00] Hı hı aim.

Student 5: [00:03:01] of our life to find ourselves.

Teacher 4: [00:03:03] That's great. So could you find, this?

Student 5: [00:03:04] Still i'm trying.

Teacher 4: [00:03:07] Still trying. Great. So I wish you the best in this searching. And Mamuka?

Student 6: [00:03:12] I think that we get happiness with healthy life with family.

Teacher 4: [00:03:18] Wow. The health?

Student 6: [00:03:19] Yes.

Teacher 4: [00:03:19] And...

Student 6: [00:03:20] As life. As life with your family.

Teacher 4: [00:03:24] Zeynep?

Student 3: [00:03:28] Uh.. the definition of the happiness for me. I think to know and realize something. For example some people don't walk and hear. If we can realize then we can be happy, easily. Because they don't uh.. they can not walk; but we can walk, we can where the bus go. That's why we can be easily.

Teacher 4: [00:03:51] Well, I agree with you. Then we should realize what we have and we should think about the other people who don't have this things. Is it right? Thank you. And let's continue with another question. Here uh.. guys, in which context can we feel happy? You talk about your families. You talk about your- let's say- yourselves. What are the context, different context? Can we feel happy everywhere or in some specific, let's say, places. So Zeynep.

Student 3: [00:04:27] We can feel happy everywhere because we can make make my- make ourselves happy with small things. Like um.. smiling.

Teacher 4: [00:04:40] Smiling.

Student 3: [00:04:41] Yes. If we see um.. one person with smiling we smile too. Because we can say smiling is contigous.

Teacher 4: [00:04:55] Great, great. And when you smile , the world will smile, let's say, at you. That's great. And Mamuka.

Student 6: [00:05:03] I agree with Zeynep. You can see happiness in every place. For example,when you are when you are using your mobile phone and in social media when someone likes your photos. Little thing; but it can make you a happy for example.

Teacher 4: [00:05:22] So small things, details are important. Then during the rush hour; we all live in Istanbul and you know about the traffic of the city. During the rush hour, how we feel happy because you say anytime we can feel happy with these- into these details. Any ideas about that? Zeyn.

Student 1: [00:05:45] Maybe.. if you find out a person said or something or angry because of the traffic by the rush hour.

Teacher 4: [00:05:52] Hı hımm.

Student 1: [00:05:52] If you smile to him or her, maybe you feel like there is nothing to deserve to be angry about in the past and they will get to where you are to go.

Teacher 4: [00:06:01] Hı hı.

Student 1: [00:06:05] And you will go and be happy. So. I think, nothing deserve to be sad.

Teacher 4: [00:06:11] Thank you. So what else, where else let's say. For example in class, right? We are all in maybe this year and you are spending most of your time here in class. Then this is one of the important places for you, this year. Then how do you feel happy in this class? Or when do you feel happy in this class, Zeynep?

Student 3: [00:06:34] So if you say uh.. you can go early.

Students: [00:06:37] Ha ha ha.

Teacher 4: [00:06:40] Then, that's the happiness.

Student 3: [00:06:41] Yeah.

Teacher 4: [00:06:41] Dila? Is it the same?

Student 7: [00:06:46] Same.

Teacher 4: [00:06:47] Okay.

Student 3: [00:06:47] I think for the all of us.

Teacher 4: [00:06:50] Really? I see. So because another word for happiness is freedom, for you. Again it's the same for you, right? When I say you can go then you're happy. Great. And the.. Guys. Here i have some examples I actually like traveling and marriage. How about these two ideas. When you travel, do you feel-you always feel happy?

Student 1: [00:07:17] Not all the time.

Teacher 4: [00:07:19] Generally happy. For example what are the possible problems that might make you sad, feel sad during travelling?

Student 4: [00:07:28] Health problem.

Teacher 4: [00:07:30] Healt problems?

Student 8: [00:07:31] Financial problems.

Teacher 4: [00:07:32] Financial problems. Zeyn?

Student 1: [00:07:35] Sleeping.

Teacher 4: [00:07:36] Sleeping problems, sleeping disorders.

Student 6: [00:07:37] For example when you're on the other ci- and other country and um.. or other city. And if someone died uh.. in your uh.. closed freinds for example.

Teacher 4: [00:07:48] Hı hı.

Student 6: [00:07:48] You have to come back and it's also depressed travelling alone.

Teacher 4: [00:07:55] Okay. Communication problems, language problems.

Student 4 and 6: [00:07:58] Yes.

Teacher 4: [00:07:59] Especially if you're traveling abroad. Eren?

Student 8: [00:08:01] Cuisines, for me.

Student 6: [00:08:03] Yes.

Student 8: [00:08:04] But for example, like street food in Japanese are bad for most of Turkish people.

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Teacher 4: [00:08:11] Yeah. You're right.

Student 3: [00:08:12] The food?

Teacher 4: [00:08:13] The food.

Student 8: [00:08:14] Yes some cuisine.

Teacher 4: [00:08:16] Yeah? But if you're coming to Turkey as a tourist then maybe you will have your happiest uh.. times here in this country. And Sümeyye?

Student 2: [00:08:28] The physical conditions.

Teacher 4: [00:08:28] Physical conditions? What do you mean by that?

Student 2: [00:08:29] Is it comfortable, the travelling is comfortable or not.

Teacher 4: [00:08:35] Yeah I see uh.. maybe transportation; how do you travel. That's also a factor. Great. Thank you. And now my last question is this. Uh.. is happiness something within you or does it depend upon other people or things. Actually Buse mentioned this. You said that it's something within you.

Student 5: [00:08:56] Yes. Because if we making connection between happy and the other things, not just people, maybe money.

Teacher 4: [00:09:04] Yeah.

Student 5: [00:09:04] Or being rich. Uh.. We can never totally feel happy; because uh.. to be or to feel very happy. about our- I think inside. We should, we have to find a part of happiness in our- in our school I think. And if you if you find them, find it, we can feel happy in strange situation, i think. And also, if you make connection be happy or other things We can lose this things. That' whay, that mean our happiness will go.

Teacher 4: [00:09:45] Yeah.

Student 5: [00:09:45] That is why they have to find happiness inside.

Teacher 4: [00:09:48] Great. I totally agree with you. And Mücahit?

Student 4: [00:09:54] My life is like a football match, best football player is myself. So.. but it's not about just me uh.. another person, another people are important to achive success. So we have to work together. And the.. if we achieve uh.. we,, we all uh.. be happy. Uh.. I mean the main happiness is inside me; but if we.. the other people are also important..

Teacher 4: [00:10:25] Depending on the situation, you mean.

Student 4: [00:10:28] Yes, to create real happiness.

Teacher 4: [00:10:29] For example, working in a company or working as a football player. So you need a team work, let's say.

Student 6: [00:10:37] And having your own business.

Teacher 4: [00:10:39] Or having your own business. Is it the best?

Student 6: [00:10:42] Best, yes, i think .

Teacher 4: [00:10:44] Okay then.Ha?

Student 3: [00:10:44] Great.

Teacher 4: [00:10:45] Great. Actually eh.. I said this is my- it was my last question but here uh.. here. Actually the last question it is, I'm serious. And the.. it's about sudden wealth. So as you know most in this road these are possible things. I mean we can become rich suddenly, we can lose our wealth, let's say, all the things we have suddenly but let's talk about the first one. So what are the advantages of becoming rich suddenly? First of all. Or disadvantages?

Student 6: [00:11:18] Financial power

Teacher 4: [00:11:20] Financial power. Zeyn?

Student 1: [00:11:22] I'm gonna talk about disadvantages. I think I have.. i am a too lazy person more than i am..

Teacher 4: [00:11:31] Yeah? So you need to be...

Student 1: [00:11:33] Really. Like for example..

Teacher 4: [00:11:34] Hı hı..

Student 1: [00:11:37] If you have a car but.. I feel if i have a car or something or a driver who get me or drive me or something. I'll be more lazier than I'm now. I think transportation it's make me powerful or have energy to.. to move or something.

Teacher 4: [00:11:59] Okay.

Student 1: [00:12:00] For disadvantages and for advantages.. i don't know.

Teacher 4: [00:12:00] Okay. So, how about Dila? Dila, are you good at managing your money?

Student 7: [00:12:06] Yes for now. But if I suddenly become rich uh.. people uh.. have a lot of money that don't see their life their past.

Teacher 4: [00:12:25] Hı hıı..

Student 7: [00:12:26] They can become complicated. And they can lost their hall family.

Teacher 4: [00:12:30] So they can lose what they had before. And Zeynep? Would you like to become rich sudddenly? In this life. Or step by step.

Student 3: [00:12:42] No. I don't want to be suddenly rich.

Teacher 4: [00:12:49] Okay..

Student 3: [00:12:49] But i think there are some advantages too. Because if you become rich uh.. I think you- You are not feel very stressed.

Teacher 4: [00:13:02] Hı hımm..

Student 3: [00:13:07] Because you can if you you don't need to work hard. Because you have money. Yeah. You can buy what you want to do. But. This is disadvantages too. Because you can uh..you can because you can think you can bought all of this. And um.. it depends on the situation. I can't explain.

Teacher 4: [00:13:34] Yeah I see your point. Thank you. And Mamuka?

Student 6: [00:13:39] I don't want to be rich suddenly but It is for example when someone become rich uh.. becomes rich uh.. th rich and for exam- He or she has a chance of uh.. a chance for make everything uh.. And make all dreams rich. You can make before You didn't make before and I think it's..

Teacher 4: [00:14:10] And how can we get rid of this problem? Do you have any idea, do you have any suggestion?

Student 6: [00:14:18] I think it's about the financials.

Teacher 4: [00:14:18] Financials?

Student 6: [00:14:19] And we can solve this problem with financials ı guess.

Teacher 4: [00:14:24] OK. Thank you for the contribution guys. That's it about this topic. And see you uh.. let's say uh.. let's meet again. Right? And for another topic. Do you like it?

Students: [00:14:36] Yes.

Teacher 4: [00:14:36] Okay.

Student 6: [00:14:37] See ya.

APPENDIX B. The coded chart of transcriptions

Teacher #1- Coded version of Transcription of Recording 1

Initiation	Act	Response	Feedback	Act
Yeah. Number five. Who is number five. Cüneyt. Wow.How nice Cüneyt. Yeap.Cüneyt can you tell me what's your department.	inq	My department is Islamic economics and Finance.	Finance.Okay..	ack
What, What do you think about the advantages of your department	inq	My department is new department. Maybe I can find a job easily. But disadvantages.Math sometimes can be hard.	Easily yeah. Math. Hmm. For the studying part you think math would be maybe difficult. Thank you.	Eng ack ref
Yeap Erkan. How about your department? And?	inq inq	My department is Islamic economics and Finance. I think my department's advantage is I will be a bank administrator or may be a officer. And I love , I will talk about a lot of people, a lot of person. Maybe I will have some problem with talk about , during the talk . And disadvantages I think, I dont have any disadvantages my department because he said it	Yeap … hıı hıı. So maybe the having difficulty while speaking with people could be a disadvantage maybe.Thank you.	eng eng Com

		is a new department and		
Musa what is your department?	inq	My department is software engineer.	Oo software engineering yeah.Well .	ack
So what do you think about the advantages first?	inq	I think it is a job which is becoming ?? And im my opinion doing everything will be possible with this job. As this advantages sometimes you have to work for days without sleeping. It can be soo tired	Sleep deprivation can be a problem and tiring maybe for you..	ref
Do you have a steady hours for your job like 9 to 5	n.pr	No	No isn't it? But you can work at home office maybe. It can be an advantage then. Thank you	com Com
Yeap Ibrahim. Your job or your department? Your future job?	inq inq	Psychology.	Psychology. yeah woow Yeah. Well a different job.	ack Com
Yeah? The advantages? (laughs) you can be mad like the other people?	inq n.pr	You can meet different people We have to help people. You can be mad. Yes	Yeah that is an advantage. hıı hıı. . I don't think this is a disadvantage maybe but it can be I hope you won't be mad. Okay you thank so much	Ack com eng Com

Mücahit ?	inq	My department is electical engineering. I think it is difficult to study as a electric engineer.	Yeap. Hıı hıı..	Eng Eng
When you start to do that job , Let's imagine you are the engineer?	inq	Yes also there too many opportunity If you improve yourself for example you can work at private company. And I think you can earn high salary.	Yes. May be international ones. Yeah maybe it will be a high paying job for you.	ack Com Ack ref
About disadvantage? No?.	inq n.pr	no	I hope you wouldn't have any disadvantage.	com
Vedat. Your department ? Like what. Which one is the hardest one for you.	inq inq inq	My department is electric electronic engineering too Disadvantage I think it is a lot of responsibility Examples... About the advantages its emm.. ? Unemployment rate is low.	Yeah. Responsibility Signing ... maybe ? Can you repeat once again? Yeah. maybe Thank you. Thank you so much..	Eng Eng Com Ack Com
Adem. We are going one by one. Yes Adem ?	inq	My department is electic engineer. If I working big company, I earn high paying job.	Again ?Okey. yeah.	ack eng ack

		And nowadays our country have a lot of engineer. so I don't find job maybe	Maybe or you have lots of people who you will race with . That's the disadvantage for you.	com
				ref
		Yes	Yeah. Okay. Thank you	ack
Abdimil, yeah, hi . What is your department?	inq	My major is software engineering.	Yeah.	Eng
		I think if you graduate from college, you wil get a job easily.	yeah.	Eng
		You will earn a lof of money. And disadvantage you always use computer and a little eye?	Hıı hıı.	Eng
			Yeah. That's a nice point. You haven't think about that, the others. Health problems for soft engineers,yeah their eyes may be or you may have a backache you will have any problem. Oh great thank you so much	Ack com
Yagmur?What's your department.	inq	(She tells).	Okay long department. okey	Ack com
When you are choosing that department, which factor	inq	Adventure	Adventure. OK.	Eng ack

did you think first? You mean that is it an adventurous department? Political science department is an adventurous department.? Second one?	n.pr n.pr inq	I prefer international relations. Money	The other side, Then yeah maybe an adventurous one. Money. Okay and (then) the third one is Security. It Is not important for you. If you change your job you don't want a secure a stable job. Okay.	ack com ack Ref
Salih.. Which one is the first factor for you. What is your department? Second one ?	inq inq inq	Money International trade. Second one is adventure.	Money ? Thank you being honest. Trade. You think it has lots of money in that job. Yeah you can make money. Most probably the least important is security for you. Okay Thank you	ack Com Eng ref ack com ref
Enes your department ? Which factor is the important one for you.	inq inq	Industrial engineering. Money is important. Because life is very expensive. We need money.	Hmm.Okay. Money is important of course Yeah. Ofcourse Yeah	ack com ack ack eng

		Second one adventure. Maybe I can travel any other worlds	Adventure?	ack
You think your department is adventurous?	n.pr		Okay	ack
			Maybe you can work in an international company that you can travel for the other countries and the security is the last one. Thank you so much.	Com

Teacher #1- Coded version of Transcription of Recording 2

Initiation	Act	Response	Feedback	Act
Yes Ablet, what are the challenges and benefits of living abroad	inq	Okay uh..Living in a foreign country, there is a lot of advantages like you can we can learn a lot of new culture. New.. uh.. You can eat local foods and you'll see new scenes lot of views have a new scenes. But when.. disadvantages is uh.. you will miss your home you will homesick	hıı hıı.	Eng
		And some kind of local food you can eat or you feel like you'll like it and this is an advantages. And you have to maybe you have to cook yourself. And the.. this is an advantages actually uh.. You can uh.. You can live by yourself how to cook. And	Hı hı..	eng

		the..You get this something hard and then you can learn how to live alone.		
		Maybe you can learn a new language.	Let's say that's all, if you want	Ack
.. Hatice.That's a nice score, you can pass. Konuşurken fark etmiyorsunuz bile merak etmeyin. Yep. Can we start? Hatice.	inq	Maybe you can live abroad and you miss your family and friends.And you have some difficulties on location, foreign culture.	Hı hı..	Eng
		Advantage... You you are learning.	hıı hıı.	Eng
		New culture and you can meet friends. That's all.	That's all? OK.	Ack
Please start. Kübra.	inq	Advantages.. you can learn new language.	Hı hı..	Eng
		And you can recognize a lot of new friends	hı hı.	Eng
		And knew uh.. Some people.	Hı hı..	Eng
		You can try local foods and you can taste different taste hım.. and maybe you are you can be alone.	Yeah.	Eng
		And you can feel alone also.	hı hı.	Eng
		That's all.		
			That's alI? OK	ack

Can we start? Fine, yeah, please start it.	İnq inq	Firstly uh.. there are many advantages and disadvantages. And when you're going to uh.. foreign country say I don't know where I am and you can try but you can try local food as he said. And you can make uh.. foreign friends and.. sorry. I mean.. i'm exited. I'm uh..	Hı hı.. Yeah, we have belived this far, so go on. ha ha ha.	Eng Ack com
Yeah, we have belived this far, so go on. ha ha ha.	inq	That's all.	] OK. Thank you	Ack
Yağmur are you ready? Are you ready Yağmur? You should be ready hahaha. It'll be exciting. Shhh..Keep quiet please. Yağmur is speaking. Yep start please.	n.pr inq	If you live abroad uhm... You. you learn we can learn new culture new culture.And you can learn uh.. living alone. And you make new friends. Uh.. and when you are travelling you start to see new place. And you will learn new information here. And disadvantage uh.. You'll miss house-home. And um..That's all.	Hı hı. hı hı.. Okay. Yep	Eng Eng Ack

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Number 8 is Vedat.Can you start Vedat? Okay, and can you start, please. Yeah. Keep quiet.	inq inq	If we go across we can uh.. meet with new people.And so, um.. You can learn new languages. Maybe it is difficult to but when we learn we can talk to them easily and we explore someone.Also we can tray local food. Local food i think we don't know. For example Italy; um.. as pizza and pasta we can eat. And uh.. we remember their taste. Uh.. Also you can visit a lot of historical place, i think. In Italy there is Pisa Tower Uh.. and in Paris, Eifiel Tower and Barcelona, Cathedral I didn't..	Hı hı.	eng
you did not go ?	n.pr	Yes. I don't know a lot of thing you can do; but disadvantages you can feel alone and you can't find find a job easily. But you can expanding your ??	Hı hı. Wonderful. If I knew sentence..	Eng com
Eleven is Kübra. Kübra, you can do it, we believe you	inq	Nasıl yapayım, bir dakika. (speaking Turkish)	Ha ha ha. You can come, you can help the other people.	Ack Com

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Okay, we just start. Yep.		Challanges of living foreign country..	Hı hı.	Eng
				Eng
		Uh.. firstly You don't recognize everybody	hıı hıı.	
		And you can feel alone. And.. You can't travel everywhere and benefits of foreign living in foreign country. You learn you can learn lots of information...	that is all okay..	Ack ack

Teacher #2- Coded version of Transcription of Recording 1

Initiation	Act	Response	Feedback	Act
So what what are you recording about.	inq	About everything in Istanbul. Yes.	Everything in Istanbul.	ack
So are you talking about like touristic attractions.	n.pr	Yes but **.	Oh great.	Ack com
So when did you start it ?	inq	Last month.	Last month?. Oh I wanna watch one of your videos on youtube.okey if you share the link with me I can watch it okey,	Ack com
Buket. Okay. How do you learn how to gain or expand your vocabulary knowledge. What do you do	inq inq	] I take a notebook.	Notebook ?You have a notebook. OK .	Ack Ref ack

so what do you do on your notebook. How do you study with.	İnq inq	I write it and then I repeat the words so I learn.	hıı hıı . you'll learn your vocabulary with the help of this notebook.	ack ref
And what about the Oktay. What's your strategy to expand your knowledge in vocabulary. Like essays?	İnq inq n.pr	I write articles. yeah ...?? I repeat and look at the other usages.	Writing articles . Hıı hıı	ack ack
Other usages like do you mean word families like noun , adjective form adverb form, right ? Does it work a lot for you.	n.pr n.pr	sure	Sure. Yeah that's why you are good at vocabulary right ? Great.	Ack Com
Suheda. OK. What is your strategy for vocabulary learning.	inq	Watching tv series.	Watching TV series. Great point because I'm doing my master's degree here. My topic for thesis , dissertation is like watching your TV series or movies with subtitles English subtitles or without subtitles. That is my passion. So That's why I am really curious about that response that answer that topic and	Ack com

(I wanna learn it from you).So which one is better to learn vocabulary with English subtitles or without subtitles	inq	With English subtitles.	With English subtitle.	ack
So while you're watching tv series or movies do you always follow the English subtitles	n.pr	Not always because sometimes I can, I don't need it. ** how to use it in sentence **.	HI HII..	Eng
For example can you give me some examples how you have learned in an TV series with the help of English subtitles. Do you remember any words? For example which TV series has the simplest language to follow.	inq n.pr n.pr	Friends.	Friends right Yeah.. Actually I'm planning to work on Friends tv series .	Ack com
so what do you think about friends tv series? is it fun for students ?	inq n.pr	Yes it is fun an it is short *	hıı hıı .	ack
Is it a good tv series to have the knowlegde about culture of the country?	n.pr	Yes yes		
Does it give enough background for the culture.	n.pr	yes I think so.	Yeah.	ack
Who is your favorite	inq	No Rachel.	Not Rachel yeah Phoebe	Ack ref

character in Friends? Phoebe? Rachel maybe	n.pr n.pr		can be.	
Why ?	inq	I don'know. Actually I like everyone	] hıı hıı. okay.	ack
what about Alper	inq	I think it depends on watching and listening. . I like watching tv series on Netflix. I have a series on Netflix. Its name How I met your mother .	] How I met you mother right ?	ack
When you compare Friends and how I met your mother which one is easier for the language use?.	inq	I didn't watch Friends . I don't know it but friends can be.	Friends can be more optional. Yeah.	Ref ack
So what about HIMYM ? Why does it attract you a lot.	inq inq	It's funny mostly when I open the subtitle for English maybe sometimes they can speak slowly and American English is faster like this for understanding.	Hıı hıı. Yeah. Great. So HIMYM can be a good option again to learn the vocabulary items right.	Ack ref
And what about the Affer. Right. Your name. OK. So when we compare movies TV series they're all different categories. Which one is again a better option to learn the vocabulary ,	inq inq	I think tv series because they are long you can watch it evertime but movies is just for one time. like they have seasons for example friends they have 10 seasons.Tv series is better.	hıhı. better.	Eng ack

movies or TV series?				
Which TV series are you following these days. Or are you following any TV series	inq n.pr	Yes. I I love friends. I watched the originals.Umbrella Academy. Friends. I most learned English from Friends. For example I heard. Why does everyone keep saying like this. I leraned this	] Umbrella Academy. Friends. hıı hıı. so you have chance right to learn some different idioms slangs expressions in daily usage right. Not only the vocabulary items. So it can be a great chance to learn. Very good.	Eng Eng Ack ref Com
What about Sancar?So what's your idea about with English subtitles and without English subtitles. Which one makes us more improved?	İnq İnq inq	I have no idea because I dont watch tv series.		
You don't follow any tv series?.	n.pr	Never.	Never	ack
Why ?.	inq	I dont like I watch one style . It takes long a lot of time In My humble opinion yes.	It's a waste of time. You believe. It is a waste of time. You spend your time and unnecessarily while you are watching TV series or a	ref ack ref

			movie.	
So how do you improve your vocabulary	inq	By reading .	by reading	ack
what kind of things do you read about ? academic readings articles newspaper ?	inq	Articles .When you see an unknown word I check. I watch movies.	But you never watch any movies. Oh I'm so surprised to hear that But not TV series..	Ack Com ack
What kind of movies do you watch	inq	Uh like the intern do you know	Intern the movie.	ack
Is this kind of science fiction movie ?	n.pr	No dram . The Untouchables.	Dram. I have never heard this movie before. Actually I am so interested in cinema a lot in my personal life but I don't know. This movie. The intouchables. Yeah. hıı hıı.Yeah.	Ack Com Ack
What about my girl. Elif Right. OK. So. When I want to improve my not vocabulay this time but listening skills. So do you think that It's useful to watch a movie or TV series with English subtitles or without English	n.pr	Subtitles because when you heard some words but you don't know how to write. And you can see it from this way. And. You can translate from my mother language you can learn better.	spelling. Yeah learn for listening right.	ref ack ref

subtitles.				
What's you another strategy that you take advantage of to develop your listening	inq	Actually I listen songs because it's very useful. Songs. It's very useful for my listening. And if the songs is slow it is better for me because I can hear the spelling .I can understand easily.	Songs. hı hı. Right. So you are you taking advantage of the songs to improve your listening skills .	Eng Ack ref

Teacher #2- Coded version of Transcription of Recording 2

Initiation	Act	Response	Feedback	Act
Muhammed? As a citizen, what is our responsibility?	inq	Uh.. Do not break the laws. Break the laws. And maybe vote	Break the laws, you mean. Hı hıı..	Ack ack
Do we need to always follow the laws or rules?	n.pr	For being a citizen, yes we have to; but maybe in our personal beliefs, we don't have to. I don't know.	You don't know. At last you have decided that we we don't know.	Ack com
As a citizen we can break the rules or not?	n.pr	As a citizen we can't.	We can not. OK.	Ack
What about Elif? For a citizen what is your responsibility?	İnq inq	Voting and the for men going an army	Hı hı army, joining an army.	ack
And what about here, Oktay. What is the responsibility of a citizen?	inq inq	I don't know what you mean.		
You don't mean that you are not a citizen, maybe?	n.pr	I don't know.	You don't know.	ack

What do you think of for a general perspective? What are all duties and tasks of a citizen in a country?	inq inq			
So what about environmental and let's say responsibilities for a citizen?	inq	Saving the forest.	Saving the forest, hı hıı..	ack
Do we have enough prevention like to save the forest? Are we good at saving forest in our country?	n.pr n.pr	I don't think so.	You don't think so.	ack
Why?	inq	Why?	As it is clear from the news you say, yes.? We hear that all kinds of trees are being cutting down, right? Ah yeah, OK. So	Ref Com ack
what about then, Afra? What's your idea about the responsibility	İnq inq	I think we have to keep the environment clean.		
How?	inq	It's our responsibility. Like it's simple but not throwing the trashes. Into the sea.	Into the sea right? On the streets, roads yeah	ack
So again are we really careful about like not throwing the	n.pr	I think they don't care because I sometimes see at the traffic they	Hı hımm..	ack

trash into the sea? What do you think of Turkish people about pollution about saving the nature.	inq	put their for example cigarettes to road. Or they uh.. throw their trash to road.		
So what can be done in order to reduce the number of the trash in order to lower and the problem of pollution.Cemsit?	İnq	yes		
So what can be done what must be done? What should we do in order to overcome the problem of pollution, environmental problem. What are our responsibilities in order to solve it?	İnq İnq inq İnq inq	We have to throw for example trash in the garbage.	Hı hıı.. So the people should be informed about the results of throwing their trash all over the place? This is one ofthe ways to find a solution right.	Ack Com
And what is another important solution?	inq	Goverment should some rules, so who will throw their trash in road for example about cigarettes who will smoke cigarette in public place, rules.	They should pay a fine. We have such a fine in Turkey, right? If you smoke in the closed areas, so you have to pay an an some fine to some extent.	Ref Com com
So does it work?	n.pr	Yes. No. To work you have to act for this rule. You have this kind of rule but no one care or no one act in, goverment don't act. They just put these rules. They don't care about.	They don't care about, I mean, it was and performed or	Ack ref

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			not in the public. You say.	
Zeynep? You're gonna say something my girl?	İnq (function)	Yes, uh.. About environment, recycling i think is the best solution for it. And I know some Asian countries has a very strict fine about recycling. They can put the trash in a other bag. Also in every street they have a, you know, little box in there and this box cleaned everyday and there is a five or six option about recycling; foods, glass uhh... papers. I think this can be the best solution for the dirtiness.	Yeah, recycling can be a good solution, right?	Ack
But in Turkey, are there enough recycling centers or do we have enough improved recycling system. Enes..yeah ?	inq	We need to have recycling culture.	We haven't got any recylcling in concept.	ref
Why ?	inq	Because in my opinion it's new in our country it is an industry. And also I agree with your words, we haven't any recycling center. In my opinian i can't find a recycling garbage like recycling box	You don't have. You don't have. The people are not aware even aware of, right, the recycling system may be in some areas. You said they may not be	Ack Ack Com Ref

		in my neighborhood. Yes.	enough informed. Yeah. OK.	ack
Arya? Social responsibility.	inq	Uhh.. maybe ı don't know maybe you can't talk on the phone so loudly in the public.	Yeah right. It can be a social responsibility when you are outside when you are on the bus, for example, you can not listen to loud music, right? So it's not an appropriate manner or attitude and to and talk on the phone loudly. It can be, yeah,	Ack Ref Com ack
Yaser.Okay Yaser. What is the social responsibility that we need to take in the society. For example performing well in front of the public. Maybe?	İnq	Smoking. Because most of them they don't care about others.		
Do they smoke on the bus in Turkey?	n.pr	Not in Turkey, in other country.	In other country.	ack
For example what country, where are you from?	İnq inq	I'm from Yemen.	Yemen.	ack
Do you have such a law or rule about smoking?	n.pr	I didn't know, i haven't been in. I hear that they do so but they are. In so they dont care about rules bus and they break	Hımm.. It's better then before you say.	Ack ref

		the rules because in that in this year they create new rules for them to someone smoke in the transportation or throw something in the street. They give a ticket for them and they hire some people who gets the *** smoke. Because there are i think this is working, it's better.		

Teacher #3- Coded version of Transcription of Recording 1

Initiation	Act	Response	Feedback	Act
I'll have Oguzhan. Okey Oguzhan we're listening to you.	inq	Early morning Apple engineers introduced a new platform Series platform which reveal the reveal to Netflix. Because Apple offer the Netflix with partner. The company but Netflix declined the offer. Apple so Apple create the new platform and presentation launched the media.	hı hımm. Hı hı. OK nice. OK.	Eng Eng ack
So do you think it's a good idea?	n.pr	Yes. But uh.. some uh.. sessions uh.. This idea is bad for the Apple. Because let to money.. to this platform.	Hımm... Okay. Thank you.	Ack ack

OK. Hannah. You need to speak off.	inq	Two days ago at night, well, Palestinians were sleeping. Israil jets *** ah.. several jets ahh.. outstrike in Gaza	Hı Hı.	ack
Are they any casualties like any people who are dead?	n.pr	Yes. Included woman and children.	Ma Many people were dead. OK. So that's a bad news in fact. Ok	ref Ack Com ack
..Mert?. Can you sit next to Hannah so that we can hear you.	inq	A man married his cat in Germany. 39 years old a man. Uh married his own cat. He live together almost ten years. And he all free time spent together his cat and he worried on the cat He wants to be married and he married actually in Germany. Brother come wedding and like best friend, (sağdıç?)	Hı hı. Hı hımm, hı hı.	Eng ack
So why did you choose this?	inq	I don't understand clearly you asking me. I made up.	Hı hıı. . So that's not a real story right. Yeah. That's a made up. And you believed. OK. So that was a made up story. Okay relax. Calm down. Okay.	Eng ref Ack Ref Ack com

Ahh.. Kübra. Haha.	inq	My my new title about a dinosaur? Yes, eeh.. British scients are ee.. are are starting dinosaur hunt. And they said we seldom see anything like this ehh.. all ehh.. all dinosaur eh coming out of the ground. But eh that's eh that's what eh we have got here.	Dinosaurs. Hımm.. Hı Hı..	Eng Ack Eng
So how are they gonna make this real? I didn't understand it. We don't have dinosaurs right now. What's their plan?	inq inq	In U.S. and Dutch ehh.. Eh, too too much dinosaur.. kemik Bones, yes.	*Bones.* OK. OK. So, okey, I've got it.	Ack
So would you like to try something like this?	n.pr	Yes	Okay. Yeah. Okay.	Ack ack
So do you think it's expensive or cheap.	n.pr	I think expensive.	Hı hımm..So that's not something for common people maybe. Okay. Thank you. That was interesting	Ack Com com
And that's the real news, right?	n.pr	yes		
And we have Furkan	inq	Uh. A federal judge from USA uh find a mistake in the Affordable Care Act and they want to use this uh against Trump.	Hı hımm. But they can't.	Ack ack

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Why?	inq	Because of Trump.	Because of Trump	ack
So they went to the court? No?	n.pr n.pr	No And they tried to explain uh the country and Trump do something and they can't do this.	ok	ack
what did Trump do? What was Trump's mistake, I think.	inq inq	I don't know. The Affordable Care Act. And if said if we do this. Yeah, if you do this uh. This is a mistake, Trump said. And ehh threatened I don't know.	You don't know. hmm. hı hımm.. They threatened, Trump threatened. OK.	Ack Ack Eng ack
So why did you choose this? So it was interesting maybe, it's about politics. Do we have similar situations in Turkey?.	inq n.pr	* No comment	No way. OK OK, let's talk let's not talk about politics	Com Ack Ack com
The closest is Irem. OK.	inq	Turkey's first Cheeses Museum opened in Bogazkoy. Uh.. It's was opened by Zümran Ömür. Zümran Ömür opened because she thinks like that our culture have a lot of different cheeses and we need to Show Because we have gruyere. And kashar.	Ah Cheese museum! OK That's interesting. Cheese, like we eat in the breakfast, ı hımm.. Hı hımm OK,	Ack Com Ack Eng Ack

		From Kars		
and that if you're interested this museum is in where again?	inq	Bogazkoy.		
And where is Bogazkoy?	inq	Sarıyer.	in Sarıyer. A haa.	Ack Ack
		Uhh.. sixteen thousand people visited in here.	Okay. Both.	Ack Ref
		And Zümran Ömür show and sell there.	Mm hmm. That sounds interesting	Ack Com
		I would like to go there.	You would like to go there. Okay so maybe there is an Olive Museum just next to the Cheese Museum. That would be another idea.	Ack com

Teacher #3- Coded version of Transcription of Recording 2

Initiation	Act	Response	Feedback	Act
Yes. Oguzhan let's listen to you.	inq	The melting of the North pole is the biggest environmental problem for nature.	Hı hıı..	Eng

		Working on the this issues of scientists said that uh.. if uh.. North pole is being melt during the time uh.. the world will be harmed because of the this event. In addition the balance of the air will be broken.	Hı hı..	Eng
		And and humanity will enter to very difficult process when air balance is broken growing food will be hardly for people. If people is not enough food uh.. is not uh.. valuable in the future.	Hı hımm... That's. That's right. I agree. OK. So thank you for the news.	Ack com
Who is next? Elif OK. Elif, we're listening.	inq	Uh.. Supermarket is uh.. Supermarket chain Morrisons is to start selling paper shopping bags from May following customer uh.. concerns about plastic use.	So, okay, I think I missed something. Could you please repeat that?	
		Supermarket chain uh...	Hı hı, hı hı.	Eng
		Supermarket chain Morrisons is to start selling paper shopping bags.	Hı hımm..	ack

What's the name of the shopping mall, supermarket chain?	inq	Morrisons.	Oh sorry. So it's not in Turkey.OK.Sorry, go on.	Ack Com Eng
		Oh it's stores???. From many following customer concerns about plastic.	Hı hımm.Thank you. That's also interesting.	Ack com
So, do you think that we can apply this in Turkey? So the supermarket started to sell paper bags.Hı hıı... Do we have paper bags in Turkey? When you go to BİM when you go to ŞOK?	n.pr n.pr	No. Yes, not free.	No. They all have plastic bags. Right? But it's not free, of course.	Ack Ref ack
And the paper bags, are they free?	n.pr	Yes	Yes, they're free. OK nice. Interesting. OK then.	Ack Ref Com ack
Utku, okay.	inq	We are gonna talk about ** babies. Yes. Number of new carobs on Australia ***** An 80-90 % size unprecedented bleaching events 2016 and 2017. The events which stand which serves second hand to conserve of the world's largest 360 are now being blamed for the treating of	Aha... Hı hım..	Ack Eng

		carobs internal regrowth last year.		
		And professor Terry Alice from Australian University said it causes** and the scientists blame the problem on the rising sea temperature	Hımm...	Ack
		Corals are important as a plant şn the sea.	Hı hımm.. So that's happening because of the increase in the water temperature.	Ack Ref
		Yeah, yes.	Yeah. *And everybody knows the coral reef is?*.	ack
What's a coral reef? You can translate this into Turkish ,directly	inq	Mercan, Mercan resifi.	Hı hımm.. So they mostly in Australia. Umm.. Let's see.	Ack com
They chose you Melisa, I'm sorry	inq	Okay. On the Hawaii on the Hawaiian island of Oahu it's possible to stand in a lush tropical forest that doesn't contain a single native plant.	Hımm...	Ack
		The birds that uh once dispersed nature seeds are almost entirely gone to leaving a brand new ecological community composed of introduced plants and birds.	Hımm..	Ack

		In a first is kind second published?? Today in the journal Science. These stories demonstrate that these novel communities are organized in much the same way as native communities verified.	Hı hımm..OK, Thank you. Alright then. So that's strange. So they started to build a new environment, right? OK. That's what ı understood, okay.	Ack Com ref
Your turn, a gentleman	inq	Huh.. Disasters aren't being happened due to climate changes in 2018 most people died as a result of climate changes and these disasters were levelend?? to originate climate changes. Disasters total cost is it 30 million dollars. Suddenly the aliens were building materials according to their image both??? In one billion more than 7 billion for illegal aliens. This is ?? Scientists explained made of hot air is originating towards...	Hı hıı??.. Okay. Wow. Tropically, okay. Thank you Furkan.	Eng Ack ack
Hannah.	İnq	Today today uh.. many people change their uh.. their *** from use plastic straw become standard straw since 2007 uh... This activity	Hı hıı..	Eng

		happen in America.		
		Japan.	Hı hıı..	Eng
		Korea,**,Malesia and Singapore.	Hı hımmm.. Nice again. Thank you.	Ack Com
So, where were you from?	inq	..	Your from.. Indonesia. So your country too. OK. So I think it's almost all right.	Ack Com com
OK. Do we have another gentleman to talk? He's not looking at me.Ha haha. Yes please.	inq	Uh it's not uh our More like uh uh uh uh uh uh uh uh uh uh because it is. so many tourists.

Uh. It's structure is thought That's why They are starting volunteer work. In between 26 and 28 uh. Oh yeah. That is not uh well uh. Um will cover the cost of olympics. | Hımm

Hı hımm...So as you see too much of tourism can be harmful for the inhabitants. Okay. Thank you | Ack

Ack Com ack |

Teacher #4- Coded version of Transcription of Recording 1

Initiation	Act	Response	Feedback	Act
(What's the responsiblity? What do you understand from this? Yes?) to whole class (wc)		Things that you have to do.	Right. Things that we have to do.	Ack ack
Do you have some examples?	n.pr	For example redesigning your bed(?)or	Well done.	Ack

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		something like that.		
And the... Then let's change question. (Do you think you are responsible citizens? Or do you think you are responsible university students or do you think you are responsible brothers or sisters?)		I think for the university, I'm responsible for the university.	Hı hımm..	ack
In what ways?	inq	Like I have to take care of my subjects.	Hı hıı..	Eng
		So I know that I didn't still start my department but we have to take care of our subjects because we get to this university to study. To get the world better.	Well done. Thank you.	Ack ack
		For example, do uhh.. doing your homeworks regularly.	Well done, as a student right? Well done	Ack ref Ack
(And how about your families, you know, when you think about your families? What kind of responsibilities do you have? At home, at home do you have		House chores. For example if your father gets car washed maybe.	So, chores; okay. Well done.	ack Ack

responsibilities?) wc				
(What else?) wc		Help my mom at home. Yeah.	You helpin' Mom.	ack
Okay. In kitchen or..?	n.pr inq	No not in kitchen.		
Really?	n.pr	She doesn't like like that.	Okay then. So it depends maybe on on areas you are interested, right, let's say. Well done	Ack Com Ack
(So guys, uh now let's take a look at this question. Here it says, are you responsible for the world you live in? So because so far we talked about, you know, let's say personal lives, right? So what kind of responsibilities do we have in this world? So..) wc		I think firstly we need to protect the world.	For example. We protect the world.	Ack
We protect the world from what?	inq	For humans.	For human beings. Yes. OK.	Ack ack
So what are the things that we need to stop, we need to solve them, you know.	inq	We need to inform people to don't environment uh.. don't hurt the environment.	Well done. And one of the issues right.	Ack com
And what else?	inq	I think that we are responsible for the kinds of problems in the world especially throwing trash.	Well done.	ack
(And Mücahit?)v		Actually we have to I have to improve I have to change world's	Well done. So we think is our responsibility is let's say eh...	Ack Com

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Maybe, your department is different right? Uh.. Let's say from Mamuka's department.	n.pr	destiny for my knowledge. So I'm here and I'm learning something I have to study all the time and I can change something in world; it's my responsibility. Yes	change depending on our departments? Maybe. Then you have different responsibilities and Mamuka has different responsibilities for this topic. Okay then	Com
(So what else? What are the other uh.. let's say topics, that we can talk about our responsibilities?)wc		Maybe famine for example government have to the government have to uh.. has to make some fund donation to poor people and give some foods. This is also our responsibility for other people.	Hı hımm.. Well.done Well there are serious problems, right, in the world.	Eng Ack com
(So what else, when you think about today's world?)		Maybe lower the crimes.	Crime. hı hı.	Ack
What uh.. what type of crime you say?	inq	Umm..There is no specific crime but in general. We have to take care of the teenagers.. To don't let them making crimes.	hı hıı.. Hı hımm.. Well done	Eng Eng ack

(And how about this one, for future generations? Are we.. Do you think we are responsible for future generations, for your grandchildren. And yeah everyone says yes right sure. So then what do you do for your future, let's say, grandchildren? Different ideas? We are aware of that, right? So do you do something special for that? Yes please.) wc		I think nowadays, people don't care it because the people just consume some product; but we never create or build anything, i think.	Well done. So you.. you say uh.. because of, let's say, the needs of these world, today's world, let's say, right? Uh we cannot concentrate on future generations.	Ack Ref
			Hıı hııı	Eng
			Aha. Okay then. And the...	Ack
		We are just concentrating on cariers and be succesfull and we don't care about uh in future's generations.	Well then	ack
		Maybe they try to find another planet for future's uh.. for them i think.		
(does the technology play an important role in this issue?.) So do you know something about this technology regarding this.. this point, let's say. You		Of course	Of course right	Ack
			Well done	ack
	n.pr	We can use the recycle.		
	inq	Renewable energy sources		

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know in what ways, how can we use technology uh... to protect the world? Let's say, to to do something for our future generations.				
And here?	inq	Renewable energy sources.	Well done, right? We can reuse them, right? Recycling.	Ack ref
(And the... what else, here?)wc		Maybe 3D printer. People just draw something and the printer uh.. product uh.. this thing.	Well done. So it's another example of course.	Ack com
(And the.. when we think about, let's say, uh let's make it uh personal. When you think about your departments, when you think about your future plans uh are there something related to this area? I mean do you have future plans eh.. to make the world a better place for the future generations? Or do you have just for your or let's say uh.. personal development uh.. these days.)wc		It's not about my department but uh we can we create some technologic devices... To solve some of disease problems. And it's it's developing, i think.	hı hımm. hıhı.. Well done	Eng Eng ack
		Uh.. in with my department, i can help world by creating new softwares for humanity.	Hıı hıı	Eng

Initiation	Act	Response	Feedback	Act
		Which help them to about some their some about their jobs like robots, maybe. I can create artificial intelligent with my devices uh.. with my department.	Well done. That's an important issue, right, artificial intelligence.	Ack com
And Mamuka	inq	If I graduated graduate my department from my department uh I can uh we make uh I can make my students and future generations educated, for example.	Hıı hııı Yeah. Because education plays an important role in this issue as well.	Eng Ack com

Teacher #4- Coded version of Transcription of Recording 2

Initiation	Act	Response	Feedback	Act
And the.. let's start with the first question. So guys, what is your definition of happiness? How do you define this word? Zeyn.	inq	My definition for the happiness will be smiling for the others. To be possitive. And giving it too, all the time. I don't know there is too many things. But it depends or differs from one person to another. Yeah. Or uh.. it make me happy	I see. If I smile at you; then it's enough for you to feel happy.	Ack Com ack

		because like we knew you sad or angry or something.Then i think you will feel, you feel upset to me or something. But you aren't. But it's make the life more easier or like happier	Well done And thank you for this.	
. And how about you, Sümeyye. How do you define this word?	İnq inq	I think, to find a purpose for living is my definition of happiness.	Then..	ack
Then what is the purpose of this life? You know, For you.	inq	It can be everything.	Everything. Nothing specific. Okay.	Ack Ref
And Zeynep?	inq	To me... This is making me feel like my dreams come true It's my purpose of life.	Wow.	ack
So would you like to share your dreams? Maybe we can help you achieve these dreams.	İnq	I have many dreams. Yeah.	Many dreams. That's great. Here and the..	Eng Ack ???
How about you, Mücahit?	inq	I think happiness is to do whatever I want. That's important for me. So. if ı do it I can be.	Then freedom is another word for you. In this defining, let's say.	Ref

And the.. Anyone else here. Buse?	inq	It's gonna be very difficult but i'm not making connection with other things. Let's say thats why for me happiness is my parents; because even, in my life, bad situations comes my life. When I go home and see my parents, I feel very happy. And also, happiness little bit, actually 80% of I think being happiness about being yourself.	Being yourself.	Eng
		Because uh.. even if some pressure which comes from society towards your idea, you have to be yourself. To be happines. Because this is your life. And you should, your life- (istediğin gibi).	Great. Then I think it's a must to know ourselves, to feel happy; according to your idea	Ack com
. Am I right?	n.pr	I think this is one of the pur- purpose.	Purpose.	ack
So could you find, this?	n.pr	Aim.. of our life to find ourselves. Still i'm trying.	Hı hı aim. That's greatStill trying. Great. So I wish you the best in this searching.	Ack Ack Ack Ack com

And Mamuka? And...	İnq inq	I think that we get happiness with healthy life with family. Yes. As life. As life with your family.	Wow. The health?	Ack Eng
] Zeynep?	inq	Uh.. the definition of the happiness for me. I think to know and realize something. For example some people don't walk and hear. If we can realize then we can be happy, easily. Because they don't uh.. they can not walk; but we can walk, we can where the bus go. That's why we can be easily.	Well, I agree with you. Then we should realize what we have and we should think about the other people who don't have this things. Is it right? Thank you. And let's continue with another question.	Com Ack Ref Com
Here uh.. guys, in which context can we feel happy? You talk about your families. You talk about your- let's say- yourselves. What are the context, different context? Can we feel happy everywhere or in some specific, let's say, places. So Zeynep.	 inq	We can feel happy everywhere because we can make make my- make ourselves happy with small things. Like um.. smiling. Yes. If we see um.. one person with smiling we smile too. Because we can say smiling is contigous.	Smiling. Great, great. And when you smile , the world will smile, let's say, at you. That's great.	Eng com com Com

And Mamuka.	inq	I agree with Zeynep. You can see happiness in every place. For example,when you are when you are using your mobile phone and in social media when someone likes your photos. Little thing; but it can make you a happy for example.	] So small things, details are important..	Ref
Then during the rush hour; we all live in Istanbul and you know about the traffic of the city During the rush hour, how we feel happy because you say anytime we can feel happy with these- into these details. Any ideas about that? Zeyn.	inq	Maybe.. if you find out a person said or something or angry because of the traffic by the rush hour. If you smile to him or her, maybe you feel like there is nothing to deserve to be angry about in the past and they will get to where you are to go. And you will go and be happy. So. I think, nothing deserve to be sad.	Hı hımm. Hı hı. Thank you .	Eng Eng ack
So what else, where else let's say. For example in class, right? We are all in maybe this year and		] So if you say uh.. you can go early.	Then, that's the happiness.	ref

you are spending most of your time here in class. Then this is one of the important places for you, this year. Then how do you feel happy in this class? Or when do you feel happy in this class, Zeynep?	İnq inq			
] Dila? Is it the same?	n.pr	Same.	Okay.	ack
		I think for the all of us.	Really? I see. So because another word for happiness is freedom, for you. Again it's the same for you, right? When I say you can go then you're happy. Great. And the..	Ack Ref ack
Guys. Here i have some examples I actually like traveling and marriage. How about these two ideas. When you travel, do you feel- you always feel happy?	İnq n.pr	Not all the time.	Generally happy.	ref
For example what are the possible problems that might make you	inq	Health problem.		

sad, feel sad during travelling				
Healt problems?	n.pr	Financial problems.	Financial problems.	ack
Zeyn?	inq	Sleeping.	Sleeping problems, sleeping disorders.	Ack ref
		For example when you're on the other ci- and other country and um.. or other city. And if someone died uh.. in your uh.. closed freinds for example.	Hı hı.	eng
		You have to come back and it's also depressed travelling alone.	Okay. Communication problems, language problems.	Ack Ref com
Eren?	inq	Cuisines, for me.	Yes.	eng
		But for example, like street food in Japanese are bad for most of Turkish people.	Yeah. You're right.	Ack com
And Sümeyye?	inq	The physical conditions.	Physical conditions?	ack
What do you mean by that?	inq	Is it comfortable, the travelling is comfortable or not.	Yeah I see uh.. maybe transportation; how do you travel. That's also a factor. Great. Thank you.	Ack Com com
And now my last question is this. Uh.. is happiness something within you or does it depend upon other people or	n.pr	Yes. Because if we making connection between happy and the other things, not just people, maybe money.	Yeah.	Eng

Eng |

things. Actually Buse mentioned this. You said that it's something within you.		Or being rich. Uh.. We can never totally feel happy; because uh.. to be or to feel very happy. about our- I think inside. We should, we have to find a part of happiness in our- in our school I think. And if you if you find them, find it, we can feel happy in strange situation, i think. And also, if you make connection be happy or other things We can lose this things. That' whay, that mean our happiness will go.	Yeah.	
				Com com
		That is why they have to find happiness inside.	Great. I totally agree with you.	

<p align="center">**Consent Form**   **Date:18/ 03/ 2019**</p>

Purpose

This study is conducted to answer the research questions of the master thesis. As part of this study, you will be asked to participate in 2 video recording sessions. This study will take approximately 20 minutes. Thank you for your participation.

Researcher

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I, _____ (recorded person's full name), do hereby consent to the use by Duygu Doğrucan of my image, video, voice, or all three of them, in the item described above.

In addition, I waive any right to inspect or approve the finished video recording.

I agree that all such pictures, video or audio recordings and any reproduction thereof shall remain the property of the author and that she may use it as she sees fit.

I understand that this consent is perpetual, that I may not revoke it, and that it is binding.

It is understood that this material will be used in a legitimate manner and it is not intended to cause any harm or undue embarrassment to the parties involved.

Name: _____

Signature:_____

CV

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