HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

ENHANCING THE QUALITY AND QUANTITY OF VERBAL STUDENT PARTICIPATION: AN ACTION RESEARCH STUDY

Maide YILMAZ

Ph.D. Dissertation

Ankara, (2021)

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SÖZLÜ ÖĞRENCİ KATILIMININ NİTELİĞİNİN VE NİCELİĞİNİN ARTIRILMASI: BİR EYLEM ARAŞTIRMASI ÇALIŞMASI

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Ph.D. Dissertation

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **MAİDE YILMAZ** and entitled “Enhancing the Quality and Quantity of Verbal Student Participation: An Action Research Study” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this dissertation has been approved by the aforementioned examining committee members on 03/12/2021 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. Selahattin GELBAL
Director of Graduate School of Educational Sciences

Abstract

The main purpose of learning a language is communication, but most EFL learners in Turkey have difficulties using English for communicational purposes. To deal with this situation, they need to interact with their peers in the classroom. This qualitative action research aims to increase the quality and quantity of 22 EFL learners' verbal participation through some collaborative activities during 13 weeks. In this study, firstly, a comprehensive literature review and an initial student survey are conducted to find the factors affecting student participation and how to increase the quality and quantity of verbal student participation in classroom interaction. Then, four regular teacher-controlled speaking classes and seven collaborative activities are recorded to see the effects of the activities on verbal student participation. The number of words and turns, the LREs, types of turns produced by learners, the number of different students, the percentage of students who spoke per class, and time spent in student participation are investigated to reveal the nature of learners' interactions and to see the effects of collaborative activities on the quality and quantity of verbal student participation. Additionally, post-activity surveys, the final student survey, and the reflective teacher journal also answer the research questions. The findings show that there are many factors such as speaking activities and topic selection affecting learners' verbal participation; collaborative activities increase the quality and the quantity of verbal student participation; and these activities differ in their effects on verbal student participation based on some factors.

Keywords: collaborative activities, quality and quantity of participation, verbal student participation.

Öz

Dil öğrenmenin temel amacı iletişimdir. Fakat, Türkiye'de İngilizceyi yabancı dil olarak öğrenen pek çok öğrenci, İngilizceyi iletişimsel amaçlarla kullanırken zorluklar yaşamaktadır. Bu durumla baş etmek için sınıfta akranlarıyla etkileşime girmeye ihtiyaçları vardır. Bu nitel eylem araştırması 22 İngilizceyi yabancı dil olarak öğrenen öğrencinin sözlü katılımlarını işbirlikçi etkinlikler yoluyla nitelik ve nicelik olarak 13 hafta süresince artırmayı hedeflemektedir. Bu çalışmada, öncelikle öğrenci katılımını etkileyen faktörleri ve sınıf etkileşiminde sözlü öğrenci katılımının nitelik ve niceliğini artırmanın yollarını bulmak için kapsamlı bir literatür taraması ve bir ön öğrenci anketi yapılmıştır. Daha sonra, akran etkileşiminin sözlü öğrenci katılımı üzerindeki etkilerini görmek için dört sıradan öğretmen kontrollü konuşma dersi ve yedi işbirlikçi etkinlik kaydedilmiştir. Öğrencilerin etkileşimlerinin doğasını ortaya çıkarmak ve işbirlikçi etkinliklerin sözlü öğrenci katılımının niteliği ve niceliği üzerindeki etkilerini görmek için öğrenciler tarafından üretilen kelime ve dönüş sayısı, dille ilgili bölümler, dönüş türleri, her derste konuşan farklı öğrenci sayısı ve yüzdesi ve öğrenci katılımına harcanan süre araştırılmıştır. Ayrıca, araştırma sorularını yanıtlamak için etkinlik sonrası anketler, nihai öğrenci anketi ve yansıtıcı öğretmen günlüğü de kullanılmıştır. Bulgular, öğrencilerin sözlü katılımını etkileyen konuşma etkinlikleri ve konu seçimi gibi birçok faktörün olduğunu, işbirlikçi etkinliklerin sözel öğrenci katılımının niteliğini ve niceliğini artırdığını ve bu etkinliklerin sözel öğrenci katılımı üzerindeki etkilerinin bazı faktörlere göre farklılık gösterdiğini göstermektedir.

Anahtar sözcükler: işbirlikçi etkinlikler, sözlü katılımın niteliği ve niceliği, sözlü öğrenci katılımı.

To my soulmate Mustafa YILMAZ and

my dear supervisor Prof. Dr. İsmail Hakkı ERTEN

Rest in peace…

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Table of Contents

List of Tables

List of Figures

Symbols and Abbreviations

CBAR: Classroom-based Action Research

EFL: English as a Foreign Language

ELT: English Language Teaching

IH: Interaction Hypothesis

L2: Second or Foreign Language

SCT: Sociocultural Theory

SLA: Second Language Acquisition

TL: Target Language

TPS: Think Pair Share

ZPD: Zone of Proximal Development

Chapter 1
Introduction

In this chapter, a brief overview of the background of the study is provided firstly. The aim and significance of the study are then discussed, and the research questions of the study are presented. After that, the assumptions about the research and limitations are given. Finally, the definitions of the key terms are supplied at the end of the chapter.

Statement of the problem

It is undebatable that learning English is essential in today's multilingual world for many reasons, such as employment opportunities, getting connected with people, and learning about various cultures, places, and lifestyles. It is the third most widely spoken language in the world (in more than 118 countries). It is the official language in 53 countries and is spoken by millions of people around the world. It is widely used in trade, science, technology, or diplomacy for international communication.

Because of the reasons mentioned above, many countries have given much importance to teaching and learning English and helped learners become proficient users of the language and improve their communication skills. Therefore, they often renew their curriculums based on theoretical and pedagogical improvements in language teaching.

Similar to many countries in the world, English is taught in primary schools as a foreign language in Turkey. Children start to learn English when they are six or six and a half years old. However, although learners start to learn English at a very early age, they may lack the necessary skills to use English for communicational purposes. As a result, they have serious problems, especially while they are speaking. Özen et al. (2013) investigated English language learning and teaching problems in Turkey. They have found that in Turkey, grammar-based teaching causes troubles for students and teachers. Moreover, this approach causes students to fail in speaking/comprehending English when they finish high school despite receiving over 1000+ hours of classroom instruction. Thus, they fail when they become university students, too.

Walsh (2002) points out that in most EFL classrooms, teachers control the topic of discussion, content, and procedure and the participants. They manage the interaction and talk most of the time. They modify their talk to learners, ask questions and give cues to the learners to help them answer their questions. In accordance with what Walsh states, English language learning is mostly teacher and textbook-centred in Turkey (Özen et al., 2013). Instead of getting communicational skills, learners learn how to answer teachers' questions. According to the findings of the study, the teacher controls the communication in the classroom. There is little peer interaction, so students do not have opportunities for communicative language practice in pairs or groups and active participation.

When the findings of the study conducted by Özen et al. (2013) are taken into consideration, it is apparent that we need to lessen the effect of the teacher and make students more active in the English language learning process. In their study, they recommend using pair and group work in everyday classroom practice and creating opportunities for authentic communication among students. Thus, the classroom may become more student-centred and appeal to students' interests more. Instead of teacher-student interaction that the teacher controls, we have to increase student participation in interaction.

Classroom participation has great importance for learners for many reasons, as we all know. Firstly, participation in classroom interaction provides input for learners. For example, when learners interact verbally, they may learn new words and structures and practice them in context. Also, learners get feedback through interaction, modify their output and expand their current interlanguage capacity. Therefore, various language learning opportunities are created by students during classroom interaction. That is why the importance of interaction for learning has often been emphasized by many second and foreign language learning and teaching theories and approaches (e.g., Interaction Hypothesis, Sociocultural Theory, the Comprehensible Output Hypothesis, Skill Acquisition Theory). They claim that student participation in classroom discourse affects the learning process positively (Philp, Adams, and Iwashita, 2014) because it creates opportunities for exposure to meaningful communicative interactions and practice on linguistic and communicative skills. Thus, learners

may improve their fluency (Swain, 1993) and accuracy (Swain, 1997) in speaking and develop comprehension skills.

In teacher-centred classrooms, it is claimed that interaction with the teacher is essential for learning, and peer interaction cannot be a means of language learning because learners need a knower to provide input, correct their mistakes, and communicate effectively. When they interact with their peers, they cannot reach correct language input and correct feedback. Teachers mostly assume their students need their support, too. Similarly, some students believe that they cannot learn from their peers, although peer interaction is full of opportunities for learners in language learning, as shown in many studies in the ELT literature (e.g., Adams 2018; Ohta, 2001).

Nevertheless, increasing student participation may be challenging for teachers because there are a number of social, contextual, and individual factors affecting participation. For example, culture, the teacher's and learner's roles in the classroom, educational background, individual factors (e.g., communication confidence, learner beliefs, learning motivation, investment in English learning, personality factors, and affective factors), large class size, classroom climate, the proficiency level of students, seating arrangement, teachers' wait time and error correction techniques are some of these factors.

Moreover, classroom participation has often been associated with the frequency of student talk. It is believed that the more students participate orally in interaction, the more they get involved in learning and improving the target language. Many studies in literature focus on the quantity of verbal classroom participation and aim to show the effect of the quantity of interaction on learning (e.g., Dörnyei, 2002; Yu, 2015; Zhong's; 2013). However, the quality of student participation is as important as the quantity of participation (e.g., Delaney, 2012; Edstrom, 2015; Erten and Altay, 2009; KayiAydar, 2013). When class discussions are superficial and repetitive, learners may not benefit from them. Some studies are related to the quality of participation in literature, but it is necessary to conduct additional research.

Teachers need to consider all the factors affecting the quality and quantity of participation and encourage their students to participate in classroom

interaction for better learning opportunities. Some ways of increasing the quality and quantity of verbal student participation can be found in the relevant literature. According to research, teachers encourage their students to speak by creating a good classroom climate, asking referential questions instead of display questions (Lei, 2009), planning the lesson well, increasing the amount of student talk, creating opportunities for collaborative learning through peer interaction (e.g., Erten and Altay, 2009; Hsu, 2015; Mystkowska-Wiertelak, 2018; Young, 1990), letting them get prepared before speaking, developing students' self-confidence (e.g., Leger & Storch, 2009; Weaver & Qui, 2005), choosing interesting and up-to-date topics of conversation and effective speaking activities (Ramirez, 2010) chosen based on learners' interests.

Aim and Significance of the Study

Participation is widely accepted as a crucial factor for learning in the second and foreign language classroom (see Interaction Hypothesis, Sociocultural Theory, the Comprehensible Output Hypothesis, Skill Acquisition Theory). It is often understood as a verbal activity (Schultz, 2009) or "L2 interactions in class" (Bernales, 2016, p.1).

In Turkey, as Özen et al. (2013) have shown, the teacher mostly controls classroom interaction. The interaction is between the teacher and the learner. The teacher asks questions to learners, and learners answer the questions, or the teacher participates in learning activities. The students are passive and listen to their teacher and participate in interaction by answering the questions from the teacher. This study aims to increase verbal participation by creating opportunities for learners to take part in peer interaction in which the teacher is a monitor, and interaction is among learners as the main participants. In this way, it is aimed to increase verbal student participation in classroom interaction. The participants of this study worked in pairs and groups while doing motivating speaking activities based on discussions and involved in collaborative interaction.

Although researchers and instructors have mostly been interested in quantitative means of defining participation (e.g., Boyd and Rubin, 2002; Dörnyei, 2002; Fritschner, 2000; McCullough, 1996; Nunn, 1997; Tsou, 2005;), the quality of student participation is also vital for learning because frequent participation of

students does not guarantee acquisition (Hollander, 2002). Therefore, the aim of this study is to increase not only the quantity but also the quality of verbal student participation in interaction and contribute to the studies about the quality of verbal participation (e.g., Yucel & Usluel, 2013; Dallimore, Hertenstein, & Platt, 2004; Delaney, 2012; Edstrom, 2015; Erten and Altay, 2009; KayiAydar, 2013), which are scarce in the literature.

In most studies on the quantity of participation, the number of words and turns produced by learners was counted (e.g., Delaney, 2012). Likewise, in this study, the number of words and turns produced by the students in traditional whole-class discussions involving teacher-student interaction and collaborative activities based on peer interaction were counted to see the effects of peer interaction on the quantity of student verbal participation.

However, the quality of verbal participation has been investigated in different ways in different studies by researchers. For example, Delaney (2012) measured the quality of oral participation in terms of accuracy, fluency, and complexity. Duncan, Kenworthy, and McNamara (2012) measured the quality of participation by student ratings for their comments or questions between one and six.

"LREs provide a context for analysing learners' participation and language learning opportunities at a more meaningful level" (Edstrom, 2015). Thus, the LREs (Language Related Episodes) produced by learners were investigated to reveal the nature of learners' interactions and to see the effects of peer interaction on the quality of participation in terms of learning opportunities created during classroom interaction in this study. The number, type (meaning, form, or metatalk), source (teacher-initiated or learner-initiated and outcome (solved correctly, solved incorrectly, or left unresolved) of LREs were investigated as the indicators of language learning opportunities and the quality of participation.

In addition to LREs, as in the study conducted by Erten and Altay (2009), the types of turns were investigated to decide on the quality of verbal student participation in interaction. Erten and Altay (2009) have categorized turns as monosyllable (e.g., Yes, No, OK, Eh?), short turn (phrases, chunks, short, simple

sentences), long turn (compound and complex sentences and strings of simple sentences), and question (all types of questions) to find the level of interaction that reflects learners' engagement in conversation which results in more practice and more language development. Similarly, in this study, students' turns were divided into categories to reveal the quality of interaction. In literature, no studies have been found that measured verbal participation quality by comprehensively investigating the LREs and turn types.

Although many studies focusing on student participation are quantitative and have experimental designs based on questionnaires, in this study, to increase the quality and quantity of verbal student participation, action research was planned based on Kemmis and McTaggart's (1988) AR model. The study lasted for 13 weeks. First, a comprehensive literature review was conducted to learn about the reasons for students' willingness or unwillingness to participate in classroom interaction verbally. Besides, the solutions for verbal participation problems and the ways of increasing the quality and quantity of student participation in interaction were investigated. Also, a survey including open-ended questions to learn about the students' views on participation in interaction and the factors contributing to their willingness to participate in interaction was conducted.

Moreover, audio and video recordings of regular speaking classes based on teacher-controlled whole-class discussions and the speaking classes based on collaborative activities, which were chosen carefully by the researcher considering the students' expectations, were analysed to see the differences in the quality and quantity of student participation in the two different interactional contexts. Additionally, the student's comments on the ten collaborative activities, their final evaluation of the complete AR process, and a reflective journal written by the researcher were used to answer the research questions. Thus, this study aimed to make a valuable contribution to the literature providing rich qualitative data on verbal student participation.

Research Questions

This study aimed to answer the following research questions:

1. What are the Turkish EFL learners' perceptions of their verbal participation in interaction regarding their perceived speaking performance and the factors affecting their verbal participation?
2. To what extent does Turkish EFL learners' quantity of verbal participation vary in different collaborative activities?
3. To what extent does Turkish EFL learners' quality of verbal participation vary in different collaborative activities in terms of turn types and learning opportunities (LREs)?
4. To what extent do collaborative speaking activities increase Turkish EFL students' quantity of verbal participation in interaction compared to teacher-fronted regular speaking activities?
5. To what extent do collaborative speaking activities increase Turkish EFL students' quality of verbal participation in interaction in terms of turn types and learning opportunities (LREs) compared to teacher-fronted regular speaking activities?
6. What are the perceptions of the Turkish EFL students on the effects of each collaborative activity on their verbal participation in interaction?
7. What are the perceptions of the EFL instructor on the effects of each collaborative activity on Turkish EFL learners' verbal participation in interaction?
8. What are the perceptions of the Turkish EFL students on the effectiveness of the overall collaborative activities on their verbal participation in interaction?

Assumptions

In the current study, it is assumed that the students voluntarily take part in classroom discussions because all of the participants are informed about the aims of the study and the procedures that are followed during the study. It is also assumed that the participants behave naturally during audio and video recordings and answer the survey questions sincerely.

Limitations

There were some limitations to this study:

Firstly, in the activities which required group work, heterogeneous groups were tended to be made based on the students' frequency of participation in interaction in general and their proficiency level. However, the group members differed in the activities. Also, the number of students in each group changed because of the nature of the collaborative activities or the number of students in the classroom. Some students could not participate in some of the activities because they did not attend the class on the day the activity was done. Thus, although the researcher tried to make the groups aiming to encourage student participation, grouping might have affected the quality or the quantity of student participation. Besides, the student's motivation to speak or the other individual factors might have affected their participation.

Additionally, the students might have performed differently because of the video cameras, voice recorders, and the teacher-researcher's presence in the classroom and because they knew that the teacher-researcher was conducting a study (Hawthorne effect, see Dörnyei, 2007).

Moreover, despite the fact that the students chose the topics and activities they were interested in at the beginning of the study, they made their choices using a list of topics and collaborative activities that the teacher-researcher had prepared for them considering their ages and interests. After deciding on the activities they wanted to do and the topics they wanted to discuss, the teacher-researcher chose the most popular ones. Therefore, some students might have preferred being silent because their favourite activities or topics were not chosen by the other students, or they were not willing to speak about the topics or be involved in the activities chosen by the others.

Definitions

English as a Second Language (ESL): If a person is learning English as a second language, it means that s/he speaks another language as his/her first language, but s/he is learning English as a second language and lives in a country where English is an official or main language.

English as a Foreign language (EFL): If a person is learning English as a foreign language, it means that s/he speaks another language as his/her first language, but s/he is learning English as a second language and lives in a country where English is not the official or main language

Language-related episode (LRE): Any part of the dialogue where the students question their language use and talk about the language they produce (Swain & Lapkin, 1998).

Peer interaction: The interaction between learners; pair-pair interactions or in the form of group interaction.

Collaborative Activity: A collaborative activity is where learners work co-operatively in pairs or groups using the target language and help each other learn. Pair or group discussions, role-play activities, and information exchange activities are some examples of collaborative activities.

Oral / Verbal Student Participation: In this study, oral and verbal participation are used interchangeably. Oral or verbal student participation is the act of taking part in a classroom event or activity verbally by asking and answering questions, making comments, giving feedback, and the like.

Chapter 2
Literature Review

Defining Participation

Participation in the second and foreign language classroom is generally recognized as a highly crucial factor for learning. As stated by Uztosun, Skinner and Cadorath (2017) “creating situations in classrooms that promote participation in spoken dialogue (e.g., a WTC) that can lead to successful performance of a speaking task is thus an essential prerequisite” (p. 4). However, before mentioning the factors related to student participation, it is necessary to start with the definition of the concept.

Participation is a ubiquitous notion in ELT. However, it is rarely defined explicitly, and there is no absolute agreement among researchers regarding the definition of participation. Also, although “teachers and professors all tend to recognize class participation, what may or may not be counted as participation is debatable, as individual instructors may have differing ideas on what constitutes participation in their own classrooms” (Rocca, 2009; p. 22), or if a particular behaviour should be thought as participation or not.

“Classroom participation is understood most often as students’ verbal activity” (Schultz, 2009; p.1). Bernales (2016) defines participation as “learners’ L2 verbal activity or L2 interactions in class” (p. 1). Burchfield and Sappington (1999) define the concept as “the number of unsolicited responses volunteered” (p. 290). Crosthwaite, Bailey and Meeker’s (2015) definition for participation is “playing an active role in all in-class activities” (p. 2) such as brainstorming, games, surveys, group debates, role-plays, and speeches. According to Delaney (2012), in EFL and ESL contexts, oral participation means “speaking in the TL while engaging in instructional tasks or activities. Defined this way, participation is an umbrella term under that may fall a number of processes thought to be helpful for SLA” (p. 468).

According to Rocca (2010), researchers and instructors endorse these primarily quantitative means of defining participation. However, “the quality of student participation is likely as important, it is also much more subjective and presents more of a measurement challenge” (Rocca, 2010; p. 187). Similarly,

Hollander (2002) emphasizes that frequent participation of students does not mean that they acquire necessary language skills. When there are superficial and repetitive class discussions, learners cannot benefit from classroom interaction. Thus, the quality of participation is as important as the quantity of participation and must not be neglected by language teachers.

Schultz (2009) views participation as a more complex notion including both verbal and nonverbal contributions of students and defines it as the following:

> I argue that the first step in defining classroom participation is to understand it as an act that is fundamentally about contribution and connection. In this context, participation consists of any verbal or nonverbal contribution in aural (spoken), visual (pictorial), or written (textual) form that supports learning for the individual student and/or other members of the class (p. 7).

Studies in Conversation Analysis (CA) on students' participation in the classroom have shown two aspects of the phenomenon: willingness or unwillingness to participate verbally (e.g., next speaker selection, turn-taking, and turn-allocation), and displays of attentiveness and embodied orientations to classroom activities. In addition, they have demonstrated that the notion of participation includes semiotic resources such as gaze, facial expression, head movement, body posture, gesture, handling of material objects in addition to oral participation. Moreover, the participation framework includes face-to-face interaction and many configurations (Evnitskaya & Berger, 2017).

According to Goffman's (1981) typology of participation, participation is possible in different degrees and modalities of speakership and listenership. It is "a dynamic process and constantly renegotiated by the parties, rather than being seen as fixed entities" (p. 72). Goodwin (1999) defines participation as "actions demonstrating forms of involvement performed by parties within evolving structures of talk" (177). In their study Evnitskaya and Berger (2017) also state that "if participation in social activities is the very site where second language (L2) learning takes place, then how, when or how often students participate become central concerns for L2 instruction and evaluation in the classroom context" (p. 71). For Lave and Wenger, (1991, as cited in Hougaard, 2009)

“participation is essential for learning of both absorbing and being absorbed in—the culture of practice.” (p. 5)

“Student actions such as speaking, listening, reading, writing, embodied actions can be seen as student participation” (Tsou, 2005; p. 46). Watanabe (2017) emphasizes that participation in interaction is “a complicated social activity where all interactants are required to constantly monitor verbal and nonverbal behaviours, such as posture, gaze, and gestures, as well as coordinate their own multimodal conduct” (p. 273). He states that analysing interaction in the classroom will help us observe our students “as active participants involved in the process of co-constructing the context” (p. 273).

Student participation, in this study, is considered to be a verbal activity, and the study aims to increase the quality and quantity of the learners’ verbal contributions. Hence, embodied participation is not within the scope of this study.

Forms of Verbal Participation in Classroom Interaction

Classroom interaction is a crucial feature of SLA, as mentioned above. In classroom interaction, we can consider two main forms: teacher-learner interaction and learner-learner interaction (Tuan & Nhu, 2010).

Teacher-learner interaction. In this form of interaction, in general, the teacher asks the learners some questions, and the learners answer the teacher’s questions, or the teacher participates in learning activities. This type of interaction is typical in the traditional classroom where the teacher is behind a desk, gives instructions, and initiates and regulates the interaction. The students are passive, and they sit down, listen to their teacher, take notes and participate in interaction only by answering the questions from the teacher. Thus, teacher talk dominates the interaction while students have minimal opportunities to participate in the classroom. Initiation-response-feedback (IRF) pattern is commonly found in this kind of classroom interaction. In this pattern, the teacher initiates and closes the exchange while the student only gives short responses to the teacher in the second turn. Tuan and Nhu (2010) give the following as a typical example of the IRF pattern:

Teacher initiates the first turn

"I" - T: What do you do when you're under stress?

Student responds in the second turn

"R" - L: Go shopping

Teacher follows up at the third turn

"F" - T: Good. (p. 31)

As seen in the example, the teacher initiates the conversation by asking a question, and then the student gives an answer. However, if "F" turn is extended by asking some open questions, the conversation may be more communicative and may give learners more opportunities to practice the target language as in the following example from Tuan and Nhu (2010):

Teacher initiates the first turn

"I" - T: What do you do when you're under stress?

Student responds in the second turn

"R" - L: Go shopping

Teacher follows up at the third turn

"F" – T: Good. Any other ones? (p. 32)

As the example shows, the teacher's question can shape the interaction and is used to extend interaction and engage students in participating in learning.

Learner-learner interaction. In this type of interaction, the teacher is a monitor, and interaction is among learners as the main participants. It is often mentioned that collaboration with small groups or peers is more beneficial for learners than a whole-class context controlled by the teacher. Students are able to ask their questions during small-group activities easily in a more relaxed atmosphere, and they talk without the teacher's control. Therefore, "teachers should use group work to maximize each learner's opportunity to speak and reduce the psychological burden of public performance" (Tuan & Nhu, 2010, p. 36). In addition, doing motivating speaking activities in groups provides opportunities for students to participate. For example, while they are discussing

together to find a solution to a problem, they learn together, and “L2 use during collaborative interaction, when meaning is jointly constructed among peers, may contribute to learning through challenging interlanguage representations. Such joint construction by peers can extend learner production beyond what each might achieve individually” (Tognini et al., 2010, p. 286).

Types of Classroom Participation

It is possible to see several types, classifications, or categories of classroom participation in ELT literature. For example, Dancer and Kamvounias (2005) divided the concept into six categories: preparation, contribution to discussion (volunteered answers, relevant questions, giving opinions, and analysing contributions of other participants), group skills, communication skills, and attendance. In other studies, the notion has been classified as negative/positive participation or passive/spontaneous or volunteered participation (e.g., Altermatt, Jovanovic, and Perry, 1998). Spontaneous or volunteer participation is a well-known form of classroom participation (Weaver & Qi, 2005). In this type of participation, students start the interaction voluntarily without teachers’ compulsion.

Also, teachers may want to encourage their students to be involved in classroom interaction by grading their participation. This type of participation is called required or graded participation. To evaluate a student’s participation, the teacher may look at the number of turns or words a student produces during class, or the quality of the student’s contribution may be evaluated by the teacher (see Daggett, 1997; Foster et al., 2009; Hedley, 1994; McCleary et al., 2011). If students know that their participation will positively impact their grades, they may make more comments or ask more questions (Fassinger, 1995).

Compulsory or forced participation is another type of participation, which means that a student is called upon by the teacher randomly without volunteering for participation. This type of participation is also called cold calling (Dallimore et al., 2004).

Weaver and Qi (2005) also mention different types of participants. They state that most students are usually passive in the classroom. They attend classes, but they rarely take part in classroom discussions. According to them,

there are also para-participants who are very similar to passive participants. They are not willing to participate too overtly in class, so they prefer getting in touch with the teacher before or after class, asking their questions or making comments about the class, or getting feedback from the teacher, so they believe they participate in class in a way. They are interested in the course subject matter or their participation grade. They use body language to communicate with the teacher, and they want to be noticed by him/her. Another type is negative participants. They try to control discussions, change the topic suddenly, or disagree with the others during the class (Deering & Shaw, 1997). Some students sleep during class or are not interested in any subjects in class. They are called nonparticipators (Weaver & Qi, 2005). They try to be invisible in the classroom. Thus, they sit in the back of the classroom.

Patterns of Classroom Participation

As can be seen above, various types of participation have been mentioned in the literature. What specific behaviours can be thought of as participation is also disputable in literature. Based on Burns and Myhill (2004), the patterns of interaction are raising hands to answer a question, answering questions after invitation, joining in a collective response, initiating task-related talk, and shouting out answers related to the task.

According to Jones and Gerig (1994), forms of participation are as the following:

> (1) open questions, in which the student raises a hand to volunteer a response to a question;
>
> (2) student-initiated interactions, in which the student raises a hand to initiate a comment or question;
>
> (3) responses, in which a student calls out a response without waiting to be called on by the teacher (p. 173)

Also, the quantity and quality of participation have been investigated by researchers. Because the current study aimed to increase both the quantity and quality of students' verbal participation, this section will be given separately.

Quality and Quantity of Participation. Based on the studies on participation in literature, it is beyond dispute that foreign and second language learners benefit from oral participation while learning the target language. It is often assumed that the more students participate orally in interaction, the more they get involved in learning and improving the target language. Therefore, the focus has been on the quantity of oral participation. There are several studies in literature aiming to measure and increase the quantity of verbal classroom participation (e.g., Boyd and Rubin, 2002; Dörnyei, 2002; Fritschner, 2000; McCullough, 1996; Nunn, 1996; Tsou, 2005; Yu, 2015; Zhong's; 2013). For example, Boyd and Rubin (2002) focused on students' critical turns, which are coherent and socially engaged utterances lasting 10 seconds or more without being interrupted (or unacknowledged interrupted). Based on this approach, participation equals the number of extended student utterances (Sedova, 2017).

Dörnyei (2002) used two measures to describe the quantity of learner engagement: the speech size (the number of words produced) and the number of turns generated by the participants. He included the number of turns as a measure because completing a problem-solving, negotiation-based task similar to the one they used in the study requires much turn-taking. Thus, the number of turns shows the participant's level of involvement, and the turn number is a function of the interlocutor's active contribution.

Nunn (1996) investigated student verbal participation and the techniques teachers use to elicit student participation or respond to it. Also, the relationship between the teaching techniques and the amount of participation was sought in addition to students' and teachers' views about classroom interaction, comparing them with observational findings. He used an observational coding instrument that focused on 16 discussion-related teaching techniques such as asking a student, praising a student, using humour, and the like. First, the researcher recorded all occurrences of teaching behaviours. After that, audiotapes were listened to in order to check the codings. Then, the frequencies of the teaching behaviours and the number of students who participated in discussions were tallied by the researcher, and beginning and ending times for each student's verbal contribution was recorded to find the amount of time spent in student participation per class, percentage of time spent in student participation per

class, number of different students who spoke per class, percentage of students who spoke per class and percentage of time spent in participation. Furthermore, the relationship between teaching techniques and both of these measures was tested.

Also, to compare students' participation or degree of reticence, voluntary participation turns, and the length of each turn was chosen as major observation variables in Tsou's (2005) study on oral classroom participation. Similarly, Yu (2015) studied WTC's dynamic feature in a situated language learning context by examining how the fluctuation of WTC influences language learners' actual language use and quantified the language learners' language use in communication tasks by counting the number of words and the amount of turn-taking produced in the discourse.

In Zhong's (2013) study, class observations were used to measure the learners' oral communication. Zhong counted each event of the learners' oral communication based on the number of speech acts the learners engaged in (e.g., voluntary answers, initiated questions, and responses to questions). She evaluated each speech act as a communication; a single word or several sentences in discourse.

Although many studies aimed to measure student participation by only focusing on the quantity, the quality of participation was also investigated in some studies (Avci Yucel and Usluel, 2013; Black, 2004; Cao, 2011; Brophy & Good, 1970; Carstens et al., 2013; Dallimore et al., 2004; Delaney, 2012; Duncan et al., 2012; Edstrom, 2015; Erten & Altay, 2009; KayiAydar, 2013; Tyran, 1997; Walsh, 2002) because it has been believed that high-quality interaction leads to desired pedagogic outcomes (Walsh, 2006). Therefore, it is needed to help acquisition of the target language (Ellis, 2008).

Brophy and Good (1970) prepared a manual that presented the rationale and coding system to study dyadic interaction between teachers and children in classrooms, so they studied the quality of participation. This coding scheme has been used in many studies because it is believed to have validity and reliability (see, e.g., Song, 2015). Their coding system for general class activities included: response opportunities (discipline questions, direct questions, open questions,

callouts), level of question (process questions, product questions, choice questions, self-reference questions), child's answer (correct answers, part-correct answers, incorrect answers, no response), teacher's feedback reaction (praise, affirmation of correct answers, no feedback reaction, the negation of incorrect answers, criticism, process feedback, gives the answer, asks other, call out, repeats the question, rephrase or clue, new question). For example, Song, in her study, used the categories related to the accuracy of answers (correct response, incomplete or partially correct response, incorrect response, and no response) to evaluate the standard level of students' participation. She states that most questions or topics can be coded as correct or incorrect. Thus, "students' contributions can be evaluated according to a pre-existing criterion or framework" (Song, 2015, p. 4).

McDonough (2004) explored instructors' and learners' perceptions about the use of pair and small group activities in a Thai EFL context and whether learners who actively participated during pair and small group activities showed improved production of the target forms. In addition, he examined the learners' interaction while carrying out pair and small group activities for interactional features believed in providing opportunities for L2 learning. The coding categories from data are negative feedback (recast, clarification request, explicit correction) and modified output. The learners were divided into high participation and low participation groups based on their negative feedback and modified output episodes.

Molinari and Mameli (2013) used two measures for participation in the discourse: dialogic space and triadic interaction. Dialogic space is the students' actual speaking time throughout interactive exchanges. Triadic interaction is different from a typical dyadic focus in which teachers ask questions and students answer them. In triadic interaction, exchanges involve more interacting agents, and it is observable. They show the quality discourse process because they lead to constructive and critical engagement in producing the discourse.

Dallimore, Hertenstein, and Platt (2004) examined the students' perceptions of the factors that enhance the quality of participation and the effectiveness of discussion. They found that "required/graded participation," "incorporating ideas and experiences," "active facilitation," "asking effective questions," "supportive

classroom environment," and "affirming contributions/constructive feedback" (p. 103) have an impact on the quality of participation and the effectiveness of discussion.

Yashima et al., (2016) investigated why learners take part in communication or avoid communication at given moments. They analysed individuals and group communication behaviours by recording whole-class discussion sessions. They thought the frequency of student self-selected turns indicated state WTC. They also measured the amount of talk by the instructor and students and the amount of silence between turns. Thus, they found a talk–silence ratio at the group level. They revealed the differences in the frequency of self-initiated turns because of personality, proficiency, and contextual influences in the discussion at a particular session by calculating the mean length of each turn, the number of turns, and the number of contributors. They also showed that when learners are familiar with the topic, they produce more lengthy sentences while producing short sentences when they are not familiar with the topic.

Delaney (2012) measured learners' participation in the whole-class discussions in terms of quantity and quality. The number of words spoken was calculated for the quantity. The quality of oral participation was measured in terms of accuracy, fluency, and complexity. In the study, Delaney emphasized that participation is necessary for learning. When students frequently participate by producing a few words or repeating the exact words repeatedly, it is impossible to say that they engage in language processing and are improving TL proficiency. Thus, not only the quantity but also the quality should be taken into consideration.

Duncan et al., (2012) investigated the relationship between MBA students' performance and participation in a synchronous and asynchronous forum. He used the quality and quantity of students' participation to predict the students' success in the final examination and course grade performance results. First, they measured the quantity and quality of participation. To measure the quantity of participation, they counted the number of times a student commented, asked, or raised an issue. Next, the quality of participation was measured by student ratings for their comments or questions between one and six. They found that

high quality and frequent participation in both forums may increase students' performance.

Edstrom (2015) investigated interactions among learners. In the study, the frequency of the LREs produced by learners and the patterns of interaction were sought to reveal the nature of learners' interactions. Both qualitative and quantitative analyses were used in the study. The recordings were transcribed, and learners' word count was documented to see each group member's participation. Moreover, LREs were coded as "correctly" or "incorrectly" and "elaborate," or "limited" because "LREs provide a context for analysing learners' participation and language learning opportunities at a more meaningful level" (p. 29) and the number of LRE's was calculated to assess learners' participation in triads. Also, triads were evaluated based on interaction patterns as "collaborative," "dominant/passive," "novice/expert," "dominant/dominant," "cooperative and expert/passive" (p. 29). In addition, the number of participants in the interaction was recorded.

Cao (2011) looked for evidence of willingness to communicate in class in actual voluntary communication. He used a classroom observation scheme that includes categories developed previously (Cao & Philip, 2006) and measured students' oral participation. The categories included "volunteer an answer/a comment," "answer the teacher's question" "ask the teacher a question," "try out a difficult form in the target language," "guess the meaning of an unknown word," "present own opinion in class/respond to an opinion," "volunteer to participate in class activities," "talk to neighbour/another group member" (p.478). Firstly, opportunities for the students to show their WTC behaviour were identified. Then, sums for a number of turns were calculated for teacher-fronted activity, group work, and pair work, and teacher's turns were excluded. Finally, tokens of WTC behaviour were calculated as a ratio of time for each learner.

Erten and Altay (2009) investigated the effects of task-based and topic-based speaking activities on student interaction and collaboration in EFL speaking classes. They conducted descriptive statistical analysis to determine how task-based and topic-based group work activities influenced length and type of turns and collaboration markers. Based on their transcriptions, the types of turn were "monosyllable (e.g., Yes, No, OK, Eh?), short turn (phrases, chunks,

short, simple sentences), long turn (compound and complex sentences and strings of simple sentences), and question (all types of questions)" (p. 40). Moreover, as a result of the content analysis, they found six categories of verbal interactions in group work: "elaborations; questions; short responses; engages; interrupts; and directs" (p. 40). Four patterns of collaborative interactional behaviour which occurred in their data were "consulting, clarification, completion and invitation" (p. 40).

In order to get data related to the quality and quantity of oral participation, questionnaires have been widely used, and students' and teachers' perceptions about oral participation have been investigated (e.g., Fassinger, 1995). Also, researchers have used observations as their data gathering tools. During observations, an audio recording was viral initially, but then the use of video recording became popular, and "video has been used twice as frequently as any other method" (Howe & Abedin, 2013, p. 331). Moreover, researchers used Interviews or stimulated recalls to obtain data about classroom dialogue. In addition, however, various data analysis methods, both qualitative and quantitative, have been used to evaluate oral participation by researchers.

Theoretical Perspectives on Verbal Participation

A number of approaches have underlined the efficacy of learners' L2 production for SLA. According to these approaches, which are supported by dominant theories in second language acquisition (e.g., Interaction Hypothesis, Sociocultural Theory, the Comprehensible Output Hypothesis, Skill Acquisition Theory), learners' performance in the L2 leads to competence. The most prominent theories that stressed verbal participation in interaction (the Interaction Hypothesis, the Comprehensible Output Hypothesis, and the Sociocultural Theory) will be explained.

The Interaction Hypothesis. "Interaction refers to conversations between learners and others, and the Interaction Hypothesis focuses on how such interactions might affect acquisition" (VanPatten&Benati, 2010, p. 99). Long's (1983, 1996) interaction hypothesis reflects a cognitive perspective. It builds upon Krashen's idea of comprehensible input, and it includes modified input which means "the other speaker adjusts his or her speech due to perceived

difficulties in learner comprehension" (p.99), negotiation of meaning, forced output, and feedback (Macaro et al., 2010). In addition, it states that interaction may help L2 learning because it provides negative feedback, focuses on form in the context of meaning, and supports learners to produce more complex or correct language forms in L2 (McDonough, 2004).

Ellis mentions two versions of the Interaction Hypothesis: the initial formulation and the later version. According to Ellis (2008), the Interaction Hypothesis claims that "engaging in interpersonal, oral interaction in which communication problems arise and are negotiated facilitates incidental language acquisition" (p. 253). He criticizes the initial version because he says "learners often fake comprehension," "the identification of negotiation sequences is problematic," and "the early version of the IH, like the Input Hypothesis, failed to explain how the comprehensible input resulted in acquisition" (p. 254). The later version explained the positive effect of interactionally modified input on acquisition and how negotiation helps language learning. Ellis (2008) emphasizes the contributions of the later version to the first one. He states that the updated version of the IH emphasizes the contributions of negative feedback and modified output and comprehensible input. It shows that interaction connects input, internal learner capacities, and output via selective attention. However, the later version has also been criticized because of some other reasons. For example, it was seen as inadequate to explain how all learners acquire all aspects of linguistic competence. Therefore, it is necessary to consider individual learner differences (Ellis, 2008). Although there are some problems related to the theory, "No theory of L2 acquisition is complete without an account of the role played by interaction and the IH continues to be one of the most convincing statements of this role to date" (p. 260). Therefore, language teachers should give enough importance to participation in interaction and be aware of the fact that interactional awareness is a significant part of knowledge in pedagogy and practice. Besides, they need to improve their skills to observe, analyse and evaluate their classroom discourse (Ghafarpour, 2017).

The Comprehensible Output Hypothesis. "Output, of course, refers to the language that learners produce during communicative interactions or for the purpose of expressing a message" (VanPatten & Benati, 2010; p. 119). The

Comprehensible Output Hypothesis, associated with Merrill Swain, emerged in the mid-1980s as complementary to the input hypothesis (Ellis, 2008). Swain believed that there was too much emphasis on input in SLA and '"pushing' learners beyond their current performance level can lead to enhanced performance, a step which may represent the internalization of new linguistic knowledge, or the consolidation of existing knowledge" (Swain & Lapkin 1995; p. 374), Also, "even without implicit or explicit feedback provided from an interlocutor about the learners' output, learners may still, on occasion, notice a gap in their own knowledge when they encounter a problem in trying to produce the L2" (p. 373). In the 1990s, it was suggested that output had three roles in acquisition: it causes more noticing, hypothesis testing, and metatalk (VanPatten & Benati, 2010).

The Sociocultural Theory. The Russian psychologist, Lev Vygotsky's Sociocultural Theory, reflects the sociocultural perspectives of language learning. Vygotsky sees language as a cultural and psychological tool. Mercer and Howe (2012) explain the theory as the following:

> …'intermental' (social, interactional) activity forges some of the most important 'intramental' (individual, cognitive) capabilities, with children's involvement in joint activities generating new understandings and ways of thinking—not only for them but also sometimes for those with whom they are interacting. From a sociocultural perspective, then, language acquisition and its use are seen as having a profound effect on both collective thinking and individual thinking. Indeed, one of the distinctive strengths of sociocultural theory is that it explains not only how individuals learn from interaction with others but also how collective understanding is created from interactions amongst individuals (Mercer&Howe, 2012, p. 13).

The SCT focuses on "the social nature of interaction and co-constructed nature of learning. Within an interactionist perspective, learning is primarily seen as something unique to and situated within the individual's own mind. It is an outcome or product of interaction with others" (Philp et al., 2014; p.8). Thus, learning is a socially mediated process. The Sociocultural Theory claims that learning occurs when people participate in culturally formed environments, so it is situated and dependent on the context (VanPatten & Benati, 2010), and

opportunities for participation should be 'collaboratively constructed' (Lantolf, 2000, p. 17). Thus, the theory emphasizes the importance of social interaction and cooperative learning. Learners learn from each other through collaborative talk. Therefore, cognitive performances of the learners increase to higher levels than they would if they worked on their own (Kayi-Aydar, 2013; Klingner & Vaughn, 2000). In sociocultural theory, a more capable learner or the teacher often has an essential role in improving a novice learner's learning and development by providing mediation or help (Rivera & Barboza 2016). Thus, scaffolding is an essential component of language acquisition because negotiations of meaning and linguistic assistance are necessary for acquisition (Kayi-Aydar, 2013). Ellis (2008) explains the role of interaction in theory as the following:

> A primary means of mediation is verbal interaction. Thus, SCT sees learning, including language learning, as dialogically based… That is, acquisition occurs in rather than as a result of interaction. From this perspective, then, L2 acquisition is not a purely individual-based process but shared between the individual and other persons (p. 526)

Therefore, teachers must create much interactional space for their learners, and the interaction needs to be collaborative and dialogic to make the learners benefit from it in terms of learning (Yaqubi & Rokni, 2012).

The zone of proximal development (ZPD) is another crucial concept in Sociocultural Theory. "It is the distance between a learner's current ability to use tools to mediate his or her environment and the level of potential development. In short, the ZPD is a metaphor to describe development situationally" (VanPatten&Benati, 2010, p. 152). scaffolding, an integral concept for SCT, is closely related to ZPD. It claims that "cognition needs to be investigated without isolating it from social context" and "learners internalize knowledge dialogically" (Ellis, 2008, p. 234). Thus, "one speaker (expert or novice) assists another speaker (a novice) to perform a skill that they are unable to perform independently" (p. 235). Although scaffolding mainly was related to teacher-student interactions at first, later it was claimed that learners could provide each other with the help they need .to learn a language. It is called 'collective scaffolding' (Donato, 1994), and it refers to the scaffolding learners, instead of a

teacher or a more capable learner, provide to each other. Thus, they can do better than what they succeed in on their own. It can be given in different ways such as "concrete experiences, questioning, and various cues." (Laframboise & Wynn, 1994, p. 106). "It involves reformulation (i.e., rephrasing learner contributions), modelling (i.e., correcting learner contributions) and extension (i.e., elaborating on learner contributions to make them meaningful and comprehensive" (Daşkın, 2015, p. 35). The support the learner receives is reduced and finally stopped after he/she begins to become independent in the task (Laframboise& Wynn, 1994).

Scaffolding is used in many language learning studies (e.g., Klingner & Vaughn, 2000; Gibbons, 2003; Huong, 2007). For example, Klingner and Vaughn (2000) found that help provided by bilingual students to each other and the less capable learners in a fifth-grade English class improved students' performance significantly in terms of understanding word meanings, getting the main ideas, and asking and answering questions. Likewise, Gibbons (2003) has shown that when teachers and learners participate actively in interactions, it is very beneficial for learners to acquire language and develop their language skills. Huong (2007) also investigated the effects of scaffolding provided by peers and concluded that it contributes to L2 development.

However, Ellis (2008) states that the term scaffolding is "difficult to apply in peer-peer interactions," and it is mostly "equated with the IRF (initiation-response-feedback) exchanges that have been shown to be so ubiquitous in classroom discourse" (p. 527). He says instead of scaffolding, the terms 'collaborative dialogue' and 'instructional conversation' have been used recently.

In addition to these theories, several researchers have been interested in a motivational construct: Willingness to Communicate (WTC), which has been closely associated with the concept of classroom participation (MacIntyre et al., 1998) because they believed that exposure to L2 input in meaningful interaction with others is crucial in the foreign language classroom, and the creation of WTC which is a fundamental factor for effective L2 interaction and language learning must be a significant concern for teachers (Freiermuth & Jarrell, 2006). "A lack of willingness inhibits effective interaction and language production" (p. 190).

In the study conducted by Zhong (2013), WTC is defined as "learners' intention to participate in a discourse using an L2 in L2 classrooms" (p. 741). In addition, WTC was seen as an "observable behaviour in class, which refers to occasions on which students chose whether to communicate when they had the opportunity to do so (Cao, 2014, p. 795).

Through self-report questionnaires, it has been found that WTC has a strong effect on the frequency of participation in L2 interaction (Clément et al., 2003). Also, Dörnyei and Kormos (2000) sought the effects of some affective and social variables, including WTC, on L2 learners' engagement in oral tasks. They found that attitudes towards tasks have an impact on WTC in the L2 classroom. Moreover, the results revealed solid and positive correlations between learners' WTC and the amount of L2 produced by the students while doing the task with a very positive attitude towards it. In addition to quantitative studies, some other studies, although few of them, have examined moment-by-moment processes of WTC in particular communicative contexts. (Cao, 2011; MacIntyre & Legatto, 2011; Bernales, 2016, Zhong, 2013), and they have described contextual features of WTC (Subtirelu, 2014). Bernales (2016) investigated German EFL learners' foreign language use and classroom participation, their predictions about their participation, and their reasons for their behaviours based on their own opinions. As data collection tools, Bernales used a survey and stimulated recall interviews. He found that there is a relationship between predicted and self-reported participation, which resulted from a combination of factors, such as the teacher's expectations and students' speaking goals.

Zhong (2013) studied low-proficiency L2 learners' situational WTC in both teacher-led and collaborative learning situations. In the study, in-depth interviews, classroom observations, stimulated recall interviews, learning logs were used to get data about the learners' oral participation. The results showed that WTC is dependent on the context of teaching and differs in teacher-led and collaborative learning contexts. Learners' WTC in the collaborative context depended on different attitudes about working collaboratively, linguistic and sociocultural factors, and learner beliefs. Another important finding of the study is that all the learners' oral participation improved in the collaborative learning context. Thus, the study strengthens the idea that working collaboratively is an

effective instructional tool to engage learners in oral communication and improve their communicative skills.

Yıldız and Piniel (2020) investigated Turkish students' WTC in L2 in a third language environment. Their findings showed seven components of WTC: interlocutor, topic, learning strategy, interlocutor's attitude, the number of people, participant's personality, and perceived proficiency in English. Primarily, using ELF and anxiety were two factors affecting Turkish university students' WTC and UnWTC in English in a third language environment.

Öz et al., (2015) found communication competence and apprehension as strong predictors of WTC. Altıner's study (2018) investigated EFL learners' WTC in the Turkish EFL context. She found that students were more willing to communicate in controlled situations and female EFL learners were more willing to communicate in English in the classroom. Furthermore, according to the study's findings, higher language proficiency levels resulted in higher WTC level.

All in all, the prominent SLA theories mentioned above and leading researchers have often emphasized the importance of verbal participation in interaction and its significance for learning the target language. Therefore, after looking at the theoretical background related to verbal participation, focusing on the necessity of encouraging verbal student participation in interaction may help get more knowledge about the significance of the concept.

Reasons for verbal participation in interaction

Many reasons have been given for the necessity of verbal student participation in classroom interaction in literature. In various settings involving second and foreign language classrooms, language learners often provide opportunities to each other for language learning (Pica, et al., 1996). For example, learners could learn new words and structures and practice them in context when they participate in oral interaction. Through oral interaction, language learners obtain input and feedback, modify their output and expand their current interlanguage capacity. "Learners' participation in social interaction with interlocutors is seen as the context in which the L2 can best be comprehended and produced" (Pica et al., 1991, p. 344).

Moreover, some studies have shown that when students participate actively in class, their academic achievement is higher than passive learners (Tsou, 2005). They assume that active student participation in classroom discourse positively affects the learning process (Sato, 2017; Sedova, 2017). For example, Philp, Adams, and Iwashita (2014) explain the benefits of interaction as the following:

> …in negotiated interaction participants adjust how they express meaning in response to communication difficulties (e.g., through repetition, restructuring, or rephrasing of language). This promotes mutual comprehension and provides learners with opportunities to hear the target language, to pay attention to how meaning is expressed in the target language, and to try out that language themselves (p. 8).

Participation provides learners with opportunities for learning better and retaining more by talking. It helps them to be exposed to meaningful communicative interactions. As a result, they can practice their linguistic and communicative skills. In this way, they have the opportunity for meaningful practice of their linguistic resources when they participate in interaction, leading to fluency (Swain, 1993). Moreover, while producing the target language, they focus on the form, and therefore their accuracy improves (Swain, 1997). The students could identify and recognize which linguistic items they do not know or know only partially. Learners both get used to the discursive norms and behaviours of their classroom communities, and they improve their comprehension skills, and their communicative skills develop (Hsu, 2015). They "put their interlanguage knowledge into practice" (p. 62) because they mostly use the target language only in the classroom, and "increased classroom participation gives students a way to practise the skills of collaboration and co-operation, leading to increased tolerance for different ideas as well as clarification of their own" (Girgin & Stevens, 2005, p. 95). Hence, promoting the participation of FL students in instructional activities is therefore particularly crucial. Interaction research also provides ample evidence to support the role of participation in language acquisition (Cao, 2011). According to Fassinger (1995), "student participation seems to nurture critical thinking. Facilitating students' willingness to raise questions or offer comments in class is likely to enhance their intellectual

development" (p. 82). However, although participation is vital in SLA, engaging learners is not easy for language instructors.

As mentioned before, learning and participation are closely connected (Lantolf, 2000). Bernales (2016) also shows that there is a link between classroom participation and language learning. He states that "speaking in the L2 has been taken to mean more language practice; more practice has then been assumed to lead to higher levels of communicative competence and achievement" (p. 1). Similary, Uztosun et al., (2017) suppose that competence in speaking depends on participation in spoken dialogue and so learners' willingness to participate in class discussions and activities.

Another study that shows that oral participation in the target language is beneficial for learners was conducted by Delaney (2012). The study investigated the relationship between EFL learners' oral participation at a Japanese university and their progress in their English language proficiency. The results revealed the increased quality of learners' participation in terms of accuracy, complexity, and fluency.

Skehan (1998, as cited in Delaney, 2012) reports that oral production helps learners by:

1. Generating better input: Learner output helps interlocutors fine-tune their speech to make it more comprehensible to the learner.
2. Forcing syntactic processing: Speaking forces learners to attend to syntax instead of just semantic and strategic features.
3. Testing hypotheses: Speaking allows learners to elicit feedback on their current interlanguage.
4. Developing automaticity: Speaking is the only way 'learners can go beyond carefully constructed utterances and achieve some level of natural speed and rhythm.'
5. Developing discourse skills: Discourse skills, such as turn-taking, can 'only be achieved by actually participating in discourse.'

6. Developing a personal voice: If learners want to be able to say things that are important to them, they must have 'the opportunity to steer conversations along routes of interest... (p. 468)

Thus, "oral participation in class is a desired -and expected or even required- behaviour" (Bernales, 2016; p. 1), and teachers mostly expect their students to verbalize their thoughts and participate in the classroom by speaking in the second or foreign language because they believe in the importance of L2 output in the process of language learning (Bernales, 2016). They believe that if students do not have enough opportunities to talk, they may not be scaffolded, and thus, they will have less feedback. Therefore, it will affect their language learning process in a negative way (Kayi-Aydar, 2013). Indriani (2016) concludes that "student participation involves the process of an active and consistent engagement of a student and his or her friends with the learning process" (p. 94). It is "an opportunity for frequent and long utterances" (Sedova, 2017, p. 227), and thus "oral participation may not be the only way acquisition occurs, but it provides a milieu in which important SLA processes can take place" (Delaney, 2012, p. 468).

Participation is also necessary not to have false assumptions about the learners' capabilities. When a learner does not participate in interaction and share his/her opinions with the teacher or with his/her peers, the instructor may have incorrect conclusions about the learner's abilities. Thus, it can lead to the needless effort and time the tutor spends on the learners in vain (Donald, 2010).

While talking about participation, learners and teachers mostly mean the interaction between the learner and the teacher in which the teacher controls the topics and the direction of the conversation, and students answer questions posed by the teacher providing short and fragmented turns. As theories of second language acquisition have shown, communicating with an expert speaker or teacher is beneficial for learners because it provides them with opportunities to hear correct models of language use and receive reliable feedback. Thus, it is widely believed that interaction with the teacher is essential for scaffolding to express meanings correctly. However, a number of teachers do not see peer interaction as a means of language learning and believe that it causes imperfect language input and no or incorrect feedback on errors. Therefore, they assume

their students need their support to communicate effectively. Also, some students may have negative attitudes towards peer interaction because they believe that they cannot learn from their peers, and they prefer teacher-centred teaching.

Nevertheless, peer interaction in the classroom is full of opportunities for learners in the process of language learning (e.g., Lynch, 2001; Ohta, 2001). Learners develop subjects through peer discussion, try new ideas, make suggestions and ask questions to keep the conversation going. They are thus allowed to practice with their peers using the language. Moreover, they assist each other in developing effective communication strategies to use the target language for communication. They can question their use of language, attempt to use new language forms they are learning, work together to express the meanings they want to convey, and correct mistakes without the fear of making mistakes. According to Adams (2018), "peer interaction complements classroom teaching, adding an important opportunity for students to deepen their understanding of language forms and practice using them meaningfully" (p. 6). Adams also emphasizes the importance of peer interaction and states the following:

> Without opportunities for interaction, it is unlikely that language that is taught in the classroom will become language that learners use to communicate. Because many foreign and second language learners have limited access to native speaker interaction beyond the classroom, their main opportunity to apply language learning in a meaningful context comes through peer interactions in the classroom (p. 6).

Naughton (2006) emphasizes that students must help each other during peer interaction and participate in metatalk about the L2, so they get involved in repair and discuss their peers over the appropriateness of their language. Also, they interact with their peers in different ways. Therefore, they can display signs of miscomprehension without the fear of losing face. Also, Sato (2015) investigated the quantity and quality of learners' output in an interactional context and found that the learners had produced various types of words with more grammatical complexity in peer interaction. Also, the vocabulary sizes were bigger in peer interaction.

As can be seen above, participation in interaction has a range of advantages for learners. Participation is, however, a challenging area of study as there can be several factors influencing the participation of students, such as different speaking skills, differences between the students in terms of their language learning background, and the like. For example, some students may prefer just listening to their teachers or their peers instead of speaking. Therefore, looking at these factors might be meaningful to understand the concept in detail.

Factors Affecting Classroom Participation

Student nonparticipation is often a concern for instructors as student participation is accepted as being essential to learning. Particularly in countries where English is not spoken as a mother tongue, classroom learning is more critical because there are not many opportunities for learners to practice the language outside the classroom. Therefore, oral classroom tasks have an essential role in teaching English, and participation is essential for developing speaking skills (Zhou, 2015). In addition, silent students may miss many learning opportunities because of their reticence. Therefore, active classroom participation is strongly supported and appreciated by teachers, and it is frequently a part of the evaluation of students (Tatar, 2005b).

Many social, contextual, and individual factors that influence students' willingness to speak or remain quiet when necessary to participate in oral interaction have been found (Bernales, 2016). For example, cultural beliefs about communication and the teacher's and learner's roles in the classroom, educational background, fear of losing face, and instructor expectations are causing reticence factors (Donald, 2010).

Large class size has also been identified as an important factor in preventing student participation (e.g., Fassinger, 1995; Hiep, 2007; Myers et al., 2009; Weaver & Qi, 2005). As Weaver and Qi (2005) state, "size fundamentally affects how classrooms function" (p. 572). Fassinger (1995) found that large class size negatively affects student participation, too. In large classes, it is challenging to implement communicative group activities (Hiep, 2007). Myers et al., (2009) found that class size is a negative predictor of in-class participation. In

smaller classes, students participate more, and it may be because they feel more confident or comfortable in small classes.

Culture is another dominant factor influencing class participation (Lee, 2009; Tatar, 2005a, Zhou et al., 2005), and cultural background may inhibit students' participation (Han, 2007). Cultural beliefs about appropriate behaviour in classroom contexts, such as being quiet as a sign of respect towards the teacher, may cause reticence (Doqaruni, 2014). Due to their cultural differences from the Euro-American societies, East-Asian students, in particular, are considered to be 'passive.' For example, Chinese students are generally regarded as quiet in class, and they do not question or challenge their teachers because of the influence of the Confucian values (Zhou et al., 2005). For another example, in Thailand, there is almost no class discussion. Students are unwilling to answer the professors' questions or ask a question because they do not want to give their opinions because they are afraid of opposing their professors' views, so they cannot speak English freely. The cultural background of Thai students inhibits their participation in American classes and forms their apparent reticence (Han, 2007, Liu & Littlewood, 1997). Thus, different cultural norms adopted in East Asia may hinder interaction in language classrooms because "the clash of cultural patterns and resulting inhibitions serves as a block to new information and profitable interaction with the western culture and its educational learning styles" (Han, 2007, p. 17).

Turkish learners are taught to be silent like Chinese and Taiwanese learners because a child's silence is appreciated in Turkish culture. The student plays the listener's position in the classroom and answers the teacher's questions out of respect for the teacher's authority (Tatar, 2005a). Bichelmeyer and Cagiltay (2000) conducted a study on the effect of culture on learning style, and they investigated the differences in learning styles of Turkish and American students. They aimed to find the beliefs, values, and attitudes of learners from the two different cultures. Turkish students emphasized that Turkish culture is conservative, and they feel the effects of the culture on learning. After all, they cannot express their different ideas or challenge ideas that the community widely accepts because they are not accepted in Turkish culture. Compared to the Turkish participants, American students talked about democracy and various

cultures, who mentioned hospitality, traditions, and family as their critical cultural values. While American students stated their tendency to question the teacher's decisions or actions when they disagreed with him/her, Turkish participants said that their classroom environment was not democratic, and the primary source of information and the authority in the classroom is the teacher. Classroom interaction is between the teacher and the students, and because of this hierarchical approach, students cannot engage openly in interaction. Another vital point stated by the Turkish participants was the lack of collaboration in the Turkish educational system, and learners tend to work alone because the system is generally based on rote learning.

In addition, Tatar (2005b) investigated the understanding of Turkish students enrolled in graduate courses at a U.S. university and indicated that participation was influenced by their cultural identity and academic and educational conventions. The Turkish participants thought that oral participation was based on having enough academic knowledge, and they could not express their ideas freely. They thought that sharing their personal experiences was useless and that silence was better than talking. They gave importance to getting prepared before talking because participation was a complex and formal task. Because they were not used to being involved in peer interaction or discussion, they believed the instructor had to be more effective, control the teaching activity and shape the flow of the discussions. They believed that listening is a more effective learning method than speaking. Furthermore, they gave importance to their relationships with their instructors outside the classroom to motivate the course.

Besides, classroom climate may affect students' participation. Students and instructors should construct a positive classroom climate that encourages participation, and it is possible when students are cooperative and supportive. A positive climate in the classroom is assumed to increase the likelihood of class participation (Fassinger, 1995). In his study, Morell (2007) asked three lecturers why they thought students participated in their classes, and they indicated the type of atmosphere they tried to create as an important factor for their students' participation. They tried to provide a comfortable class atmosphere based on "mutual trust and respect, solidarity, friendliness, self-reliance, and self-esteem"

(p. 234). Thus, the classroom is a ‘safe laboratory’ for the students in which they are encouraged, even though they make mistakes, and are not severely criticized for their mistakes. For a positive classroom climate, instructors should ask questions and give the learners enough time to answer them, give importance to learners’ contributions, deal with student errors without offending the learners, and be enthusiastic and caring (Hsu, 2015).

Teachers also have an essential effect on students' participation. For example, Zarrinabadi (2014) and El-Koumy (1997) found that when teachers' wait time after questions increases, the quantity and quality of classroom interaction increase. The amount of wait-time influences learners' participation, and when there is no or insufficient wait time for students to participate in interaction, they may think that their participation is not desired by the teacher (Fritschner, 2000). According to Tuan and Nhu (2010), teachers should wait for 3-4 seconds in silence for an utterance. There is a relationship between wait-time and student achievement because it increases the length of student responses, helps learners produce different responses, and reduces the number of unanswered questions. Tuan and Nhu (2010) believe that "if teachers can learn to increase their wait time from one second to 3-5 seconds, significant improvements in the quantity and quality of student response usually will take place" (p. 35).

Turn initiation constitutes a teacher strategy to manage participation. Student turns are initiated mainly by the teachers when they are beginners, but when they improve in the target language, they take more initiative in managing their turns. Thus, teachers coordinate student conversations and encourage learners to participate, especially at the beginning of their learning (Deutschmann & Panichi, 2009), but after they develop their language skills, the teachers should let the learners manage their participation.

Acosta's study (2007) has shown that error correction techniques also significantly impact students' participation. 85% of the students who took part in the study said they did not like their teacher's error correction and remained silent because of this reason. Hence, one may assume that the correction methods impaired the students' willingness to participate in the interaction. Most of the students said they did not want to participate because their teachers' correction

techniques did not meet their expectations. According to almost all students, teachers should think about their abilities while correcting their errors, and correction techniques should be determined according to the students' needs and abilities. Based on the results of the study, it can be concluded that to increase oral participation, and it may be a good idea to talk with our students about errors and ask them about their preferred way of correction and to avoid overcorrection not to decrease students' confidence and participation. Zarrinabadi (2014) concluded that teachers' error correction had an impact on learners' participation. According to Walsh (2002), "there is a certain logic in keeping error correction to a minimum in oral fluency practice activities in order to reduce interruption and 'maintain the flow' (p. 11).

The strategies that teachers use are of particular importance for student participation in a classroom (Wang, 2014). Various strategies can be tried to determine which ones are most effective in the sense of leaming (Acosta 2007). Lee (2009) revealed that the organization of the teaching practices, such as teacher responses to students' questions or comments, can motivate or discourage the students' participation. Teacher interruption may be very disturbing for students, and it may affect their participation negatively, and they may not have the courage to participate orally in the classroom because of this. An action research study conducted by Tsui (1996) investigated learners' participation. By videotaping their lessons, teachers tried to find the possible problems in their classrooms. Tsui found that teachers' talk is much more than students' talk. In addition, the results of the study indicated that some students dominated during classroom talk, and incomprehensible input caused silence. Likewise, Reddington (2018) indicates that although teachers should make students talk during speaking activities, sometimes they must stop students from talking to create opportunities for others. They should encourage "both extended and even participation" (p. 132).

A further important teacher strategy is the use of questions. According to Tuan and Nhu (2010), the teacher questioning is a fundamental and essential means of classroom interaction. Three types of teacher questions have been identified in the literature: procedural questions related to classroom routines. Convergent questions require short answers on a central theme and divergent

questions, which require higher-level thinking (Richards and Lockhart, 2000 as cited in Nazar & Allahyar, 2012). Another classification can be referential questions which are genuine questions requiring an answer, and display questions whose answer is already known by the questioner (Nazar & Allahyar, 2012). Types of teachers' questions affect students' participation.

Teacher questions may have various functions. It can attract learners' attention, discipline, get feedback and encourage learners to participate. Teacher questioning is a valuable activity to make students involved in a lesson and facilitate student participation (Farahian & Rezaee, 2012). It is considered one of the teacher's initiating activities and facilitates students' language acquisition by asking questions and initiating student responses. Many discourse analytic studies on increasing oral participation have focused on questions because of their eliciting functions or effects of teacher responses (Reddington, 2018). The learners' silence or reluctance to participate may be because of ineffective questioning techniques of teachers. El-Koumy (1997) found that questions asked by teachers have great importance for the quality of classroom interaction, and they must be open-ended, challenging, and interpretational.

Speaking up in class, asking questions, and making comments are hazardous for many students because when they participate orally in classroom interaction, they risk making mistakes and showing their weaknesses in English (Liu & Littlewood 1997). They feel uncomfortable while speaking, and this situation decreases their classroom participation and inhibits the development of L2 proficiency (Pica, 1994). In addition, they are afraid of feeling inadequate in front of others (Rocca, 2010). Because of this, they choose not to participate, so confidence is one of the most motivating factors for participation (Weaver & Qi, 2005). Jackson (2002) provided the views of the most reticent students in his study. The students in the study who never or rarely participated feared making mistakes and were afraid of losing face.

The proficiency level can be thought of as a determinant of the quality and quantity of verbal student participation in classroom interaction (e.g., Ellis, 2008; Han, 2007; Hsu, 2015; Lee, 2009; Tsui, 1996; White, 2011). Ferris (1998) states that a general lack of confidence in the students' L2 speaking and listening skills may be the reason for their reluctance for verbal participation. In Hsu's study

(2015), the participants stated that their reticence might be because they lacked English listening and speaking skills. It was difficult for learners to understand and interpret the instructor's questions, and they could not express their messages using appropriate vocabulary and sentences in English. Besides, they had difficulties formulating their thoughts, and they could not answer the instructor's questions on time, so the discussion moved on without their participation. Doqaruni (2014) assumes that students are afraid of being laughed at and be quiet in the classroom when they are lack confidence in their command of English. They wish to communicate their views in the target language, but their knowledge is insufficient to justify their intentions, so they choose not to participate (Bernales, 2016). Tatar (2005) conducted a study with four Turkish EFL learners and found that one of the reasons for nonparticipation was students' lack of language skills and inadequate content knowledge. When students feel inadequate, they want to keep silent instead of participating in interaction orally. Thus, they avoid making mistakes and losing face. That is, their silence is an effective face-saving strategy for them (Tatar, 2005). According to Cheng (2000), Asian students experience various language problems in perception and production; if they do not, they may be more inclined to participate in the classroom. White (2011) also found that feelings of academic and linguistic incompetence caused unwillingness to speak.

Especially low-achievers are unwilling to speak because they are afraid of making mistakes more than high-achievers. They fear being corrected by the teacher frequently and getting embarrassed because of the foolish mistakes they make. When students believe that they are proficient, they get more encouraged to participate. However, it does not mean that all high-achievers participate in classroom interaction actively (Zhao, 2016).

However, although low achievers may not contribute to class discussions, they may benefit from what they hear. Krashen (1985) named it the "silent period," in which children acquire a second language naturally by listening to the language spoken around him/them. However, according to Swain (1985), thanks to "pushed output," the learners can test out their hypotheses and contribute to their interlanguage system. Also, it is believed that low-achievers may participate in interaction well and make verbal contributions to classroom interaction if they

get involved in appropriate classroom activities. Thus, they broaden their knowledge, become more confident and motivated.

Being not a native speaker of English has been found as another factor contributing to a lack of self-confidence and unwillingness to participate for the students whose mother tongue is not English (Tatar, 2005a).

Besides, individual factors play an essential role in participation. Communication confidence, learner beliefs, learning motivation, investment in English learning, personality factors, and affective factors can be regarded as individual factors which play an integral role in the learners' participation practices (Zhou, 2015). For example, students' beliefs about group work and classroom participation may affect their classroom interaction. If they do not believe in the necessity of group work, they may be reluctant to participate in classroom interaction. Besides, students' self-esteem and assertiveness may affect learners' willingness to participate in class (Rocca, 2010). Therefore, learning about students' beliefs is vital before designing communicative activities through short surveys or discussions about their attitudes, beliefs, and affective factors (Kayi-Aydar, 2013). Learners' motivation to participate in interaction in the classroom is related to autonomy, their competence in speaking, and their desire to be a part of the classroom community. Liu and Jackson (2008) found that students' foreign language anxiety while speaking is a powerful predictor for their reluctance to participate in foreign language classes. Therefore, teachers need to decrease their learners' anxiety if they want their students to be willing to participate in interaction.

Learners' self-efficacy also influences classroom participation. If students believe that they have the ability to reach their goals, they get involved in classroom tasks because of their increased motivation. If they have low perceived ability, they may not want to participate in classroom activities. Thus, they will not be able to develop their communication abilities. Moreover, self-esteem may influence class participation. When students have low school-related self-esteem, they are less likely to participate (Uztosun et al., 2017). Participation apprehension was another reason for nonparticipation. A fear of speaking in front of others, feelings of unease, shyness, nervousness, or embarrassment about participating in class discussion, how learners are viewed by their peers hinder

their participation. Also, cold-calling on students has been found to increase classroom apprehension (Rocca, 2010)

Grouping students affects oral participation, too. The most common teacher-student interaction in Turkey is whole-class teaching. In whole-class settings, teacher monologues dominate the interaction, and most teachers use 'closed' questions to get short, correct responses from selected students who know the 'right answers' (Mercer & Howe, 2012). Students sit in rows and listen to their teacher. The whole-class grouping may help learners as group members in a community to share their feelings readily. The teacher can give explanations and instructions, produce materials and organise the learning and teaching activities easily. However, in a whole-class setting, all students in the classroom have to do the same thing simultaneously and at the same pace. They have to participate in interaction in front of the whole class. It may seem very risky for students and may cause public failure.

On the other hand, pair-work increases the amount of speaking time, and students can interact with other students without being dependent on the teacher. Thus, it promotes cooperation and provides learners with a less stressful classroom atmosphere. According to Storch (2002), when learners interact in a language classroom, they benefit from multiple academic outcomes. "A greater awareness of the nature of pair interaction can help to enhance the learning opportunities pair work offers language learners" (p. 150).

Group work provides many opportunities for learners to participate in the interaction, too (Harmer, 2007). For example, triadic interaction, which includes at least three participants, increases the total amount and the length of student talk (Sedova et al., 2016). Because there are more than two people in a group, personal relationships do not cause problems. Students can share their opinions and contribute to the interaction. They provide the learners with a lot of practice time. Also, they produce and receive modified input and may improve their fluency.

According to Long and Porter (1985), group work in second language learning has at least five pedagogical benefits. First of all, learners may have many language practice opportunities, which provide students with many

opportunities for developing their language skills, especially in the EFL context. However, in a context where the only authority is the teacher lecturing, teaching grammar, or asking questions to the whole class, learners cannot practice what they have learnt. Secondly, the quality of student talk improves due to group work because learners may be exposed to genuine communication and a natural setting for conversation, which helps learners have the conversational skills they need outside the classroom. As a result, students can produce cohesive and coherent sequences of utterances and develop discourse competence. Thirdly, group work helps individualize instruction. Students in groups can work on different materials prepared according to their needs. Thus, they do not bore other students who have different needs.

Moreover, group work creates a positive affective climate. Students, in general, get stressed when they are called upon in the classroom because they have to respond correctly and fast. However, when they work with their peers, they feel more comfortable in a more supportive environment and produce more creative talk. Finally, group work motivates learners. They feel less stressed and freer to speak. They are less afraid of making mistakes in the small group than in the teacher-led class. As shown In Zhong's (2013) study, the learners who get involved in group activities benefit from the interactional opportunities. In Leger and Storch's study (2009), whole-class discussion and small group work were the main types of speaking activities used in the class. The whole class discussion was thought to be a challenging oral activity by the students. They felt anxious due to their more proficient peers while expressing their opinions in front of the whole class. Group work was believed to be easier than whole-class discussion. The participants liked working in groups thinking that it provided the opportunity to speak more.

Group work is beneficial for students in many ways, but teachers should be careful about grouping students, significantly affecting participation. They usually let students pick their groups, and students choose their close friends. However, there are some points to consider creating the most beneficial learning context for students. For example, proficiency is an important factor while grouping so that a high-achiever can scaffold learning, but grouping students always based on their proficiency may cause low-achievers to miss the opportunities for

learning by relying on help from others. That is, it is essential to mix up groups frequently (Adams, 2018). "Changing from groups to pairs, and changing the mix of students, can spread out opportunities to engage. "Activities where students change groups frequently can also keep up motivation" (p. 11). El-Koumy (1997) indicated that low-achievers benefit more from classroom interaction when working in heterogeneous groups than in homogeneous groups.

The seating arrangement is another factor that influences student participation, according to research. For example, instead of traditional row and column seating, seating in circles or semi-circles is more helpful for student participation (Fassinger, 1995).

Gender has also been an influential factor for participation (e.g., Fritschner, 2000). Female students tend to speak less frequently and confidently than male students, and in general, male students participate more and dominate the classroom discussion (Caspi et al., 2008, Crombie et al., 2003). One of the reasons for this situation is that females' self-esteem is not as high as males' (Kling et al., 1999).

Topics of conversation may encourage or discourage student participation, so teachers should be careful about topic choice (Mystkowska-Wiertelak, 2018). Topics related to the learners' interests and their experiences from the real world may make learners feel more motivated to participate orally (Cipriani, 2001). They think participation and discussion are beneficial when they are related to their lives and experiences. Thus, in Han's study (2007) on academic discussion tasks, some students stated their genuine concern was discussing the topic and their familiarity with it. Some students increased their participation in class discussions by focusing on the topic and its clarity.

Moreover, Qiu and Lo (2017) found that content familiarity affected Chinese EFL learners' engagement in L2 use positively. In the study, the EFL learners did four narrative tasks on two familiar topics and two different topics. The findings of the study demonstrated that learners were highly engaged in tasks with familiar topics because they felt more confident and relaxed during task performance. Also, they had more L2 learning opportunities than the learners who completed tasks with unfamiliar topics. Kang (2005) recommends that teachers choose

interesting topics about which learners have background knowledge or experience. If learners talk about various topics within a lesson, their situational WTC will be high. Students may choose the topics they want to talk about and discuss them in groups. Controlling topics is a vital strategy to encourage student participation, too. When teachers change the topic very fast without being sure of students' understanding of the previous topic, they may cause reluctance to participate (Abdullah & Hosseini, 2012).

Besides, interaction between the teacher and the student outside the classroom may affect classroom participation (Weaver & Qui, 2005) by encouraging overall participation. For example, teachers may let the students visit them in their office or send e-mails when they have something to say. Thus, they will have a closer relationship, and the students will be less vulnerable when they are criticized by the teacher and get encouraged to participate in interaction in the classroom.

Last but not least, classroom activities affect student participation significantly (Foster & Ohta, 2005; Girgin & Stevens, 2005; Ramirez, 2010). When appropriate activities are chosen, students get motivated, and students may be more willing to participate in classroom interaction. However, when the choice of activities is not correct, students may lose their interest and motivation for speaking. Debates and discussion activities about different topics motivate the students to interact (Ramirez, 2010). Moreover, Liu and Littlewood (1997) emphasize the importance of speaking activities and suggest some activities to create more opportunities for learners to speak, such as buzz groups for small discussions. Students can work in small discussion groups, which may create a more supportive learning environment for students.

Moreover, Doughty and Pica (1986) suggest two-way information-gap activities. Fu (2013) also claims that cooperative learning activities help to increase student participation in interaction and suggests some activities such as role-plays and jigsaw activities to enhance students' oral participation in classroom interaction. Finally, Girgin and Stevens (2005) attach great importance to speaking activities and suggest some speaking activities to allow the learners to discuss their opinions with their peers in a Turkish EFL classroom.

To conclude, there are a number of factors affecting student participation in classroom interaction. Teachers should be mindful of them and take the required measures to remove the factors that negatively influence verbal student participation and create those that enhance it.

Increasing Oral Participation in Interaction

Participation is a must for language learning, and most instructors and researchers value active oral participation in the classroom. Nevertheless, numbers do not show this to be the case in practice. Based on the literature, Weaver and Qui (2015) declare that 80% of the talking time in the classroom belongs to professors, and only about 10 in 40 students take part in discussions, and 5 of them dominate the discussion. Thus, teachers should find ways to fight the factors that cause unwillingness to participate and hinder oral interaction in the classroom by answering some questions to deal with participation problems: What can they do to increase participation in their classrooms? Is it possible to make classroom discussions more exciting and valuable? If yes, how can it be done? Although there are many reasons for nonparticipation, and not all of them can be coped with, according to the literature, there are many things to do to encourage participation.

As aforementioned, classroom climate is an essential factor that influences verbal participation. Creating a climate of support has been shown to increase participation and is strongly recommended by many researchers. To do this, teachers should have eye contact with students and smile. They should show interest and support. Besides, giving students written or verbal encouragement and praise and showing them that their participation is important can positively influence their participation (Rocca, 2010). A supportive climate and a student-centred classroom with cooperation, self-confident students, and approachable teachers who know their students' names encourage participation (Fassinger, 2000).

Moreover, giving students enough time to answer questions, showing that their contributions are valuable, handling student errors patiently help create a supportive climate in the classroom (Hsu, 2015). Xie (2010) mentions that when students are not under pressure and teachers give up controlling all classroom

interaction, learners may have more learning opportunities. In this way, students participate, learn more, and get engaged in topics in the classroom. He also suggests that to create a safe, interactive atmosphere, teachers should accept all student contributions instead of looking for an answer meeting their expectations, and "teachers could create a public forum for student responses, providing a fertile terrain for the sharing of ideas, opinions, feelings, and attitudes where students are treated as a valuable and valid source of knowledge" (p. 19). Especially, feedback on speaking activities should be given with great sensitivity to students to enhance their confidence and proficiency rather than hinder their desire to speak English (Liu & Littlewood, 1997). Besides, positive emotional climates can be created when cooperative and supportive students make friends in class, so teachers might consider creating assignments requiring group work. When teachers create activities that create positive emotional climates in the classroom, they may help cultivate participation in interaction (Fassinger, 1995). Kang (2005) also reports that teachers need to listen to their students carefully to create a safe environment that is not afraid of making mistakes or producing errors. When students start to learn English, especially if they have a low level of English, they feel insecure and have a fear of producing errors and losing face. Thus, teachers should support them during those times.

In many contexts of language teaching, particularly in the context of the EFL, the biggest problem related to language learning is that students are unable to use the language after many years of English language learning experience even though one of the major goals of language teaching is to promote real and natural classroom communication. For acquisition, negotiation of meaning in interaction is necessary. Instead of having control in the classroom and talking, teachers should try to negotiate meaning with students. Nevertheless, teacher talk in the EFL classroom has been considered problematic and one of the reasons for learners' silence or unwillingness to participate in interaction (Lei, 2009). It is assumed that there should be more time for the students to speak, and the amount of teacher talk should be much less than the amount of student talk (Zhou & Zhou, 2002). Also, the quality of teachers' talk has a significant effect on student participation. Lei (2009) defines "good teacher talk" as the following:

> It should be the “quality” rather than the “quantity” that counts. “Good teacher talk” should be judged by how effectively it was able to facilitate learning and promote communicative interaction in the classroom. The teacher talk that promotes the facilitation of classroom interaction is therefore called communicative. The teacher talk includes, for example, the kind of questions they ask, the speech, modifications they make when talking to learners, and the way they react to students’ errors (p. 75).

According to Lei (2009), referential questions, in contrast to display questions, are real questions, so they have a genuine communicative purpose. Teachers mostly use display questions. However, in real life, referential questions are more common. One of the reasons for using display questions is to follow the IRF/E, which is the most common classroom communication pattern sequence because of some reasons such as class size or teacher-centred classroom atmosphere, especially in EFL classrooms. As mentioned before, in the IRF pattern, the teacher asks a question to a student who is expected to answer the question shortly, and his/her answer with phrases such as "good" or "No, that is not right." The teacher asks a question to one student at a time. After the teacher's evaluation of the previous student's response, another student is asked another question (Hall & Walsh, 2002). However, this attitude may decrease interaction in the classroom. Hall and Walsh (2002) explain the standard IRF sequence and its effect on student talk as the following:

> In the IRE pattern of interaction, the teacher plays the role of expert, whose primary instructional task is to elicit information from the students in order to ascertain whether they know the material. He or she also serves as a gatekeeper to learning opportunities. It is the teacher who decides who will participate, when students can take a turn, how much they can contribute, and whether their contributions are worthy and appropriate. It has been argued that extended use of the recitation script severely limits students' opportunities to talk through their understandings and try out their ideas in relation to the topic-at-hand, and, more generally, to become more proficient in use of intellectually and practically complex language (p. 188)

IRF is teacher-driven and has been criticized because it limits students' opportunities for interaction and causes inequalities among students (Nazar &

Allahyar, 2012). Teachers use display questions to check if students understand the content and show if the answer is acceptable. Nonetheless, spoken discourse in contexts outside the classroom is more complex and flexible. Lei (2009) found that students were not willing to participate in discussions because of the questions which were not communicative. Nevertheless, when they were asked referential questions, they enthusiastically took part in asking and answering questions. Thus, "the use of referential questions over display questions is likely to stimulate a greater quantity of classroom interaction" (Lei, 2009; p. 77).

Menegale (2008) suggests that to make the learners get involved in the lesson and encourage them to participate in interaction, the teacher should also be careful about planning the lesson. S/he should let learners ask questions which require critical thinking and encourage them to make more contributions. Engaging in the content will help students understand and maintain their understanding of it. According to Xie (2010), teachers can open up the follow-up move to make the students participate in interaction more. In this way, they can break the IRF sequence, limiting interactional opportunities and giving students more control over classroom interaction.

Moreover, the amount of student talk can be increased, and by scaffolding, the students can say what they want and motivate them. Also, the old and the new information are linked to each other, the students' thinking and understanding develop, and various modes of discourse may appear. Xie (2010) concluded that some interaction patterns inhibited students' willingness to contribute, and greater freedom should be given to classroom participation. Teachers should be less controlled, and they should let students have more freedom to choose their topics to create more opportunities for participation in classroom interaction. Thus, through meaningful interaction, they will develop both linguistically and cognitively.

The teacher uses much of the class time in traditional classrooms to explain while learners are only listeners. Interaction in the classroom is very limited, and because the atmosphere is not engaging, many students get bored and tend to sleep (Fu, 2013). That is, learning does not take place through peer interaction. Instead, the teacher is the only source of knowledge. Learning is thought to be

the transmission of knowledge from the teacher to the students. Mercer and Howe (2012) explain this situation as the following:

> The limited amount of true 'dialogue' found in so many classrooms in so many countries is a product of normal school culture, which expects participants to follow a particular set of conversational 'ground rules'. For whole-class, interaction these ground rules include 'Only the teacher can nominate who should speak'; 'only the teacher may ask a question without seeking permission'; 'only the teacher can evaluate a comment made by a participant'; 'students should quickly try to provide answers to teachers' questions which are as relevant and brief as possible'; and 'students should not speak freely when a teacher asks a question, but raise their hands and wait to be nominated.' Students who call out an answer without being asked are breaking a rule, and their contribution may be thus treated as 'invisible' (or disruptive) until they have been formally asked to speak (p. 17).

However, this point of view has been changing in the last few years. The significant role of learners in the learning and teaching process has widely been accepted. Learners interact not only with the teacher but also with their peers. In this way, they use different types of language, practise various communication patterns, engage in negotiation, and take different conversational roles. Thus, their talking time increases dramatically.

Mainly when students are involved in peer interaction, "any communicative activity carried out between learners, where there is minimal or no participation from the teacher" (Philp et al., 2014, p. 3). It includes all kinds of interaction which lead to collaborative learning. However, collaborative learning does not simply mean sitting and doing a task together. It requires learners to do a task by sharing roles or responsibilities and completing it. They depend on each other. Collaborative learning methods are based on positive interdependence, individual accountability, and cooperative skills, and they may be used in the form of pair work, group discussion, role-play, and so on (Fu, 2013). El-Koumy (1997) found that when students are allowed to interact with each other freely, they have the opportunity to improve their language skills, and while they are interacting with each other, they ask many more questions than they are in the teacher/student interaction.

In cognitive and sociocultural traditions, small group interaction has been accepted as a facilitator for second language acquisition. It provides opportunities for learners to get comprehensible input and produce output and succeed in language learning, develop higher-order thinking skills, feel less anxious, more self-confident, and motivated (Poupore, 2015). In Ur's (1996) opinion, group work increases learner talk and helps learners who are unwilling to speak in front of his/her peers feel more comfortable. It increases the quantity of language practice opportunities and the quality of student talk. Also, it individualizes instruction, creates a positive affective climate in the classroom, and increases student motivation (Long & Porter, 1984). Students take part in small group interaction, which enables the practice of oral fluency. "Learners in a class that is divided into five groups get five times as many opportunities to talk as in full-class organization" (Ur, 1996, p. 232). Group work increases learner responsibility and helps learners become more independent. It contributes to motivation, cooperation, and a positive atmosphere in the classroom. If the classroom climate is suitable for the learners, interesting tasks which are appropriate for the level of the students are selected, and the groups are organized well, group work can be effective, although getting used to group work may take time for the students who are used to teacher-controlled activities. "When preparing for lessons, teachers should allocate more class time to collaborative learning and identify strategies for establishing a supportive, friendly and non-threatening learning environment to optimize learning through scaffolded instruction and providing peer or tailored support" (Zhong, 2013, p. 750).

In many studies (e.g., Ataş, 2014; Gürsoy & Karatepe, 2006; Topçu & Başbay, 2020; Young, 1998), group work has been found to be effective in reducing speaking anxiety. For example, Topçu and Başbay (2020) found that the fear of making mistakes, wrong vocabulary choices, mispronunciation, and probable peer mocking lead to anxiety, and students need a positive and enjoyable learning atmosphere to get rid of these problems. According to their findings, group work activities help students reduce tension and develop positive attitudes towards speaking skills in a positive learning environment. Gürsoy and Karatepe (2006) also investigated the effect of cooperative learning for language

learning and found that the students had a positive attitude towards collaborative learning, and they thought that they were more motivating than the teacher-led techniques and the activities they do in front of the class.

Erten and Altay (2009) state that according to many authors, the best form of practice for students is the one which is in collaboration with small groups of peers, instead of collaboration with the teacher or in a whole-class setting. They summarize the claims of some authors related to peer collaboration as the following:

- Open discussion in cooperative groups enables clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group (Gillies, 2006).
- Learners do not have to rely on the teacher to be their only interlocutor and source of language input (Nunan, 1992). Instead, peers can provide language models (Erten, 2000) and interact.
- Peers can act as natural interlocutors, resulting in a much greater variety of models with whom to practise (Long & Porter, 1984).
- Peers are often more aware than teachers of misunderstanding (Gillies, 2006).
- Cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessening anxiety and inhibitions, and should thus lead to an increase in both the quantity and quality of practice (Ur, 1996; Altay & Öztürk, 2004).
- Collaborative work often exerts a beneficial effect on task performance (Storch, 2001) (p. 35).

McIntyre, Kyle, and Moore (2006) described one primary teacher who promoted small-group dialogue about books and literary concepts. They claimed that a problem-solving environment, student decision making, student choice, collaborative work, and product-driven work influence learner participation and "subsequent construction of meaning during small-group dialogue" (p. 37).

A. variety of forms such as pairs and groups and different tasks such as information gap tasks can be used for peer interaction in the classroom (Sato & Ballinger, 2016). EFL instructors who want to increase participation in their

classrooms should provide their learners with sufficient opportunities to engage in pair or group work activities (Hsu, 2015; Mystkowska-Wiertelak, 2018). Thus, they can provide learners with more talking time, promote their autonomy and encourage self-directed learning. Furthermore, learners may feel more relaxed and confident during pair or small group activities than whole-class discussions (McDonough, 2004). Donald (2010) found that to increase learners' willingness to participate in interaction, and it is essential to let them work in small groups while they are answering the questions asked by the teacher. Working in small groups helps learners improve their critical thinking and questioning skills in a less stressful environment. As a result, they feel more competent and become more willing to participate orally in class. Han (2007) found that most EFL students prefer small group discussions, for they become less anxious in small groups. They get engaged in small group discussions, and have more opportunities to share their ideas. Because of personal relationships, participation is easier for students in a small group. In addition, the supportive classroom atmosphere encourages learners to participate (Han, 2007).

Small group discussions encourage even the quietest students to participate (Girgin & Stevens, 2005). Theberge (1994) investigated the amount of students' participation in two instructional arrangements: whole-class and small-group discussions, and found that learners participated less in whole-class discussions than they did group discussions. Teachers can encourage student interactions by forming class seats in circles or semi-circles, and they may ask students to call on other students when they speak (Fassinger, 1995). McDonough (2004) conducted a small-scale study to explore instructors' and learners' perceptions about the use of pair and small group activities in a Thai EFL context. He also looked for the learning opportunities created by pair and small group activities and their effect on the production of the target forms. The results revealed that learners who participated during the pair and small group activities improved their production of the target forms.

In addition, preparing students to engage in speaking may affect participation. If students think about what to say and how to say it when speaking, they can get nervous. Brainstorming on an unfamiliar topic, researching it, making notes, and rehearsing may help them gather their ideas

before the interaction and speak more fluently (Adams, 2018). Getting prepared before the task also helps students to be more self-confident and to cope with classroom apprehension (Ay, 2010; Öztürk & Gürbüz, 2014). In addition, when teachers let the students prepare to speak by talking about the topic with other students in groups, they can participate in interaction more (Fassinger, 1995; Liu, 2001). Wilcox (1994, as cited in Rocca, 2010) also suggested allowing students to discuss their answers with their peers before telling their answers to the class.

Learners can produce and control classroom discourse by choosing topics to discuss and materials. Allowing students to gain some control over classroom events may cause agency and lead to greater participation (Trent, 2009). Furthermore, participation can be a part of students' grades or at extra credit. It was found to occur more frequently when graded (Frymier & Houser, 2016). However, it is vital to give the rules for what is thought to be participation (Rocca, 2010).

Personal factors may have an impact on participation, too. Thus, teachers should consider their learners' personalities to determine their strategies to increase verbal student participation. For example, they may conduct a short survey with students about their attitudes, beliefs, and affective factors. Also, explicit discussions about beliefs and attitudes may be helpful for students to see the classroom from a different perspective (Kayi-Aydar, 2013). Some students may not be self-confident. They may be afraid of appearing unintelligent to their peers and their instructors. The first thing to improve student participation might be to develop student confidence (Fassinger, 1995; Leger & Storch, 2009; Peng & Woodrow, 2010; Weaver & Qui, 2005). "Because confidence seems most affected by interaction norms, professors might consider starting a semester with discussions and exercises that encourage students to help strengthen their peers' confidence" (p. 93). Especially EFL teachers need to enhance the student's confidence to help them participate orally in classroom activities. Doqaruni (2014) conducted action research on students' confidence in speaking. The findings of the study showed that the students' confidence was enhanced by using additional speaking activities and allowing students to work in collaboration with their peers. Also, teachers should let their students ask all questions and remind them that making mistakes is something necessary for learning. However,

this may not be enough to encourage them to interact with the teacher and with them. In addition to these, students may list behaviours that will be helpful for them to gain confidence and the things that cause them to lose confidence. For example, they can discuss their ideas with each other, learn about one another's weaknesses and begin to feel empathy for each other. Using these guidelines, teachers can support students (Fassinger, 1995). When students become self-confident, they get more motivated to participate orally (Han, 2007).

Another thing that can increase participation is to design appropriate speaking activities for learners and use them effectively in the classroom**.** Activities and topics may be chosen based on learners' interests because they would like to participate if they find them enjoyable. Teachers may do a needs analysis to get an idea about their learners' interests at the beginning of the term. Also, the types of activities that increase learners' participation should be monitored by teachers. By making choices of topics, activities, and materials, the learning experience can be personalized (Adams, 2018). Ur (1996) states that thanks to classroom activities, learners can express themselves through oral participation. For an effective speaking activity, learners should talk a lot, not the teacher. Equal participation and high motivation are the necessary components of a successful speaking activity. Also, the use of the target language must be at an acceptable level.

Some problems may occur during speaking activities, and learners may not want to participate in the activities. For example, learners may be afraid of making mistakes and losing face, and they may not have anything to say about the topic. In addition, while some learners want to talk all the time, others may prefer being silent, or if they speak the same mother tongue, they may want to use it during speaking activities because it is easier. Ur (1996) suggests the use of group work to deal with these problems. She also emphasizes the importance of the topic and task selection, the appropriateness of the language level used by the students during the activity, giving the students instructions and necessary skills for discussion, and target language use to cope with the problems which arose during speaking activities.

Ramirez (2010) found that the selection of activities significantly influenced students' willingness to contribute. The students who took part in his study got

motivated or lost their interest depending on the activities and topics. Thus, selecting engaging activities and topics for students may encourage learners to participate in classroom interaction. Also, Ramirez emphasizes that according to the findings of the study, debates and discussion activities about different topics motivated the students to participate.

Liu & Littlewood (1997) suggest that some activities enhance opportunities for classroom interaction. One of them is creating buzz groups for small discussions. Students can be more active in small discussion groups, which can be used for brainstorming, questions and comments, clarification of concepts, and critical feedback. Students can ask questions in these groups, or every group member may have a different task, and they have to contribute to the task. With the help of buzz groups, it is possible to get rid of the monotony of the usual IRF pattern, help students feel safe in a more supportive learning environment, and participate more in sharing responsibility with other group members. Learners become more independent and more autonomous in this way. They have more practice opportunities in a low-risk environment, which will make students more confident in using the target language. Also, teachers get feedback while students report the ideas they discuss in groups to the whole class (Liu & Littlewood, 1997).

Doughty and Pica (1986) compared two-way information-gap language learning tasks requiring information exchange activities with one-way information gap tasks. They found that two-way information-gap tasks increased the students' motivation and participation more than one-way information gap tasks. However, one-way tasks are used more frequently because of their availability to teachers and can be used effectively in language classrooms (Bejarano et al., 1997).

Fu (2013) also proposes some cooperative learning methods to increase participation. The first one is "learning together" (p. 19). In this method, group members work together to do a group task. They provide mutual support to each other, and every group member is involved in the task. If they have problems, they discuss them, and then they ask for the teacher's help. Evaluation is based on group performances. Role-plays are in this category in which students have particular roles in a specific situation to solve a problem using the target

language. They help learners develop their communicative competence. Secondly, the "Jigsaw Method" can be used to enhance oral participation. According to this method, different parts of the learning material are given to each student in the collaborative group, and s/he is responsible for learning the material and teaching it to the rest of the group members. Students who are given the same material come together and study it before going back to their original collaborative group to teach their part. The third one is the "Group Method," which is similar to "Learning Together." Different groups have different tasks to do, but they have the same topic. Several cooperative groups investigate their subtopics present them to the whole class. Group members communicate with each other to get information, plan, analyse and evaluate the presentation. The teachers direct the groups, make explanations when necessary, and motivate students. Class reports and group discussions are in this category. All three methods encourage positive interdependence, individual accountability, and cooperative skills (Fu, 2013).

Girgin and Stevens (2005) designed five activities to increase participation in a Turkish EFL classroom. The first one is "think–pair–share," which is a powerful activity to encourage students to speak. In the activity, firstly, the teacher asks a question, and all students think about it independently. Then, they work in pairs and talk to the person next to them and discuss their answers. Finally, they share their answers with the whole class. "Discussion roles" is the second activity they used. In this activity, students are given some discussion roles such as "the question asker" who asks a question or makes comments, "body language mirror" who uses body language to show interest in the discussion, "the idea builder" who contributes something that someone else has said, "paraphraser" who makes a comment by paraphrasing a point said before, "the appreciator" who expresses appreciation and "contrarian" who disagrees with someone respectfully and constructively. Having these roles allows students to participate in interaction evenly. The third activity is "Fishbowl." In this activity, students are divided into two groups. One of the groups makes a circle in the middle of the room and discusses o topic. The other group is outside the circle as quiet partners or observers. The fourth one is "discussion of short cases." Some

cases are given and discussed in small groups using the questions provided. Then the whole-class discussion takes place.

Furthermore, the fifth one is "student presentations with class discussion." Students prepare presentations and present them to the class. Thus, they have the opportunity to analyse knowledge, discuss their opinions with their peers and have a voice in the classroom (Girgin & Stevens, 2005).

As can be seen above, the discussion, defined as "a diverse body of teaching techniques that emphasize participation, dialogue, and two-way communication" (Ewens, 2000, p. 21), is a frequently used strategy to increase oral participation. There has been a dramatic rise in research and writing on discussion as a learning tool beginning in the late 1960s and early 1970s, and its pedagogical benefits have been investigated by educational researchers and teacher educators (White, 2011). Discussion has been thought of as a helpful tool for learners to create new ideas that cannot be found by a single person (Girgin & Stevens, 2005). Instructors often see the nonparticipation of EFL students in discussion because student discussion is a major activity in the classroom, and nonparticipants may miss valuable learning opportunities (Tatar, 2005a). Wade (1994, as cited in Rocca, 2010) states that "in ideal class discussion'' almost all students take place, and they are all interested in and listening to what their peers' comments and suggestions are" (p. 237). According to Indriani, more communication of ideas is possible thanks to discussion. All participants benefit from it during the teaching and learning process. It is teachers' responsibility to create opportunities for students to express their ideas (Indriani, 2016).

Teachers need to motivate their students to take part in discussions because "continued participation is the only way to get over the inhibitions that arise from the L2 students' feelings, brought on by their lack or perceived lack of English proficiency" (Han, 2007, p. 20). Therefore, students must participate in discussions by speaking out, asking questions, and adding ideas throughout the class discussion. They need to interact not only with their teacher but also with their peers. Developing some discussion strategies may help them cope with the difficulties they have during discussions and break the barriers to participation (Han, 2007). Hollander (2002) asked his students to tell him the factors that

contribute to good discussion and the elements of bad discussion. Table 1 summarizes these factors.

Table 1

Elements of Good and Bad Discussions

Elements of Good discussions	Elements of Bad Discussions
• stimulating, and engaging topic that raises questions the participants had not considered."	• people talk just to hear themselves
• multiple perspectives or viewpoints; disagreement is expected and accepted."	• people interrupt each other
• participants are respectful of others and their ideas; no insults or judgments."	• a few people dominate discussion
• many people participate; no one dominates."	• too much sharing of personal lives
• real-world examples of problems are used	• intimidation of other participants
• participants are prepared	• professor calls on students randomly
• honest, trustworthy participants	• minority viewpoints are shut down
• friendly, relaxed atmosphere	• no structure for the discussion
• good facilitation -a directed in-depth discussion that stays on topic	• distractions, side conversations
• participants practice good listening	• irrelevant comments
• there are no "wrong" or "stupid" answers	• personal attacks
• confidentiality is maintained	• people do not listen
• opinions are backed up with relevant or analysis	• argumentative people
• participants are supportive of each other	• repetition of ideas
• clear and concise contributions	• judgmental comments
• safe and open atmosphere -everyone feels comfortable, all viewpoints may speak, no fear of ridicule (p. 321)	• fear of disagreement
	• lack of preparation
	• people do not pay attention

Adapted from Hollander, 2002.

Hollander (2002) states that he uses some strategies to encourage students to take part in discussions. For instance, he assigns some writing exercises

before the discussion, which helps students prepare before they speak. In addition, he says that small group discussions can be preferred because they are less stressful for more silent students. Also, according to him, grading students based on their participation in class discussions may encourage some students to speak. Most importantly, he emphasizes that class discussion is not something individual but "a collective enterprise" (p. 319), and teachers have to focus on developing their discussion skills instead of discussion performance.

White (2011) emphasizes that discussion is a valuable tool to engage students in their learning. Thanks to discussion, students have a voice in the classroom, and they can express their opinions on a given topic. Thus, contrary to the belief that the teacher is the source of knowledge and students are empty vessels, discussions create more student-centred classrooms where students are less teacher-dependent and autonomous (White, 2011).

Lee (1999) conducted a study and investigated students' perceptions of tutorial discussion. She found that participation may be affected by previous classroom experience and/or teaching style. The interview data showed that students were aware of the importance of discussion, and they thought of discussion as a learning method. They thought that by participating in discussions, they had some opportunities to express their ideas. However, they needed tutor guidance and help. Besides, participation of students in discussions depended on their preparation before the discussion. They felt secure and confident if they had time to get prepared.

Moreover, virtual space may be used to enhance participation as it may be more comfortable and less stressful for students to have online discussions (Ni, 2013). Especially during the Covid19 Pandemic, most students have become a part of the so-called Net Generation. They use Virtual space very often. Instructors can create some online discussion modules to encourage students to participate in classroom interaction. In this way, the quality of their participation may increase because it has been found that students may be involved in in-depth discussions in an online environment (e.g., Smith & Hardaker, 2000).

Also, learners' participation in discussions is influenced by the people with whom they interact and whether they know the people or not. If they discuss a

topic with their friends, the discussion will be more valuable and interesting. Thus, teachers should not accuse their students of being silent in discussions. Instead, they should try to find the reasons behind their reticence. Lee (1999) suggests that teachers encourage students to express their ideas in discussions by using signals, waiting for answers, and using repair strategies. Thus, the length and number of turns from students may increase. In addition, teachers should provide learners with opportunities to prepare for discussions by asking them to think about the topic they will discuss or answer a few prescribed questions before the discussion. Finally, teachers should organize some rapport activities to provide the means for both tutors and students to create an engaging and safe learning environment for students. In this way, they build a good relationship with the teacher and their peers, and they get more enthusiastic about asking and answering questions and expressing their opinions within a secure learning environment.

Teachers mostly do not support the use of L1 in the classroom, especially during speaking activities. However, it is not always something negative. Students may use L1 to help their peers understand the instructions of the activity to get into the interaction instead of losing motivation. Even teachers may want to use the L1 to clarify the instructions. These uses contribute to language learning in the task (Adams, 2018). That is, code-switching can also be considered as a participation strategy. Rivera and Barboza (2016) found that instead of restricting students' L1 use, the teacher who took student responses in L1 engaged the students using the new language. It increased student participation and provided relevant content to the unfolding interaction. The teacher's acceptance of L1 use in the classroom is supported by current sociocultural approaches, which show that L1 and L2 are cognitive and communicative resources to improve L2 learning in classrooms. Similarly, Paker and Karaagac (2015) found that L1 use had an essential role in language teaching and learning as a tool for building rapport, clarifying the meaning by giving examples, making explanations, explaining complex concepts or ideas, and so on. According to the findings of the study, not only the learners but also the instructors were aware of the benefits of L1 use in the classes.

Wei (2008) found that students' oral participation can increase if teachers use application and presentation activities; learners are supported by providing the correct vocabulary; students are asked questions related to their own lives and experiences, and teachers create an informal, friendly environment classroom atmosphere. To enhance participation, teachers should change their questioning techniques, let other teachers observe them and get feedback, and analyse and reflect on the usefulness of their classroom strategies. Hsu (2015) suggested some strategies such as giving time to students to process information and formulate their thoughts, discussing and rehearse their answers with a partner or in a group before sharing them, and providing small group activities and using technological devices to engage the class.

Mercer and Howe (2012) suggest the following strategies to make students become more enthusiastic and get involved in classroom discourse more:

- use some ‘open’ questions to explore students' ideas
- encourage students to put knowledge into their own words (while also offering them new vocabulary to accommodate new ideas)
- press students to elaborate and justify their views, e.g., 'How did you know that?', 'Why?', 'Can you say a bit more?'
- allow students extended turns to express their thoughts and reveal their misunderstandings
- hold back demonstrations or explanations until the ideas of some students have been heard (so that explanations can be linked to what has been said and to issues raised)
- give students enough time to construct thoughtful answers to questions, rather than moving quickly on if they are hesitant
- use whole-class discussion to help students see the point and purpose of their study of a topic
- at least sometimes, allow students' comments to shift the direction of a discussion (and even, perhaps, of a lesson!)
- ‘model’ ways of using language to conduct rational arguments so that students can learn by example (p. 18).

Liu and Littlewood (1997) summarize the strategies that can be used to encourage students to have active roles in interaction:

- clearer communication about the importance attached to active roles in class;
- encouragement to move away from sociocultural attitudes which reinforce passive roles and silence;
- signals or feedback that underline the value of students' contributions rather than their incompleteness;
- creating space for student participation, e.g., through buzz groups and other non-threatening contexts;
- ensuring the success of student participation, e.g., through preparation that increases students' linguistic competence, including accuracy of expression;
- teaching communication strategies for raising questions and participating in discussion;
- clarifying interaction procedures and providing models or examples (p. 381).

Besides, Nazar and Allahyar (2012) recommend teachers to do the following to foster students' participation:

1. Take the first step toward raising students' opportunity to talk by reducing the amount of teacher talk and allowing adequate wait-time.
2. Take responsibility to engage all students evenly and equally in classroom activities.
3. Let students produce language without restrictions (uncontrolled use of language).
4. Videotape yourself in the classroom, reflect on your interactional behaviour to see if it has extended or limited the opportunity for your students to enter dialogues.
5. Involve your students in classroom activities as co-participants, i.e., active learners who initiate conversations and discussions and co-construct knowledge in collaboration with the teacher and in cooperation with other learners – using appropriate types of questioning (divergent, referential, higher level) and feedback to do so.

6. Remember and apply the rule of thumb: Tell me, and I will forget; teach me, and I will remember; involve me, and I will learn.
7. Give the instruction that lends itself to more giving and receiving of unpredictable information.
8. Increase your own awareness of what interaction strategies work or do not work with specific students (p. 25).

Smith (1996, as cited in Rocca, 2010) described what he had done to encourage student participation. He stated that he was patient towards students while answering their questions and gave importance to wait time. He guested speakers to the classroom. He allowed his students to work in pairs and small groups to make discussions, debates, group assignments, and presentations. He had feedback from the students about his class. He tried to balance lecture time and interaction in the classroom.

Donald (2010) examined learners' reticence from both teachers' and learners' points of view, and he suggests several ways to deal with the problem. According to Donald, the pedagogical strategies used by teachers can have a negative impact on student participation. Extended wait time, encouraging learners to speak, giving time to the students to get prepared for speaking, creating opportunities for them to work in groups to improve their critical thinking and questioning skills without the fear of losing face and getting stressed, accepting all contributions and using appropriate form of error correction by modelling of the correct response, making the class environment interesting and engaging are the other ways to make the learners participate actively in interaction.

The factors motivating or demotivating students to participate in group tasks in ESL class were sought by Eddy-U (2015). He found seven motivating themes as interest, perceived effectiveness (effective for learning), good groupmates, social situation (good classroom atmosphere), personal vision (motivation to learn L2 and L2 use in future, self-confidence, and marks. Based on the results of the study, six demotivating themes are disinterest, inappropriateness for English level, bad groupmates, bad classroom atmosphere, lack of personal vision, and lack of confidence.

Zhou (2015) conducted a qualitative inquiry and explored the factors affecting learners' participation in EFL classroom oral tasks. All participants were aware of the importance of classroom oral participation, but they had different ideas on the topic. In the study, the differences between the administrators, teachers, and learners in terms of oral participation in the EFL classroom and the effects of these differences in their opinions on learners in oral classroom participation were revealed. The results indicated the good impact of positive Communities of Practice on oral participation.

The findings of the study conducted by Wade (1994) indicated that topic, classroom climate, and getting prepared before discussions contribute to students' participation.

To sum up, teachers and researchers have investigated promoting interaction in EFL and ESL classrooms because of the importance given to oral participation. Thus, the ways mentioned above of increasing learners' verbal participation have been found. Therefore, teachers need to consider them to encourage their students to participate in classroom interaction verbally.

Chapter 3
Methodology

Introduction

In this chapter, the methodology adopted for the study will be explained. Firstly, the methodological framework will be described. Then, various stages in the research design, participants, data collection tools, data analysis, and trustworthiness of the study will be mentioned in detail.

Methodological Framework of the Study

This study adopts classroom-based action research (CBAR). In this study, qualitative techniques have been used. For triangulation, different data collection tools, which include: video and audio recordings, student questionnaires, and teacher reflections, have been used. It is vital to describe action research in-depth to clarify the methodological framework of the current study.

Action Research (AR). All language teachers want to provide the best learning opportunities for their students. By trying various methods or approaches, they strive to strengthen their teaching. AR can be a valuable way to improve teaching abilities, reflect on what English teachers do as English teachers while teaching, and learn about language classrooms and students. Burns (2009) summarizes the principal features of AR as the following:

> First, it involves teachers in evaluating and reflecting on their teaching to bring about continuing changes and improvements in practice. Second, it is small-scale, contextualised, and local in character, as the participants identify and investigate teaching-learning issues within a specific social situation, the school or classroom. Third, it is participatory and inclusive, as it allows communities of participants to investigate issues of immediate concern collaboratively within their social situation. Fourth, it is different from the 'intuitive' thinking that occurs as a normal part of teaching, as changes in practice will be based on collecting and analysing data systematically. Finally, we can say that AR is based on democratic principles; it invests the ownership for changes in curriculum practice in the

teachers and learners who conduct the research and is therefore empowering (p. 10).

As mentioned above, it is a type of investigation that helps practitioners everywhere to analyse, evaluate and improve their work (McNiff & Whitehand, 2006). In AR, teachers act as researchers using a systematic and self-reflective approach to investigate their teaching contexts and develop new and more effective ideas about their teaching (Burns, 2009). “Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students” (Ferrance, 2000, p.3). It is small-scale, contextualised, and local due to its focus on current issues, and the goal is to provide appropriate solutions to the problems faced in a particular social situation and improve the quality of educational actions.

In literature, some different types of AR have been identified. One grouping has been made based on the participants involved in action research: Individual teacher research, collaborative action research, school-wide research, and district-wide research. As the name suggests, individual teacher research investigates a single issue in the classroom. It may aim at finding solutions to problems related to instructional strategies or student learning. There may be a group of teachers and others investigating a common problem shared by many classrooms in collaborative action research. As for school-wide research, it deals with everyday issues at a school. There may be a team of staff from the school who work together to do the research. District-wide research needs more resources to explore a problem common to several schools, and multiple constituent groups may take part in the research process (Ferrance, 2000).

Also, AR has been divided into three categories: technical action research, practical action research, and critical action research. In technical action research, the participant-researcher seeks to enhance the effects of her or his practice which is seen as a means to an end, such as better test scores for students in a class. The goal of the participant-researcher, who decides what is to be done, is to develop the means of her or his practice. In practical action research, other participants also have a voice. The practitioner does not only deal with the means of the practice but also the outcomes. In critical action research, the research is conducted collectively. That is, decisions are made collectively by

the participants. In order to find out whether social or educational activities have unsustainable ends and collectively alter the social world, social realities are under investigation (Kemmis, 2009). Another division has been made by Obrien (2001) as traditional, contextural (action learning), radical, and educational action research. As can be seen, there are a variety of classifications in relevant literature about types of AR, and these classifications are based on the roles of practitioners in the research process. However, in their study Durak, et al. (2016) state that the most common one is the three-type classification which is: "(1) technical/scientific/collaborative, (2) practical/mutual collaborative/deliberative and (3) emancipating/enhancing/critical science" (p. 71). According to this classification, technical/scientific/collaborative belongs to a positivist point of view because a theoretical framework is used to make the application more efficient. The focus in practical/mutual collaborative/deliberative AR is on the problems in the application and the reasons for these problems. According to emancipating/enhancing/critical science AR, the process is a problem-solving process, and the aim is to find appropriate solutions to problems from a critical point of view and get new experiences.

Classroom-based action research (CBAR), also called classroom action research, is another type of AR. It involves practitioner inquiry, teacher research, and technical action research (Vogelzang & Admiraal, 2017) and requires teachers to undertake investigations based on evidence so that they can realize the appropriateness and efficiency of their classroom practices. It is primarily teacher-designed and includes small-scale inquiries, although it may consist of others in addition to teachers to be associated with participatory and practitioner action research. It may be included in teacher education programmes in order to develop teachers professionally. It is different from a personal reflection in that it is systematic and data-based (Mettetal, 2001). The data is collected from the products and processes of everyday classroom experience such as lesson plans and students' work though it may be enriched by other research techniques such as audio or video recordings during classroom activities, surveys, and feedback from students or colleagues. Researchers need to share the findings of their self-studies with a broader audience within and beyond the school to make their investigation reach a research status (Coghlan & Brydon-Miller, 2014).

As mentioned before, this study adopts the CBAR methodology, and the class teacher aimed to increase students' participation quantitatively and qualitatively in interaction via a change in her practice. She tried to find the reasons behind her students' unwillingness to participate and arranged collaborative activities to increase the quality and quantity of her students' verbal participation in classroom interaction. Thus, the goal of the researcher is to contribute to the development of educational practice.

There are several steps to take while conducting AR studies. The best-known model for AR was developed by Kemmis and McTaggart (1988), who divided AR into four phases in a cycle of research. These four phases are planning, action, observation, and reflection. In the planning phase, a problem is discovered, and a plan is developed to solve the problem considering the facilities and realities of the teaching context. In the action phase, some interventions are made in a certain period of time. In this way, the current situation is questioned, and alternative solutions are created. In the observation phase, the consequences of the action are observed by documenting the participants' context, actions, and opinions, and so the data are collected. Finally, in the reflection phase, the researcher reflects on, evaluates, and describes the effects of the action. It is also possible to do further cycles of AR to get better results (Burns, 2009).

There are also some ethical issues to take into consideration while doing AR. Firstly, it is vital to pay attention to getting permission from the school board and gain participants' consent to participate through informed consent forms. Moreover, enough information about the research should be given about the purpose of the research and all the procedures followed. Finally, participants must be aware that their identities will not be shared, and their participation is voluntary.

Another essential step in AR is the collection of data. Many different data sources can be employed to understand the current situation, needs, and effects of the interventions. Some of the data collection tools used in AR are observations, interviews, questionnaires, journals, self-assessment, samples of student work, projects, portfolios, teacher diaries or reflections, field notes, audio and video recordings, photos, memos, and checklists.

It is necessary to choose the data and data collection tools that are the most appropriate for the issue being researched. In addition, it is necessary to use different data sources (qualitative and quantitative) for triangulation and to strengthen the study's validity.

In AR, observation plays a vital role in data collection. Observation sheets can be used for systematic or structured observation and to get the data in numerical forms. Checklists, observation notes, reflective observations, analytical observations, shadow observations, and narrative observations are other data collection tools for AR (Burns, 2009).

Observations can be done by the teacher or a colleague on particular aspects of classroom interaction. Also, brief notes or recorded comments can be used by the teacher. However, maybe the most vivid way of seeing what is happening in the classroom is audio or video recordings of classroom interactions. Thanks to audio or video recordings, it is possible to capture oral interactions second by second, a complete lesson, or just essential parts that are mainly being investigated.

Maps and photographs can also be used to document observations. Diagrams, drawings, sketches, video images, and other visual data can support observation notes. They can give information about the location and what is happening in it.

In AR, questionnaires are used to get demographic, behavioural, and attitudinal information about the participants (Dörnyei, 2007). There can be closed-ended items, yes/no questions, rating scales, numerical scales, multiple-choice items, rank order items, and open-ended items in a questionnaire. When there is a time limit, they are appropriate to use. Burns (2009) states that if you have limited time and need to get responses from several people, using a questionnaire (or called a survey) is a good idea. A questionnaire may include closed items such as yes/no (or true/false) questions; rating scales; numerical scales; multiple-choice questions; and ranking scales, guided items that ask for clarification or expansion on a response, structured items such as sentence completion and open-ended items which require an open-ended response. A questionnaire may include some of these item types, or “you could, in fact, have

a questionnaire that consists only of open-ended items" (p. 85). Open-ended items "give you information that may not be easily captured numerically" (p. 85). Therefore, they provide the researcher with the opportunity to get a variety of responses from the participants.

Journals, diaries, and logs are some other typical data collection tools in AR. They help record what is happening in the classroom, teachers' reflections and ideas, and insights about the practice. Journals and logs are primarily used with observations or interviews. Some of the most common types of journals are factual journal, descriptive journal, memoir journal, daily/weekly log, and reflective journal. The reflective journal used in this study aims to get ideas, reflections, insights, feelings, and reactions to lessons/events in the classroom. It is written soon after the practice, and the writer thinks about what happened in the classroom and his/her comments or reflections on it. In addition, interviews; structured interviews, guided interviews, semi-structured interviews, and open-ended interviews can also be used to collect AR data. Structured interviews are fully controlled, and the researcher tries to get some specific information from interviewees. They are similar to surveys or questionnaires. A coding scheme can be used to record the answers. Thus, the results of this type of interview can be turned into numerical data. Guided or semi-structured interviews are also structured, but they are more flexible than structured interviews. There are some specific topics and questions about them. Therefore, it is more likely to find out more in-depth and richer information. Open-ended interviews do not involve pre-planned questions. Although they have a purpose of finding answers for specific questions, they are unstructured. The participant determines the direction of the interview. Therefore, it is possible to get detailed information about the speaker's experiences, views, perspectives, and beliefs.

The Pilot Study

The pilot study was conducted in the 2018-2019 Fall Semester for a month. 15 Preparatory Class students in the teacher-researcher's class at the state university where the main study was conducted took part in the study. They had similar language learning backgrounds and were at similar ages as the participants in the main study. In the pilot study, firstly, the students completed a

survey related to their opinions on their speaking and their expectations for participation in interaction. While doing the survey, they gave feedback about the questions, and the items which were considered to be difficult to understand by the students were reviewed and simplified based on their feedback.

Also, some activities were designed to increase their participation in interaction. After the activities, focused interview sessions were arranged to get feedback from the students, and certain adjustments were made to the main study activities. The activities found to be boring and useless by the students were eliminated from the list of activities used in the main study. Focused interview sessions were excluded in the main study because it was challenging for the students and the teacher-researcher to arrange them after regular class hours since almost all the students used school buses to go to the city centre, and they missed the buses because of the sessions. Thus, not to cause problems for the students, instead of focus group interview sessions, post-survey questionnaires, which include only open-ended items, were used to get the students' perceptions of the activities in the main study.

During the pilot study, the teacher-researcher video recorded the speaking classes using two digital cameras with the consent of the participants. As such, ten digital audio recorders were also used in the main study. Besides, in the main study, three digital video cameras were used. It was a valuable experience because it helped the researcher improve some recording issues such as where to place the cameras, where to stand during recordings, when to start the recording, and so on.

In the pilot study, the teacher-researcher did not write a reflective journal. However, after the piloting, writing a journal was thought to be useful for triangulation and increasing the credibility of the findings.

Similar to the first survey, a final survey was applied at the end of the mini-AR process. The participants evaluated the effectiveness of the process, and the participants gave some feedback to the teacher-researcher on the items. According to the feedback, the problematic items were reviewed, and some of them were altered.

Setting and Participants

Setting. This study was conducted in a preparatory school at a state university in Ankara. The students have English language education for an academic year at the preparatory school since the medium of instruction in their departments is wholly (100%) or partially (30%) English. To meet the academic expectations of their faculties and departments, they need to reach the B2 level according to the Common European Framework at the end of the academic year. The school provides English, French, Arabic, Russian and German courses. At the beginning of the academic year, students have a proficiency exam. The students who cannot get a passing grade, which is 60, are placed into groups (A1, A2, or B1 in accordance with Common European Framework of Reference for Languages) based on the results of a placement exam. There are two semesters in an academic year, and students at the B1 level can have the proficiency exam at the end of the first term. If they are successful, they do not need to have the second semester and go to their faculties. However, students at A1 and A2 levels at the beginning of the academic year have to continue their preparatory classes during the year. As mentioned above, the students are expected to reach at least B2 level at the end of the preparatory school programme.

During the year, students use a coursebook for their skills development. Moreover, they have a writing book and some graded readers to follow. They prepare different skills-based assignments during the year. Also, they have portfolio quizzes and projects which aim to develop students' language skills. The students have six midterm exams during the year, and these exams are prepared to assess the development of students in four language skills.

Although the students develop their reading, listening, and academic writing skills, they often complain that they are not able to improve their speaking skills enough. Despite having a comprehensive English language teaching program, they do not have a specific course on speaking. Instead, they do the speaking activities on their coursebook, mostly based on role play or gap-filling activities. As a result, they are generally unwilling to participate in them, and it is very tiring for the teachers to make them speak in the classroom; at least, it was the

situation for the teacher-researcher. This study came into existence because of the teacher-researcher's desire to find the reasons for the student's unwillingness to speak, to solve the problems related to verbal participation in classroom interaction, to find the ways to make them more willing to speak and increase the quality and quantity of learner participation in interaction.

Participants. The data for this study was obtained from the Preparatory School students during the 2018-2019 Spring Semester. Twenty-two pre-intermediate level students taking general English courses with similar language backgrounds took part in the study. Their level of English was determined according to the Placement Test they took at the beginning of the academic year. The students were required to attend 24 hours of English classes every week during two semesters (32 weeks). Names of the learners were pseudonyms.

The participants were the students in the teacher-researcher's own classroom. That is, participants were chosen based on convenience sampling. In convenience sampling (or opportunity sampling), the criterion of sample selection is based on the researcher's convenience. While selecting the participants of the study, the researcher gives importance to participants' "geographical proximity, availability at a certain time, easy accessibility or the willingness to volunteer" (Dörnyei, 2007, p. 99). Before taking part in the study, the participants were informed about the goals and the process of the study and gave their written consent to participate in it. The teacher-researcher emphasized that participation was voluntary; their performance in the study would not be graded, and it would have no effect on their passing grades.

Besides, a non-native teacher-researcher who had been teaching English for more than 13 years was involved in this study. The teacher-researcher conducted the study in her classroom because it would eliminate the teacher effect on the implementation of the AR process. Moreover, requesting other instructors to arrange speaking classes would be a burden because they had to follow a strict schedule. Furthermore, an insider position in the action research would make it easier to get detailed information about the participants and draw a comprehensive picture of the case under investigation. Thus, the credibility of the findings would be increased. Besides, because this study is an AR, and there is no pre-defined hypothesis, researcher bias that affects the study's credibility was

not expected. The teacher-researcher aimed to explore the reasons for the problems related to participation in interaction, to reflect and try to find and develop solutions for the problems, increase the quality and quantity of verbal student participation in classroom interaction and report the findings.

The Study. The procedure of the study is based on Kemmis and McTaggart's (1988) AR model, which divided AR into four phases like planning, action, observation, and reflection.

In the planning phase, a detailed literature review was conducted to learn about the findings in the literature related to the current study, such as the reasons for willingness and unwillingness to participate verbally in classroom interaction, solutions for verbal participation problems, and the ways of increasing the quality and quantity of verbal student participation in interaction. Then the participants were informed about the study in detail, and their written consent was obtained. After that, they completed the classroom participation survey, including open-ended questions about their views on their speaking skills and verbal participation in interaction and the factors contributing to their willingness to participate in interaction in the classroom and those that hinder their verbal participation. Also, the ways which may help increase the quality and quantity of verbal student participation were investigated through the survey.

In addition to the survey, four hours of regular speaking classes were recorded. Regular speaking classes included traditional teacher-led discussion activities and teacher-student interaction based on whole-class discussions. The teacher-researcher chose some of the speaking parts from the coursebook or prepared some discussion questions for the students. She gave the students some time to get prepared for speaking. Then, the students discussed the questions and tried to answer them, giving their opinions. The teacher tried to extend the discussion topics by asking WH questions and encourage the students to speak. Figure 1 below displays the procedure of each cycle.

The recordings of the four regular speaking classes were used to identify the learners' verbal participation in interaction in terms of the number of turns and the number of words they produced in addition to the LRE's produced in whole-class discussions, which are related to the quality of the students' verbal

participation in classroom interaction. Thus, the first cycle was planned based on all the data obtained through the literature review, views of learners on verbal classroom participation in interaction, and observations based on audio and video recordings.

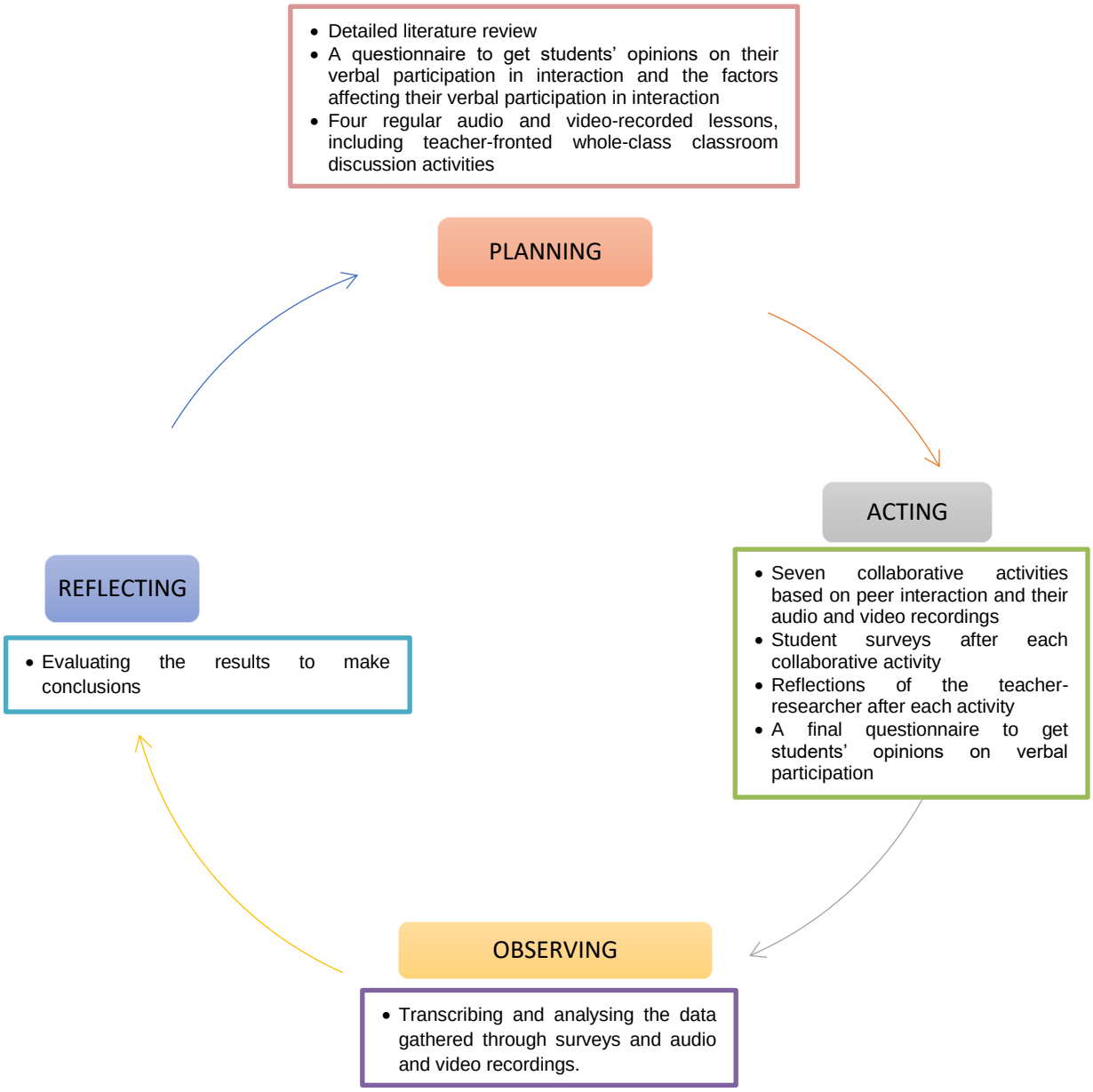

Figure 1 Phases in each Cycle

In the acting phase, the data gathered in the previous phase was put into action to increase students' verbal participation in interaction. During seven weeks, speaking classes were arranged. During the speaking classes, seven collaborative activities were employed by the teacher-researcher to promote peer

interaction and with the purpose of increasing not only the quantity but also the quality of participation in interaction in the classroom. While choosing these activities, the teacher-researcher considered some points. Firstly, she tried to choose immersive activities which are cognitively engaging, based on collaboration, problem-solving, and decision-making to eliminate the factors which cause the students to be silent during the speaking activities and increase learner engagement and confidence. Also, she tried to find engaging and relevant topics which fit the learner's experiences and background knowledge. To do this, she provided a list of topics (see Appendix A) for the students, and the students selected the topics they were interested in for discussion.

Firstly, ten collaborative activities (Appendix B) were prepared for the learners by the teacher-researcher based on the detailed literature review. Then, the learners were asked to choose seven of them by voting after getting informed about all the activities. Consequently, the activities chosen by the students were 'think-pair-share', 'snowball discussion', 'fishbowl discussion', 'case-based discussion', 'gallery walk', 'philosophical chairs,' and 'Socratic discussion'.

The first one was Think-Pair-Share (TPS) activity proposed by Lyman (1987) to encourage student classroom participation. The main element of this activity is peer interaction which is supposed to provide active learner engagement. There are three steps to follow. First of all, the learners are given some questions to think about independently for some time. Then, they work in pairs and discuss their answers. In the last step, they share their ideas with the whole group. In this way, a great deal of interaction may occur while students actively reflect on their ideas. Also, each student has a chance to participate in interaction more (Sampsel, 2013), gain self-confidence, and feel less anxious. Furthermore, TPS provides learners with the opportunity to organize their thoughts before they start speaking instead of responding to the teacher's questions directly, and also it increases wait time (McTighe & Lyman, 1988), which has been said to be an essential factor to increase student participation. Considering all the above, TPS was chosen as the first activity to increase the learners' verbal participation in this study.

The teacher-researcher distributed a worksheet including a set of discussion questions at the beginning of the activity. The learners thought about

their responses to the questions individually first. Then they formed a pair with another person, talked to each other, and discussed their responses. Finally, a whole class discussion took place, and they shared their responses with the whole class.

The second activity was “Snowball Discussion." It is similar to TPS, but in this activity, students begin to work in pairs to respond to a set of discussion questions and share their ideas. Then, the pair joins another pair. This time, two pairs share their ideas. After that, groups of four join together to form groups of eight, and so on until the whole class comes together as one large discussion group. Thus, a collaborative learning atmosphere can be created (Afghari & Khayatan, 2017). This strategy can be adapted by teachers based on their purposes. For example, it can improve peer interaction, collaborative writing, text comprehension, critical thinking skills, and collaboration.

Similar to the first activity, the teacher-researcher gave the students a worksheet including a set of discussion questions, and the learners first discussed these questions in pairs. Then they formed groups and went on talking about the questions. Finally, a whole class discussion took place again, and the students shared their responses with the whole class.

The third one was “Fishbowl Activity." In this activity, students are divided into two groups: an inner group and an outer group, seated in two circles. The first group of students (the inner group) actively participates in discussions by asking questions and sharing their opinions. They try to solve a particular problem or respond to a set of questions. The second group (the outer group) surrounds the first group in a circle, observing and listening to the problem-solving efforts of the first group. They may contribute to the discussion by giving comments, advice, and guidance to the students in the first group (Miller & Benz, 2008). The fishbowl technique helps learners be involved in active listening, peer interaction, and exchange of various viewpoints. At the end of a period of time, the students in each circle switch roles to practice being both contributors and listeners in a group discussion.

The students in the teacher-researcher’s classroom were divided into two groups: an inner group and an outer group, seated in two circles. The inner group

had some discussion questions and participated by asking questions and sharing their opinions. The outer group observed and listened to the first group while they were discussing the questions. Later, the students switched their roles and practiced being both contributors and listeners in the group discussion.

Figure 2 Fishbowl Activity

Case-based discussion was the fourth activity chosen by the participants. Case-based methods have been used in different learning environments such as medicine, teacher education and instructional design and technology (e.g., Carter, 1989; Ertmer & Russell, 1995) because cases have been found to make learning more meaningful to students, and they can participate in interaction actively during case-based discussions. While discussing some cases, students analyse the situations, solve problems, and recommend realistic solutions. In this way, they develop their critical thinking and problem-solving skills (Flynn & Klein, 2001). In addition, cases are mostly accompanied by group discussions because when learners work in groups, many different points of view can be discussed quickly and efficiently.

In this study, the participants were given different cases which were related to difficult real-life situations. First, they read their case in detail and tried to respond to the following questions to give their perspective on the problem at hand. Then, they tried to find solutions and decide during their discussions in groups by reflecting on their relevant experience. When they finished talking about a case, a new one was provided, and so they discussed four or five cases during class time.

The fifth activity was “Gallery Walk" (also called chat stations), a versatile and learner-centred activity. It has been found to significantly influence students’ verbal participation in the classroom (Ridwan, 2019), increase peer interaction and provide a rich source of information (Bowman, 2005). Students walk around the classroom during the activity (Nurani, 2017). They share ideas and respond to meaningful questions in groups. Then, they get out of their chairs and engage in the discussion activity. The activity is flexible, and the students may have the opportunity to learn from one another during the activity. It appeals to the kinaesthetic learner. It requires movement and the interpersonal learner because it is based on interaction. Also, it appeals to the verbal/linguistic learner (Anwar, 2015). In this activity, students rotate through a variety of tasks, including a set of questions or a short activity to complete before rotating to another one.

In the study, the task for the gallery walk activity was talking about the well-known quotes written on the walls in the classroom. Before the activity, the teacher-researcher stuck four sheets of paper onto the walls, including quotes from famous people and some questions about the quotes. Then, the students walked around the classroom and discussed the quotes in groups.

Philosophical Chairs was the sixth activity designed for the students to increase their verbal participation in interaction. In this activity, which has an argumentative nature for full student engagement and participation, learners express their claims in a debate format, and they take turns to defend their claims by supporting them with some pieces of evidence. This activity can be used in any content area. It contributes to team building and provides a positive and safe environment for students (Diazibarra, 2016).

In this study, the students were given two different topics and divided into two different groups. First, they chose a side to sit on in their groups (based on their agreement or disagreement with the topic). Then, after getting prepared to speak for a while by searching the Internet and talking to each other, they discussed the topics in groups. If they changed their minds during the discussion, they also changed their sides.

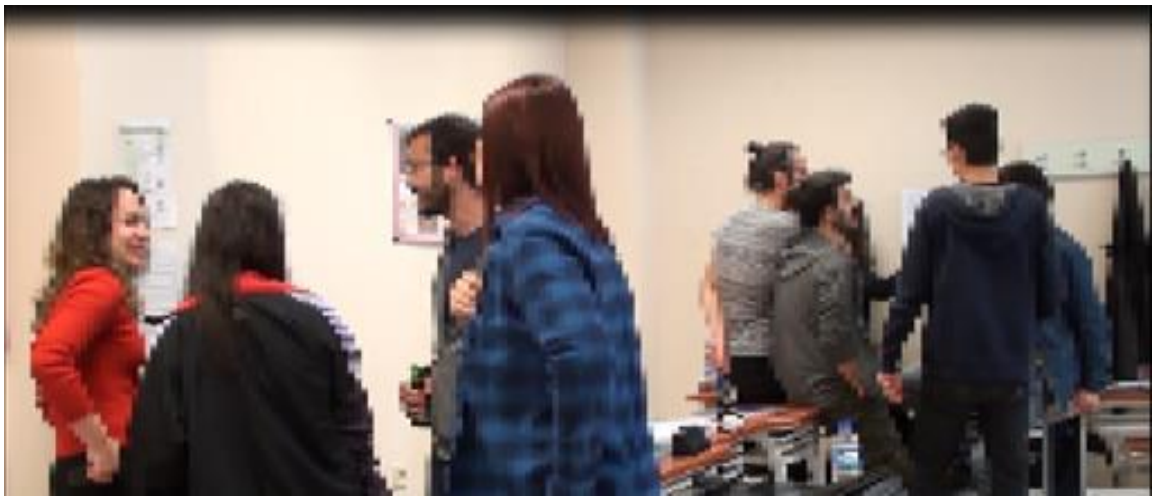

Figure 3 Gallery Walk Activity

The last activity was the Socratic Seminar (also known as Socratic Dialogue) which took its name from the conversations the Greek philosopher Socrates (470–399 BC) had with his pupils. In the Socratic seminar, "first, truth is discovered through engaged and logical discussion; and second, the truth comes from within the learner" (Castellanos-Reyes, 2020). It can strengthen students' skills to analyse and interpret data. It is used chiefly for text-based discussion (Griswold et al., 2017) and critical thinking skills (Oyler & Romanelli, 2014). In Socratic discussion, the role of an instructor is to get the learners involved with the materials, help and guide them to construct new opinions based on their prior understanding. Students learn to make a difference between rational viewpoints and irrational ones. Also, students help each other understand the ideas and issues in a text in a group discussion format. Questions have importance in Socratic seminar. There must be literal questions to ensure that students understand the text, interpretive questions to make the students understand the implications, and evaluative questions to let students' give answers reflecting their point of view and their own experience (Griswold et al., 2017).

In the study, a reading text with literal, interpretive, and evaluative questions was given to the participants, and they discussed the questions, responded to them, and shared their opinions.

Figure 4 Socratic Discussion Activity

During the study, classroom practices were audio and video recorded so that they might provide detailed verbal data on the learners' participation in interaction. Similar to the planning phase, the learners' participation in interaction was examined in terms of the quantity and quality of their oral participation in different collaborative activities in terms of the number of turns they took and the number of words they produced in addition to turn types and the language-related episodes they produced in class discussions.

Besides, after each activity, the students completed a post-activity survey involving questions about the activity done. In the survey, they explained their views on the activity and their thoughts on its impact on their speaking. Finally, after all the activities had been completed, a final classroom participation survey was given to the students to see the overall effects of the intervention on the students' verbal participation in interaction and get their opinions on the whole process.

Furthermore, the teacher-researcher wrote a reflective journal including her reflections after each intervention to give her opinions on the strengths and weaknesses of the activity and what had worked or had not worked. Her reflections aimed to provide rich data on the effects of each cycle and learners' verbal participation in interaction.

After the acting phase, the observing phase took place. In this phase, the data gathered through recordings, surveys, and the reflective journal was

analysed. Finally, in the last phase, some conclusions were drawn, and the results were evaluated to see the effects of the action.

Data Collection Instruments and Procedures

Data Collection Instruments. In this part, the data collection instruments will be discussed in detail. The data for the current study was gathered by using the following instruments:

1) Surveys:
    a. An initial student survey to gather the participants' opinions on verbal classroom participation in interaction and the factors which encourage or discourage them from speaking in the classroom
    b. Post-activity surveys including open-ended questions
    c. A final student survey after all collaborative activities
2) Audio and video recordings of classes:
    a. Four hours of recording of regular speaking classes
    b. Seven hours of recording during the seven collaborative activities
3) Reflective journal:
    a. A reflective journal written by the teacher-researcher after each collaborative activity

Surveys. Surveys (or questionnaires) are widely used for data collection in a variety of forms of research, including AR, to obtain information about participants' perceptions on a specific topic. They help to get the perceptions of several participants easily and quickly. However, they primarily do not allow the participants to give detailed information about their perceptions. As mentioned in part related to data collection in AR, questionnaires may contain only closed items. It may help the researchers to compare different students' responses easily, but participants do not have the opportunity to express their perceptions freely, and they need to choose the most appropriate option from a set of options. Thus, it may be a good idea to ask some open-ended questions in a questionnaire "to find out how the respondent thinks or feels about a topic rather than some sort of measurement" (Norton, 2009, p. 93). Open questions provide more helpful information than closed items, and "responses to open questions

will more accurately reflect what the respondent wants to say" (Nunan, 1992, p. 143).

Also, it is essential to ask questions to avoid confusion and misinterpretations and include only the right questions instead of asking many irrelevant questions. Moreover, it is necessary to pilot the questionnaire before the study and get an expert opinion to check if the questionnaire works well or not (Smith & Rebolledo, 2018).

For the current study, the initial classroom participation survey (Appendix C) was designed by the teacher-researcher to get the learners' perceptions on classroom participation and the factors that affect their willingness to take part in classroom interaction verbally. The researcher prepared it with the help of a professor who was a specialist in the ELT Department. After that, it was used in the pilot study, and some problematic items were revised based on the feedback given by the participants. The final version of the survey was used in the main study.

Furthermore, after each activity, the participants were asked to answer five open-ended questions about their perceptions of the activity in the post-activity survey (Appendix D). Besides, a final classroom participation questionnaire (Appendix E) which included five open-ended items, was given to the participants to get their perceptions on the whole process. The reason for asking open-ended questions which require short answers instead of closed items is to get detailed information about the participants' perceptions. Mackey and Gass (2005) state the difference between the two different item types:

> Closed-item questions typically involve a greater uniformity of measurement and, therefore, greater reliability. They also lead to answers that can be easily quantified and analysed. Open-ended items, on the other hand, allow respondents to express their own thoughts and ideas in their own manner, and thus may result in more unexpected and insightful data (p. 93).

Thus, it is possible to get more useful information from open-ended questions, and the participants' responses to open-ended questions may reflect what they want to say. In addition to this, thanks to open-ended items the

participants could write their “mixed feelings and shades of meaning” (Nunan & Bailey, 2009, p. 137).

Observations based on Audio and Video Recording of Classes. In qualitative research, audio recordings have been widely used. High-quality digital voice-recorders have become widespread among researchers. They are used frequently for interviews, observations, or recording naturally occurring data. Then the data gathered through these recordings are transcribed. They allow the researcher to listen to what is being said, so data are not dependent on the researcher's recall or selective attention. Thus, audio-recording contributes to the reliability of data collection. However, researchers must be careful about some ethical issues, such as the anonymity of the participant and the presence of an audio recording device causing distraction (Bloor & Wood, 2006).

Similarly, video recording is a method of data collection. Video recorders can be used by researchers easily, and actual behaviour rather than reported behaviour can be recorded. It also allows the examination of data repeatedly. Besides, other researchers may analyse the data after the researcher’s analysis. However, similar to audio recording, researchers must be careful about video recording in terms of participants’ anonymity and the presence of an audio recording device causing distraction and unnatural behaviours (Bloor & Wood, 2006).

In this study, in the planning phase, four regular speaking classes were video and audio recorded to determine the quality and quantity of the learners’ verbal participation in whole-class interaction. Also, these recordings provided the researcher with the data related to the reasons for the learners’ participation and helped the researcher plan the cycles in the study. In addition, speaking classes during seven weeks were audio and video recorded to determine the learners' quality and quantity of verbal participation in interaction during collaborative speaking activities. Recordings provided rich and reliable data for analysis. For recordings, three digital cameras and ten voice recorders were used. Audio and video recordings allowed the teacher-researcher to analyse language use in greater depth, and also, they were beneficial to provide interrater reliability because, thanks to these recordings, outside researchers got involved in the data analysis process.

Teacher-Researcher's Reflective Journal. Journals or diaries may provide more detailed information than multiple-choice questions or checklists. They reflect a direct perspective on classroom practices and can facilitate the resolution of the crucial issues in the classroom by encouraging awareness of the factors involved. In AR, researchers usually keep a journal or a diary to record the events in the context of teaching, reflections, beliefs, and teaching philosophies, opinions, and perceptions of the teacher's practice (Burns, 2009). They are not the only data source and are mostly combined with other data collection methods such as observations or questionnaires. "They are extremely useful though as a way of capturing significant reflections and events in an ongoing way" (Burns, 2009, p. 89).

A reflective journal is one of the most common types of journals in AR. It is used "to capture 'stream of consciousness' ideas, thoughts, reflections, insights, feelings, reactions to lesson/events," and it should be written "quite soon after the lesson/events, and after thinking about and processing what occurred" (Burns, 2009, p. 90).

Thus, in this study, to enable triangulation and provide more sound data, the teacher-researcher wrote a reflective journal to record and keep track of the implementation of seven collaborative activities and the students' reactions to them.

Data Collection Procedures. The data for this study were collected for 13 weeks during the 2018-2019 Spring Semester. The data collection process started with the audio and video recording of four regular class hours during four weeks. The aim was to see the student behaviours related to participation in interaction and to identify the quality and quantity of students' verbal participation in a regular speaking class while doing whole-class discussion activities. After that, an initial survey was prepared to get the learners' perceptions of classroom participation in interaction and the factors affecting their willingness to participate and unwillingness to participate in interaction. In the survey, they were asked about their perceptions of their level of English, verbal participation behaviours, frequency of their verbal participation, their feelings about verbal participation, speaking activities that increase their verbal participation, the reasons for their

unwillingness to participate in verbal interaction, the choice of speaking topics and their preferred interaction patterns.

Table 2

Data Collection Sources and Tools

Data collected	Source	Data collection tool
Students' perceptions of their verbal participation in interaction regarding their perceived speaking performance and the factors affecting their verbal participation	students	Initial classroom participation survey
The quality and quantity of the learners' classroom participation in interaction in regular whole-class discussion activities included in the lesson plan of the week	students and teacher-researcher	Recordings of four regular speaking classes
The quality and quantity of the learners' classroom participation in interaction in planned collaborative speaking activities based on their needs and perceptions	students and teacher-researcher	Audio and video recordings of seven speaking activities
Perceptions of the students on the speaking activity	students	Post activity Surveys (x7)
Perceptions of the teacher-researcher on the activity	teacher-researcher	Reflective Journal (x7)
The students' perceptions on the effects of the collaborative activities on their verbal participation in interaction.	students	Final Classroom Participation Survey

Based on the data gathered from the pilot study, the recordings of four regular classes, and the initial classroom participation survey, a list of topics and speaking activities were prepared. Then, the lists were given to the students, and the students were asked to choose seven activities and their favourite topics they wanted to discuss from the lists. In this way, the teacher-researcher aimed to eliminate the effects of inappropriate topic and activity choice, which has been shown to affect student participation negatively in literature. Before the learners made their choices, they were informed about the activities in detail. Afterward, the teacher-researcher prepared activities on the chosen topics to increase the quality and quantity of the learners' verbal participation in interaction.

A speaking class was arranged every week during the 2018-2019 Spring Semester for seven weeks. Seven activities were completed during this time. In addition, the students were involved in pair or group work activities. During the activities, all the interaction among the students was audio and video recorded by three digital cameras and ten voice recorders not to miss any details. Besides, the learners completed a survey about their perceptions of the collaborative activity after each activity. Furthermore, the teacher-researcher wrote a reflective journal about her perceptions of the effects of the activities on the learners' participation in interaction after each activity.

Table 3

Data Collection Procedures

Data Collection	Weeks	Date
Initial Survey	week 1	14 February 2019
Recordings of Regular Speaking Classes	weeks 2-5	21 Feb.-14 March 2019
Recordings of Speaking Activities		
Post Activity Surveys	weeks 6-12	21 March- 2 May 2019
Reflective Teacher Journal		
Final Survey	week 13	9 May 2019

After the completion of the collaborative activities, the final survey was given to the participants. It included questions related to the effects of collaborative speaking activities on their verbal participation, the most effective and the least effective activities, the learners' general thoughts about the activities, and the effects of the activities on their opinions of verbal participation in interaction such as their anxiety while speaking, being afraid of making mistakes and lack of confidence in speaking English. Table 3 above shows the data collection procedures.

Data Analysis

As Burns (2009) states, AR is often categorized as qualitative research because of its focus on practice, participation/collaboration, and reflection. However, the positioning of action research is more complicated, and both quantitative and qualitative methodologies can be used to conduct action research.

In this study, most of the data were qualitative, although some were analysed quantitatively, such as the number of words or the number of turns produced by the students to quantify qualitative data (Nunan & Bailey, 2009).

Mackey and Gass (2016) stress the iterative nature of the qualitative data analysis, which is based on descriptive data and the data analysis process, which includes reading, thinking, rereading, posing questions, searching through the records, and trying to find patterns and state several key characteristics of qualitative research. Firstly, it provides careful and detailed descriptions instead of measurements, frequencies, scores, and ratings. Moreover, qualitative data provide information about individuals and events in their natural settings. Furthermore, it aims to work more intensively with fewer participants instead of large groups of people. That is, researchers are less concerned about the generalizability of the results. Also, it requires an emic perspective and cyclical and open-ended processes for the analysis.

The qualitative data collected from the initial student survey were analysed by thematic analysis, which "is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail" (Braun & Clarke, 2006, p.79). It is a method of examining data to comprehend participant perspectives meaningfully. It is a valuable way of analysing the content of responses from data obtained from open-ended questions, focus group discussions, or interviews (Swart, 2019). Content analysis was also used for the analysis.

While identifying themes in data, two primary ways are followed: inductive or 'bottom up' way or a theoretical or deductive or 'top down' way. A theoretical thematic analysis is based on the researcher's theoretical interest in the area and analyst driven. However, in an inductive approach, there is no pre-existing coding frame or analysis schemes, so it is data-driven, and themes in this approach are based on the data, not on the researcher's theoretical interest in the area or topic. The researcher read and reread the data for any themes related to the topic and code diversely (Braun & Clarke, 2006). Thus, research findings came into existence by finding the frequent, dominant, or significant themes within the raw data by examining and interpreting the data considering the research

objectives (Mackey and Gass, 2016). Braun and Clarke (2006) mention that there are six phases of thematic analysis. Table 4 shows these phases (p. 87).

Table 4

Phases of Thematic Analysis

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and rereading the data, noting down initial ideas
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

The post-activity surveys, the final student survey, and the reflective journal written by the teacher-researcher were analysed using content analysis which presents a descriptive approach that can be seen in data coding and the interpretation of quantitative counts of the codes (Vaismoradi et al., 2013). While conducting content analyses, the data were read by the teacher-researcher repeatedly to be familiar with all aspects of the data and search for meanings, patterns, and so on, and some notes were taken for coding. After that, some codes were created from the data to organise the data in a meaningful way via the NVIVO12 software programme by tagging and naming text selections within each data item. First, many potential themes/patterns and relevant extracts were coded. Then, themes were identified across the data set by sorting the different

codes into potential themes. Afterwards, the themes were reviewed to determine if they were themes or supported by enough data and refined. Later, the themes were defined. Also, two colleagues who have experience in qualitative research coded the data, and they discussed the themes with the researcher. After resolving the problematic ones and reaching an agreement, the themes were reported using vivid examples or extracts.

A few steps were followed in data analysis to analyse the data gathered from the recordings of speaking classes. Firstly, the audio and video recordings were transcribed by the teacher-researcher in detail. Then, the quality and quantity of student participation in interaction were investigated in different ways.

According to Dörnyei (2002), there are two measures to describe the quantity of learner engagement: the speech size (the number of words produced) and the number of turns generated by the participants (the participant's level of involvement). Also, Nunn (1997) states that student verbal participation and the techniques teachers use in eliciting student participation or responding to it are related to the number of different students who spoke per class, the percentage of students who spoke per class, and the percentage of time spent in participation. Thus, to learn about the quantity of student participation, the teacher-researcher counted the number of turns and words produced by the students and the number of different students who spoke per class, the percentage of students who spoke per class, and the percentage of time spent in participation. While counting the number of words, all parts of speech: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, determiners, and exclamations were considered. However, the words or turns produced by the teacher, questions or situations given in the task (when they were read aloud), meaningless words or sentences, repetitions, nonverbal responses, non-word utterances such as hesitation markers, "e.g., uh-huh, err" produced by the learners and words in Turkish (except the ones in LREs) were excluded from the calculations.

Repeating the exact words repeatedly or giving short responses to the teacher's questions may not mean that learners are involved in language processing and are improving their language proficiency (Delaney, 2012). Thus, the quantity and the quality of participation are crucial for the learners' language

improvement. Types of turns (Erten & Altay, 2009) and Language Related Episodes (LRE's) were calculated to determine the quality of student participation in this study.

Erten and Altay (2009) have categorized turns as monosyllable (e.g., Yes, No, OK, Eh?), short turn (phrases, chunks, short, simple sentences), long turn (compound and complex sentences and strings of simple sentences), and question (all types of questions) to find the level of interaction that reflects learners' engagement in conversation which results in more practice and more language development. Similarly, in this study, students' turns were divided into categories to reveal the level of their engagement.

Collaborative work leads to languaging, which is claimed to be a source of second language learning (Leeser, 2004; Swain, 2006, 2010), and language-related episodes (LREs) have been described as any part of a dialogue where interlocutors “talk about the language they are producing, question their language use, or correct themselves or others” (Swain & Lapkin, 1998, p. 326) are one example of languaging. They have been used to analyse collaboration among language learners on oral tasks (Philp et al., 2010). The existence of LREs means that students are focusing on form (grammar, lexicon, mechanics, or discourse), which shows that they are learning (Edstrom, 2015). Moreover, Edstrom (2015) shows that LREs produced by learners reveal the quality of learners' interactions. “LREs provide a context for analysing learners' participation at a more meaningful level” (p. 29). Likewise, in some other studies (e.g., Swain & Lapkin, 2001), they were used to show the quality of collaborative dialogue. LREs have been divided into various categories such as interactive and non-interactive (Storch, 2007), lexical or grammatical (Leeser, 2004), lexis-based, or form-based (Swain and Lapkin,1998), teacher-initiated or learner-initiated, and so on. Tocalli-Beller and Swain (2007) divided LREs into three categories as the following:

- Meaning LREs: words or expressions they do not know or understand new meanings of a word or expression.
- Form LREs: formal structures (suffix, prefix, spelling, etc.)
- Metatalk LREs: Students use metalinguistic terms (for example, noun, adjective, verb, etc.) (p. 155)

Furthermore, Leeser (2004) divided LREs into categories according to the outcome type of LREs as “LREs solved correctly," “LREs solved incorrectly," or “LREs left unresolved."

In this study, quantitative and qualitative analysis of data was carried out to compare the number, type (meaning, form or metatalk), source (teacher-initiated or learner-initiated), and outcome (solved correctly, solved incorrectly or left unresolved) of LREs.

The quantitative analysis was complemented with the qualitative analysis by using student extracts from the classroom discussions in order to prove that collaboration provides learning opportunities and increases the quality of participation.

Finally, the qualitative data provided by the reflective journal written by the teacher-researcher were analysed by content analysis.

The teacher-researcher repeated the coding with an interval of a month to achieve intra-rater reliability of the analysis of all qualitative data provided by the surveys and recordings.

Table 5 summarizes the information given about data collection tools and data analysis methods concerning each research question.

Table 5

Data Collection Tools and Data Analysis Methods for each Research Question

Research Question	Data Collection Tool	Data Analysis Method
1. What are the Turkish EFL learners' perceptions of their verbal participation in interaction regarding their perceived speaking performance and the factors affecting their verbal participation?	The Initial Student Survey on Classroom Participation	Thematic Analysis and Content Analysis

2. To what extent does Turkish EFL learners' quantity of oral participation vary in different collaborative activities?	Observations based on Audio & Video Recordings	Quantitative Analysis (number of turns and words produced by the students, the number and the percentage of different students who spoke per class, the percentage of time spent in participation) and qualitative analysis (reflective teacher journal)
3. To what extent does Turkish EFL learners' quality of oral participation vary in different collaborative activities in terms of turn types and learning opportunities (LREs)?	Observations based on Audio & Video Recordings	Qualitative (types of turns, LRE's and extracts)
4. To what extent do collaborative speaking activities increase Turkish EFL students' quantity of oral participation in interaction compared to regular speaking activities?	Observations based on Audio & Video Recordings	Quantitative analysis (number of turns and words produced by the students, the number and the percentage of different students who spoke per class, the percentage of time spent in participation) and qualitative analysis (reflective teacher journal)
5. To what extent do collaborative speaking activities increase Turkish EFL students' quality of oral participation in interaction in terms of turn types and learning opportunities (LREs) compared to regular speaking activities?	Observations based on Audio & Video Recordings	Qualitative (types of turns and LRE's and extracts)
6. What are the perceptions of the Turkish EFL students on the effects of each collaborative activity on their verbal participation in interaction?	Post-Activity Surveys	Content Analysis

7. What are the perceptions of the EFL instructor on the effects of each collaborative activity on Turkish EFL learners' oral participation in interaction?	Reflective Journal	Content Analysis
8. What are the perceptions of the Turkish EFL students on the effectiveness of the overall collaborative activities on their verbal participation in interaction?	The Final Student Survey on Classroom Participation	Content Analysis

Trustworthiness

For the current action research, instead of using the conventional criteria associated with external validity, internal validity, reliability, and objectivity, alternative criteria "trustworthiness," which is "the hallmark of high-quality qualitative, naturalistic research" (Peterson, 2019, p. 148) is taken as a point of reference. It includes credibility (for internal validity), transferability (for external validity), dependability (for reliability), and confirmability (instead of objectivity) (Guba, 1981; Lincoln & Guba, 1985; Greenwood & Levin, 2007).

For credibility in qualitative research, research findings and conclusions must be believable and reflect the reality of the phenomenon investigated. The researcher must be sure that participants, context, and processes are accurate and the interpretations are inclusive (Nassaji, 2020). Lincoln and Guba (1985) say that to provide credibility; it is necessary "to carry out the inquiry in such a way that the probability that the findings will be found to be credible is enhanced and, second, to demonstrate the credibility of the findings by having them approved by the constructors of the multiple realities being studied" (p. 296). They mention five primary techniques to achieve credibility:

> activities that make it more likely that credible findings and interpretations will be produced (prolonged engagement, persistent observation, and triangulation); an activity that provides an external check on the inquiry process (peer debriefing); an activity aimed at refining -working hypotheses as more and more information becomes available (negative case analysis);

> an activity that makes possible checking preliminary findings and interpretations against archived "raw data" (referential adequacy); and an activity providing for the direct test of findings and interpretations with the human sources from which they have come-the constructors of the multiple realities being studied (member checking) (p. 301).

Because the teacher-researcher conducted the study in her classroom, it was easy to access the participants, get detailed information about them, the context, and the syllabus, and build trust with them. Also, the dangers of researcher distortion and respondent distortion were taken into consideration. The researcher tried not to get affected by her prior beliefs, assumptions, and knowledge. Instead, she aimed to explore new ways to improve the ways to increase learner participation in interaction. As for respondent distortion, because the participants were the teacher-researcher's students, it was easy to understand whether they behaved differently just because they were aware that she was collecting data. When she noticed that they were behaving differently, she reminded the participants that they could freely write about their perceptions or talk to each other freely due to the fact that they would not be graded according to their perceptions or involvement in the AR process. They were assured that they could criticise and make negative comments about all the activities or processes without the fear of being punished. The data in the surveys showed that some of them did not like some of the activities or criticized some points, and it indicates that the students provided accurate information. Also, triangulation, which is 'a validity procedure' (Denzin, 1978), was used to achieve credibility. Instead of relying on a single source of data, different data types were collected using different ways of data collection tools (surveys, audio and video recordings, the reflective journal).

Moreover, different data sources (the students and the teacher) were utilized. Multiple analysts coded the qualitative data, which helped diminish the effects of researcher bias and supported the credibility and trustworthiness of the study's findings. As for peer debriefing, in the present study, the teacher-researcher got help from two colleagues. They are Ph.D. students in an ELT Department at a state university and have been working as Instructors of English in two different state universities. The teacher-researcher has known them for

more than five years and trusts their expertise in the field and honesty in giving feedback. They talked about the study a lot during online meetings, and they commented on the trustworthiness of the conclusions. There was no disagreement between the peer-debriefers and the teacher-researcher. It can be said to be achieved in the study for referential adequacy because most of the data were audio and video recorded. Also, all documents were kept for reference in case they were needed later.

In qualitative studies, researchers have been concerned about generalizing findings, and it is mainly seen as a limitation of studies. Nevertheless, it is necessary to focus on transferability instead of generalization (Hunt, 2011). Transferability, the second criterion for trustworthiness, is related to “how outcomes discovered in one context can be transferred to another context” (p. 123). The context must be defined in detail (Lincoln & Guba, 1985) to make observed contexts vivid enough that readers feel that they experience or could experience the events described, and thus transferability could be achieved. Besides, readers can find out the similarities between the context of the study and their context to understand the transferability of findings to similar situations. As Patton (2014) says, "sensitivity to context is a strength of qualitative inquiry" (p. 362). Therefore, the teacher-researcher provided a thick description of the context and gave information about the participants in detail to establish transferability to make the reader see if a transfer to another context is possible (Lincoln & Guba, 1985).

Dependability, in qualitative research, can be achieved if the results of the study do not change when others could interpret the data similarly when they review the data. It can be achieved by careful documentation of all the research activities. Some steps were taken to provide dependability. Because the data gathered from the surveys were in Turkish, they were translated for the study, but the extracts from the data were presented both in Turkish and English to minimize the distortion of data in translation. Moreover, as mentioned before, after the teacher-researcher coded the data gathered from the surveys, the coding was reviewed for intra-rater reliability. The codes were also supported with direct quotations to increase the credibility and trustworthiness of emergent

themes because, as Peterson (2019) states, "efficient presentation of quotations adds richness" (p. 155).

Furthermore, two ELT experts gave feedback on the reliability of the results and conclusions. After the teacher-researcher coded the data gathered from the surveys and the reflective journal and became more confident with the codes, the two raters mentioned above coded the data for confirmability of the findings. Also, after the turns and LREs were categorized by the researcher, the two independent raters divided the turns and LREs into categories (the coders were first given training on the classification of turn types and LREs by referring to the literature and showing examples of different turn types and LREs). Finally, when there was a disagreement between the researcher and the raters about the codes, types of turns, and LREs, they had an online meeting and agreed on the categories.

Confirmability is defined as “the extent to which the data and interpretations of the study are grounded in events rather than the inquirer's personal constructions” (Lincoln & Guba, 1985, p. 324). It requires the confirmation of the accuracy of the interpretations and conclusions of the researcher by others. It is similar to objectivity and replicability in quantitative research. An audit trail can be helpful to increase confirmability. The researcher may record the steps s/he takes while coding the data and conducting data analysis. Then, these recordings can be used for any further evaluation and confirmation. Triangulation (as mentioned above), audio and video recordings, and the reflective journal in which the teacher-researcher recorded her reflections were used to provide confirmability in this study.

Chapter 4
Findings

This study is a qualitative action research study with some quantitative elements in the analysis. In this part of it, the findings gathered from the quantitative and qualitative analysis will be shared. The findings for each research question of the study will be given separately.

Turkish EFL learners' perceptions of their verbal classroom participation in interaction regarding their perceived speaking performance and the factors affecting their verbal participation

The first research question of this study mainly investigated the Turkish EFL learners' perceptions of oral classroom participation. The participants were asked about their opinions on classroom participation through a survey consisting of ten open-ended questions before they took part in the study to increase their willingness to participate in classroom interaction and the quality and quantity of their participation. To learn about the learners' perceptions on the issue, thematic analysis and content analysis were conducted for data analysis.

Firstly, the students were asked how they assessed themselves in speaking English. The results showed that most of the students thought they were 'inadequate' in speaking English.

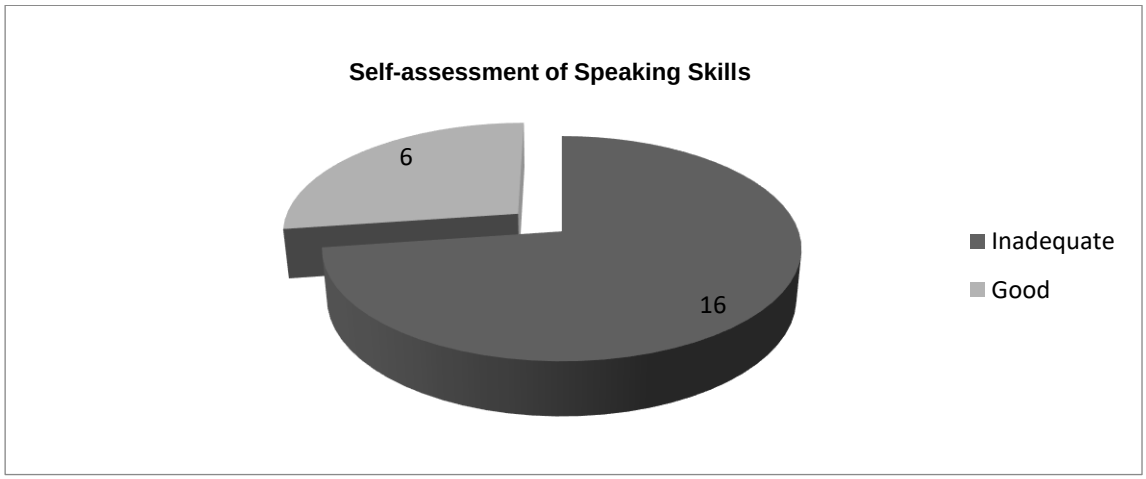

Figure 5 Students' Self-Assessment of Speaking Skills

Only a few students (*f=6*) felt that they could speak English although they had some problems.

Extract 1: I do not think that I have a big problem. I feel good, and I like speaking. The idea of expressing myself in another language makes me happy.

Büyük bir problemim olduğunu düşünmüyorum. Kendimi iyi hissediyorum ve konuşmayı seviyorum. Kendimi başka bir dille ifade edebilme fikri beni mutlu ediyor.

Extract 2: Rightly or wrongly, I can speak English at the intermediate level.

Doğrusuyla yanlışıyla orta derecede İngilizce konuşabiliyorum.

However, most of the students (*f=16*) stated that they felt inadequate while they were speaking English.

Extract 3: I think my vocabulary is inadequate, so I cannot express myself while speaking English.

Kelime bilgimin yetersiz olduğunu düşünüyorum. Bu yüzden de, İngilizce konuşurken kendimi ifade edemiyorum.

Extract 4: I want to speak English (fluently) a lot, but I feel inadequate. I think if we cannot speak English, many grammar topics which were taught to us may go to waste.

İngilizce konuşabilmeyi (akıcı olarak) çok istiyorum, ancak kendimi yetersiz hissediyorum. Bize öğretilen onca gramer konusunun eğer İngilizce konuşamıyorsak boşa gidebileceğini düşünüyorum.

Extract 5. I do not think that I am adequate at speaking. I think I have to practice more and pronounce words more correctly.

Kendimi konuşma konusunda yeterli bulmuyorum. Daha fazla pratik yapmam ve kelimeleri daha doğru telaffuz etmem gerektiğini düşünüyorum.

In addition, the participants were asked about their perceptions on the frequency of their participation in classroom activities. Some students said they sometimes participate in interaction. For example, they stated that they participated if they had enough information about the topic, when it was interesting, when they were sure of their answers and when the teacher nominated them. On the other hand, seven of them stated they rarely

participated. Other four students uttered that they tried to participate in interaction in every lesson, and only two of them said they often participated.

Table 6

Frequency of Participation

Category	*f*
sometimes	9
rarely	7
in every lesson	4
often	2

In the survey, there were two questions directly related to the factors affecting the participants' willingness to participate in oral interaction, which asked when they wanted to feel that they were willing to participate in interaction and when and why they did not want to participate in oral interaction.

The thematic analysis of the survey revealed four main themes related to the factors affecting students' verbal participation in classroom interaction:

1. Speaking activities
2. Topic selection
3. Individual factors
4. Grouping

1. Speaking Activities. The findings gathered from the survey revealed that speaking activities played an essential role in the participants' willingness to participate in interaction. The students thought that to increase their willingness to speak and encourage them to take part in classroom interaction the activities had to have some qualities.

As Table 7 indicates, the participants mentioned that they wanted to do enjoyable speaking activities. They stressed that they did not like doing the same activities in their coursebook, which includes mostly controlled speaking activities, and wanted to do different activities. They preferred talking about discussable general topics which they could talk about freely, and they thought that explaining a topic and discussing it based on questions may be effective.

They said speaking activities had to be challenging but not too difficult to do so that they could achieve to do them.

Table 7

Qualities of Encouraging Speaking Activities

Category	*f*
Enjoyable Activities	4
Activities leading to discussions	3
Challenging Activities	3
Different Activities	2
Activities from real life	2
Useful Activities	2
Opportunities for speaking freely	1

They preferred talking about discussable general topics which they could talk about freely, and they thought that explaining a topic and discussing it based on questions may be effective. They said speaking activities had to be challenging but not too difficult to do so that they could achieve to do them.

Extract 6: I prefer speaking about discussable and interpretable general topics instead of telling specific events or role-play activities.

Spesifik olayları anlatmaktan veya rol yapma etkinliklerinden ziyade, tartışmaya ve yorumlamaya açık genel konular hakkında konuşmayı tercih ederim.

Extract 7: I do not want to participate in a long and tedious activity which I think I cannot do.

Yapamayacağımı düşündüğüm, uzun ve sıkıcı bir etkinliğe katılmak istemem.

Extract 8. I do not want to answer very easy questions because I think everybody can answer these questions.

Çok basit sorulara cevap vermek istemem. Çünkü bu soruları herkes cevaplayabilir diye düşünürüm.

Besides, according to the participants, an activity must be meaningful (based on real-life experiences, about a film, a book, or influential people from history, etc.), helpful, and engaging.

2. Topic Selection. Topic selection appeared as another critical factor that affects the learners' willingness to participate in verbal interaction.

Table 8

Topics of Encouraging Speaking Activities

Category	*f*
Familiar topics	9
Interesting topics	4
Extraordinary topics	2
Topics different from the ones in the book	1
Discussable topics	1

The participants wrote that they would like to interact when the topic was familiar and related to their lives. Also, they mentioned that they would like to talk about interesting (*f=4*) and extraordinary (*f=2*) topics. Besides, they did not want to talk about the topics in their coursebook. Instead, they uttered discussable topics that would increase their willingness to participate in interaction.

Extract 9: If the topic is attractive and nice, I like to participate.

Konu ilgimi çeken ve hoş bir konuysa katılmayı severim.

Extract 10: My interest in the lesson increases when there is an exciting topic I have information about.

Bildiğim, İlgimi çeken bir konu olduğunda derse olan ilgim artar.

Extract 11: My willingness to speak increases more while speaking about the topics related to me (my hobbies, interests).

Daha çok beni ilgilendiren konularla ilgili konuşurken (hobilerim, ilgi alanlarım) konuşma isteğim artar".

Extract 12. Generally, topics based on interpretation and topics I can comment on lead to a willingness to speak. However, when we depend on the book, to be honest, I do not want to participate.

Genellikle yoruma dayalı veya görüş bildirebildiğim konular bende konuşma isteği uyandıyor. Fakat kitaba bağlı gittiğimizde çok katılmak istemiyorum açıkçası.

Besides, the students were asked who should choose the topic of the activity, and more than half of the students (*f=13*) wanted to be involved in the selection of the topic of speaking activities.

Table 9

Topic Selection

Category	*f*
my classmates and me	8
me	5
my teacher	4
anyone (it does not matter)	3

Extract 13: I want to choose the topic because I raise my hand only when I am sure of myself or if there are words that I am sure I know how to pronounce correctly.

Konuyu kendim seçmek isterim. Çünkü sadece kendimden emin olduğumda ya da telaffuzunu doğru bildiğime emin olduğum kelimeler varsa el kaldırırım.

Extract 14: I become more talkative while talking about the topics I am interested in. Thus, I want to choose the topic.

Beni ilgilendiren konularla ilgili konuşurken daha konuşkan olurum bu yüzden konuyu kendim seçmek isterim.

Extract 15: I want to choose the topic because I want to choose a topic which I will not have difficulty talking about. Besides, I like having control.

Konuyu ben seçmek isterim. Çünkü hakkında konuşmakta zorlanmayacağım bir konu seçmek isterim. Ayrıca kontrolün bende olması hoşuma gider.

Extract 16: It may be better if my friends or I choose the topic together. Thus, we can choose a topic which attracts everybody’s attention.

Konuyu kendim ya da arkadaşlarımla ortak seçersem daha iyi olabilir. Bu sayede herkesin ilgisini çeken bir konu seçebiliriz.

The others (*f=3*) stated that they did not give importance to who selected the topic and said the topic itself was much more critical.

3. Individual Factors. The results showed that individual factors also affect the learners' verbal participation.

Table 10

Individual Factors Affecting Participation

I am unwilling to participate because of my …	*f*
lack of self-confidence	16
anxiety	11
fear of making mistakes	6
physical problems (illness, tiredness, etc.)	5

The results demonstrated that the most crucial reason for the learners' unwillingness to participate in interaction was their lack of self-confidence in their command of English. They stated they wanted to participate in class, but they felt that their L2 knowledge did not suffice to express their intentions, and they refrained from participating in class. In addition, some of them thought they could not speak fluently and pronounce words correctly, and some others said they lacked the essential vocabulary to speak English well. That is why they were unwilling to participate in interaction.

Extract 17: I do not desire to participate in the lesson when I cannot use words correctly because I do not want to look blankly at the right and left sides.

Sözcükleri doğru kullanamadığım zaman derse katılma gereği duymam. Çünkü boş boş sağa sola bakmak istemem.

Extract: 18 When I think I cannot speak fluently, I do not want to participate in the lesson.

Akıcı konuşamayacağımı düşündüğümde derse katılmak istemem.

Extract 19: I often stay silent even if I have something to say. The reason for this is hesitation. Maybe I choose to be silent as a way of avoiding making many mistakes or seeing my mistakes. I think as a B1 level student, my participation in the lesson must be much better.

Çoğu zaman söyleyecek sözüm olsa dahi sessiz kalabiliyorum. Sebebi çekinmek. Çok yanlış yapmaktan veya kendi yanlışlarımı görmekten kaçınmanın bir yolu olarak sessiz kalmayı seçiyor olabilirim. Kendimce derse katılımım çok daha iyi olmalı B1 öğrencisi olarak.

Moreover, they did not want to participate when their classmates had an excellent command of English and performed better than they did.

Extract 20: If my classmates' performance is very high, I do not want to participate.

Sınıftaki arkadaşlarımın performansı çok yüksek olursa katılmak istemem.

Another point emphasized by the students was that they became willing to participate in the lesson when they were sure of their knowledge.

Extract 21: I participate in the lesson when I know the words about the topic and can make sentences.

Konu ile ilgili kelimeleri bildiğim ve cümleleri kurabildiğim zaman derse katılırım.

Extract 22: I think students generally participate in the lesson only when they are exactly sure of their knowledge, and they avoid participation when they are not sure of their knowledge.

Genel olarak öğrencilerin sadece kesin olarak bilgilerinden emin oldukları yerlerde derse katıldıklarını, bilgilerinden emin olmadıklarında ise derse katılmaktan kaçındıklarını düşünüyorum.

Extract 23: If I know the answer, I always participate in the lesson.

Cevabı biliyorsam her zaman derse katılırım.

Furthermore, they highlighted that they became more willing to speak when they had time to prepare before participating in the lesson because they felt more confident.

Extract 24: I would like to participate when I am ready and know what I will say. I cannot improvise.

Hazır olduğum zaman derse katılmak isterim. Söyleyeceğim şeyleri biliyorsam. Doğaçlama yapamam.

Extract 25: Because I am not very good at improvisation, I feel relaxed without getting prepared, and I do not want to participate.

Doğaçlamada çok başarılı olmadığım için hazırlanmadan rahat hissetmem ve derse katılmak istemem.

Anxiety was often mentioned as one of the most important reasons for the learners' unwillingness to interact.

Extract 26: I feel as if everybody is listening to me, and I get nervous.

Herkes beni dinliyor gibi hisseder ve heyecanlanırım.

Extract 27: I feel a bit nervous while speaking because the probability of saying an incorrect word is very high for me.

Konuşurken biraz heyecanlı hissederim çünkü ağzımdan yanlış bir kelime çıkma ihtimali çok yüksektir.

The reason for this anxiety was mainly associated with the fear of making mistakes. That is why they cannot speak well, and they do not want to participate in speaking activities.

Extract 28. I cannot speak fluently because I am afraid of making mistakes.

Hata yapmaktan korktuğum için akıcı konuşamıyorum.

Extract 29. Instead of making mistakes, we prefer not speaking generally.

Genel olarak hata yapmaktansa hiç konuşmamayı tercih ediyoruz.

Extract 30. I feel as if everybody in the classroom speaks very well, and only I have problems. I feel as if everybody will say that you have made a mistake if I say something incorrectly.

Sınıfta herkes çok iyi konuşuyormuş da bir bende problem varmış gibi hissediyorum. Yanlış bir şey söylersem herkes yanlış yaptın diyecek gibi hissediyorum.

Some students also stated that they were unwilling to participate in the lesson when they were ill, tired, or sleepy.

Furthermore, the students stated that they felt anxious when the teacher nominated them to speak (*f=14*), and they did not want to participate when forced to participate. According to most of them (*f=19*), participation should be voluntary. However, only a few of the participants preferred being nominated by the teacher.

Table 11

Feelings about Teacher Nomination

Category	*f*
Anxious	14
Good	3
Nothing different	5
Motivated	3

Extract 31: I do not want to participate when I am forced to participate or imposed prohibitions.

Derse katılmaya zorlandığımda ya da yasaklar koyulduğu zaman katılmak istemem.

Extract 32. Participation is crucial to improving English. However, I think participation is more useful when we participate voluntarily, not under pressure.

Derse katılmak İngilizceyi geliştirmek için çok önemlidir. Ama baskıyla değil de kendi isteğimizle derse katıldığımızda daha faydalı olduğunu düşünüyorum.

Extract 33: If my teacher nominates me to speak when I am not ready and forces me to speak, I feel bad.

Öğretmenim hiç hazır olmadığım bir anda söz verip konuşmaya zorlarsa kendimi kötü hissederim.

Extract 34: Participation should be voluntary. Nobody should be forced to participate. However, I think the teacher should increase the students'

interest in the lesson and their confidence by nominating (without putting pressure on them) the students who do not participate in the lesson.

Derse katılım isteğe bağlı olmalı. Derse katılmak için kimse zorlanmamalı. Ama öğretmenin de derse katılmayanlara söz hakkı vererek (onlar üstünde baskı kurmadan) onların derse karşı ilgilerini ve özgüvenlerini arttırması gerektiğini düşünüyorum.

Grouping. Another factor affecting the students' willingness to participate is grouping. The students had different ideas on grouping. However, most of them mentioned that their willingness to participate increased when they worked in groups or pairs instead of working individually.

Extract 35. I often do not want to participate because of the silence in the classroom when the questions are asked individually.

Çoğu zaman bireysel olarak sorular sorulunca sınıfta oluşan sessizlikten dolayı derse katılma isteği duymuyorum.

Table 12

Preferred Grouping Type

Category	*f*
small groups	8
Pairs	7
whole-class	7
I do not mind.	2

Extract 36. Speaking activities in pairs or small groups are more valuable and motivating.

Pair veya küçük gruplar halindeki konuşma aktiviteleri daha verimli ve istek uyandırıcı oluyor.

Extract 37. The activities I do with my friends increase my willingness to speak.

Arkadaşlarımla yaptığım konuşma etkinlikleri konuşma isteğimi artırır.

Some students preferred doing speaking activities in small groups.

Extract 38: I think we should do the activities in small groups because there may be many nonparticipants if we do them as a whole class. If we do them in pairs, some pairs may be perfect, and others may be awful.

Bence etkinlikleri küçük gruplar halinde yapmalıyız. Çünkü sınıfça yaparsak katılmayan çok olur. İkili gruplar halinde yapsak bazı ikili çok iyi olabilir, bazı ikili çok kötü.

Extract 39: I want to do the activities in small groups. I think it will be better when compared to pair work. At least, more ideas are put forward. On the other hand, doing the activities as a whole class is not logical because some students may be shy about speaking to the whole class.

Aktiviteleri küçük gruplar halinde yapmak isterim. İkili diyaloğa göre daha iyi olacağını düşünüyorum. En azından daha fazla fikir ortaya atılır. Tüm sınıfça birlikte yapılması mantıklı gelmiyor. Çünkü tüm sınıfa karşı konuşmakta çekinen arkadaşlar olabilir.

Some others wanted to work in pairs because they believed it was more beneficial for them.

Extract 40: I want to work in pairs because I feel more comfortable. When another volunteer pair makes a similar dialogue, I take notes to find my mistakes and correct them.

İkili gruplar halinde çalışmak isterim. Çünkü kendimi daha rahat hissediyorum. Daha sonra başka gönüllü olan bir grup benzer diyaloğu yaptığında kendi hatalarımı bulup onları düzeltmek adına not alıyorum.

A few of the participants wanted to take part in whole-class activities.

Extract 41: I think working as a whole class is more logical because when we work in groups, the probability of speaking Turkish increases, and this situation is not something positive for us in terms of improving our English.

Tüm sınıfın birlikte yapması bana daha mantıklı geliyor. Çünkü gruplar halindeyken Türkçe konuşma ihtimali artıyor ki bu durum İngilizcemizi geliştirebilmemiz açısından hiç de olumlu değil.

Extract 42: I think the whole class should do the activity together because in this way, everybody can make conversations equally, and the possibility of partner problems disappears.

Tüm sınıfın aktiviteyi birlikte yapması gerektiğini düşünüyorum. Çünkü bu sayede herkes eşit şekilde diyalog haline girebilir ve partner sorunu ihtimali ortadan kalkar.

Turkish EFL learners' quantity of oral participation in different collaborative activities

The second research question asked to what extent Turkish EFL learners' quantity of oral participation varies in different collaborative activities. As mentioned in the data analysis part, to find the differences among the seven collaborative activities in terms of quantity of participation, the speech size, the number of turns generated by the participants (Dörnyei, 2002), the number of different students who spoke per class, the percentage of students who spoke per class, and the percentage of time spent in student participation (Nunn, 1997) were calculated.

The duration of the collaborative activities ranged between 23 and 40 minutes. The table shows the duration of each activity.

Table 13

Durations of Collaborative Activities

Activity	Duration of the Activities (mins)
Think-Pair -Share	23
Snowball Discussion	30
Fishbowl Discussion	38
Case-Based Discussion	35
Philosophical Chairs	40
Gallery Walk	36
Socratic Discussion	39
Mean	34

Although the activities were completed in different periods, showing the differences among them in terms of speech size, number of turns generated by

the participants, number of different students who spoke per class, percentage of students who spoke per class, and the percentage of time spent in student participation could give an idea about the differences among them in terms of the quantity of participation in each activity.

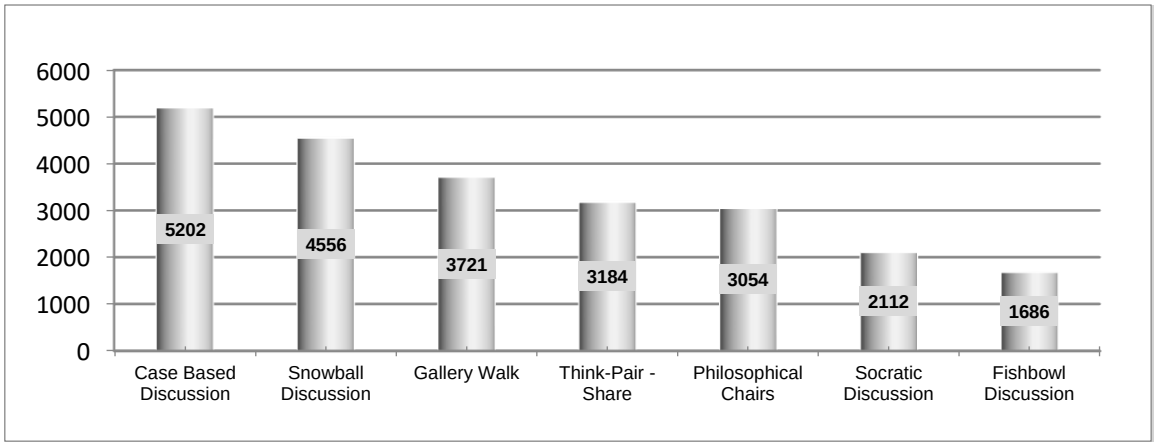

Figure 6 Speech Size in Different Collaborative Activities

Firstly, when we look at the speech size of each activity, it can be easily seen that case-based discussion was the activity in which the highest number of words was produced (5202 words). While snowball discussion was the activity which caused the production of the second-highest number of words (4556), the third activity was the gallery walk activity (3721). TPS was the fourth one (3184), philosophical chairs activity was the fifth one (3054), and Socratic discussion activity was the sixth one (2112). The lowest number of words (1686) was produced in fishbowl activity by the participants.

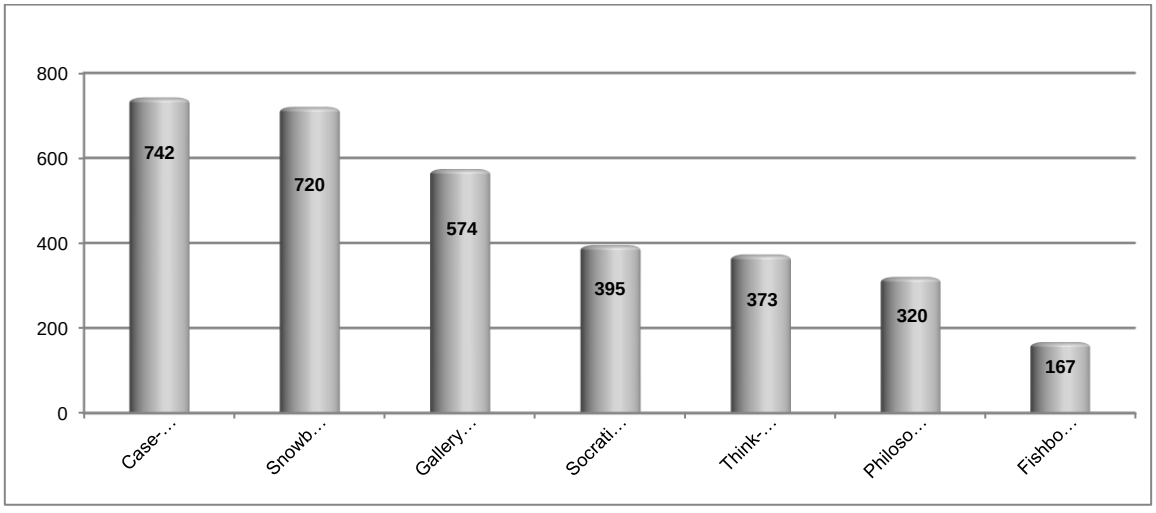

Figure 7 Number of Turns in Collaborative Activities

Secondly, the number of turns in each activity was investigated. Figure 6 shows the number of turns in each activity.

As can be seen above, in case-based discussion activity, 742 turns were produced by the participants. In addition, the students produced 720 turns in snowball discussion, 574 turns in gallery walk, 395 turns in Socratic Discussion, 373 turns in TPS, and 320 turns in philosophical chairs activity. The lowest number of turns was produced in fishbowl activity by the learners.

Besides, the number of different students who spoke per class, the percentage of students who spoke per class, and the percentage of time spent in student participation were investigated. The findings can be seen on Table 14 below.

Table 14

Quantity of Student Participation in Different Collaborative Activities

Activity	The number of different students who spoke per class	The percentage of students who spoke per class	The percentage of time spent in student participation.
Think-Pair -Share	19	100%	83,13%
Snowball Discussion	21	100%	89.72%
Fishbowl Discussion	19	90,47%	92.15%
Case-Based Discussion	20	100%	86,52%
Philosophical Chairs	20	100%	86,72%
Gallery Walk	21	100%	92.85%
Socratic Discussion	21	95,23%	88,16%

Except for fishbowl discussion and Socratic discussion activities, all the students participated in the activities more or less. However, the lowest percentage of participation was in fishbowl activity, which was surprising because the percentage of time spent in student participation was higher than most of the activities in this activity.

To answer the second research question, it was necessary to compare the activities in terms of the quantity of participation. However, due to the different durations of the activities, it was not possible to compare them directly. Instead, the average speech size and number of turns generated by the participants in a

minute were calculated. The ratio of words and turns produced in a minute was found to do this. Figure 8 below shows how many words and turns were produced by participants in a minute on average.

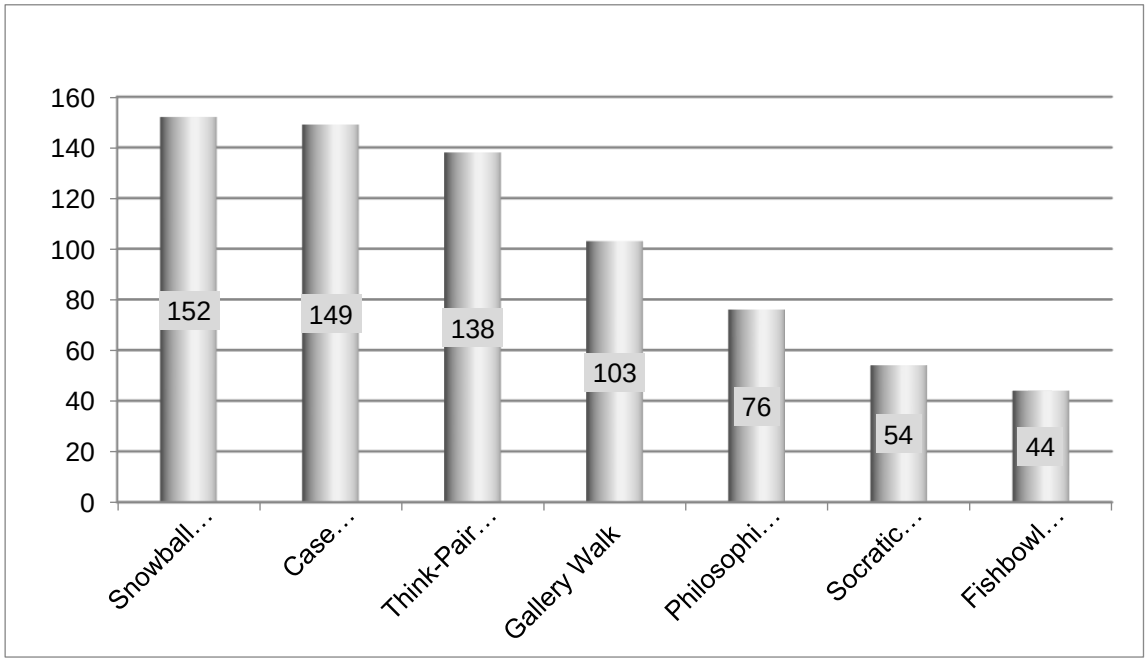

Figure 8 Average Speech Size in Collaborative Activities

- The average speech size in a minute was calculated: number of words produced by the students/duration of the activity

Figure 8 clearly shows that the highest number of words was produced in snowball discussion (152), case-based discussion (149), and think-pair-share (138), respectively. Conversely, fishbowl activity was the one in which the lowest number of words was produced by the participants.

When we look at the number of turns produced by the participants, it is evident that snowball discussion (24), case-based discussion (21), and think-pair-share (16) (although it seems on the figure that gallery walk had the same number of turns, it had a lower number of turns because of the values after the decimal point) were the activities in which the highest number of turns was produced respectively.

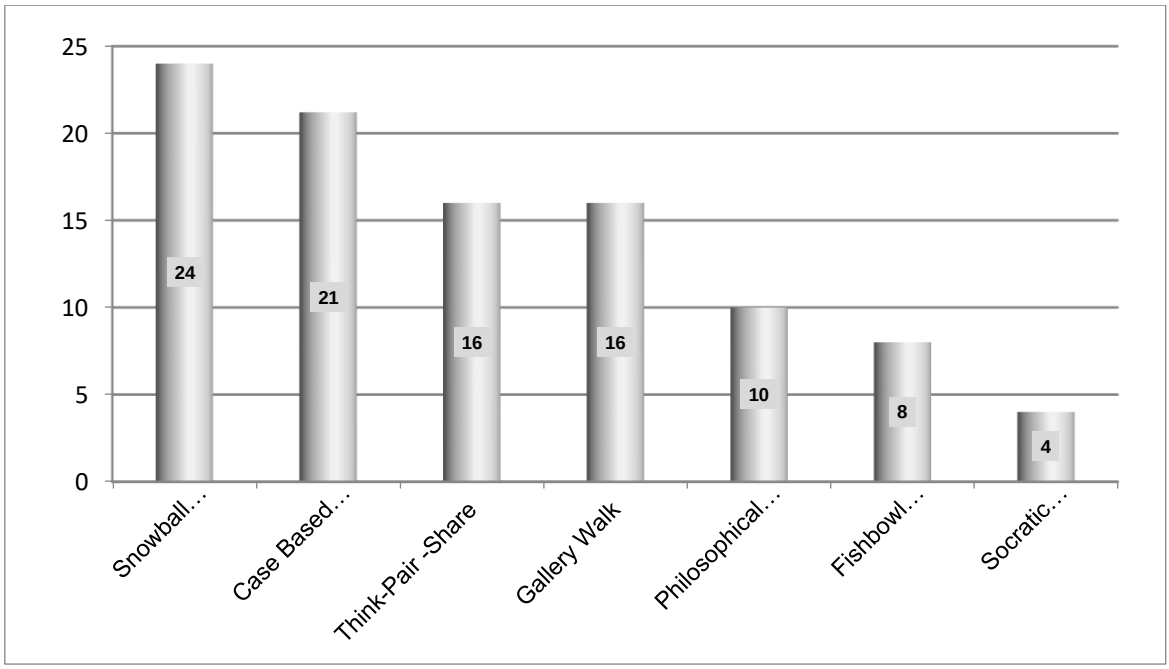

Figure 9 Average Number of Turns in Collaborative Activities

- The average number of turns in a minute was calculated: number of words produced by the students/duration of the activity

The lowest number belonged to Socratic Discussion activity (4). Thus, we can say that participation was low in this activity compared to other collaborative activities, and the lowest interaction among students occurred during this activity.

Turkish EFL learners' quality of oral participation in different collaborative activities

The third research question investigated the Turkish EFL learners' quality of oral participation in different collaborative activities. To determine the quality of their participation, the turns they produced in each activity were divided into four categories mono, short turn, long turn, and question. The figure shows the number of different turn types in each activity.

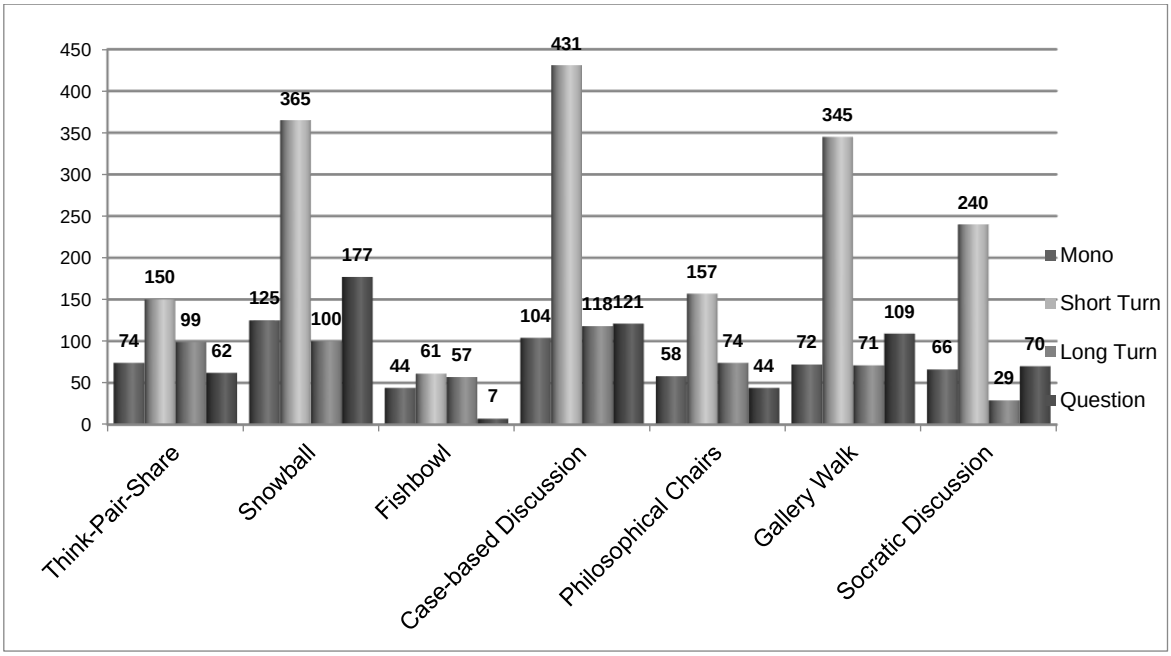

Figure 10 Turn Types in Different Collaborative Activities

According to Erten and Altay (2009), many short turns and questions negotiate meaning in interaction. Also, they state that a greater volume of real life-like interaction occurs if the number of short turns and questions is high. As for long turns, they show that learners had opportunities for self-expression.

Table 15

Percentages of Different Turn Types in Collaborative Activities

Activity	Mono (%)	Short Turn (%)	Long Turn (%)	Question (%)
Think-Pair-Share	19,2	38,9	25,7	16,1
Snowball	16,2	47	13	23
Fishbowl	26	36	33,7	4,1
Case-based Discussion	13,4	55,6	15,2	15,6
Philosophical Chairs	17,4	47,1	22,2	13,2
Gallery Walk	12	57,7	11,8	18,2

It is necessary to see the percentages of the turns produced by the participants to compare the activities in terms of turn types. When we look at Table 15 above, we can see that in TPS activity, 38,9% of all turns produced by the students during the activity were short turns, and 25,7% of the turns were long turns. 19,2% of the turns were mono turns, and 16,1% of them were

questions. In snowball discussion, 47% of the turns were short turns, 23% of the turns were questions, 16,2% of them were mono turns, and 13% of the turns were long turns. In the fishbowl discussion, 36% were short turns, 33,7% were long turns, 26% were mono turns, and only 4,1% were questions. As for the case-based discussion, 55,6% were short turns, 15,6% were questions, 15,2% were long turns, and 13,4% were mono turns. In philosophical chair activity, 47,1% were short turns, 22,2% were long turns, 17,4% were mono turns, and 13,2% were questions. Finally, in the gallery walk activity, 57,7% of the turns were short turns, 18,2% were questions, 12% were mono turns, and 11,8% were long turns.

When the percentages are taken into consideration, it can be said that the highest percentage of short turns was found in the gallery walk and case-based discussion activities. Moreover, in snowball discussion and gallery walk, the learners asked more questions than the other activities. Thus, it may be concluded from the findings that interaction among the students was high in these activities, and a greater volume of real-life-like interaction occurred during these activities. On the other hand, the lowest percentage of short turns and questions was found in the fishbowl discussion. Therefore, it may be claimed that the interaction was lower than the other activities in this activity. However, the highest percentage of long turns was calculated in this activity. Hence, it can be stated that the participants could find more opportunities to express themselves during this activity than they did in the other activities. Therefore, the second-highest percentage of long turns was found in TPS activity.

Similarly, the highest number of mono turns was counted in these two activities. These findings may mean that interaction was lower than the other activities in these activities. It was also noteworthy that the learners asked fewer questions in the fishbowl activity than in the other activities. It is most probably because of the fact that the teacher asked additional discussion questions during the activity to encourage the students to speak. Besides, in the gallery walk activity, the students made fewer long sentences (11,8%) and expressed themselves less than they did in the other activities.

Secondly, language-related episodes, which were considered to be another indicator of the quality of student participation, were investigated in each

activity to learn about the learners' learning opportunities during these collaborative activities.

In TPS activity, 54 LREs were produced in total. Forty-six of them (85,1%) were student-initiated LREs, and 8 of them (14,8%) were teacher-initiated LREs. Forty-two of student-initiated LREs (91,3%) were meaning LREs, 3 of them (6,5%) were form LREs, and 1 of them (2,1%) was a metatalk LRE. 40 of 46 student-initiated LREs (86,9%) were solved correctly, 4 of them were left unresolved (8,6%), and 2 of them (4,3%) were solved incorrectly by the participants. Four of the teacher-initiated LREs (50%) were meaning LREs, and four of them (50%) were form LREs. All of these LREs were solved correctly.

Table 16

LREs in TPS Activity

		Outcome Types of LREs		
	Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated	Meaning	2	36	4
	Form	0	3	0
	Metatalk	0	1	0
Teacher-Initiated	Meaning	0	4	0
	Form	0	4	0
	Metatalk	0	0	0

During the snowball discussion activity, 64 LREs were produced. Fifty-six of them (87,5%) were student-initiated LREs, and 8 (12,5%) were teacher-initiated LREs. Forty-nine of student-initiated LREs were meaning LREs (87,4%), and 7 of them were form LREs (12,4%). No metatalk LREs were found during the discussion. 48 of 56 student-initiated LREs (85,7%) were solved correctly, 5 of them were left unresolved (8,9%), and 3 of them were solved incorrectly (5,3%) by the participants. Five of the teacher-initiated LREs were meaning LREs (62,5%), and three of them were form LREs (37,5%). All of them were solved correctly.

Table 17

LREs in Snowball Discussion Activity

		Outcome Types of LREs			
		Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated		Meaning	3	43	3
		Form	0	5	2
		Metatalk	0	0	0
Teacher-Initiated		Meaning	0	5	0
		Form	0	3	0
		Metatalk	0	0	0

In the fishbowl discussion, there were 16 LREs in total, and none of them was student-initiated. Ten of them were meaning LREs (62,5%), and 6 of them were form LREs (37,5%). All of the LREs were solved correctly.

Table 18

LREs in Fishbowl Discussion Activity

		Outcome Types of LREs			
		Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated		Meaning	0	0	0
		Form	0	0	0
		Metatalk	0	0	0
Teacher-Initiated		Meaning	0	10	0
		Form	0	6	0
		Metatalk	0	0	0

74 LREs were produced in case-based discussion activity, and all of them were student-initiated LREs. Sixty-three of them were meaning LREs (85.1%), and 11 of them were form LREs (14,8%). Sixty-two of the student-initiated LREs were solved correctly (83,7%), 7 of them were left unresolved (9,4%), and 5 of the LREs were solved incorrectly (6,7) by the students.

Table 19

LREs in Case-Based Discussion Activity

		Outcome Types of LREs			
		Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated		Meaning	3	54	6
		Form	2	8	1
		Metatalk	0	0	0
Teacher-Initiated		Meaning	0	0	0
		Form	0	0	0
		Metatalk	0	0	0

In philosophical chairs activity, 37 LREs were produced in total. Thirty-one of them (83,7%) were student-initiated LREs, and 6 of them (16,2%) were teacher-initiated LREs. Twenty-seven of student-initiated LREs were meaning LREs (87%), 3 of them were form LREs (9,6%), and one of them was metatalk LRE (3,2%). 30 of 31 student-initiated LREs (96,7%) were solved correctly, one of them was left unresolved (3,2%), and none of them was solved incorrectly by the participants. Four of the teacher-initiated LREs were meaning LREs (66,6%), and two of them were form LREs (33,3%). All of them were solved correctly.

Table 20

LREs in Philosophical Chair Activity

		Outcome Types of LREs			
		Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated		Meaning	0	26	1
		Form	0	3	0
		Metatalk	0	1	0
Teacher-Initiated		Meaning	0	4	0
		Form	0	2	0
		Metatalk	0	0	0

In the gallery walk activity, 108 LREs were produced totally. Ninety of them (83,3%) were student-initiated LREs, and 18 (16,6%) were teacher-initiated LREs. Eighty-two of student-initiated LREs (91,1%) were meaning LREs, 6 of

them (6,6%) were form LREs, and 2 of them (2,2%) were metatalk LREs. 85 of 90 student-initiated LREs (94,4%) were solved correctly, 3 of them (3,3%) were left unresolved, and 2 of them (2,2%) were solved incorrectly by the participants. All of the teacher-initiated LREs meant LREs, and they were solved correctly.

Table 21

LREs in Gallery Walk Activity

		Outcome Types of LREs		
	Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated	Meaning	2	77	3
	Form	0	6	0
	Metatalk	0	2	0
Teacher-Initiated	Meaning	0	18	0
	Form	0	0	0
	Metatalk	0	0	0

As shown on Table 22, in the Socratic discussion activity, 49 LREs were produced totally. Forty-seven of them (95,9%) were student-initiated LREs, and 2 of them (4%) were teacher-initiated LREs. Forty-three of student-initiated LREs were meaning LREs (91,4%), 3 of them were form LREs (6,3%), and 1 of them was metatalk LRE (2,1%). 44 of 47 student-initiated LREs (93,6%) were solved correctly, 2 of them were left unresolved (4,2%), and 1 of them was solved incorrectly (2,1%) by the participants. All of the teacher-initiated LREs were meaning LREs, and they were solved correctly.

The findings indicated that the highest percentage of short turns was produced during gallery walk and case-based discussion activities. In snowball discussion and gallery walk, the learners asked more questions compared to other activities. During the fishbowl discussion activity, the students produced the lowest percentage of short turns and questions, the highest number of mono turns, and the highest percentage of long turns. TPS activity caused a number of long turns, too.

Table 22

LREs in Socratic Discussion Activity

		Outcome Types of LREs		
	Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated	Meaning	1	40	2
	Form	0	3	0
	Metatalk	0	1	0
Teacher-Initiated	Meaning	0	2	0
	Form	0	0	0
	Metatalk	0	0	0

In the TPS activity, the LREs were initiated mostly by the students; they were often meaning LREs and solved correctly. In the snowball discussion activity, the students produced most of the LREs, which were mostly meaning LREs, and solved them correctly. During the fishbowl discussion, there were only 16 LREs in total, and all of them were produced by the teacher. In case-based discussion activity, all of these LREs were student-initiated, meaning-based, and they were solved correctly. In philosophical chairs activity, a lower number of LREs was produced than TPS and snowball activities, and most of the LREs were produced by the participants; they were meaning LREs, and all of them were solved correctly. The highest number of LREs was found during gallery walk activity. These LREs were usually student-initiated, meaning LREs, and they were solved correctly. Finally, in the Socratic discussion activity, the number of LREs was higher than philosophical chairs and fishbowl activities, and they were often student-initiated, meaning LREs that were solved correctly.

As a result, it is possible to say that all collaborative activities except for fishbowl discussion led the learners to be in interaction with each other. Especially, gallery walk and case-based discussion activities caused the learners to be involved in peer interaction, and the quality of interaction was high during these two activities, contrary to the fishbowl activity in which no student-initiated LREs were produced.

Effects of Collaborative Speaking Activities on Turkish EFL Students' quantity of oral participation in interaction when compared to regular speaking activities

As mentioned in the methodology part, four speaking classes were audio and video recorded before the intervention. In this way, it was possible to see the differences between regular and collaborative speaking activities regarding the quantity of student oral participation in interaction. The activities lasted on average 30 minutes. The table shows the duration of each speaking class.

Table 23

Duration of Regular Speaking Classes

Activity	Duration of the Activity (mins)
1st Class	30
2nd Class	24
3rd Class	31
4th Class	33
Mean	30

The speech size, number of turns generated by the participants, number of different students who spoke per class, percentage of students who spoke per class, and the percentage of time spent in student participation were counted to be able to compare the regular speaking classes with collaborative activities in terms of quantity of student participation.

Firstly, the speech size in each speaking activity was found by counting the words produced by the participants. Figure 11 shows the speech size in each of four regular speaking classes, including whole-class discussions.

The highest number of words was produced in the first class. The second-highest number was found in the fourth class. The third one was the third class, and the lowest number was counted in the second class. Thus, on average, 802 words were uttered by the students in the four regular speaking class videos.

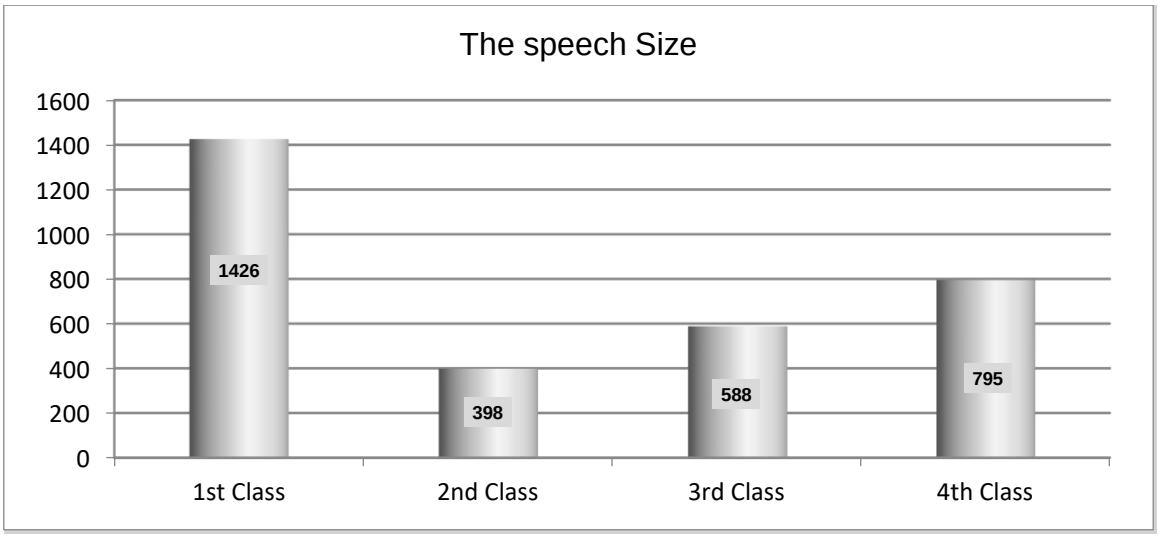

Figure 11 Speech Size in Four Regular Speaking Activities

Secondly, the number of turns during four speaking classes was counted. Thus, the figure indicates the number of turns in each class.

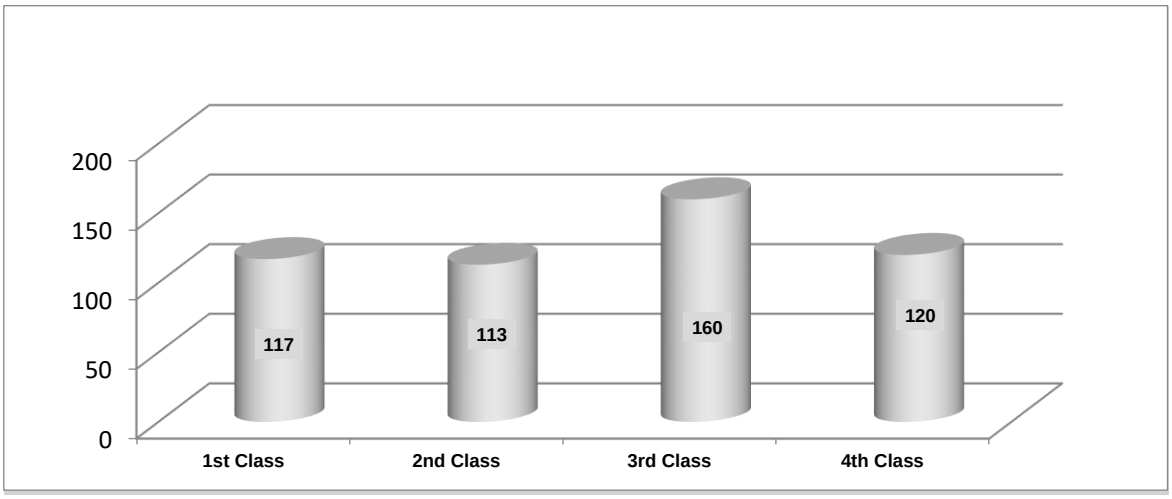

Figure 12 Number of Turns in Four Regular Speaking Activities

As can be seen in the table, the highest number of turns was produced in the third class. The second-highest number was found in the fourth class. The first one was the third class, and the lowest number was counted in the second class. Thus, on average, 128 turns were made by the students in the four regular speaking class videos.

Besides, the number of different students who spoke per class, the percentage of students who spoke per class, and the percentage of time spent in

student participation were investigated. The findings can be seen in the table below.

Table 24

Quantity of Student Participation in Regular Speaking Classes

	The number of different students who spoke per class	The percentage of students who spoke per class	The percentage of time spent in student participation.
1st Class	21	100%	74,64%
2nd Class	16	77,27%	66,77%
3rd Class	16	72,72%	69,76%
4th Class	19	95%	76%
Mean	18	86,24%	71,79%

Table 24 shows that on average, 18 students participated in the regular speaking classes. Thus, the average percentage of student participation was 86,24% during the classes. Also, the average percentage of time spent in student participation was 71,79% during the four regular speaking activities.

Table 25

Average Speech Size in Four Regular Speaking Classes

	The speech Size in a Minute
1st Class	48
2nd Class	17
3rd Class	19
4th Class	24
Mean	27

The average speech size = the average number of turns / the average duration of the activities

In order to see the effects of the speaking classes, including seven collaborative speaking activities, on Turkish EFL students' quantity of oral participation in interaction, it was necessary to compare the findings mentioned above with the findings we got as a result of the analysis of the seven collaborative activities. The number of words and turns produced in a minute was found to compare the four regular speaking activities with the seven collaborative

speaking activities. Table 25 shows that in regular speaking classes, on average, the participants produced 27 words and four turns in a minute.

Table 26

Average Number of Turns in Four Regular Speaking Classes

	The number of turns in a Minute
1st Class	3,9
2nd Class	4,7
3rd Class	5,1
4th Class	3,6
Mean	4,3

The average speech size = the average number of turns / the average duration of the activities

However, during the seven collaborative speaking activities, the students produced 102 words in a minute on average, as the table below shows.

Table 27

Average Speech Size in Collaborative Activities

	The Speech Size in a Minute (Words)
Think-Pair-Share	138
Snowball Discussion	152
Fishbowl Discussion	44
Case-based Discussion	149
Gallery Walk	103
Philosophical Chairs	76
Socratic Discussion	54
Mean	102

The average of speech size in a minute was calculated = number of words produced by the students/duration of the activity

Besides, the average number of turns in a minute in the seven collaborative speaking activities was 14, as shown in Table 28 below.

Table 28

Average Number of Turns in Collaborative Activities in a Minute

	The number of turns in a Minute
Think-Pair-Share	16
Snowball Discussion	24
Fishbowl Discussion	8
Case-based Discussion	21
Gallery Walk	16
Philosophical Chairs	10
Socratic Discussion	4
Mean	14

The average of speech size in a minute was calculated = number of words produced by the students/duration of the activity

Figure 13 below clearly shows a huge difference between regular speaking classes in which whole class discussion activities were done and seven collaborative speaking activities in terms of the speech size and the number of turns.

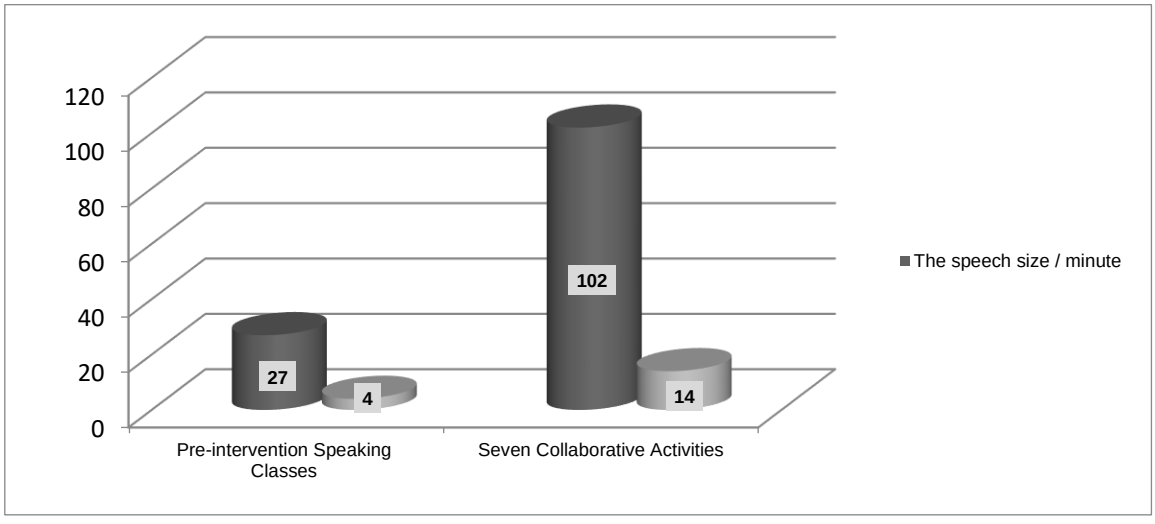

Figure 13 Average Speech Size and Number of Turns in a Minute

Also, when we look at the average number of students, it can be easily noticed that more student participation (*N=20*) was seen in the collaborative speaking activities. In addition, the average percentage of students who spoke per class (98%) and the average percentage of time spent in student participation (86%) were higher in the collaborative activities.

Table 29

Differences between Regular Speaking Activities and Collaborative Activities

	The average number of different students who spoke per class	The average percentage of students who spoke per class	The average percentage of time spent in student participation.
Pre-intervention Speaking Classes	18	86%	72%
While-intervention Speaking Classes	20	98%	86%

The results showed that the students participated in interaction more while they were doing collaborative activities. Especially when we look at the difference between the number of words and turns produced in a minute by the participants during regular speaking classes and seven collaborative activities, we can say that the students were much more involved in the collaborative activities than they did in their four regular speaking classes.

Effects of collaborative speaking activities on Turkish EFL students' quality of oral participation in interaction in terms of turn types and learning opportunities (LREs) when compared to regular speaking activities

To compare regular speaking activities with collaborative speaking activities done during the study in terms of the quality of student participation, it was necessary to count the turns produced during regular speaking classes and divide them into mono, short and long turns, and questions. The table shows the types of turns found in the regular speaking activities.

Table 30

Types of Turns in Four Regular Speaking Classes

Activity	Mono	Short Turn	Long Turn	Question
Regular class 1	29	49	37	1
Regular class 2	39	61	5	4
Regular class 3	65	70	15	7
Regular class 4	30	56	25	9
Mean	41	59	21	5

As can be seen in the table, on average, 41 mono, 59 short, and 21 long turns and five questions were produced by the participants during four regular speaking classes. While answering the third research question, which asks to what extent Turkish EFL Learners' quality of oral participation varies in different collaborative activities, types of turns produced during the collaborative speaking activities were found. The figure 12 shows the differences between regular speaking activities and collaborative activities in terms of turn types.

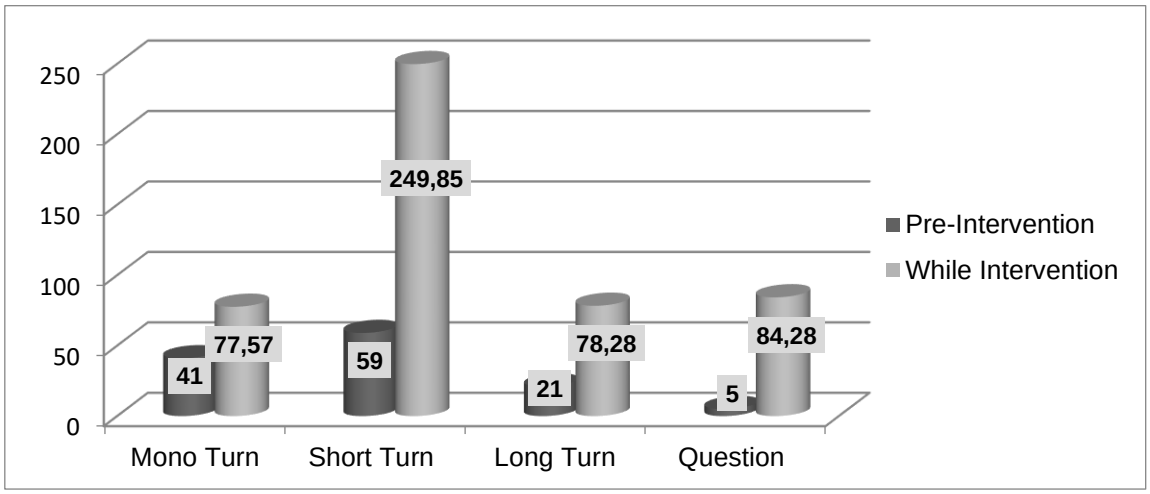

Figure 13 Differences between Regular Speaking Activities and Collaborative Activities in terms of Turn Types on Average

The students produced almost twice more mono turns and four times more long turns than during the four regular classes during the collaborative speaking activities. Nevertheless, the biggest difference was seen in the production of short turns and questions. The participants produced over four times more short turns and seventeen times more questions during collaborative activities.

Besides, 32% of all turns produced during the collaborative speaking activities were mono turns, 47% were short turns, 17% were long turns, and 4% were questions on average. However, when we look at the findings we obtained from the seven collaborative activities, we can see a difference between the two periods. 16% of all turns produced during the regular speaking activities were mono turns, 51% were short turns, 16% were long turns, and 17% were questions on average. The table above shows the differences in the percentages between two different periods.

Table 31

Percentages of Different Turn Types in Regular Speaking Activities and Collaborative Activities

Activity	Mono (%)	Short Turn (%)	Long Turn (%)	Question (%)
Pre-intervention	32	47	17	4
While Intervention	16	51	16	17

To sum up, the findings indicated that regular and collaborative speaking activities differed in terms of the percentages of different turn types produced by the learners. Especially the number of short turns and questions differed in the two periods. It shows that the students interacted during the collaborative activities much more than they did in the regular speaking activities. Also, the interaction was more similar to real-life interaction (Erten & Altay, 2009) during these activities.

Furthermore, we need to look at the LREs produced by the students during four regular classes to compare regular speaking activities with collaborative speaking activities. The table demonstrates the total number, type, and outcome of the LREs produced during four regular speaking activities.

Table 32

LREs in Regular Speaking Classes

		Outcome Types of LREs		
	Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated	Meaning	0	6	0
	Form	0	4	0
	Metatalk	0	0	0
Teacher-Initiated	Meaning	0	48	0
	Form	0	15	0
	Metatalk	0	0	0

73 LREs were produced during the speaking classes. The students initiated 13,7% of them, and the teacher-initiated 86,3% of the LREs. 60% of student-initiated LREs were meaning LREs, and 40% of them were form LREs. 76,19% of teacher-initiated LREs were meaning LREs, and 23,8% of them were form LREs. Also, all the LREs were solved correctly.

Table 33

LREs in Collaborative Speaking Activities

		Outcome Types of LREs		
	Type of LREs	LREs solved incorrectly	LREs solved correctly	LREs left unresolved
Student-Initiated	Meaning	11	276	19
	Form	2	28	3
	Metatalk	0	5	0
Teacher-Initiated	Meaning	0	43	0
	Form	0	15	0
	Metatalk	0	0	0

During all collaborative activities, 402 LREs were produced. The students initiated 85,57% of them, and the teacher-initiated 14,4% of the LREs. 88,95% of student-initiated LREs were meaning LREs, 9,59% were form LREs, and 1,45% were metatalk LREs. 3,77% of student-initiated LREs were solved incorrectly, 89,82% were solved correctly, and 6,39% were left unresolved. 74,13% of teacher-initiated LREs were meaning LREs, and 25,86% of them were form LREs. Also, all the teacher-initiated LREs were solved correctly.

When we compared regular speaking classes with collaborative classes, it is evident that most of the LREs (85,7%) were produced and solved correctly (89,82%) by the students during the speaking classes involving seven collaborative activities while most of the LREs (86,3%) were produced by the teacher during four regular speaking classes. On the other hand, the percentage of LREs initiated by the students during regular speaking classes (13,7%) was very low. Therefore, it shows that the collaborative activities increased the learning opportunities for the students by increasing the number of LREs.

Perceptions of the Turkish EFL students on the effects of each collaborative activity on their verbal participation in interaction

The participants answered the post-activity surveys, which aimed to get the students' perceptions of each activity after the activity. In this way, it was possible to learn about the factors affecting the learners' verbal participation in interaction

and support the findings from audio and video-based observations and teacher reflections.

The first activity was the think-pair-share activity. The students were asked if they thought this activity increased their willingness to participate in the interaction, and the answer of most of the students *(f=14)* to this question was "yes."

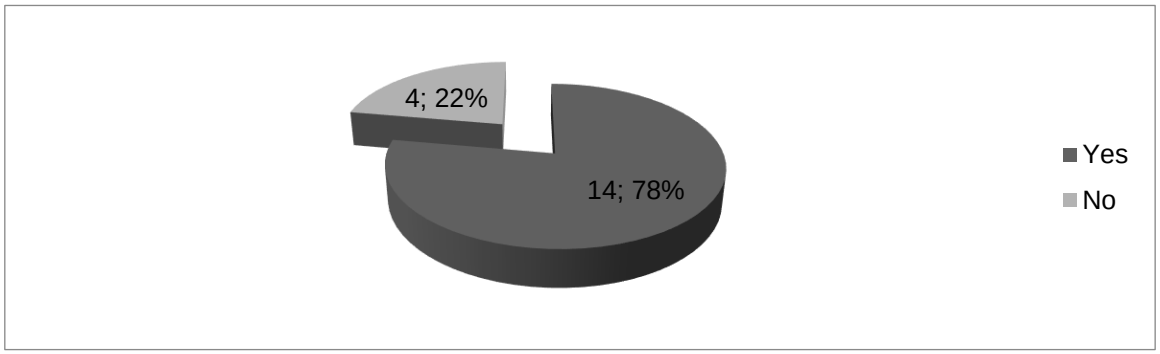

Figure 14 Whether TPS Activity Increased Students' Willingness to Speak

The students were also asked to explain their thoughts about the effects of TPS on their participation. The students who said that the activity affected their participation positively thought having time to prepare for speaking before presenting their ideas in front of the whole class was essential in increasing their desire for participation (38,8%). Besides, in their opinion, working in pairs was useful (22,2%), and they felt more comfortable while speaking (11,1%). Moreover, they stated that they felt self-confident; the topics were interesting; and it was like a real-life activity.

Table 34

Reasons for the Positive Effects of TPS Activity on Students' Willingness to Speak

Category	*f*
Having time to get prepared for speaking	7
Working in pairs	4
Feeling comfortable while speaking	2
Feeling more self-confident.	1
Interesting topics	1
Being like a real-life activity	1

However, some students did not think that willingness to speak is something related to an activity. For example, one of the students said s/he did not want to talk in front of the whole class after s/he talked to his/her partner.

When the students were asked what they liked about the activity, most of them (*f*=12) stated that working in pairs was helpful, and they liked having time to think before speaking (*f*=4). Also, they found the topics interesting. Finally, they uttered that their willingness to speak increased, and they learned some new words.

Table 35

Reasons Why the Students Liked the Activity

Category	*f*
Working in pairs	12
Having time to think before speaking	4
Interesting topics	1
Increase in willingness to speak	1
Learning new words	1

For 64,7% of the participants, there was nothing that they disliked about the activity, while 35,2% of the participants found some points they did not like about it. For some of the participants, some of the topics were not interesting, and some questions were difficult. Moreover, they sometimes used their mother tongue; voice recorders made them nervous; and they preferred working in groups instead of pairs.

Table 36

Reasons Why the Students Disliked the Activity

Category	f
Uninteresting topics	2
Difficult questions	2
Use of L1	1
Voice recorders	1
Preference for working in groups	1

83,3% of the participants wanted to do the activity again, whereas 11,1% did not want to do it again. Also, one of the participants said it did not matter whether they did the activity again or not. The students who wanted to do the activity again gave some reasons for this. They stated they felt comfortable while speaking during the activity (11,1%). It helped them improve their speaking ability (11,1%) and prepare for the midterm exam (11,1%).

Table 37

Reasons for the Students' Desire for Doing the Activity Again

Category	*f*
Feeling comfortable while speaking	2
Improvement in speaking ability	2
Getting prepared for the midterm exam	2
Having a different activity	1
Having a fun activity	1
Expressing oneself better	1
Different topics	1
Helping each other	1
Sharing opinions	1

Moreover, they thought it was a different and fun activity, and they could express themselves more. The topics were different from the ones in their book, and they liked it. They could deal with each other's shortcomings and share their opinions thanks to the activity.

The students who did not want to do the activity said they wanted to do different activities and wanted to work in larger groups. Also, one of the students stated that s/he did not mind doing the activity again because s/he thought there was nothing different about the activity, and it was similar to the speaking activities they always do in the classroom.

When the students were asked what could be done to make the activity more encouraging for them to participate and whether there was anything they wanted to change about the activity, some (*f*=6) said that there was nothing to change about the activity. Some students (*f*=3) stated that more familiar topics

could be chosen, and two preferred working in groups. Furthermore, one of the students wanted the topics to be more discussible, and another wanted the questions to be asked more straightforwardly. One of them did not like recording the discussions on a voice recorder, and another wanted to spend more time on discussion. The most interesting answer came from the student who wanted to drink tea during the activity.

Table 38

Possible Changes about the Activity

Category	*f*
Nothing to change	6
More familiar topics	3
Working in groups	2
Topics chosen by students	1
Simpler questions	1
Not using voice recorders	1
More time on discussion	1
Tea during the activity	1

The second activity was snowball discussion. Again, when the participants were asked if the activity increased their willingness to speak, most of them said: "yes" (95%).

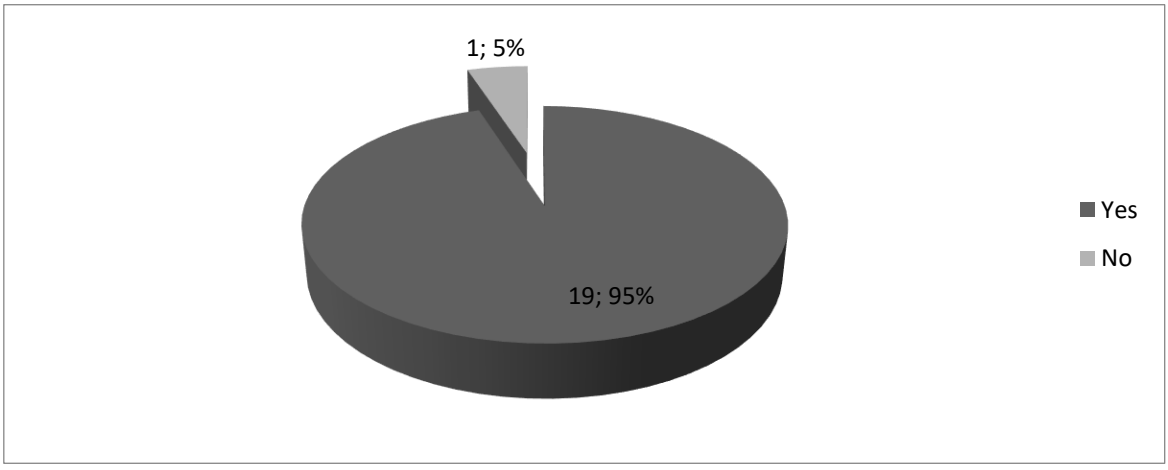

Figure 15 Whether Snowball Activity Increased Students' Willingness to Speak

When the students were asked about the increase in their willingness to speak while doing the activity, they said they could exchange ideas because they

worked in groups. Also, they felt more comfortable while speaking. Moreover, they found the topics interesting, and they felt self-confident.

Table 39

Reasons for the Positive Effects of Snowball Discussion Activity on Students' Willingness to Speak

Categories	*f*
Exchange of ideas in groups	7
Feeling more comfortable while speaking	5
Interesting topics	2
Feeling more self-confident	1
More participation in interaction	1
An enjoyable activity	1

However, one of the students thought the activity improved his/her speaking, but not his/her willingness to speak.

Most of the students (75%) liked working in groups before presenting their ideas in front of the whole class. Some students liked the topics, and some others thought the activity was fun. According to one of the students, it provided a good atmosphere for discussion, and another one liked everything about the activity.

Table 40

Reasons Why the Students Liked the Activity

Categories	*f*
Working in groups before presenting ideas in front of the whole class.	15
Topics	4
Having fun	2
A good atmosphere for discussion	1
Everything about the activity	1

Most of the students did not find anything that they disliked about the activity, while two students did not like something about it. One of them said some time should have been given for thinking about the questions individually, and another student uttered there was too much noise in the classroom during the activity.

Almost all of the students wanted to do the activity again because it helped them improve their speaking, it was fun, and they liked working in groups. In addition, sharing opinions was good for them; it provided an excellent opportunity for practice. Finally, they wanted to participate in the discussion. It was interesting; the topics were discussable; there was a comfortable atmosphere; and it helped them prepare for their exam.

Table 41

Reasons for the Students' Desire for Doing the Activity Again

Category	*f*
Improving speaking	8
Having fun	6
Working in groups	2
Sharing opinions	1
Opportunity for practice	1
Causing desire for participation in discussion	1
Being interesting	1
Discussable topics	1
A comfortable atmosphere	1
Getting prepared for our exam	1

Only one of the students did not want to do the activity again because s/he wanted to do different activities all the time.

The students declared that in order to make the activity more encouraging for them, topics could be more discussable; they could spare more time for discussion as a whole class; some mysterious topics could be chosen; groups could be smaller; more time could be given for thinking about the questions individually, and there could be some vocabulary exercises. However, 60% of the participants said there was nothing to change about the activity.

Table 42

Possible Changes about the Activity

Category	f
Nothing to change	12
More discussable topics	2
More time for discussion as a whole class	1
More mysterious topics	1
Smaller groups	1
More time for thinking about the questions individually	1
Adding some vocabulary exercises	1

The third activity was the fishbowl activity. When the students were asked if they thought that the activity increased their willingness for oral participation, 63,1% of them said it increased their willingness, while 36,8% stated that it did not increase it.

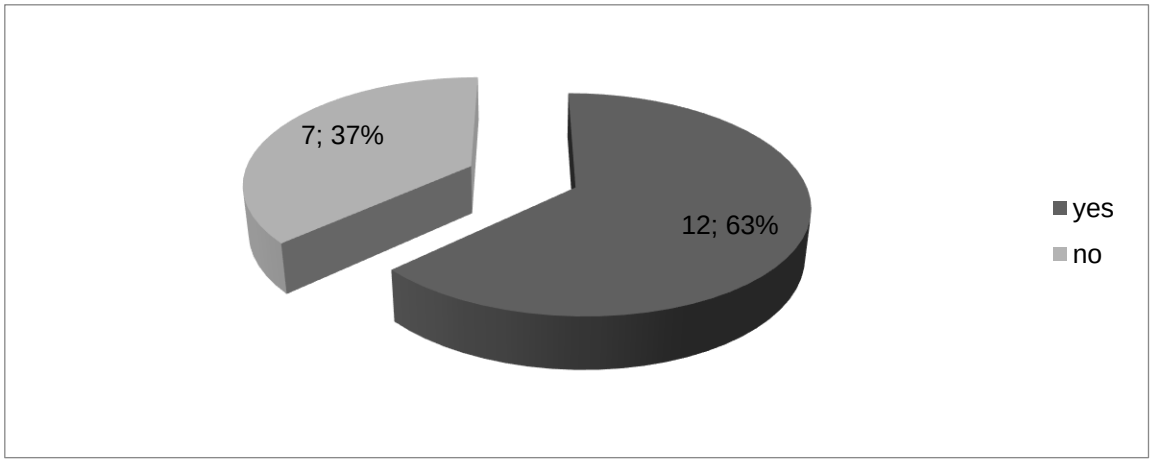

Figure 16 Whether Fishbowl Discussion Activity Increased Students' Willingness to Speak

The students were also asked about the reasons for their answers. They wrote that they liked discussing the topics in front of their friends, felt more comfortable speaking, participated in interaction more, and spoke with a few of their classmates on a useful topic. They added that it was a different activity, helped them be more active, and created an atmosphere for discussion. It was also enjoyable, and they liked the topics.

Table 43

Reasons for the Positive Effects of Fishbowl Discussion Activity on Students' Willingness to Speak

Category	*f*
Discussing in front of my friends	1
Feeling more comfortable while speaking	1
Participating in interaction more	1
Speaking with my classmates on a topic	1
Having a different activity	1
Being more active	1
An atmosphere for discussion	1
Having an enjoyable activity	1
The topics.	1

The students wrote about why they thought that the activity did not increase their willingness to speak. Four of them said that being in front of other students made him/her feel nervous. They did not think that they were equally active. Furthermore, they claimed that they could not have enough time to think before speaking.

They liked the topics because they were discussable, made a circle, discussed a topic in front of others, and produced different ideas. There were various topics, and everybody participated. It was a different and fun activity. Thanks to the activity, they heard different sentence structures and participated in the discussion outside the circle. They also liked working in groups.

Table 44

The Reasons Why the Students Liked the Activity

Category	*f*
Discussable topics	5
Making a circle and discussing a topic	3
Producing different ideas	3
Various topics	2
Participation of everyone	2
Having a different activity	1
Having fun	1
Hearing different sentence structures	1
Being able to participate in the discussion from outside of the circle	1
Discussing in groups.	1

However, most of the students (61,1%) stated that there was something they disliked about the activity, whereas 38,8% of them said there was nothing they disliked about it. The students did not like being in the middle of the classroom because it made them feel nervous. Also, they could not have time to get prepared before speaking, and they could not participate because someone else said what they thought before they said it. Moreover, one of the students did not like that while the participants in the circle were speaking, others did nothing. One thought it was a tedious activity, and another thought everybody did not benefit from the activity. In their opinion, participants who attended the discussion later had difficulty speaking.

Table 45

The Reasons Why the Students Disliked the Activity

Category	*f*
Being in the middle of the classroom	5
Not having time to get prepared before speaking.	2
Not having an opportunity to speak	3
Getting bored	1
Unequal participation	1
Difficulty in speaking because of attending the discussion later	1

A little more than half of the students wanted to do the activity again, whereas almost half did not want to do it again. The students who wanted to do it again thought it was a beneficial and fun activity. They believed it might increase their self-confidence. They stated they liked discussion activities. One said this activity encouraged them to speak, and another student wrote that everybody tried to participate in the discussion.

Table 46

Reasons for the Students' Desire for Doing the Activity Again

Category	*f*
A beneficial activity	2
Having fun	1
Causing an increase in self-confidence	1
Like for discussion activities	1
Encouraging to speak	1

15,7% did not want to do the activity again because they did not want to participate in the discussion. The students were afraid of making mistakes. They believed it was not a beneficial activity for them. One of them stated that they had to do the activities everybody could participate in, and another student wanted to do different activities all the time instead of doing the same activity again.

Table 47

Possible Changes about the Activity

Category	*f*
Nothing to change	6
Not sitting in the middle of the classroom	2
Talking to classmates before speaking in front of the whole class	2
More time to think about the topic before speaking	1
More discussable topics	1
More familiar and up-to-date topics	1

When the students were asked what could be done to make the activity more encouraging for them to participate in the interaction, some said there was nothing to change about the activity. However, it might be better for some others if they did not sit in the middle of the classroom, and two students preferred

talking to one of their classmates before speaking in front of the whole class. Also, a student thought some time could be given to think about the topic before speaking. In addition, they wanted the topics to be more discussable, more familiar to them, and up-to-date.

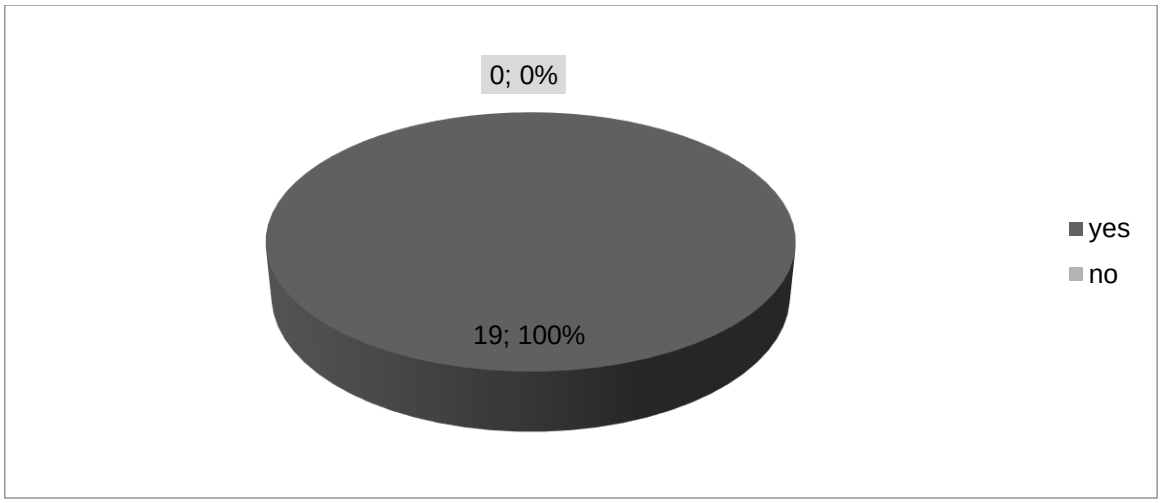

Figure 17 Whether Case-Based Discussion Activity Increased Students' Willingness to Speak

All the students thought that the fourth activity, case-based discussion increased their desire for oral participation in interaction.

They stated that they thought the activity increased their willingness to participate in interaction because they liked the topics and liked discussing the topics in groups. Besides, they felt more comfortable while speaking and could share their opinions with their friends. According to them, it was enjoyable. They participated in interaction very often, and they could express themselves better. Moreover, everybody in the classroom participated in discussions. What is more, it helped improve daily use of English.

The students were asked what they liked about the activity. They said they liked the topics, working in small groups and discussing their ideas. They thought it was fun. Some of them stated that they liked everything about the activity.

Table 48

Reasons for the Positive Effects of Case-Based Discussion Activity on Students' Willingness to Speak

Category	*f*
The topics	5
Discussing in groups	3
Felt more comfortable while speaking	3
Sharing opinions	2
Getting enjoyed	2
Frequent participation	2
Express oneself	1
Helping improve daily use of English.	1

According to them, everybody was willing to participate in discussions. They had time to think about the topics before they spoke. The activity was thought to be very beneficial by one of the students. Another student liked being corrected by his/her friends, and another one uttered that their creativity improved.

Table 49

The Reasons Why the Students Liked the Activity

Category	f
The topics	6
Working in small groups	6
Discussing ideas	3
Having fun	3
Everything about the activity	2
Increasing willingness to participate	2
Think about the topics before speaking	2
Being beneficial	1
Being corrected by friends	1
Improving creativity	1

76,4% of the students found nothing they disliked about the activity, and 23,5 said the cases in the discussion activity were very challenging, and they did not like it.

Except for one student, everybody wanted to do the activity again. The

reasons for their desire for doing the activity again was that it was fun, they liked the topics, it was a beneficial activity for them, they felt comfortable while speaking, and it encouraged the students to speak. They thought it was the best activity they had done and increased their willingness to speak. Moreover, it was both a reading and speaking activity. They also liked working in groups and participated in the activity a lot.

Table 50

Reasons for the Students' Desire for Doing the Activity Again

Category	*f*
Having fun	6
Being beneficial	3
The topics	2
Feeling comfortable while speaking	1
Being encouraging to speak	1
The best activity	1
Increasing willingness to participate	1
Working in groups.	1
Increasing participation	1

Only one of the students did not want to do the activity again because s/he wanted to do different activities.

Table 51

Possible Changes about the Activity

Category	*f*
Nothing to change	9
Better topics	2
Fewer people in groups	1
Discussion among different groups	1
More time to think about the topic before speaking	1
More people in groups	1
Changing groups during discussions	1
Makin own groups	1

The students thought that better topics could be chosen; there might be fewer people in groups; groups might discuss the topics with each other; more

time can be given to think about the topic before speaking; more people might be in groups; they might change their groups during discussions, and they might make their groups. Thus, the activity might encourage them more to speak, and they might be more willing to participate in interaction. Nevertheless, more than half of the students could not find anything to change about the activity.

75% of the students were of the opinion that philosophical chairs activity increased their desire for oral participation, while 25% thought that it did not increase their willingness to speak.

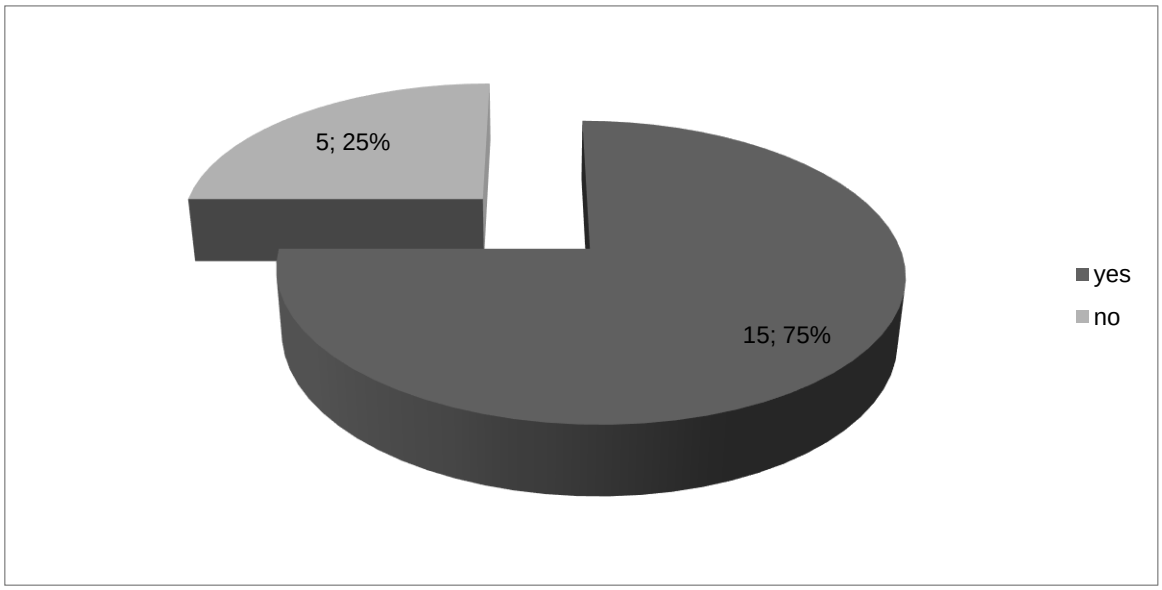

Figure 18 Whether Philosophical Chairs Activity Increased Students' Willingness to Speak

The students mentioned their opinion about the positive effects of the activity on their verbal participation. They said they liked discussions and working in groups. They felt more comfortable while speaking. They were very positive about getting prepared for speaking before the discussion. They thought it was a different activity, and they were more active during the activity than they were in their regular speaking classes. Besides, they thought it helped improve their daily use of English.

Table 52

Reasons for the Positive Effects of Philosophical Chairs Activity on Students' Willingness to Speak

Category	*f*
Discussions	6
Working in groups	3
Feeling more comfortable while speaking	3
Getting prepared for speaking before the discussion	2
Being different	1
Being more active	1
Helping improve daily use of English	1

Nevertheless, two students thought they could not have enough time to get prepared for speaking. One of the students uttered s/he was afraid of making mistakes, and another said that because of his/her vocabulary knowledge, s/he had difficulty speaking.

Table 53

Reasons Why the Students Liked Philosophical Chairs Activity

Category	*f*
Discussing and defending ideas	10
Working in small groups	3
Choosing the topics	3
Having fun.	3
Enough preparation time	3
Interesting topics	2
The opportunity for improvisation.	2
Increased participation	1
Doing research before the discussion	1
Being a different activity	1
Improving English.	1

The students liked discussing and defending their ideas, working in small groups, and choosing the topics. They thought it was fun. Preparation time was enough to prepare before they spoke, and the topics were interesting. They had the opportunity for improvisation. They liked doing some research before the

discussion. They believed it increased their participation. It was a different activity and may help them improve their English.

When the students were asked if there was anything they disliked about the activity, half of them said there was something they did not like about it, and the other said there was nothing they disliked about it. They said they needed more time to get prepared for the discussion. They felt nervous; they could not work together in the group, and their teacher should have managed the discussion.

75% of the students wanted to do the activity again because they believed it might help them improve their speaking ability. They stated that everybody tried to speak during the activity, and it was fun. They also said it prepared them for the debate activity in their portfolio. They uttered discussing in English was good, and the topics they discussed were worth discussing.

Table 54

Reasons for the Students' Desire for Doing the Activity Again

Category	*f*
Improving speaking ability.	10
Being encouraging	1
Being fun.	1
Preparing for the debate activity	1
Discussing in English	1
Important topics to discuss	1

25% of the students did not want to do the activity again because they did not believe it was beneficial. They also thought their English was not good enough for this activity, and it was harsh to them. One student said s/he did not like this activity, and another stated s/he needed more time to prepare for speaking before the discussion.

Some participants thought there was nothing to change about the activity when they were asked if they wanted to change anything to encourage them to participate in interaction orally. Some others thought more time could be given to think about the topic before speaking, and two of them believed more encouraging topics for discussion could be chosen. One student said there might be no preparation time, and another student stated some information could be

provided before the discussion. They also said the teacher might nominate silent students, and they might make their groups.

Table 55

Possible Changes about the Activity

Category	*f*
More time to think about the topic before speaking	6
Nothing to change	5
More encouraging topics to discuss	2
No preparation time	1
Some information about the topics before the discussion	1
Nomination of silent students	1
Making own groups	1

As for the sixth activity, "gallery walk," 68,4% of the learners believed it increased their willingness to speak, and 31,5% thought it did not increase their desire for speaking.

The students said that the activity positively affected their oral participation were also asked to them. The participants believed that it provided a good speaking practice, and working in groups was good. They felt more comfortable while speaking. They said discussing the quotes was informative, and they liked sharing their opinions with their friends. In addition, the activity was fun.

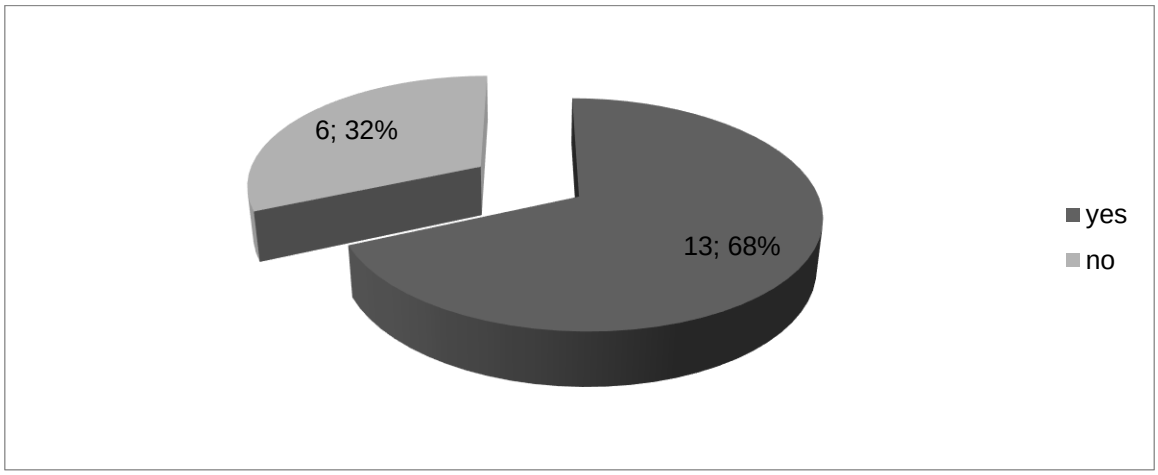

Figure 19 Whether Gallery Walk Activity Increased Students' Willingness to Speak

Almost half of the students (42,1%) found the activity challenging to do, and one student said it was boring (5,2%)

Table 56

Reasons for the Positive Effects of Gallery Walk Activity on Participants' Willingness to Speak

Category	f
A good speaking practice	1
Working in groups	1
Feeling more comfortable while speaking	1
Discussing the quotes	1
Sharing my opinions with friends	1
Having fun	1

The students liked talking about meaningful quotes and working in small groups. They said it was fun, and they learned some new words. In their opinion, the topics were interesting, and walking around the classroom was good. One of them said everybody in his/her group participated in the activity. Another one liked doing it because it was different.

Table 57

Reasons Why the Students Liked the Activity

Category	*f*
Talking about meaningful quotes	9
Working in small groups	3
Having fun	2
Learning new words	1
Interesting topics	1
Walking around the classroom	1
Frequent participation	1
A different activity	1

84,2% of the students said there was something they disliked about the activity, whereas 15,7% said there was nothing wrong with it. They claimed it was difficult, and the quotes were not discussable. They thought it was boring, and

there were not enough questions about the quotes. They also did not like walking around the classroom, and they wanted to make their groups.

26,3% of the students wanted to do the activity again, but 73,6% were unwilling to do it again. The students who wanted to do it again said that they liked the quotes, walking around the classroom while discussing the activity, and it was a different activity.

Table 58

Reasons for the Students' Desire for Doing the Activity Again

Category	*f*
The quotes	3
Being a different activity	1
Walking around the classroom while discussing	1

The students who were unwilling to do it again thought other activities were more beneficial. They did not find the activity enjoyable. They said it was difficult, and it did not increase their willingness to participate in the interaction. It was not helpful, and they could not discuss the quotes. One of them said s/he wanted to do different activities.

The participants were asked what could be done to increase their willingness to speak and if they wanted to change anything about the activity. They said the quotes had to be easier to understand and discussable. Also, they stated that the quotes of well-known Turkish people could be chosen. Some of them preferred sitting and discussing the quotes. In addition, they wanted to discuss the quotes as a whole class and have more time to discuss them. Another thing they wanted to do was make their groups. Only one student said that there was nothing to change about the activity.

Table 59

Possible Changes about the Activity

Category	*f*
Easier quotes to understand	9
More discussable quotes	2
Nothing to change	1
The quotes by Turkish people	1
Not walking around	1
Discussing the quotes as a whole class	1
More time to discuss the quotes	1
Making own groups	1

The last activity was the Socratic discussion activity. Most of the students (71,4%) did not think that this activity increased their willingness to speak, while 28,5% thought it improved their oral willingness to participate in interaction.

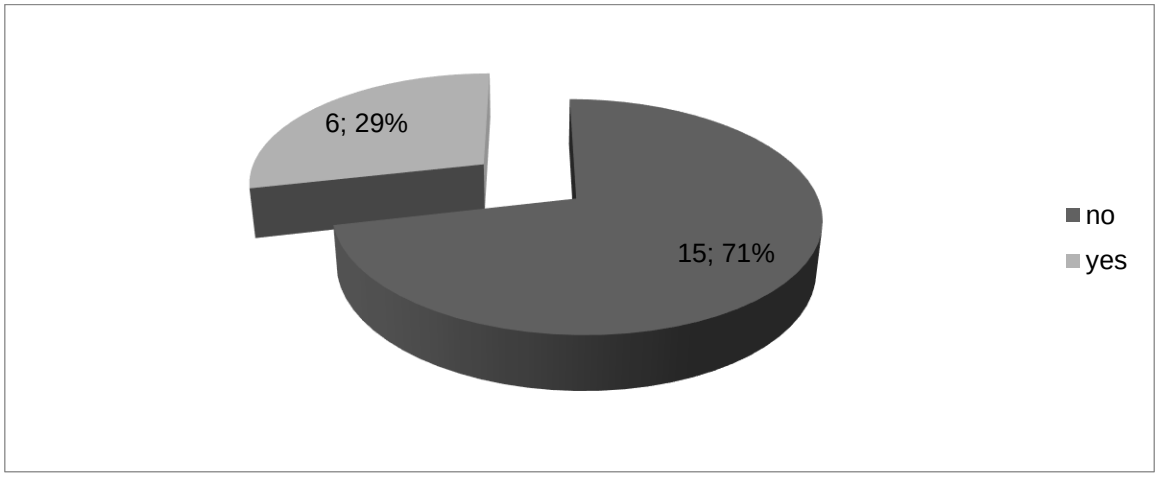

Figure 20 Whether Socratic Discussion Activity Increased Students' willingness to speak

The students thought that this activity increased their willingness to speak because it was an effective speaking activity, they had time for thinking before speaking, they could express themselves better, and it was a different activity.

Table 60

Reasons for the Positive Effects of Socratic Discussion Activity on Participants' Willingness to Speak

Category	**%**
An effective speaking activity	2
having time for thinking before speaking	1
Express themselves better	1
A different activity	1

The students who thought that the activity did not increase their willingness to speak said that the text was too long and difficult to understand. The activity did not encourage them to speak, and it was a tedious activity. It was similar to the activities in their book. Also, one of the students said that s/he was ill.

Table 61

Reasons why the students liked the activity

Category	***f***
Working in groups	10
Sharing opinions with friends	3
Having fun	2
The story	2
Being involved in brainstorming	1
Questions easy to answer	1
Deep discussion	1
Having time to think before speaking	1
Feeling comfortable	1

The students liked working in groups and sharing their opinions with their friends during the activity. They said it was fun. They liked the story and being involved in brainstorming. The questions about the text were easy to answer, and they discussed the text deeply. Moreover, they had time to think before speaking and felt comfortable while speaking.

75% of the participants uttered that they disliked something about the activity, whereas 25% did not have anything disappointing. They said the text was too long, complicated, and boring. They could not discuss the text, and they did not have enough time. In addition, they said they did not like the topic.

Table 62

The Reasons Why the Students Disliked the activity

Category	*f*
Length of text	9
Difficulty	5
Getting bored	4
Not being discussable	4
Not having enough time	1
The topic	1

66,6% of the students did not want to do the activity because they thought it was not valuable and did not increase their willingness to participate. Also, it was not enjoyable. The text was too long and not attractive. The activity was challenging for them, and it was similar to the activities in their book. Their English was not good enough to do this activity. Besides, they stated that reading in a group was difficult for them.

33,3% of the students wanted to do the activity again since they discussed a different topic, worked in groups, and they liked the topic.

Table 63

Reasons why the students did not want to do the activity again

Category	*f*
Not being useful.	3
Not increasing willingness to participate	2
Not being enjoyable	2
Too long text	2
Being very difficult	2
Not being interesting	1
Being similar to the activities in the book	1
Reading in a group	1

The participants were also asked what could be done to make the activity more effective in increasing their participation in interaction and if they wanted to change anything about the activity. They said a shorter text and more exciting topics could be chosen, the text could be easier to understand, groups could be smaller, and group members may change. Only one of the participants believed

there was nothing to change about the activity.

Table 64

Possible Changes about the Activity

Category	*f*
A shorter text	12
More interesting topics	9
An easier text	5
Smaller groups	2
Group members	2
Nothing to change	1

Perceptions of the EFL instructor on the effects of each collaborative activity on Turkish EFL learners' oral participation in interaction

After each collaborative activity, as the teacher-researcher, I wrote my reflections on the activity. I wanted to write about my reflections and see if the findings gathered from the surveys and audio and video recordings comply with my reflections on the collaborative activities.

I analysed my reflections using content analysis under the categories: student engagement, learning opportunities, changes that can be made about the activity.

The first activity was the "think-pair-share" activity. I chose the activity because it was similar to our ordinary classroom activities, and also it included both pair work and whole-class discussion. Although it was not so different from what we usually did in the classroom, I noticed that the students were excited because they were experiencing something new. Therefore, related to the category of student engagement in the activity, I wrote the following:

> While I gave them the sheets related to the activity, they were looking forward to learning what to do. It was surprising that even the weakest students were trying to understand the questions when they had the sheets and prepared to speak. They seemed very comfortable while they were talking to their pairs, and they were smiling. They were constantly talking

about the questions, and even the most silent students in the classroom were trying to speak to each other.

The students were generally positive about the activity, and they took part in it willingly. In addition, they liked working in pairs.

Before talking in front of the whole class, they got prepared to speak independently and with their peers, making them feel safer, less stressed, and more comfortable. Thus, they became more willing to speak and participated more. Also, I think they liked the questions because they were discussable. They liked giving their opinions freely on different topics which were related to their own lives.

Also, I noticed that the learners had many learning opportunities during the activity.

They rarely asked me about the words they wanted to use, but they tried to support each other when they needed it. When we started the whole class discussion, they were much more active than usual. They voluntarily participated in the discussion by raising their hands. Even the shiest students answered yes/no questions, although they did not make long sentences. They mostly spoke English even though they rarely used their native tongue, especially when making jokes.

However, there were some weaknesses of the activity which I noticed during the speaking class.

At the end of the discussion, some of the students started not interested in the discussion. It may be because they were many questions and they got bored when they answered most of them. Therefore, it may be a good idea to ask fewer questions to discuss.

The second activity was the snowball discussion activity. Again, the students liked this activity and found it more enjoyable than TPS.

I think the learners had more opportunities to share their opinions with others during this activity. They liked the topics, and even the most silent students talked in groups.

Moreover, the activity provided the learners with many learning opportunities because they tried hard to express themselves and their opinions.

> It was astonishing that the students tried to use different daily expressions (e.g., let me think, wait a minute), which they avoid using in their regular speaking classes. In addition, it was noteworthy that they cared about their pronunciation while they were talking to each other.

However, I thought there were a few things that may be changed about the activity.

> The time I gave them for group discussion was not enough. When we finished the lesson, the students wanted to continue discussing the topics. Thus, I needed to give them more time for group discussions.

The third activity was the fishbowl discussion activity. The students worked in two groups in this activity, an inner and an outer group. Being in front of others made the students feel anxious because they had difficulty starting the conversation when they were in the inner circle.

> When I gave them the first topic, there was silence, and I needed to support them by asking questions and encouraging them to speak on the topic. They were a bit shy because everybody listened to them as they did in whole-class discussion activities. The students in the group participated in the discussion, and I think they liked the topics.

Also, when the students were not in the inner group, they had difficulty focusing on the discussion, which affected their motivation to speak badly.

> While the students in the middle of the classroom were speaking, the others outside the circle were silent and did not contribute to the discussion. They were passive and lost their interest in the discussion. The students did not participate in interaction as much as they did while doing TPS and snowball activities, but their participation was much better than in whole-class discussions.

As for the learning opportunities, they had a few learning opportunities because the students could not interact well.

I asked the questions most of the time and tried to make them speak. Then, when they were silent, I asked additional questions. It turned out to be teacher-student interaction because of this situation. I believe they learned some new vocabulary items and got feedback about their mistakes, but I do not think they benefited from the activity as much as they were supposed to.

There were a few changes that were needed to be made to the activity.

Sitting in the middle of the classroom was stressful for the students. Dividing the students into four groups as two inner and two outer circles may be better for them. Also, they should have had more time to think about the discussion questions before speaking in the inner group.

The fourth activity was case-based discussion activity. Again, the students liked the activity and wanted to do it again.

I firmly believe that this was the most effective activity, which led to constant interaction during the class. The students often told me that they were enjoying doing it and wanted to do it again. It was very nice to see them being so active and participating in the discussion. Even the most silent students wanted to take part in it. The cases were challenging for them, and I think they liked having this challenge. Therefore, I will use this activity in my classes very often.

The activity was full of learning opportunities because the interaction among the students was outstanding.

They requested help from stronger students and tried to comment on the cases. Also, the ones who are high-achievers but silent participated in the interaction, and it was terrific.

There was nothing to change about the activity. It worked well.

The fifth activity was the philosophical chairs activity. In this activity, the students were not very active.

I think the participants were more passive than they were in the previous activities. High-achievers and confident students participated in the discussion, but shy and low-achievers were not eager to interact. In small groups, they seemed comfortable speaking, but only a few high-achievers

spoke in big groups. However, I think we should do the activities which aim to develop the students' critical thinking skills more often.

The students did not have many learning opportunities during this activity.

I gave the students some time to think about the topic, do some research on the Internet and talk to each other about it before they spoke. It was a good idea since they could brainstorm about the topic and get prepared for it. However, some of them just copied some sentences from the Internet and read them during the discussion.

Some changes can be made to make the activity more effective for learning and students' engagement, such as asking more interesting questions related to their lives.

The sixth activity was the gallery walk activity. In this activity, I provided my students with some famous quotes with some follow-up questions. They worked in groups. They walked around the classroom and exchanged opinions. I expected them to understand the quote's meaning and discuss them by giving examples from their lives. Unfortunately, I do not think that I could reach my aim. They could not understand the quotes very well, and they lost their motivation after talking about them.

I noticed that some of them had difficulty understanding some of the quotes and got demotivated. Some of them enjoyed the activity, but I do not think that low achievers liked it. I tried to support them as much as possible, but they still had difficulty. I do not think that this activity helped me make them more willing to participate in the interaction.

Because the learners could not get the meanings of the quotes, they could not make long turns and answer the questions about the quotes shortly. However, they interacted with each other and created many learning opportunities because they asked questions and me during the speaking class.

They just tried to understand what the quotes meant instead of discussing them and answering the question about them. Sometimes they just said yes or no. The problem was not only about their English level. They could not comment on the quotes even though they understood the meaning of the

quote. They asked me many questions, and most of them were related to the words they were not familiar with.

The most critical weakness of the activity was the level of difficulty, so I should have chosen more straightforward and more understandable quotes. Moreover, I had to get involved in the activity to help my students often, making the activity more teacher-led. Thus, to make the activity more engaging for the students, I need to be more careful about their level of English.

Thanks to the last activity, the Socratic discussion, my students had an opportunity to develop their critical thinking skills, and they could discuss fundamental life topics provided by a text. They were willing to read the text and talk about the discussion questions. Some of them told me that they liked the topic of the text and thinking critically about it.

The students were pleased to talk about a real-life topic and think about it critically. High-achievers participated in the activity very often, but many students did not prefer speaking because they had difficulties understanding the text because of the vocabulary and generating ideas related to the text.

As for the learning opportunities, while the students were reading the text, they asked questions to each other. The questions were mainly about unknown words. However, they also asked me many questions to comprehend the text. Thus, they had many learning opportunities.

While watching them, I noticed that they were trying to understand the text and comment on the questions together. They asked and answered the comprehension questions to each other and helped each other with the unknown vocabulary.

Some changes can be made to the activity. For example, a more engaging topic can be chosen because some students did not like the topic. In addition, some students complained about the length of the text, and they were not willing to read it so that a shorter text could be selected.

Sometimes I needed to ask some additional questions about the text to make them speak because they answered the comprehension questions

shortly and became silent. Thus, the interaction turned out to be student-teacher interaction instead of peer interaction.

Perceptions of the Turkish EFL students on the effectiveness of the overall collaborative activities on their verbal participation in interaction

After doing the seven collaborative activities aiming to increase student participation in oral interaction and the quality and quantity of their participation in the classroom, a final student survey was completed by the participants. The survey asked about the learners' perceptions of the overall process, its effects on their participation in interaction, and the activities done during the process.

Firstly, the participants were asked if they thought that the speaking activities done in the classroom increased their willingness to participate in interaction. Almost all the participants stated that the activities increased their willingness to participate. Table 65 shows the findings gathered from the survey.

Table 65

Whether collaborative speaking activities increased the participants' willingness to participate

	f
The activities increased my willingness to participate	21
Nothing has changed for me	1

Moreover, the participants were asked to give their reasons why they thought the activities increased their desire for participation in interaction or not. The most popular answer to the question was that they were fun.

Extract: Most of the activities were fun and were prepared to increase our speaking ability. I think they encouraged us to speak.

Etkinliklerin çoğu eğlenceliydi ve konuşma becerimizi artırma amaçlı olarak hazırlanmıştı. Bizi konuşmaya teşvik ettikleri kanaatindeyim.

Also, the students stated that the activities increased their self-confidence in speaking; they were interesting; discussing the topics with friends was helpful; instead of monotonous lessons, they did different activities; and they had the opportunity for talking to different pairs. Besides, they were more helpful in

learning daily use of English because they were similar to real-life activities. They have learnt something from each activity, and having time only for speaking was a good idea.

> Extract: I think all the activities we have done so far helped me to break down my prejudices against speaking and overcome my shyness in speaking. Initially, it was difficult to speak in front of the cameras for my friends and me, but later we got used to doing it. I think I benefited from each activity in terms of learning new words and speaking well.
>
> Extract: Bu zamana kadar yaptığımız bütün etkinliklerin benim konuşmaya olan önyargımı kırmama ve utangaçlığımdan kurtulmama yardım ettiğini düşünüyorum. İlk başta kameralar önünde konuşmak arkadaşlarım ve benim için zordu ama daha sonra alıştık. Yaptığımız her etkinliğin bana gerek yeni kelime öğrenme gerekse daha güzel konuşma açısından fayda sağladığını düşünüyorum.

Table 66

Reasons for the positive effects of the activities on participants' Willingness to Speak

Category	*f*
Being fun	4
Increasing self-confidence in speaking	3
Being interesting	2
discussing the topics with friends	2
Doing different activities	1
Opportunity for talking to different pairs	1
Being useful for learning daily use of English	1
Learning new things	1
Having time only for speaking	1

> Extract: All of them (the activities) made some contributions to me. Our self-confidence has increased. Making discussions with people with the same level of ability to speak on a topic and in a language which was not our mother tongue contributed a lot. All of them (the activities) had a specific purpose and a basis for something.

Extract: Hepsi de bir şeyler kattı. Kendimize olan güvenimiz arttı. Sınıfta aynı seviyede konuşma yeteneği olan insanlarla bir konuda anadilimiz olmayan bir dilde tartışmak çok şey kattı. Hepsinin belli bir amacı ve dayanağı vardı.

Extract: Although we make mistakes in general, I understood that I needed to participate in class, nobody's English is perfect, and I did not need to be shy. Besides, contrary to the boring activities in our book, some of the activities were really enjoyable.

Extract: Genel anlamda hata yapıyor olsak da derse katılmam gerektiğini, kimsenin İngilizcesinin mükemmel olmadığını, utanmam gerekmediğini anladım. Ayrıca, kitaptaki sıkıcı etkinliklerin aksine bazıları gerçekten eğlenceliydi.

Furthermore, the students chose the most effective activity, which encouraged them to speak the most. The case-based discussion activity was their favourite activity in terms of increasing their willingness to speak. The second popular activity was the snowball discussion, and the third one was the fishbowl discussion. The fourth activity which was thought to increase the students' desire for participation was the philosophical chair activity, and the fifth one was the Socratic discussion activity. Nobody chose the TPS and gallery walk as the most effective activities in terms of increasing the learners' willingness to speak.

Table 67

Activity which Increased the Participants' Willingness to Speak the Most.

Activity	*f*
Case-based Discussion	9
Snowball Discussion	8
Fishbowl Discussion	4
Philosophical Chairs	3
Socratic Discussion	1

The students chose case-based discussion because they thought the cases were interesting, they felt comfortable while speaking, and the activity was fun.

Table 68

Reasons Why the Students Chose Case-Based Discussion as the Most Effective Activity

Category	*f*
Interesting cases	9
Feeling comfortable	1
Having fun	1

They chose the snowball activity as the second most effective activity because they felt relaxed while speaking during the activity, it was fun, they had opportunities to speak, listening to different ideas was good, and they liked the topics.

Table 69

Reasons Why the Students Chose Snowball Discussion as the Second Most Effective Activity

Category	*f*
Feeling relaxed	4
Having fun	3
Opportunities to speak	2
Listening to different ideas	1
Topics	1

In addition, the students chose the least effective activity, which had the smallest effect on their oral participation in interaction. The results showed that the gallery walk activity was the least effective one according to the students. Socratic discussion activity was also thought to be ineffective by the students. Fishbowl activity was also among the least popular answers, and three students said it did not increase their desire for speaking. One of the students said philosophical chairs did not affect his/her oral participation positively, and another student said TPS was the least effective one.

Table 70

The Activity Which Affected the Participants' Willingness to Speak the Least

	f
Gallery Walk	12
Socratic Discussion	8
Fishbowl Discussion	3
Think-pair-share	1
Philosophical Chairs	1

The students said the quotes were difficult to understand in the gallery walk activity, and they were undiscussable. Moreover, moving constantly caused some problems.

Table 71

Reasons Why the Students Chose Gallery Walk Activity as the Least Effective Activity

Category	*f*
Difficult quotes to understand	10
Undiscussable quotes	3
Moving constantly	1

As for the Socratic discussion activity, the students stated the text was difficult to understand and long, and the topic was undiscussable. In addition, the activity was not very enjoyable; the topic was not interesting; and one of the students did not like his/her group members.

Table 72

Reasons Why the Students Chose Socratic Discussion Activity as the Second Least Effective Activity

Category	*f*
Difficult to understand	4
Too long text	2
Undiscussable topics	2
Being not very enjoyable	1
not interesting topics	1
group members	1

The students were also wanted to give their opinions on the activities in general. 45% of the students found the activities were useful and thought they increased their self-confidence in speaking. They said they enjoyed the activities, and they increased their willingness to speak. For them doing different activities was good. For some of the students, the activities helped them improve their speaking ability and vocabulary. They had the opportunity to try themselves. Besides, they believed the activities brought the class closer together, and they were remarkable.

> Extract: In general, I think the activities increased my willingness to participate in class. They were different and useful.
>
> Exract: Genel olarak etkinliklerin derse katılma isteğimi artırdığını düşünüyorum. Farklı etkinliklerdi ve faydalılardı.

However, one of the students thought some of the activities were unnecessary. They got bored when they had difficulty doing the activity, and they could have spoken more if there had been no cameras or voice recorders.

Table 73

General Student Thoughts about the Activities

Category	*f*
Being useful	10
Increasing self-confidence in speaking	7
Being enjoyable	6
Increasing willingness to participate	3
Doing different activities	3
Improving speaking ability	3
Improving vocabulary	2
Providing the opportunity to try themselves	2
Bringing the class closer together	1
Being remarkable	1
Being unnecessary (for some of them)	1
Getting bored when having difficulty	1
No cameras or voice recorders	1

When the students were asked about the effects of the activities on their thoughts about oral participation in interaction, they were mostly positive about

the issue. More than half of the students started to feel more comfortable while speaking after the activities.

> Extract: In these activities, we did in the classroom, I was not afraid of making mistakes because there was a more enjoyable environment, and I felt more comfortable while speaking.
>
> Extract: Sınıfta yaptığımız bu etkinliklerde daha eğlenceli bir ortam olduğu için hata yapmaktan korkmadım ve kendimi konuşurken daha rahat hissettim.

Some learners said that they became less afraid of making mistakes while speaking and uttered the activities increased their self-confidence in speaking. Nevertheless, for a few of them, the activities had no effect on their verbal participation.

Table 74

The Effects of the Activities on the Students' Oral Participation

Category	f
Feeling more comfortable while speaking now	13
Being less afraid of making mistakes while speaking now	5
Increasing self-confidence in speaking	2
Nothing has changed	2

In this part of the study, the findings of the study are presented depending on the research questions. In the next section, a detailed summary of the study, the discussion of the major findings of the study, the methodological and pedagogical implications of the findings, conclusion, and suggestions for further research about participation are written.

Chapter 5
Conclusion, Discussion and Suggestions

In this chapter, firstly, a detailed summary of the study is provided. Then, the study's major findings are discussed by referring to the current literature and considering the research questions. Finally, the methodological and pedagogical implications of the findings, conclusion, and suggestions for further research about participation are presented in line with the limitations of the study.

Summary of the Study. This study investigated the reasons for the students' willingness and unwillingness to participate in interaction and tried to find solutions to students' unwillingness to participate in interaction during speaking classes. In addition, it aimed to increase the learners' willingness to participate in classroom interaction and the quality and quantity of student participation. Thus, action research based on Kemmis and McTaggart's (1988) AR model was designed by the teacher-researcher. The study lasted for 13 weeks, and 22 students took part in the study.

In the planning phase of the research, firstly, a detailed literature review was done by the teacher-researcher related to the reasons for the students' willingness and unwillingness to speak in their English classes, solutions for verbal participation problems, and the ways of increasing the students' verbal participation and the quality and quantity of student participation in interaction. Then, the students' thoughts on participation, their self-assessment of their speaking skills, the things that make them more willing to participate in interaction, and the things that decrease their willingness to speak and their perceptions of teacher nomination to speak were obtained through an initial classroom participation survey including some open-ended questions. Moreover, the teacher-researcher recorded four hours of regular speaking classes to identify the learners' verbal participation in interaction regarding the number of turns they took, the number of words they produced, and the LRE's produced in the whole class discussions.

In the acting phase, seven collaborative speaking activities were designed by adopting a sociocultural framework and using the data gathered in the planning phase so as to increase students' desire for verbal participation and the

quality and quantity of their participation in interaction. The activities were discussion activities aiming to promote peer interaction. All classroom practices were audio and video recorded to get detailed verbal data on the learners' verbal participation. In this way, the learners' quantity and quality of oral participation in different collaborative activities were investigated regarding the number of turns they took and the number of words they produced. In addition, the turn types and the language-related episodes they produced in class discussions which are signs of the learning opportunities the students had during the activities and believed to increase the quality of participation, were investigated. Moreover, students answered some open-ended survey questions on their views of the activities and the impact of each activity on their verbal participation after each activity.

After completing all collaborative speaking activities, a final classroom participation survey was applied to the students to get their opinions on the whole process. Besides, the teacher-researcher wrote a reflective journal on the strengths and weaknesses of the activities and what had worked or had not worked to support the data gathered through audio and video-based observations.

In the observing phase, the data gathered through recordings, surveys, and the reflective journal was analysed by thematic and content analysis. To determine the quantity of participation, the speech size and the number of turns generated by the participants were calculated (Dörnyei, 2002). Also, the number and percentage of students who spoke per class and the percentage of time spent participating in each activity (Nunn,1997) were considered. To explore the quality of student participation, types of turns (Erten and Altay, 2009) and Language Related Episodes (LRE's), which reveal the quality of learners' interactions (Edstrom, 2015), were calculated and analysed. In the last phase, some conclusions were drawn, and the results were evaluated to see the effects of the study.

Cao & Philip (2006) emphasized that increasing learners' willingness to participate in interaction must be a major goal for researchers so that learners can have opportunities for practice in an L2. Learning and participation are closely connected, as shown in many studies (Bernales, 2016; Delaney, 2012;

Lantolf, 2000; Lynch, 2001; Ohta, 2001; Uztosun et al., 2017). For example, Uztosun, Skinner and Cadorath (2017) stressed that more language practice causes higher levels of communicative competence and achievement, and competence in speaking is linked to participation in spoken dialogue and learners' willingness to participate in discussions and activities. Moreover, Delaney (2012) investigated the relationship between EFL learners' oral participation at a Japanese university and their progress in their English language proficiency and demonstrated that the quality of learners' participation in terms of accuracy, complexity, and fluency has increased. The findings of this study are in line with the findings of the studies mentioned above and indicated that when students get more involved in speaking activities and participate in collaborative speaking activities verbally, they have more learning opportunities, and the quality and quantity of participation increase remarkably when compared to regular teacher-led whole-class discussion activities.

Discussion of the Findings

In this part of the study, the major findings of the study are discussed by referring to the literature and answering the research questions respectively in light of the findings of the study.

Turkish EFL learners' perceptions of their verbal classroom participation in interaction regarding their perceived speaking performance and the factors affecting their verbal participation. As mentioned before, this study aimed to increase the students' desire for verbal participation in interaction and the quality and quantity of their oral participation. Therefore, it was necessary to learn about the students' perceptions of participation and the factors affecting their willingness to speak in the planning phase. Their answers to the questions in the initial survey revealed their perceptions of the issues. The collaborative activities were prepared based on these findings.

The findings of the study were in line with many other studies related to this study (Jackson, 2002; Dallimore et al., 2004; Donald, 2010; Lee, 2009; Liu & Littlewood, 1997; Weaver & Qi, 2005) which have shown that the reason for students' unwillingness to speak in the classroom was primarily due to the fear of peer disapproval, making mistakes and losing face. As Liu and Littlewood (1997)

have demonstrated, when learners participate orally in classroom interaction, they have the risk of making mistakes and showing their weaknesses in English. That is why although most of them believed the necessity of participation for learning, they feel inadequate, and they never or rarely participate because of their fear of making mistakes and losing face. They want to keep silent to avoid making mistakes as a face-saving strategy similar to the participants in Hsu's (2015), Jackson's (2002), and Tatar's (2005) studies. They participated in the discussions if only they were sure of their answers. Thus, as Morell (2007) found in his study, the results of the study indicate teachers must create a comfortable and secure classroom atmosphere in which the students in the classroom are friendly towards one another, and they feel safe enough to speak even if they make mistakes. Besides, similar to Cao's study (2014), the participants of this study also mentioned the necessity of voluntary participation in interaction instead of teacher nomination.

Four main factors affecting students' willingness to participate in classroom interaction appeared based on the findings gathered from the initial survey: speaking activities, topic selection, individual factors, and grouping.

The results demonstrated that the selection of activities had a big influence on students' verbal participation, similar to the findings of Dörnyei and Kormos's (2000), Liu & Littlewood's (1997), and Ramirez's studies (2010). This study showed that the students got motivated or lost their interest depending on the activities and topics. The students wanted to be involved in enjoyable, challenging but achievable, functional, different, meaningful, exciting, and real-life-like activities such as discussions that might allow them to speak freely.

Similar to what Mystkowska-Wiertelak (2018), Cao (2011), Ramirez (2010), and Trent (2009) found in their studies, the results of this study showed that topics of conversation might encourage or discourage verbal student participation. Thus, teachers have to carefully think about the topics they are going to choose for classroom activities. Similar to many other studies (e.g., Cipriani, 2001; Han, 2007; Kang, 2005; Yıldız and Piniel, 2020), according to the participants, topics of encouraging speaking activities must be engaging, discussable, familiar to them and related to their lives because when topics are related to their interests and experiences, they think talking about them is

beneficial, and they feel more motivated to participate in oral interaction. The findings demonstrated that they got rid of talking about the same topics repeatedly, and they preferred extraordinary topics different from the ones in their coursebook. Besides, most of them wanted to be involved in topic selection, although a few of the participants wanted their teacher to select the topic of speaking activities. This finding was in line with the findings of Kang (2005), who recommends providing the learners with various topics within a lesson and letting them choose the topics they want to talk about.

The results showed that individual factors play a huge role regarding the participants' verbal interaction, similar to some other studies (Cao, 2011; Öz et al., 2015; Lee, 2009; Uztosun, Skinner & Cadorath, 2017; Yıldız and Piniel, 2020). In their study, Yıldız and Piniel (2020) investigated Turkish students' WTC in L2 in a third language environment and found that participants' personality was an important factor affecting Turkish university students' WTC and unWTC in English in a third language environment. In the study, it was found that the learner's self-efficacy and self-esteem increased their classroom participation, and their low perceived ability and participation apprehension decreased their desire for being involved in speaking activities. Likewise, the participants of this study stated that they did not participate enough because they got anxious while speaking, and they were afraid of losing face in front of their classmates. However, the most crucial reason for the learners' unwillingness to participate in interaction was found to be their lack of confidence, as found in many other studies (Bernales, 2016; Cheng, 2000; Doqaruni, 2014; Ferris, 1998; Han, 2007; Hsu, 2015; Lee, 2009; Liu & Littlewood, 1997; Tatar, 2005a; Tsui, 1996; Weaver & Qi, 2005; White, 2011). Even though the participants of this study wanted to participate in class, they felt inadequate in expressing their intentions, and they preferred being silent and safe. In addition, they believed they could not speak fluently and pronounce words correctly, or they lacked the essential vocabulary to speak English well. Thus, they did not participate in interaction, especially when they believed their classmates had an excellent command of English and performed better than they did, similar to what was found by Leger and Storch's study (2009), in which the participants said they felt nervous because of the high-

achievers in the classroom just as they were giving their opinions in front of the whole class.

Another factor that encouraged students to speak was giving them some time to prepare before participating in the lesson. The participants of this study, similar to the students in Lee's (1999), Liu's (2001), Liu and Littlewood's (1997), Mercer and Howe's (2012), and Tatar's (2005b) studies, gave importance to getting prepared before speaking. Also, in Ay's (2010) study, the participants stated that they become anxious, especially when they had to speak without being prepared in advance. They said they felt more secure and confident when they knew what to say and became more willing to participate in the lesson.

As for grouping, most students did not want to work on their own. Instead, most of them declared they wanted to work in pairs or groups, although a few students wanted to work as a whole class as in Tatar's study (2005b) due to being used to teacher-led activities and teacher control. Similary, Bichelmeyer, and Cagiltay (2000) found that culture had an important effect on learning style when they investigated the differences in learning styles of Turkish and American students. Like the participants in this study, Turkish students who took part in their study emphasized that their classroom environment was not democratic, and the primary source of information and the authority in the classroom was the teacher. They believed that classroom interaction was between the teacher and the students, and they had a tendency to work alone because the system was generally based on rote learning. Likewise, in Zhong's (2013) study, some learners were reluctant to get involved in pair/group work in class because they believed that the only source of knowledge was experts or teachers, not their peers.

All in all, according to the findings gathered from the initial survey, the perceptions of the participants on their speaking, verbal classroom participation, and willingness to speak can be summarized as the following:

- The students felt "inadequate" in speaking English and did not think they participated in classroom activities enough.
- They thought speaking activities had to be challenging but achievable, meaningful, useful, interesting, enjoyable, different from the activities in

their coursebook, and they must be based on real-life experiences. Moreover, they had to be about discussable general topics which provide opportunities for speaking freely.

- They believed topics had to be familiar to them and related to their lives, interesting, extraordinary, different from the ones in their book, and discussable, and they preferred being involved in the selection of the topic of speaking activities.
- They did not want to involve in the activities or talk about the topics they did not like.
- Lack of self-confidence, speaking anxiety, and the fear of making mistakes were the main factors which discouraged them from speaking.
- When the students were sure of their answers, had time to prepare for speaking, and worked in pairs or groups, they became more willing to interact.
- According to the students, verbal classroom participation was essential, but it had to be voluntary.

However, although in literature, class size (e.g., Fassinger, 1995; Hiep, 2007; Myers et al., 2009; Weaver & Qi, 2005), error correction techniques (Acosta 2007), seating arrangement (Fassinger, 1995; McCroskey & McVetta, 1978), gender (Caspi et al., 2008, Crombie et al., 2003; Kling et al., 1999), teacher-related factors such as the amount of wait-time, turn initiation, the use of questions (Deutschmann & Panichi, 2009; Farahian & Rezaee, 2012; Fritschner, 2000; Tuan & Nhu, 2010; Nazar & Allahyar, 2012; Reddington, 2018; Tsui, 1996; Walsh, 2002; Wang, 2014; Weaver & Qui, 2005; Zarrinabadi, 2014; Tuan & Nhu, 2010) have been mentioned as important factors affecting oral classroom participation, in the initial survey, they were not mentioned by the students.

The findings I obtained from the initial survey helped me a lot while planning the action research. As instructors of English, if we want to make our students more willing to participate in interaction orally and benefit from the learning opportunities oral interaction provides, we need to consider their needs and expectations while planning our speaking classes.

Turkish EFL learners' quantity of oral participation in different collaborative activities. The students were involved in seven collaborative

activities, and the quantity of their oral participation was investigated to determine if there were differences among the activities in terms of the quantity of verbal student participation. To see the differences, the speech size (the number of words produced), the number of turns generated by the participants (the participant's level of involvement) (Dörnyei, 2002), the number of different students who spoke per class, the percentage of students who spoke per class and the percentage of time spent in participation (Nunn, 1997) were sought. The findings indicated that the students produced many more words in the cased-based discussion activity than any other activity. The second activity in which the highest number of words was produced was the snowball discussion activity. In this activity, students worked in pairs first to respond to a set of discussion questions, and then, they worked in groups and shared their ideas freely. In the end, the whole class came together as one large discussion group. The third activity, which had the third-highest number of words, was the gallery walk activity. The lowest number of words was produced in fishbowl activity. In this activity, the students tried to respond to a set of questions again.

Similarly, in case-based discussion activity, the students produced the highest number of turns. The second activity in which the second-highest number of turns was produced was snowball discussion, and the third activity was gallery walk. The lowest number of turns was produced in fishbowl activity by the learners.

When the activities were compared to each other in terms of the quantity of participation (by comparing the average speech size and number of turns generated by the participants in a minute), it was seen that the highest number of words was produced in snowball discussion and case-based discussion activities respectively. On the other hand, it was again found that fishbowl activity had the smallest speech size. As for the number of turns produced by the participants, snowball discussion, case-based discussion, and think-pair-share were the activities in which the highest number of turns was produced, respectively. The lowest number belonged to fishbowl activity again. The participants did not participate orally in this activity very often, and when compared to other collaborative activities, it led to the lowest quantity of participation.

The comparison of activities indicated that case-based discussion is one of the activities in which the largest average number of words and turns is produced. It may be because, as Carter (1989), Ertmer and Russell (1995), Flynn and Klein (2001), Girgin and Stevens (2005) showed in their studies, discussing real-life cases based on students' experiences makes learning more meaningful to the students, which was desirable as it was emphasized by the participants in the classroom participation survey. They talked about the cases in groups, analysed the situations, and tried to find some solutions for some real-life problems. The number of words they uttered demonstrated that they participated in interaction actively in the discussions. In the initial survey, the students mentioned that they wanted to participate in engaging, valuable, and enjoyable activities, including discussions that would allow them to speak freely. Besides, they expected a good speaking activity to be challenging but achievable and different from the regular speaking activities they did in the classroom. During the activity, it was apparent that they were enjoying it. They liked working in collaboration, and they wrote very positive comments on the activity while answering the post-activity survey questions, which showed that this activity met the students' expectations. Thus, they got involved in the activity and produced many words and turns.

Snowball activity also met the students' expectations, as the findings indicated. They were optimistic about it, and they produced many words and turns during the activity. As for the gallery walk activity, the findings showed that it influenced students' participation in the classroom positively and increased peer interaction, too because the students walked around the classroom during the activity, shared ideas freely, and responded to meaningful questions in groups similar to the participants of the studies done by Anwar (2015), Bowman (2005), Ridwan (2019) and Nurani (2017).

The lowest number of words and turns was produced in fishbowl activity. This activity has been found to be very useful in literature because of the fact that it leads to active listening, peer interaction, and the exchange of a variety of viewpoints (Miller & Benz, 2008). Contrary to these findings, the results of this study indicated that the students were not pleased with the activity. They got anxious when they were in the inner circle, and the students were listening to

them because they were afraid of making mistakes. They said this activity was very similar to what they usually did in their regular classes. In the post-activity survey, they wrote that they did not enjoy the activity because it was challenging. In addition, referring to my reflections, it is possible to say that this activity required more teacher control because the students had difficulty continuing the discussion in the circle, and when they stopped talking, I had to help them by asking additional questions or making comments.

It can be considered that the number of turns and words was related to the duration of the activity, and it may be thought that the longer the activity was, the higher the number of words and turns produced. However, the findings showed that this was not the case. The case-based discussion lasted for 35 minutes, and the snowball discussion activity took 30 minutes to complete. They were the activities in which more turns and words were produced compared to the other five activities. Nevertheless, the fishbowl discussion lasted for 38 minutes, and it was the activity in which the lowest number of turns and words was produced. Thus, it can be said that the duration of the activity was not a determinant factor for the quantity of students' oral participation.

The same thing can be said for the percentage of time spent in student participation, the percentage of students who spoke per class, and the number of different students who spoke per class when we look at the findings. Although the percentage of time spent in student participation was high, the percentage of students who spoke per class and the number of different students who spoke per class were lower than they were in other activities in fishbowl activity. On the other hand, the percentage of time spent in student participation was lower in case-based discussion and snowball activities than in fishbowl activity, but all the students in the classroom took part in these activities more or less. Therefore, we can say that the percentage of time spent in student participation or the number and percentage of students who spoke per class were not the determinants of the quantity of the students' oral participation. The differences among the activities in terms of the quantity of participation were dependent on different factors, which will be tried to be explained in the following parts.

The results also supported what Dörnyei and Kormos (2000) found in their study. They showed strong and positive correlations between learners' WTC and

the amount of L2 produced by the students while doing the task with a very positive attitude. Similarly, in this study, the learners' quantity of participation in the activities they liked doing was much higher than those in which they were not very willing to participate, as the findings gathered from their post-activity surveys and teacher reflections demonstrated.

Turkish EFL learners' quality of oral participation in different collaborative activities. The Turkish EFL learners' quality of oral participation in different collaborative activities was also investigated in this study. The turns produced by the students in each activity were categorized as mono, short turn, long turn, and question as in Erten and Altay's study (2009). Erten and Altay (2009) claimed that a high number of short turns and questions show the negotiation of meaning in interaction. Also, a high number of short turns and questions mean a greater volume of real-life-like interaction occurs. They state that if there are a number of long turns, it shows the learners have opportunities for self-expression.

According to the findings of this study, gallery walk and case-based discussion activities had the highest percentage of short turns, and in snowball discussion and gallery walk, the learners asked more questions than they did in other activities. That is, these activities led to high real-life-like interactions among students. For example, in the gallery walk activity, the learners walked around in groups and talked about the quotes they saw on the walls. Because they had some difficulties understanding the meaning of the quotes, they might have asked many questions to each other and produced many LREs, mainly meaning LREs, due to their lack of vocabulary knowledge. As for the case-based discussion, the learners interacted well because they shared their opinions on exciting cases and asked and answered questions about them. They tried to sympathize with the characters in the cases and find solutions to their problems. It gave them a real and meaningful purpose for speaking. Similarly, snowball discussion may have caused a large amount of interaction because learners worked in groups during the activity and spoke freely about the discussion questions. The questions were again about real-life matters, and they spoke about them based on their experiences.

The lowest percentage of short turns and questions and the highest number of mono turns was found in the fishbowl discussion, which means the interaction was lower than the other activities in this activity. On the other hand, the highest percentage of long turns was found in this activity, and it shows the participants had more opportunities to express themselves than they did in other activities. This situation may be because although it is a collaborative activity, it is very similar to regular whole-class discussions. The students had some questions to answer. I read the questions aloud and expected them to answer the questions and discuss the topics related to them. However, they preferred answering the questions one by one instead of discussing them, and after they answered each question, there was silence in the group. Therefore, as the teacher, I had to ask more questions about the topic, which increased the teacher's control and diminished the peer interaction during the activity. Thus, the students made long sentences or mono turns instead of making short sentences and asking questions.

The number of long turns in TPS activity was high. It may be since this activity was similar to regular whole-class discussions, too, and the students said what they wanted to say about the topic once and became silent instead of constantly interacting with one another. In addition, because they were used to a teacher-led discussion, they had difficulty discussing the topics without any teacher contribution and interaction.

The findings also showed that many short turns and questions were found in the gallery walk activity, whereas the students could not have many opportunities to express themselves during this activity. It may be due to the learners having trouble getting the meaning of the quotes and discussing them. However, they asked many questions to each other as they were not familiar with many of the words in the quotes and helped one another to understand them. As a result, they mainly made short sentences, asked many questions, and rarely made long turns.

In addition to turn types, language-related episodes were investigated in each activity to learn about the quality of student participation during the activities. For example, in the TPS activity, most of the LREs were initiated by the students. They mainly were meaning LREs and were solved correctly. Similarly,

in the snowball discussion activity, the students produced most of the LREs. Again, meaning LREs were primarily produced, and in general, they were solved correctly by the participants. It may be concluded from these findings that during these activities, the learners had many opportunities for learning from one another and focused on meaning instead of form.

The findings for the fishbowl discussion activity were interesting because there were only 16 LREs in total, and all of them were produced by the teacher. It indicates the teacher's control during the activity. The students expected the teacher to solve their language problems. They had fewer learning opportunities than they had during other activities and no peer learning opportunities. Thus, it can be said that the quality of their participation in this activity was not high.

The second-highest number of LREs was produced in case-based discussion activity, and it is noteworthy that all of these LREs were student-initiated. They mainly were meaning-based and solved correctly. It may mean that the learners had many peer learning opportunities during the activity, and the quality of their participation was high. They scaffolded one another and solved language problems together. During the activity, the teacher was passive, and the students participated in interaction well.

Although in philosophical chairs activity, the number of LREs produced was lower than in TPS and snowball activities, similar to these activities, most of the LREs were uttered by the participants. Most of them were meaning LREs, and none of them was solved incorrectly.

The highest number of LREs was found during gallery walk activity. They were student-initiated, primarily meaning LREs, and they were solved correctly. Thus, it might be said that the students had many learning opportunities during this activity. Especially they may have had many gains in terms of vocabulary learning. However, the high number of LREs may also show that the students had difficulty doing the activity and tried to help one another. This finding is in line with some previous studies, which found that task complexity led to more LREs (e.g., Gilabert et al., 2009; Révész, 2011). The students' answers for the post-activity and the final participation surveys discussed later confirm this comment.

Finally, in the Socratic discussion activity, LREs were only higher than philosophical chairs and fishbowl activities. Almost all of them were student-initiated, meaning LREs that were solved correctly. It may have resulted because the text was long for the students, and they had difficulty discussing it. They asked and answered questions to one another, but the activity could not create many opportunities for peer learning.

All in all, in the light of the findings, we may say that more or less all collaborative activities except for fishbowl discussion provided the learners with many peer learning opportunities. Especially, the gallery walk and case-based discussion activities were helpful for the students to learn from one another. They participated in these activities without any teacher interruption and scaffolded one another. According to the findings related to turn and LRE types, it can be said that the quality of interaction was high, especially during these two activities. However, because of having no student-initiated LREs, fishbowl activity provided fewer learning opportunities for the learners, and none of them were provided by their peers.

Effects of collaborative speaking activities on Turkish EFL students' quantity of oral participation in interaction compared to regular speaking activities. Before planning seven collaborative speaking activities, four regular speaking classes were audio and video recorded by the instructor. The findings gathered from these four regular activities were compared to those collected from the collaborative activities to reveal the differences between regular speaking activities and collaborative activities in terms of the quantity of oral student participation.

To calculate the quantity of participation, the speech size, the number of turns generated by the participants, the number of different students who spoke per class, the percentage of students who spoke per class, and the percentage of time spent in student participation in regular speaking classes were counted. The students produced more words and turns in a minute on average during the collaborative activities than they did during four regular speaking classes. Moreover, the average number of students in collaborative activities was higher than those who participated in regular activities. In addition, the average

percentage of students who spoke per class and the average percentage of time spent in student participation were higher in the collaborative activities.

Similar to the results of the study conducted by Theberge (1994) aiming to find the amount of student participation in whole-class and small-group discussions, the learners who took part in this study participated less in whole-class discussions than they did in collaborative activities based on discussions. The results indicated that the students participated in interaction more while they were doing the collaborative activities, and the quantity of their participation was higher than it was during the regular speaking classes based on mostly whole-class discussion activities. They seem much more involved and productive in collaborative activities than in their four regular speaking classes.

Moreover, when Doughty and Pica (1986) compared two-way information-gap language learning tasks based on information exchange (such as role-play activities) with one-way information gap tasks (such as group discussions). They found that in one-way tasks, all group members did not participate because there was no inherent motivation for all members of the group to take part in the discussion or problem-solving task in contrast to two-way information-gap tasks. However, in this study, although all the activities were based on discussion and one-way tasks, they increased the quantity of discussion a lot.

Effects of collaborative speaking activities on Turkish EFL students' quality of oral participation in interaction in terms of turn types and learning opportunities (LREs) compared to regular speaking activities. The turns produced in the regular speaking classes were counted, and they were categorized as mono, short and long turns and questions to compare the quality of the turns uttered during the regular speaking activities with those produced during the collaborative activities.

The students produced 41 mono, 59 short turns, 21 long turns, and five questions on average during four regular classes. However, mono-turn production during collaborative activities was almost twice more than it was during four regular classes. Likewise, the participants produced four times more long turns than they did during the four regular classes. Moreover, the participants produced over four times more short turns. This finding might be said

to be in line with Delaney's (2012) findings. The learners in Delaney's study (2012) frequently participated by mostly making short turns such as 'I agree' or 'me, too.' Delaney (2012) concluded that the students felt comfortable while speaking, and the anxiety-free atmosphere in the classroom led them to utter short turns because once they became aware of the comfort of participating by producing short turns, they took part in the discussion in the same way repeatedly. Besides, the students produced seventeen times more questions during collaborative activities than during regular speaking activities, which was a remarkable finding. Although the percentages of short turns and long turns were similar during the regular classes and the collaborative activities, the percentages of mono turns and questions differed between the two periods. These findings may indicate the high level of real-life-like interaction during the collaborative activities (Erten & Altay, 2009).

To compare the regular speaking activities with the collaborative activities in terms of the quality of participation, it was essential to investigate the number and types of LREs produced during the two periods. The results demonstrated that most of the LREs were produced by the students, and they were solved correctly by them during the seven collaborative speaking classes, whereas most of the LREs were produced by the teacher during four regular speaking classes. The low number of LREs during regular speaking classes may mean they were provided with far fewer learning opportunities than collaborative speaking activities. It seems that the intervention, including seven collaborative activities, increased the learning opportunities for the students.

Also, the focus was on meaning during the regular speaking classes and collaborative activities because the number of meaning LREs was higher than the number of form LREs. This situation may be related to the learners' level of English. In some previous studies, it was found that lower proficiency learners gave more importance to processing meaning than form because they were not developmentally ready to deal with the formal aspects of the task. For example, Williams (2001) found that more competent learners dealt with the issues related to form more successfully than low-achievers. Similar to the learners of this study, the participants in his study produced more lexical LREs than form LREs. Like Williams (2001), Leeser (2004) indicated that high proficiency learners

produced more LREs and successfully resolved their linguistic issues, but lower proficiency learners produced the lowest number of LREs, and most of the LREs were meaning LREs. However, two high achievers focused more on the form. Thus, lower proficient learners were not developmentally ready to discuss linguistic problems occurring during meaning-focused activities in both studies. The findings of this study may mean that the learners produced more meaning LREs because of their level of English.

In ELT literature, language use has been considered a cognitive tool (e.g., Swain & Lapkin, 1998). While learners are working collaboratively, they solve linguistic problems together and co-construct L2 knowledge through collaborative dialogue. The findings of this study were in line with the findings of many other studies (e.g., Donato 1994, Huong 2007; Kayi-Aydar, 2013; Klingner & Vaughn, 2000; Nunan, 1992; Ohta, 2001, 2004; Storch, 2002; Swain, 1993; Swain & Lapkin, 1998; Tognini et al., 2010). These studies showed that learners help one another as they interact and have more learning opportunities in collaborative speaking activities by scaffolding each other. They have many language practice opportunities by participating in collaborative activities, as Long and Porter (1984) suggest. Klingner and Vaughn (2000) also indicated that when the students worked and helped each other, their performance significantly increased, and their understanding of word meanings, getting the main ideas, and asking and answering questions developed. When learners were involved in collaborative activities, instead of relying on the teacher as their only interlocutor and source of language input, they interacted with each other and became language models. The students in this study produced fewer LREs and had fewer learning opportunities during their regular speaking classes than during collaborative activities.

The findings of Xie's (2010) and Leger and Storch's (2009) studies comply with the findings of this study and show that when students are not under pressure and teachers give up controlling all classroom interaction, learners may participate more and have more learning opportunities.

Similar to this study, in their study, Long et al., (1976) investigated two teacher-led class discussions and two small-group discussions. They looked into the quantity and quality of speech in both contexts. They found that the amount

and variety of student talk were significantly more tremendous in the small groups than in the teacher-led discussions. That is, both the quality and the quantity of student talk were high in the small-group context.

Pica and Doughty (1985) emphasize that group work increases the amount of non-native and so ungrammatical samples of English because the language is produced by learners, not by the teacher who makes the input more grammatical. However, in group work, the students are exposed to each other's ungrammatical input during group activities. Therefore, the proportion of ungrammatical input increases, leading to "a stabilized non-target variety" (p. 246). In this study, the learners also were exposed to ungrammatical input, as they say. Nevertheless, the findings showed that the LREs which had ungrammatical input produced by the students were solved correctly by their peers most of the time. They helped each other solve the language problems they faced and created many learning opportunities for each other. Collaborative activities provided the learners with a large amount of practice time. They produced and received modified input, and most probably, they improved their fluency. However, teachers must be careful about the frequency of collaborative activities they prepare for their learners, primarily to promote linguistic competence in the classroom (Pica & Doughty, 1985).

The Turkish EFL students' perceptions of the effects of each collaborative activity on their verbal participation in interaction. After each collaborative activity, the students answered the questions in the post-activity surveys and gave their opinions on the activities. The aim was to learn the factors that impacted the learners' verbal participation in interaction. Moreover, it would be possible to see if there was a relationship between the learners' willingness to speak and the quality and quantity of their participation in each activity. Besides, the findings would support the findings gathered from the audio and video-based observations and teacher reflections.

Most of the students thought that the Think-Pair-Share activity increased their willingness to participate in interaction. They liked having time to prepare for speaking before presenting their ideas in front of the class, working in pairs, and the exciting topics. It was like a real-life-like activity and increased their confidence in speaking because they felt more comfortable while speaking. Also,

it helped them learn some new vocabulary items. However, some thought topics were not attractive, some questions were difficult, and voice recorders made them nervous.

Moreover, they sometimes used their mother tongue and preferred working in groups instead of pairs. Nevertheless, most of the students wanted to do the activity because it helped them improve their speaking ability and prepare for the midterm exam. Furthermore, they thought it was a different and fun activity, and they expressed themselves more thanks to this activity. The topics were different from the ones in their book, and they liked it. During the activity, they assisted each other and exchanged their opinions with each other. A few students stated that more familiar and discussible topics could be chosen, there could be more straightforward discussion questions, and they could work in groups.

The students believed the snowball discussion activity increased their desire to speak because they could exchange ideas in groups and felt more comfortable while speaking. The topics were interesting, the activity was enjoyable, and they felt more self-confident, so they interacted more. They liked working in groups before presenting their ideas in front of the whole class. They said the activity provided a good atmosphere for discussion. The students did not have anything negative about the activity except those who thought some time should have been given to them to think about their answers for the discussion questions individually, and there was too much noise in the classroom during the activity. Almost all the students wanted to do the activity again because they believed it helped them improve their speaking and prepare for their midterm exam. It was fun and provided a good opportunity for practice. They liked working in groups and sharing opinions. The activity was enjoyable, the topics were discussable, and the classroom atmosphere was comfortable. A few students said the activity might be more encouraging with more discussion topics and some vocabulary exercises, and it would be better if more time were given for thinking about the questions individually.

Most of the students thought the fishbowl activity increased their oral participation. After all, they liked discussing various topics they liked in a group in front of their friends, felt more comfortable speaking and producing different ideas, and participated in interaction more because this activity encouraged them

to speak. It was a different and enjoyable activity that helped them be more active and self-confident and created an atmosphere for discussion. They heard different sentence structures and were able to participate in the discussion from outside. However, many students did not like being in the middle of the classroom in front of the other students as it made them feel nervous. They said only the students in the inner circle were active, and the participants who attended the discussion later had difficulty speaking. Also, they stated that they could not have enough time to think before speaking.

Nevertheless, the students did not want to do the activity again because they were afraid of making mistakes and believed it was not beneficial. They said it might have been better if they had not sat in the middle of the classroom and discussed the topics in pairs before speaking in front of the whole class. They also wanted to talk about more discussable, familiar, and up-to-date topics.

The findings showed that all the students in the classroom believed case-based discussion activity encouraged them to participate in the interaction. The most popular answer given by the students as a reason for their positivity towards the activity was that it was fun. Moreover, they liked the topics and discussed them in groups because they felt more comfortable speaking and sharing their opinions, and they could express themselves better. They found the activity valuable for improving daily English and their creativity, and they participated in interaction very often. They also liked having time to think about the topics before speaking and being corrected by their friends. Almost all the students wanted to do the activity again. However, a few of them said the cases in the discussion were very challenging, and they did not like it. Although most of the participants liked everything about the activity, to make it more encouraging, some students said better topics could be chosen, there might be fewer people in groups, more time can be given to think about the topic before speaking, they might be able to change their groups during discussions, and they might make their groups.

According to most of the students, the philosophical chairs activity increased their willingness to speak. The students liked choosing the topics, doing the research before the discussion, discussing and defending their ideas, working in small groups, and getting prepared for speaking before the discussion.

As a result, they felt more comfortable while speaking. They thought it was a fun and different activity, which made them more active than usual and helped improve their daily use of English. Most of the students wanted to do the activity again. However, a few students thought they did not have enough time to get prepared for speaking, they were afraid of making mistakes and had difficulty doing the activity because it was difficult, and they had limited vocabulary knowledge, so they felt nervous. A few of them said they could not work together, and their teacher should have managed the discussion. Some participants thought more time could be given to think about the topic before speaking and believed more encouraging topics for discussion could be chosen. They also wanted to have no preparation time before speaking, be provided with some information about the topic before discussion, be nominated by the teacher, and make their groups.

Similarly, most of the students said that gallery walk activity affected their desire for speaking because it provided good speaking practice. They liked the topics, working in small groups, discussing the meaningful quotes which were informative, walking around the classroom, sharing their opinions with their friends, and learning new words. They felt more comfortable while speaking and participated in it. It was fun and different. However, almost half of the students found the activity difficult, and some thought it was boring. They said the quotes were not discussable. Some of them did not like walking around the classroom, and they wanted to make their groups. A few of the students wanted to do the activity again. When they were asked what could be done to make the activity more effective, they said the quotes must be easier to understand and more discussable. Also, they stated that some Turkish people's quotes could be chosen, and they may have more time to discuss them.

Most of the students did not think that Socratic discussion activity increased their desire for speaking. However, some students stated this activity was an effective speaking activity, they could express themselves better, and it was a different activity. They liked the story, working in groups, sharing their opinions with their friends, and brainstorming. They said the questions about the text were easy to answer, and they discussed the text deeply. They had time to think before speaking and felt comfortable.

On the other hand, most of them said they could not discuss the text and did not have enough time. The students did not like the topic, and the text was too long and difficult to understand, so it did not encourage them to speak. Also, their English was not good enough to do this activity. It was a tedious activity that was similar to the activities in their book. Thus, most of them did not want to do the activity again. Besides, they stated that reading in a group was difficult for them. The participants said a shorter text and more exciting topics could be chosen to make the activity more encouraging. Moreover, they wanted the groups to be smaller.

All in all, the participants gave their opinions on each activity as soon as they completed them. The findings of the study revealed the factors that were effective in encouraging the students to speak, the reasons why they liked or disliked the activities, the reasons why they wanted to an activity or why they did not want to do them again, and the changes they wanted to do in the activity to be more eager to participate in interaction orally. Therefore, it may be a good idea to summarize the findings to see the big picture and get an idea about the expectations of the participants from speaking activities in general:

The collaborative activities increased the students' desire for speaking when ____

- the students had time to get prepared for speaking before presenting their ideas in front of the whole class.
- the students worked in pairs and groups and shared their opinions.
- the students felt more comfortable and more self-confident while speaking.
- the topics were interesting, and the students liked them.
- the activities were different, enjoyable, and similar to real-life.
- the students could express themselves better during the activity.
- the activities provided good speaking practice opportunities.

The students liked the activities when they ___

- had fun.
- worked in pairs and groups.
- had time to think before speaking.

- had various, interesting and discussable topics.
- learnt something new.
- had a good atmosphere for discussion.
- discussed the topics by producing different ideas.
- could participate in them often and equally.
- did different activities from those they do in their regular speaking classes.
- improved their English during the activities.
- were corrected by their friends.
- chose the topics.
- did some research before the discussion.
- felt comfortable while speaking.

The students did not like the activities when ___

- the topics were not interesting, and they did not like the topic.
- the activities were very difficult to do.
- the students felt nervous.
- the activities were boring.
- some students did not benefit from the activity.
- the students did not have enough time for discussion.

The students wanted to do the activities again when they ___

- improved their speaking ability and get prepared for their exams.
- had different, fun, and engaging activities.
- could express themselves more.
- helped each other.
- worked in groups and shared their opinions.
- had good opportunities for practice.
- increased their self-confidence.
- felt comfortable while speaking.
- were encouraged to speak.
- liked the activity and the topics.

The students did not want to do the activities again when___

- they were afraid of making mistakes.
- they believed they were not beneficial activities for them.
- everybody could not participate in them.
- the activity was tough to do.
- they did not have enough time to get prepared for speaking.
- they were not enjoyable.

To make the activities more encouraging for oral participation, it is necessary to ___

- spend more time on discussion.
- choose more discussable, familiar, and up-to-date topics.
- give the students more time to think about the topic.
- make all students participate in interaction.
- avoid complicated tasks.

When we look at the items above, it can be said that students wanted to feel comfortable while discussing. They stated that when they had time to prepare for speaking before presenting their ideas in front of the whole class, they felt better and more confident and could express themselves better. Thus, it may be a good idea to let the students get prepared before they speak. Also, working in pairs and groups, sharing their opinions, discussing the topics by producing different ideas together, being corrected by their friends, and helping each other made them more willing to speak in interaction according to their opinions. They felt more comfortable and more self-confident while speaking. They stressed the importance of the topic of the speaking activity and said that when speaking topics were interesting, discussable, various, familiar, and up-to-date, they liked them and participated in the activities. That is, topic selection has been proven to be an important factor that affects learners' oral participation.

According to the findings of this study, similar to many other studies (e.g., Wade, 1994), topics of discussion are an essential factor influencing students' participation. Moreover, the students mentioned that when the activities were different from the regular speaking activities they did in the classroom, enjoyable and similar to real-life, they wanted to participate in the activity. Also, when they

believed that activity helped them improve their speaking, taught them something new, helped them to improve their English, and provided a good speaking practice, they liked the activity more. Furthermore, they were more willing to speak when most of the students participated and when they could participate in the activity evenly.

The results of the study were in line with many other studies in the literature. For example, Topçu and Başbay (2020) found that learners were anxious while speaking and the most important reason for this was the fear of making a mistake. Therefore, the students needed a positive, stress-free, effective, and enjoyable learning environment to reduce their anxiety. Group work helped the learners feel more confident and have an enjoyable, stress-free atmosphere with many practice opportunities. Students also thought that getting prepared for the activity before speaking was essential.

To answer the second research question, which asks if Turkish EFL learners' quantity of oral participation varied in different collaborative activities, the collaborative activities were compared to each other in terms of the quantity of participation, and it was found that the highest number of words was produced in snowball discussion and case-based discussion activities respectively. However, fishbowl activity had the smallest speech size. Besides, the number of turns produced by the participants was counted, and snowball discussion and case-based discussion were the activities in which the highest number of turns were produced, respectively. Furthermore, during these two activities, a high number of short turns and questions were found, and it showed a high level of interaction. On the other hand, the fishbowl activity had the lowest number of turns, which means that the participants did not participate orally in this activity as frequently as they did in the other activities, and the lowest quantity of participation belonged to this activity. Moreover, it had the lowest number of short turns and questions, which showed that the learners did not interact well (Erten & Altay, 2009).

The analysis of the post-activity surveys also showed that case-based discussion and snowball discussion activities were the most popular activities, and they met the students' expectations from speaking activities. The students thought these activities increased their desire for participation a lot and were very

eager to do these activities again. In snowball discussion and case-based discussion activities, the students discussed real-life topics and exchanged their knowledge and experiences. They worked in groups and actively participated in interaction during the discussions. They thought these two activities were interesting, useful, enjoyable, challenging but achievable, and different from the activities they were used to doing during their regular speaking activities. Thus, they got involved in the activity and produced many words and turns. As for the fishbowl discussion activity, the lowest number of words and turns were created during this activity. The results of the post-activity survey indicated that although the students said the activity increased their willingness to speak, almost half of the students did not want to do the activity again. They declared they got anxious while doing the activity because they were in a circle, and the other students were listening to them. Therefore, they were afraid of making mistakes and did not want to participate in the discussion. They did not think that they were doing something enjoyable and the activity was difficult to do.

To conclude, the results of the analysis of audio and video recordings and the post-activity survey supported Dörnyei and Kormos (2000), and they indicated that when learners were willing to participate in the interaction, they produced more words and turns. In other words, the amount of L2 produced by the students increased while they were doing the task with a very positive attitude towards it. Also, the quality of their participation increased, and they interacted with each other very often. On the other hand, when the students had difficulty doing the activity and were unwilling to do it, both the quality and the quantity of participation were low compared to the other collaborative activities.

Perceptions of the EFL instructor on the effects of each collaborative activity on Turkish EFL learners' oral participation in interaction. The seventh research question of the study is related to my reflections on each collaborative activity I wrote to support the findings gathered from the surveys and the data I got through audio and video recordings. My reflections on the first activity, "think-pair-share," which was based on pair work and whole-class discussion, showed that the students were excited because of experiencing something new while doing the activity and eager to do it. Even weaker students wanted to participate in it. They seemed very comfortable while talking to their

pairs, and they helped each other. Most of them were active and participated in the discussion. Before the whole class discussion, they prepared to speak, and I think it reduced their anxiety and made them feel safer and more comfortable. They liked giving their opinions freely on different topics which were related to their own lives.

The students liked the second activity, "snowball discussion." They had more opportunities to share their opinions with others than they had in the TPS activity. They liked the topics, and many students participated in discussions in groups. They tried to use daily expressions, cared about their pronunciation, and tried to do their best to speak English well till the end of the activity.

The third activity, "fishbowl discussion," made the students feel a bit nervous because they discussed the topics in a group in the middle of the classroom, and everybody outside the circle was listening to them. Thus, the findings were in line with Young's (1990) findings and showed that when the students were speaking in front of the class and had to give the on-spot performance, they got anxious. They needed my support to start discussions on the topics. I think they liked the topics and tried to participate in the middle, but the ones outside the circle were silent and could not contribute to the discussion. They became passive and did not participate in interaction as often as they did while doing TPS and snowball activities. Even so, their verbal participation was much better than it was in teacher-led whole-class discussions.

The fourth activity, the case-based discussion activity was my favourite activity because it led to constant interaction and encouraged the students to participate in the interaction. They enjoyed doing it a lot and wanted to do it again. Even the most silent students wanted to take part in it. When they needed help, they requested it from other students, not from me. Everybody in the classroom tried to participate in discussions because I think they liked talking about challenging cases.

The fifth activity, "philosophical chairs," was very similar to debate and encouraged critical thinking. Again, the students brainstormed the topics prepared before speaking, and I think they liked it. However, they were more passive than they were in the previous activities, and some of them, timid

students and low-achievers, did not participate in discussions in big groups. As a result, they had some difficulties talking about some of the topics.

In the sixth activity, "gallery walk," my students tried to talk about some famous quotes and answered some follow-up questions about them. They worked in groups, walked around the classroom, and exchanged opinions. Many of them had difficulty understanding some of the quotes, could not discuss them, and got demotivated because of this situation. Even if they understood the meanings of the quotes, they could not comment on them. They gave short answers to the questions about the quotes mainly. I should have chosen simpler and more understandable ones. Some of them enjoyed the activity, but I do not think that low achievers liked it. I tried to support them as much as possible, but they still had difficulty. Collaboration and interaction among the students did not satisfy me. Moreover, I had to get involved in the activity to help my students very often, making the activity more teacher-led. I do not think that this activity made them more willing to participate in the interaction.

Thanks to the last activity, the Socratic discussion, my students had an opportunity to develop their critical thinking skills, and they could discuss real-life topics provided by a text. However, my students complained about the length of the text, and they were not willing to read it. They discussed the questions about the text in groups, but I do not think that there was enough interaction in groups. I asked some of the questions about the text. Thus, the interaction turned out to be student-teacher interaction instead of peer interaction. High-achievers participated in the activity, but many students did not prefer speaking. Therefore, I do not think that this activity increased my students' willingness to participate in the interaction.

The Turkish EFL students' perceptions of the effectiveness of the overall collaborative activities on their verbal participation in interaction. After the completion of the seven collaborative activities, which were conducted with the aim of increasing student willingness to participate in oral interaction and the quality and quantity of participation in the classroom, a final participation survey was given to the participants. The survey investigated the learners' perceptions of the whole process, its effects on their willingness to speak, and the activities done during the study.

It was impressive that almost all the participants believed that the collaborative speaking activities done in the classroom increased their willingness to participate in interaction. They stated that the activities were fun. Also, they believed these activities increased their self-confidence in speaking. They were interesting, and discussing the topics with their friends was helpful. They liked working in pairs and learning daily English because the activities were similar to real-life activities, and they learned something from each activity. Besides, instead of monotonous lessons, they did different activities in their opinion.

Similar to Liu and Littlewood (1997), the results showed that students loved small discussion groups. Similarly, the case-based discussion and snowball discussion activities were the most popular activities among the students in the current study. The students chose the case-based discussion activity as their favourite activity because they thought the cases were interesting, they felt relaxed while speaking, and the activity was fun. They were able to be more active in small discussion groups. They brainstormed, asked and answered questions, had opportunities to speak and listen to different ideas and make comments on several topics. Most of them stated that they felt safe and relaxed in such a supportive learning environment. The students in this study had more practice opportunities in a low-risk environment similar to the participants in Porter's study (1983) who were involved in the actual communicative practice, including the negotiation for meaning that is believed to aid SLA, and it contributed to their self-confidence in using the target language. Similar to the participants in the study conducted by Han (2007), when students became self-confident, they got more motivated to participate more orally. The findings gathered from the learners' answers to this question seem to support the findings of the quantity and quality of the learners' participation during case-based and snowball discussion activities because their quality and quantity of participation were high during these two activities, and this situation may be explained with their positive feelings about the activities.

The students chose the gallery walk activity as the least effective one to increase their desire for speaking because they thought the quotes were challenging to understand, undiscussable and moving constantly caused some problems. This finding contradicted the findings of the quality and quantity of

participation during this activity because the results showed that the gallery walk activity was the third activity in which the students produced the most words. Also, it had the highest number of short turns and a high number of questions which showed the students interacted well. Thus, although the students did not like the activity and thought it was ineffective, the quality and quantity of participation were high. This situation might have resulted from the difficulty of the activity. Since the students could not understand the quotes, they asked and answered questions very often. Likewise, the students thought the Socratic discussion activity was ineffective due to the difficulty of the text and its length. Also, the students said the topic was boring and undiscussable, and the activity was not very enjoyable.

When the students were asked about their opinions on the activities, almost half said they were worthwhile. They said they increased their self-confidence in speaking. They enjoyed the activities and doing different activities. The activities helped them improve their speaking ability and vocabulary, and so they valued collaborative dialogue as an opportunity for learning, similar to what Watanabe (2008) found in his study. The collaborative activities brought the class closer together, and they were remarkable. Only a few of them said some were unnecessary, and they got bored when they had difficulty doing the activity.

More than half of the students declared that they started to feel more comfortable while speaking after the activities. In addition, almost a quarter of them said they are less afraid of making mistakes while speaking, and the activities increased their self-confidence in speaking.

Girgin and Stevens (2005) designed some discussion activities to increase participation in a Turkish EFL classroom similar to the activities done in this study, and they showed that most of the students who took part in their study valued the discussions in groups similar to the participants of this study. Also, Ramirez (2010) emphasizes that debates and discussion activities about different topics motivate the students to participate. In addition, Menegale (2008) suggests that to encourage learners to participate in interaction, they must be allowed to ask questions which require critical thinking and encouraged to make more contributions.

Moreover, the current study indicated that the selection of activities and topics greatly influenced students' willingness to participate, similar to the study conducted by Ramirez (2010). Ramirez found that the students gave great importance to topics, and they got motivated or lost their interest depending on the activities and topics. Also, Hollander's (2002) findings were in line with the findings of this study which showed that engaging topics caused the participants to participate in classroom discussions. Getting prepared before speaking, talking about real-life topics (e.g., Wei, 2008), getting prepared before speaking (e.g., Fassinger's, 1995), a friendly and relaxed atmosphere, supportive participants and no fear of ridicule, participation of many people in the classroom are essential factors to increase learners' verbal participation in many other studies in the relevant literature.

The results showed that choosing topics to discuss and activities had a positive impact on students. Thus, they were in line with the findings of Trent's study (2009), which found that allowing students to gain some control over classroom events might lead to greater participation.

Donald (2010) suggests encouraging learners to speak, giving time to the students to get prepared for speaking, creating opportunities for them to work in groups to improve their critical thinking and questioning skills without the fear of losing face and getting stressed, making the class environment exciting and engaging. In addition, this study showed that Donald's (2010) suggestions to deal with participation problems helped increase student participation.

This study demonstrated that the students became more willing to participate when they asked and answered questions in pairs or groups. As in Zhong's study (2013), in this study, the findings showed that L2 learners' willingness to take part in interaction was different in teacher-led and collaborative learning situations. Working collaboratively engaged learners in oral communication. Some other studies support this finding (e.g., Fu, 2013). Likewise, the results of this study indicated that collaboration made learners more willing to take part in oral interaction, create more learning opportunities, so it is an effective instructional tool for learners. The results of the study were in line with the ones Doqaruni (2014) obtained from his study, too. He conducted action research on students' confidence in speaking and found that their confidence

increased when they collaborated with their peers. Similarly, in the study conducted by Leger and Storch's (2009) in which whole-class discussion and small group work were the main types of speaking activities, the whole class discussion was thought to be a tough oral activity by the students because of the anxiety they felt due to their more proficient peers while they were expressing their opinions in front of the whole class. They believed group work was easier than whole-class discussion.

There are many other studies (Girgin & Stevens, 2005; Hsu, 2015; Liu & Littlewood, 1997; McDonough, 2004; Mystkowska-Wiertelak, 2018; Nazar & Allahyar, 2012) which have shown that EFL instructors should provide their learners with sufficient opportunities to engage in pair or group work activities if they want to increase their verbal participation and encourage even the quietest students for speaking. Learners may feel more relaxed and confident during pair or small group activities than whole-class discussions. Donald (2010) also found that to increase learners' willingness to participate in interaction. It is essential to let them work in small groups while they are answering questions. Working in small groups helps learners improve their critical thinking and questioning skills in a less stressful environment. They feel more competent and become more willing to participate orally in class. Han (2007) found that most EFL students prefer small group discussions, for they become less anxious in small groups. They get engaged in small group discussions and have more opportunities to share their ideas. Because of personal relationships, participation is easier for students in a small group. The supportive classroom atmosphere encourages learners to participate (Han, 2007). The findings of this study also supported the idea that collaboration among students provides opportunities for learners to get comprehensible input and produce output. The participants felt less anxious, more self-confident, and motivated during collaborative activities. McDonough (2004) conducted a small-scale study to explore instructors' and learners' perceptions about the use of pair and small group activities in a Thai EFL context. He also looked for the learning opportunities created by pair and small group activities and their effect on the production of the target forms. The results revealed that learners who participated during the pair and small group activities improved their production of the target forms.

Conclusion

This study, which had an action research methodology, aimed to find the reasons for EFL learners' willingness or unwillingness for verbal classroom participation in interaction and investigate the ways to encourage them to participate more in interaction through several collaborative activities in a Turkish preparatory school context. It also aimed to increase the quantity and the quality of students' verbal participation in interaction. The results, which were obtained as a result of a comprehensive qualitative analysis, showed that the students became more eager to contribute to classroom discussions during the collaborative activities. Besides, the quality and the quantity of interaction increased when compared to regular speaking activities.

In this section of the study, the methodological and pedagogical implications related to the study will be mentioned. Then suggestions for possible future research will be given.

Methodological implications. This study had an action research design. Many studies related to classroom participation have been based on Likert scales. Thanks to in-depth qualitative analysis, this study provided detailed information about what was happening in a real EFL classroom. The initial surveys, including open-ended questions, helped the teacher-researcher to understand the needs and expectations of the learners regarding verbal classroom participation and design the action research process according to their needs and expectations. The post-activity surveys revealed the participants' opinions of the collaborative activities in detail. The audio and video recordings made it possible to gather the learners' actual language use while interacting with each other for a real purpose. The final survey, which required the learners to answer open-ended questions and evaluate the whole action research process, provided detailed information about the learners' opinions on the process. Moreover, the teacher-researcher's reflections provided the teacher-researcher's perspective and contributed to the findings.

Furthermore, although many studies have focused on the quantity of participation, this study stressed the significance of the quality of verbal participation and aimed to increase the quality and the quantity of the students'

verbal participation. Therefore, the interaction among the students during the collaborative activities was analysed carefully, and the quantity and quality of their verbal participation were investigated. In the light of the results, it can be said that the action research process worked well, the learners became more willing to take part in verbal interaction at the end of the study, and the quantity and quality of their verbal participation increased thanks to the action research process.

Finally, this study was conducted by the teacher of the classroom in which the study was carried on. In this way, the teacher-researcher followed the learners' participation and provided an insider point of view during the process. Besides, because the teacher knew the students closely, it was easier to plan the process. Also, the students felt more comfortable because they worked with their teacher.

Pedagogical Implications. The current study's findings provide some pedagogical implications that will help language teachers, teacher trainees, teacher candidates, and policymakers.

English teachers in Turkey often complain about their students' low verbal participation level in their speaking classes. This study focused on this problem and increased both the quality and quantity of verbal student participation. It showed that as language teachers, it is necessary to consider the students' needs while deciding on the appropriate teaching methods or approaches instead of focusing only on our own perceptions or knowledge on teaching and learning when we come across a problem in the classroom. When the teacher-researcher noticed that the students did not participate in classroom interaction verbally enough during whole-class discussion activities, although she tried hard to encourage the students to speak, she decided to investigate the needs and expectations of the students in terms of verbal classroom participation. The students willingly took part in the study because they would have a new learning experience, and they thought their teacher attached importance to their needs. This study showed that teachers should always think about the needs of their students when there is a problem in the classroom because every teaching and learning context is unique. They need to be careful about selecting topics, activities, and individual factors, and they should consider their students' interests

and expectations if they want their learners to be more active in their speaking classes.

Furthermore, this study stated that when learners are given enough opportunities for speaking, they may become more willing to speak. In Turkey, traditional teaching methods which make the teacher the only authority and the only teaching and learning source are still popular. Teachers mostly believe that they must provide all the necessary information because they are the only source of knowledge and feedback. However, this study demonstrated that students valued collaborative dialogue as an opportunity for learning. They corrected each other's mistakes and became the source of information for each other. Even when low-achievers interacted with low-achievers, they benefited from this interaction in terms of language learning. Thus, one of the most important things the students need to learn is to be involved in peer interaction and work collaboratively instead of answering the teacher's questions or working alone. Taking part in collaborative activities contributes to both the quantity and quality of verbal classroom participation. Collaborative activities also help students become more autonomous and responsible for their learning. Besides, according to the findings of this study, students need a positive, stress-free, effective, and enjoyable learning environment to reduce their anxiety. Collaborative activities help the learners feel more confident and have an enjoyable, stress-free atmosphere with many opportunities for speaking practice. As a result, it is an effective instructional tool for learners.

Suggestions for Future Research.

In this study, an EFL classroom consisting of 22 students was under investigation. To get richer data, collaborative action research may be conducted. For example, two or more classrooms can be examined simultaneously to compare the students' needs and expectations about verbal participation in interaction and see the effects of collaborative activities on the quality and quantity of their participation.

Moreover, seven collaborative discussion activities were chosen to increase the quality and quantity of students' verbal participation. Therefore, it may be good to choose various collaborative activities and see their effects on student

participation. Also, to get the learners' views on the collaborative activities, only surveys were used because of some problems related to the context of teaching. Therefore, students may be interviewed to get more detailed data instead of using only surveys or as an additional data collection tool.

In addition, this study was conducted with young adult learners. Therefore, working with students at different ages may be a good idea to see the effects of peer interaction and collaborative activities on verbal student participation on the students at different ages.

Finally, there is a great amount of research on the quantity of verbal participation, and in most of these studies, when the number of words and turns increases, the quantity of verbal participation was accepted to be increased. However, there are few studies on the quality of verbal student participation, and in these studies, the quality of verbal participation has been measured in different ways. In the study, to measure the quality of student participation, turn types and LREs in student speech were investigated, and when the number of LREs produced by the students increased, the quality of participation was thought to be improved because of the learning opportunities the students had during peer interaction. For more detailed investigation, Conversation Analysis (CA) methodology may be used. Analysing learners' oral production second by second may result in more in-depth knowledge about the quality of their production. Moreover, if CA methodology is used, it may be possible to work on both verbal and nonverbal student participation in interaction.

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APPENDIX-A: Discussion Topics

Name and Surname:

DISCUSSION TOPICS

Circle 10 discussion topics you would like to talk about.

1. Free time
2. Music
3. Movies
4. Food
5. TV
6. Travel
7. Money
8. Plans
9. Hobbies
10. Learning / Studies
11. Internet
12. Phones
13. War
14. Dreams
15. Inventions
16. Love, Dating & Marriage
17. Moving to Another Country
18. Personality
19. Unemployment
20. Family
21. Aliens
22. Talents and Skills
23. Shopping
24. Goals
25. Charity / Volunteering
26. Fame and Celebrities
27. Aging
28. Exercise / Being active
29. Culture
30. Nature
31. History
32. Life and death
33. Challenges
34. Change
35. Childhood
36. Choices
37. Cities
38. Cloning
39. Communication
40. Computers
41. Cooking
42. Crime
43. Customs & Traditions
44. Eating Habits
45. Empathy
46. Entrepreneurs
47. Environmental Problems
48. Friendship
49. Habits
50. Health
51. Holidays
52. Intelligence
53. Learning English
54. Meeting New People
55. Memory
56. Motivation
57. Natural Disasters
58. Natural Wonders
59. Privacy
60. Responsibility
61. Sports
62. Success and Failure
63. The Past
64. Fate
65. Lies
66. Immortality
67. Emotions: Happiness, anger etc.
68. Animals & Pets
69. Annoying Things
70. Beauty & Physical Attractiveness
71. Body Language
72. Books & Reading
73. Cheating
74. Childhood
75. Creativity
76. Discrimination
77. Fears
78. Inventions
79. Poverty
80. Prejudices
81. Science & Technology
82. Social Problems
83. Stress
84. Supernatural, Ghosts & Superstitions
85. Teachers

APPENDIX-B: Discussion Activities

Name and Surname:

DISCUSSION ACTIVITIES

A. Circle six discussion activities you want to do in your classes.

1. Gallery walk (quotations, pictures etc.)

A gallery walk is a classroom activity in which students rotate through a variety of tasks. Each task may consist of a question or very short activity to complete, before rotating to another one. Then as a whole class activity, students talk about the material.

2. Fishbowl technique

In a Fishbowl discussion, you are seated in two circles. The students who are seated in the inner circle actively participate in a discussion by asking questions and sharing their opinions. The students who are seated in the outer circle listen carefully and actively to the ideas presented by their peers in the inner circle. At the end of an allotted period of time, the students in each circle switch roles, so that they practice being both contributors and listeners in a group discussion.

3. Snowball discussion

Work in pairs, responding to a discussion question only with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four, join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.

4. Think pair share

Think about your response to a question, form a pair with another person, discuss your response, then share it with the whole class.

5. Socratic discussion or seminar

In a Socratic Seminar activity, help one another understand the ideas, issues, and values reflected in a text through a group discussion format. You involve in a group discussion around the ideas in the text; you shouldn't use the discussion to assert your opinions or prove an argument.

6. Philosophical chairs technique

Talk about a topic and choose a side to sit on. You have an opportunity to make a statement or respond. As you change your mind, you may change sides.

7. Debate

Students discuss in groups first, and then they talk with the opposite group.

8. Jigsaw

You are divided into jigsaw groups. Each group has a leader. The day's lesson is divided into 5-6 segments. Each student is assigned to learn one segment. You have direct access only to your own segment. You read over Your segment at least twice and become familiar with it. Temporary "expert groups" are formed by having one student from each jigsaw group join other students assigned to the same segment. In these expert groups you discuss the main points of your segment and to rehearse the presentations you will make to their jigsaw group. Then go back into your jigsaw groups. Each student presents her or his segment to the group. Others in the group may ask questions for clarification.

9. Case study-based group discussion

You are given a case statement, which you must read so as to prepare within the given prep time a basic response, which allows you to give your perspective on the problem at hand. In your effort to find solutions and reach decisions through discussion, you may sort out factual data, apply analytical tools, articulate issues, reflect on your relevant experience, and draw conclusions you can carry forward to new situations.

10. Converstations

You are placed into a few groups of 4-6 students each and are given a discussion question to talk about. After sufficient time has passed for the discussion to develop, one or two students from each group rotate to a different group, while the other group members remain where they are. Once in your new group, you will discuss a different, but related question, and you may also share some of the key points from their last group's conversation. For the next rotation, students who have not rotated before may be chosen to move, resulting in groups that are continually evolving.

APPENDIX-C: İlk Sınıf İçi Derse Sözlü Katılım Anketi

Sayın Katılımcı,

Bu anket, eylem çalışması üzerine yapılan ve öğrencilerin konuşma derslerine katılımlarını artırmayı amaçlayan doktora tezimin bir parçası olarak hazırlanmıştır. Anketin amacı öğrencilerin derse sözlü katılım ile ilgili tercihlerini ve düşüncelerini öğrenmektir. Ankete katılımınız ve vereceğiniz cevaplar çalışmanın sağlıklı bir şekilde yapılabilmesi için çok önemlidir. Bu yüzden lütfen her maddeyi dikkatlice okuyunuz ve cevaplayınız. Sorular için doğru veya yanlış cevap yoktur. Cevaplarınız sadece bu çalışma için kullanılacaktır. Ankete katılmanız tamamen gönüllülük esasına dayanmaktadır. Ankete katılmanız veya katılmamanız ders notunuza yansımayacaktır.

Maide YILMAZ

maidey@hotmail.com

1. Kendinizi İngilizce konuşma konusunda nasıl değerlendirirsiniz?

_____

_____

_____

_____

2. Sınıf içi derse katılımla ilgili düşünceleriniz nelerdir?

_____

_____

_____

_____

3. İngilizce derslerinde derse sözlü olarak ne sıklıkta katılırsınız?

_____

_____

_____

_____

4. Derse ne zaman sözlü olarak katılmak istediğinizi hissedersiniz?

_____

_____

_____

_____

_____

_____

_____

5. Ne tür konuşma etkinlikleri derse sözlü katılım isteğinizi artırır?

_____

_____

_____

_____

6. Neden veya ne zaman derse sözlü olarak katılmak istemezsiniz?

_____

_____

_____

_____

7. Öğretmeniniz size söz verdiğinde nasıl hissedersiniz?

_____

_____

_____

_____

8. Derste konuşurken nasıl hissedersiniz?

_____

_____

_____

_____

9. Konuşma konusunu kimin seçmesini istersiniz: kendinizin mi, öğretmeninizin mi, yoksa sınıf arkadaşlarınızın mı? Neden?

_____

_____

_____

_____

_____

_____

10. Sınıf içi bir konuşma aktivitesini tüm sınıf birlikte mi, küçük gruplar halinde mi yoksa ikili gruplar halinde mi yapmak istersiniz? Neden?

_____

_____

_____

Çalışmaya katkıda bulunduğunuz için teşekkür ederiz.

APPENDIX-D: Etkinlik Değerlendirme Formu

Sayın Katılımcı,

Bu form, yapılan konuşma etkinliği hakkındaki görüşlerinizi öğrenmeyi amaçlamaktadır. Bu formdaki sorulara vereceğiniz yanıtlar çalışma için büyük önem taşımaktadır. Bu yüzden, size yöneltilen soruları dikkatlice okuyup cevaplayınız.

Etkinlik Adı:

Etkinliğin sizin derse sözlü katılma isteğinizi artırdığını düşünüyor musunuz? Neden?

_____

_____

_____

Etkinliğin sevdiğiniz tarafları nelerdi?

_____

_____

_____

Etkinlikle ilgili sevmediğiniz bir şey oldu mu? Evet ise açıklayınız?

_____

_____

_____

Bu etkinliği tekrar yapmak ister misiniz? Neden?

_____

_____

_____

Etkinliğin tartışmalara katılmanızı daha çok teşvik etmesi için ne yapılabilir? Eğer varsa, etkinlikte değişmesini istediğiniz şeyler nelerdir?

_____

_____

_____

APPENDIX-E: Son Sınıf İçi Derse Katılım Anketi

Sayın Katılımcı,

Bu anket yapılan eylem çalışmasının etkinliği konusunda sizlerin düşüncelerini öğrenmek için hazırlanmıştır. Ankete katılımınız ve vereceğiniz cevaplar çalışmanın sağlıklı bir şekilde sonlandırılabilmesi için çok önemlidir. Bu yüzden lütfen her maddeyi dikkatlice okuyunuz ve cevaplayınız.

Maide YILMAZ

1. Yapılan konuşma etkinliklerinin derse sözlü katılım isteğinizi artırdığını düşünüyor musunuz? Lütfen açıklayınız.

_____
_____
_____
_____

2. Hangi etkinliğin derse sözlü katılım isteğinizi en fazla artırdığını düşünüyorsunuz? Neden?

_____
_____
_____
_____

3. Hangi etkinliğin derse katılım isteğinize en az etkisi olduğunu düşünüyorsunuz? Neden?

_____
_____
_____
_____

4. Yapılan etkinlikler hakkındaki genel düşüncelerinizi kısaca özetler misiniz?

_____
_____

_____

_____

_____

_____

_____

_____

_____

_____

5. Yapılan konuşma etkinlikleri derse sözlü katılım ile ilgili düşüncelerinizi etkiledi mi (konuşma sırasında gergin hissetme, hata yapmaktan korkma, kendine güvenmeme vb.)? Lütfen açıklayınız.

_____

_____

_____

_____

_____

_____

Çalışmaya katkıda bulunduğunuz için teşekkür ederiz.

APPENDIX-F: Ethics Committee Approval

Sayı: E-35853172-100-00000429682

00000429682

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-100
Konu : Maide YILMAZ Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Maide YILMAZ**'in **Prof. Dr. İsmail Hakkı ERTEN** danışmanlığında yürüttüğü **"Bir İngilizce Sınıfında Sözlü Etkileşime Katılma İsteği"**başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **8 Ocak 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

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Telefon:0 (312) 305 3001-3002 Faks:0 (312) 311 9992 E-posta:yazimd@hacettepe.edu.tr İnternet Adresi: www.hacettepe.edu.tr

Duygu Didem İLERİ

APPENDIX G: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

27/12/21

Maide Yılmaz

APPENDIX-H: Thesis/Dissertation Originality Report

27/12/2021

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: Enhancing the Quality and Quantity of Verbal Student Participation: An Action Research Study

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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Filtering options applied:

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Last name: Maide YILMAZ

Student No.: N14243080

Department: Foreign Language Education

Program: English Language Teaching

Status: ☐ Masters X Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Assist. Prof. Dr. Hatice ERGÜL

APPENDIX-I: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım haklan bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- Tezimle ilgili gizlilik kararı verilmiştir. (3)

27 /12 /2020

Maide YILMAZ

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma *sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* *Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*