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Department of Foreign Languages Education

English Language Teaching Program

AN INVESTIGATION OF THE FACTORS AFFECTING STUDENTS' LOW ORAL
PARTICIPATION IN EFL CLASSROOMS

Merve BİLGİÇ

Master's Thesis

Ankara, 2024

With leadership, research, innovation, high quality education and change,

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ÖĞRENCİLERİN EFL SINIFLARDA DÜŞÜK SÖZEL KATILIMINI ETKİLEYEN
FAKTÖRLERİN ARAŞTIRILMASI ÜZERİNE ÇALIŞMA

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Master's Thesis

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,

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Abstract

Oral participation and reasons that affect low oral participation in a classroom have been of interest in the language education field. Factors might be changing from context to context, and despite the well-known importance of oral participation in EFL classrooms, there is minimal information on the Turkish classroom setting especially at high school levels. This case study brings a new perspective on reasons for low oral participation by adopting qualitative research design; contributing to the field with researchers mostly adopting quantitative research design in addition to considering external reasons, with the help of speaking activities in a course book. Based on interviews and video-based observation of 8 students, and 38 students in numbers of task choice, this study aims to investigate what factors are causing the low oral participation of students in the Turkish EFL classroom setting and the effect of task types on oral participation with the help of content analysis. The insights gained from this study will assist other students in increasing their oral participation in EFL classrooms and gain a new perspective for educators about creating their context to have fully active and orally participating classes.

Keywords: low oral participation, EFL classrooms, importance of oral participation, students' perceptions

Öz

Sözlü katılım ve sınıf içindeki düşük sözlü katılımı etkileyen nedenler, dil eğitimi alanında hala ilgi çekicidir. Faktörler bağlamdan bağlama değişebilir ve İngilizce öğrenilen yabancı dil sınıflarındaki sözlü katılımın öneminin iyi bilinmesine rağmen, özellikle lise düzeyinde Türk sınıf ortamıyla ilgili çok sınırlı bilgi bulunmaktadır. Bu vaka çalışması, nitel araştırma tasarımını benimseyerek düşük sözlü katılımın nedenleri üzerinde yeni bir perspektif sunarak, araştırmacıların çoğunlukla nicel araştırma tasarımını benimsemesinin yanı sıra dış faktörleri de göz önünde bulundurarak alana katkıda bulunmaktadır. Bir ders kitabındaki konuşma etkinliklerinin yardımıyla, 8 öğrencinin görüşmeleri ve video tabanlı gözlemlerine dayanarak ve 38 öğrencinin görev seçimi sayılarına dayanarak, bu çalışma, Türkçe İngilizce öğrenilen yabancı dil sınıfındaki öğrencilerin düşük sözlü katılımını etkileyen faktörleri ve görev türlerinin sözlü katılıma etkisini içerik analiziyle araştırmayı amaçlamaktadır. Bu çalışmadan elde edilen içgörüler, diğer öğrencilere İngilizce öğrenilen yabancı dil sınıflarındaki sözlü katılımlarını artırmalarına yardımcı olacak ve eğitimcilerin tamamen aktif ve sözlü katılımlı sınıflar oluşturmak için bağlamını oluşturmak konusunda yeni bir perspektif kazanmalarına yardımcı olacaktır.

Anahtar Kelimeler: düşük sözlü katılım, yabancı dil derslikleri, sözlü katılımın önemi, öğrenci algıları

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Symbols and Abbreviations

WTC: Willingness to communicate

SLA: Second language acquisition

ELT: English Language Teaching

L2: Second/Foreign language

VSRI: Video-stimulated recall interview

Chapter 1

Introduction

The recent rapid advancements in education, and technology, alongside political and economic shifts in many nations, have significantly impacted people's everyday lives. As the world is getting increasingly interconnected, the English language has become the lingua franca that is used to make intercultural communication possible by people all over the world to communicate with each other and these needs create great importance on learning English and communicating in English. English, being the most commonly used language worldwide, acts as a universal medium for communication, bridging the gap between individuals of diverse nationalities and backgrounds. Whether for purposes of travel, commerce, or social engagements, fluency in English creates avenues for global connections. Additionally, English holds primary status as the instructional language in numerous esteemed universities and educational establishments across the globe. Proficiency in English facilitates entry to academic materials, research resources, and collaborative ventures with scholars and institutions on an international scale. Despite recognizing the significance of English and the necessity of speaking it, students often struggle with low levels of oral participation.

According to Leander and Kevin (2002), silencing refers to the mechanisms through which an individual's or a group's involvement is reduced or excluded from an interaction entirely. This suggests that silence, as observed in classroom interactions, leads students to become quiet under specific circumstances. Harumi (2011) contends that the existence of silence in the context of second language learning might cause friction between students and teachers, or even among students themselves. This quiet might impede the acquisition of the target language. However, it is vital to stress that this quiet should not be interpreted as bad behavior. In other circumstances, students who have mastered the content might choose not to exhibit their speaking skills in front of others. While students' silence might not be explicitly stigmatized, it is imperative to discern the underlying reasons for it, as this

has significant implications for the learning environment. Conducting thorough investigations into the motives driving students' actions holds paramount importance, particularly in alignment with the overarching learning objectives.

Harumi (2011) investigated Japanese EFL learners' classroom quiet in a Japanese EFL environment. The study identified several elements that contribute such as communication style. Concerning the situation above, silence among students is crucial for teachers to apply effective strategies for generating a collaborative, dynamic, and active classroom environment.

Indeed, the prevalence of students remaining silent in class has become widespread, often resulting in breakdowns in communication between teachers and students, as well as among peers. While silence can be beneficial in certain educational contexts, facilitating extended cognition and deep reflection, as noted by Granger (2004), Liu (2005), and Tatar (2005) as cited in Nguyen (2020), numerous researchers argue that in foreign language classrooms, silence poses a significant obstacle to effective language learning when it manifests as a lack of oral communication and responsiveness from students, as highlighted by Nakane (2002), Tani (2005), and Tsui (1996) as cited in (Nguyen,2020). Essentially, students learning foreign languages must engage in communication to make progress in their language proficiency. The necessity of student interaction for language development is indisputable, regardless of whether it is categorized as positive or negative, as previously indicated.

Recent research efforts have delved extensively into identifying the underlying reasons for low oral participation. This exploration is crucial because it sheds light on factors that inhibit students from actively engaging in spoken communication in the language learning process. By thoroughly investigating these factors, educators can better understand the dynamics at play and implement strategies to promote increased oral participation among students. Thus, fostering an environment conducive to meaningful interaction becomes paramount, as it directly contributes to the enhancement of language

proficiency and communicative competence among learners. Reda (2012) acknowledges that students who struggle to speak in class are significantly influenced by specific contextual factors related to the classroom environment, racial dynamics, and cultural background. In essence, Reda recognizes that these students' oral participation is shaped by the interplay of various contextual elements such as the classroom atmosphere, social dynamics, and cultural norms.

Apart from this, factors such as students' proficiency in the target language, their past speaking experiences in class, their confidence levels, and the content of the lessons all play roles in influencing students' inclination towards silence in language classrooms (Liu & Jackson, 2009; Delima, 2012 as cited in Nguyen, 2020). In the context of English as a Foreign Language (EFL) learners, anxiety tends to be more pronounced as they grapple with using a language they are not yet proficient in. This lack of confidence in language competence often leads to reluctance in engaging with class activities. Some students exhibit avoidance behavior by consistently occupying seats in the back rows, thereby minimizing their visibility and participation in class. Instead, they prefer the comfort of working within small groups where they feel less pressure and more at ease, as highlighted by Nguyen (2020). In addition to those reasons, students exhibit varying personality traits, ranging from extroversion to introversion, optimism to pessimism, and activity to passivity. Extroverted individuals typically display greater enthusiasm in expressing themselves compared to their introverted counterparts, as they are inclined to share their thoughts and ideas openly with others (Nguyen 2020). Conversely, introverted students often demonstrate a preference for quietness and may show limited interest in participating in class discussions, displaying reluctance to respond to teacher inquiries (Nguyen 2020). The studies indicate that the reasons behind low oral participation in class are diverse, encompassing both personal and impersonal factors, as well as linguistic and psychological causes. These include aspects such as students' individual characteristics and language

skills, as well as teachers' instructional approaches, the content of lessons, and the level of collaboration within the class.

Furthermore, knowing English means communicating in English, in the Turkish context people state that they suffer from speaking in English even if they are proficient users in writing and reading activities in English Foreign Language classrooms (Kara, Ayaz & Dündar, 2017). We see that so many students can write well or read well, but they can't speak and are silent in the classroom. Recently, there has been great interest in the main reasons for low oral participation. Knowledge of the reasons behind students' low oral participation is of great importance for developing English skills, especially in communication in the target language. Therefore, students and teachers deal with the task or activity while they create actions in which students show their engagement for the class, it is evidence of students' learning for educators (Trila & Anwar, 2019). Thinking about Turkish EFL classrooms, educators state that we don't focus on four skills, which are listening, speaking, reading, and writing, equally. Even if, we close to four skills at the same time and the same rate, students can neglect one of them. This is the case, speaking. Apart from this, considering students' participation or involvement in classroom activities, there are different students from their friends, who can speak a lot and participate, they just sit and follow their friends. We couldn't claim that they are not learning or do not participate in the activity. They sometimes write but don't react to the communication part (Trila and Anwar,2019).

These factors vary depending on the specific context, and there is a dearth of empirical research addressing this issue from the perspective of students' perceptions within the Turkish EFL context at the high school level. Moreover, there is a particular lack of investigation into how students' actions related to different task types correlate with their speaking performance. This gap underscores the need for a more comprehensive understanding of the dynamics at play within Turkish EFL classrooms, particularly concerning how task types influence students' oral participation and proficiency. Therefore,

there is a pressing need for research that delves into students' perceptions and behaviors in response to various task types and their impact on speaking performance in this specific educational setting.

Statement of the Problem

As stated above, English has evolved into the global lingua franca, facilitating intercultural communication among people worldwide. This widespread use underscores the imperative of learning English. Proficiency in English isn't merely possessing knowledge of the language; it's about actively employing it. Therefore, teaching speaking skills is paramount. Students must develop the ability to articulate themselves coherently and confidently in English. There has been a growing emphasis on the importance of authentic communication as an essential element of L2 learning and instruction, as suggested by Kang (2005).

In language education, mastering speaking skills is crucial as it serves as the primary mode of communication in classrooms, offering valuable learning opportunities. Burns (2019) emphasizes its significance in shaping syllabus content and achieving learning objectives. However, with the global prevalence of English and its increasing teaching, challenges faced by students have become apparent. Zhang and Head (2010) note that students who exhibit minimal oral participation during tasks often show inadequate progress in language proficiency and reluctance to practice the target language. This phenomenon, known as low oral participation, and its contributing factors, such as reluctance to communicate or maintain silence in class, are significant concepts in second language (L2) learning and teaching.

In addition to that, classroom learning is crucial for English acquisition in countries where English is not the prevalent language because learners may have few opportunities to use the language outside of the classroom (Zhou, 2015). Participation in oral classroom assignments is critical for improving speaking abilities and is a fundamental component of

English language teaching. When the degree of engagement increases, language acquisition improves (Kang, 2005). "As involvement and participation are essential for language acquisition, the more utterances the learners offer, the better their spoken language is and vice versa. This phenomenon is termed Matthew Effect, that is "rich get richer, poor get poorer" (Chau, Fung-ming, 1996)" (Hamouda, 2013 p.18). Because of its importance, low oral participation and the reasons causing it, or in other words willingness to communicate or silence in the classroom have been advocated as a crucial idea in L2 learning and instruction, with an increased emphasis on genuine communication as a vital component of L2 learning and instruction (Kang, 2005). As teachers, we see that some students sit in back rows and don't participate in tasks and they show this behavior habitually, on the other hand, they participate in some small group activities, so it is vital to comprehend the reasons behind it (Hanh, 2020).

When we look at the studies related to speaking in ELT or reasons for low oral participation, we see that the reasons or problems are varied. Furthermore, several solutions should be applied concurrently so that they can reinforce each other in approaching the problem from diverse aspects, increasing the likelihood that the problem will be handled effectively (Hue, 2010). Very little work has been carried out for low oral participation reasons concerning students' thoughts and feelings without taking into consideration the external reasons such as speaking activities that are studied in EFL classrooms, and students' understandings of these activities. Several previous qualitative studies have examined the oral classroom participation of Asian international students as a group (Kim, 2008, Liu, 2001) or Chinese and/ or Japanese students in particular (Morita, 2004). All of these data show that reticence or low oral participation is a common issue in SL/FL language courses and that a variety of factors contribute to student hesitation. Despite having so many different reasons and so many studies about this topic, we should have more studies about reasons for low oral participation because of wide differences in SL/FL language learning situations. More study with diverse groups of learners in various

SL/FL learning circumstances is needed to improve oral competency of the target language by encouraging students' real engagement in classroom activities (Liu, 2005).

Briefly, in various studies, multiple reasons have been identified as influential factors in low verbal participation. Interestingly, certain reasons may hold more significance for one group compared to another, underscoring the impact of group characteristics or learning environments on speaking behavior. As researchers explore diverse contexts within this field, they uncover additional reasons, providing teachers with valuable insights to implement tailored interventions in their specific contexts and enhance efficiency in speaking instruction. Keeping this in mind, this study endeavors to investigate the reasons behind low verbal participation in a Turkish high school setting, focusing on the impact of different activity types as perceived by students.

Aim and Significance of the Study

Jackson (2002, cited in Hamouda, 2013) underscores the significance of learner involvement, suggesting that it fosters an environment where students can develop and mold their identities within the classroom. Additionally, Liu (2005, cited in Hamouda, 2013) highlights that participation in verbal interaction provides language learners with the opportunity to reinforce and practice new words and structures learned during language lessons, placing them in relevant contexts.

Comparing language learning to cooking, where knowing how to cook is vital for daily life, but actual cooking is what makes it useful, illustrates the importance of practical application in language acquisition. Similarly, claiming proficiency in English, or any skill, necessitates more than theoretical knowledge and it demands practical application, creativity, adaptability, effective communication, learning from mistakes, and a commitment to continual learning to truly master and benefit from these skills in everyday life.

Therefore, it's imperative to investigate communication challenges. This study seeks to enhance teachers' understanding of the factors influencing task-oriented oral

participation in the classroom, aiming to improve the teaching of speaking in foreign language education. This heightened awareness is anticipated to aid in curriculum and material development, as well as in planning in-class speaking activities. Ultimately, the study aims to help both students and teachers comprehend the elements affecting their oral communication, empowering teachers to better address students' speaking goals in the English as a Foreign Language (EFL) learning process (Carrillo, 2013).

Research Questions

-What are the primary factors that affect low oral participation in the classroom?

Sub Research Questions

Is there any relationship between types of speaking activities and oral participation?

What kind of speaking activities make students participate in English classes?

How do collaborative activities or pair work activities affect oral participation?

Assumptions

The possible findings may be that motivation, linguistic knowledge, and affective filters are the main reasons affecting low oral participation in Turkish EFL classrooms. The insights gained from this study will become assistance to other students or learners in increasing their oral participation in EFL classrooms and gain a new perspective for educators about creating their context to have fully active and orally participating classes.

Limitations

There are obvious shortcomings that should be acknowledged and addressed in future research. As the special setting is chosen, the results may not be generalized in other settings. Several recommendations for further research based on the results of the study can be highlighted regarding low oral participation in classrooms and factors affecting low oral participation. For example, it can be suggested that there can be studies about the

importance of English in other contexts and jobs. Students should be led to use English in their real life. Further research can focus on integrating English tasks into real life.

Definitions and Terms

Dalenay (2012) defined oral participation as "speaking in the Target Language while engaging in instructional tasks or activities." Zhang and Head (2010) note that students who exhibit minimal oral participation during tasks often show inadequate progress in language proficiency and reluctance to practice the target language. This phenomenon, known as low oral participation, and its contributing factors, such as reluctance to communicate or maintain silence in class, are significant concepts in second language (L2) learning and teaching. Leander and Kevin (2002), silencing refers to the mechanisms through which an individual's or a group's involvement is reduced or excluded from an interaction entirely.

Also, this study is a case study and Cresswell (1998) defines a case study as follows:

A case study is an exploration of a "bounded system" or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. (Cresswell,1998) .

To analyze the data, it is used thematic analysis with the rules of grounded theory. Clarke and Braun (2016) define thematic analysis as "a method for identifying, analyzing, and interpreting patterns of meaning (themes) within qualitative data."

Grounded theory is defined as a methodology that comprises a set of "systematic yet flexible guidelines for collecting and analyzing qualitative data to construct theories from the data themselves" (Charmaz, 2014, p. 1).

Chapter 2

Literature Review

Precedent studies are examined and clarified to draw a comprehensive path for investigating the reasons for students' low oral participation in EFL classrooms in Turkey. Since students may not have many opportunities to use the language outside of the classroom in nations where English is not the primary language, classroom instruction is essential for English learning (Zhou, 2015). Many researchers think that speaking ability is proof of knowing a language (Bashir, Azeem, & Dogar, 2011). English is a common language not just for communication between people but is also a tool for different cultures (Andini, Eun, Khramova, & Žok, 2020). After presenting the teaching of English speaking and the challenges encountered in language instruction, an overview of relevant theories will be provided to understand the contribution and importance of English speaking to language acquisition. These theories will encompass not only those used in language instruction but also factors leading to low oral participation in studies conducted in other countries. The diversity of studies conducted in other countries and the factors contributing to low oral participation therein have necessitated an examination of the factors influencing this phenomenon in Turkey. As previously suggested, inquiries into low oral participation in second language (L2) learning across various countries yield diverse findings, largely influenced by the distinct linguistic and socio-cultural contexts specific to each nation. These unique linguistic and sociocultural backgrounds inherent to each country contribute to the variability in outcomes observed in studies examining low oral participation. It's crucial to recognize the intricate interplay between language and culture, as they significantly shape individuals' communication behaviors and attitudes toward language learning. Therefore, understanding these contextual nuances is essential for comprehensively addressing the factors influencing low oral participation in L2 learning. In this reference; we should understand reasons explored in a different context from different countries, personal factors (output hypothesis, learner styles, and strategies affective filter), situational variables (Kang

2005; Zhou,2015), speaking activities and types, some concepts related to learning and teaching of speaking.

Teaching Speaking in ELT

Dalenay (2012) defined oral participation as "speaking in the Target Language while engaging in instructional tasks or activities". As stated before we should first understand oral participation, so we should look at the teaching of speaking in ELT.

An estimated 60 percent of people on earth now speak several languages and bilingualism or multilingualism is more common than not, both historically and in the present namely, it is accurate to state that learning a foreign language has always been a significant practical issue (Richards & Rodgers, 2001). The foundations of a lot of current research on the best circumstances for teaching speaking in second and foreign-language classrooms come from educational psycholinguistics or cognitive and social psychology (Burns, 1998).

Teaching and mastering speaking skills are fundamental in any language education environment. This is because speaking serves as the primary means of communication in the classroom, providing essential opportunities for learning. Moreover, speaking plays a pivotal role in shaping syllabus content and achieving learning objectives (Burns, 2019). The decline of the Grammar-Translation Method in the mid-nineteenth century was spurred by various needs and challenges, leading to its critique and eventual abandonment. One significant factor driving this shift was the growing importance of oral proficiency in foreign languages, which emerged alongside the increasing opportunities for communication among Europeans (Richards & Rodgers, 2001). Although they frequently disagreed greatly in the precise methods they recommended for teaching a language, reformers like Viator, Sweet, and others in the late nineteenth century held many of the same beliefs regarding the guiding principles on which a new approach to teaching foreign languages should be built (Richards & Rodgers, 2001). When we look at the first principle of these methods,

states that spoken language is prominent, and an oral-based technique should reflect this (Richards & Rodgers, 2001).

In the 1950s, the Oral Approach, also known as Situational Language Teaching, emphasized the importance of structure in developing speaking proficiency. During this time, speech was viewed as the cornerstone of language, with structured language being the focal point of instruction (Richards & Rodgers, 2001). Situational Language Teaching advocated for the primacy of spoken language in language instruction, where information was initially conveyed orally before being presented in written form. However, by the mid-1960s, the underlying philosophy of Situational Language Teaching, which centered on language, language learning, and language teaching, came under scrutiny, leading to the emergence of Communicative Language Teaching (Richards & Rodgers, 2001).

The present discussions on the instruction of oral communication have been influenced by two main currents of thought. The development of skills for the precise production of speech forms is the primary focus of the first current, while improving fluency through communicative tasks is the primary goal of the second (Nunan 1989 cited in Burns, 1998) and this creates opportunities for the development of functional language use through unstructured activities (Burns, 1998). What instructional strategies and exercises promote the processes involved in the development of oral communication that best runs parallel with and is connected to these factors. Current methods can be generally divided into "direct" and "indirect" categories (Richards 1990 cited in Burns, 1998). We can easily match the direct approach with isolated more structural communicative activities or drills-based speaking activities whereas, indirect or transfer techniques assume greater student agency and place more of a focus on the construction of more "authentic" and functional language usage (Burns, 1998). The importance of "real communication" and "authentic" teaching materials (cf. McDonough and Shaw 1993, Nunan 1987; 1991, Richards 1990 cited in Burns, 1998) has been emphasized in communicative language teaching over the last fifteen

years, and course materials that emphasize the development of oral language increasingly market themselves as providing "real-life communication" skills.

Communicative language teaching (CLT) is an approach to language teaching that emphasizes learning a language first and foremost to communicate with others. Communication includes finding out about what people did on the weekend or their last vacation learning about classmates' interests, activities, preferences, and opinions, and conveying one's own. It may also involve explaining daily routines to others who want to know about them, discussing current events, writing an email message with some personal news, or telling others about an interesting book article or Internet video clip. (Duff, 2014, p.15)

When examining the principles and evolution of teaching English speaking skills, similarities between Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) become apparent. CLT represents a comprehensive approach to language instruction, emphasizing practical language usage. Task-Based Language Teaching (TBLT), on the other hand, embodies the practical application of CLT principles. Essentially, TBLT is a manifestation of the broader philosophy outlined by CLT, focusing on the implementation of tasks to facilitate language learning (Nunan, 2015). In essence, CLT serves as a broader framework that encompasses the philosophy of practical language usage, with TBLT representing a specific approach within this framework that emphasizes task-based learning methodologies.

When exploring the impact of task types on speaking performance and considering students' preferences among different task groups, it is essential to delve into the significance of tasks themselves. Tasks in language learning contexts encompass various activities designed to engage students in meaningful language use. By examining the nature and characteristics of tasks, we can gain insights into how they influence students' speaking abilities and preferences. Understanding the intricacies of tasks allows educators to tailor instructional approaches to better meet students' needs and enhance their speaking

proficiency. Therefore, a thorough examination of tasks is crucial for gaining a comprehensive understanding of their role in shaping students' speaking performance and their preferences for particular task types. TBLT includes a variety of methods that are all based on the idea that meaning is important and that there is a connection between what students accomplish in class and the sorts of tasks they will have to do outside of it unlike old-fashioned approaches (Nunan, 2015). As suggested by Ellis (2003), we couldn't match tasks with "activity", "drill" or "exercise" which are used to evoke language use. When we want to make a distinction between 'activity' and 'task', we should be sure about the 'meaning-based' or 'form-focused' language use. Generally, we say that meaning-based activities are tasks but Widdowson (1998 cited in Ellis, 2003) argues that we couldn't decide via meaning-based or form-based language use. Instead of this, Widdowson (1998) separates tasks from activities by looking at the type of meaning in the task or activity; forasmuch as, "tasks" are linked to 'pragmatic meaning' and "activities" are 'semantic meaning'. According to Prabhu (1987), a task is "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process" (cited in Ellis, 2003). We should revise the key concepts of tasks as follows:

1. The primary focus should be on 'meaning' (which means that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances).
2. There should be some kind of 'gap' (i.e. a need to convey information, to express an opinion, or to infer meaning).
3. Learners should largely have to rely on their resources (linguistic and non-linguistic) to complete the activity.
4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right). (Ellis, 2009, p.223)

Key concepts give priority to communicative purposes with the help of tasks even if we call it "task-supported" or "task-based" language teaching as stated earlier;

consequently, tasks are a key component of communicative language teaching (CLT) (Ellis, 2003). According to a strong version of CLT, "language is acquired through communication" (Howatt, 1984:279 cited in Ellis, 2003). In other words, rather than learning how to utilize language as a structural system after acquiring it, learners get to understand the system itself as they learn how to communicate (Ellis, 2003). So, we can keep in mind that a strong version of CLT easily matches task-based language teaching in the shade of Ellis (2003). Another important point that curriculum of task-based teaching and when creating a task-based curriculum, judgments must be made regarding the activities that students will do (a selection question) and the sequence in which they will complete these tasks (a question of grading) (Skehan, 1996 cited in Ellis, 2003). Prabhu refers to this type of engagement as "meaning-focused," where students must comprehend, communicate, or expand meaning while paying only incidental attention to language form (Ellis, 2003). Tasks can be classified according to their types, also. Problem-solving exercises pose a "problem" to the students, who then have to come up with a solution either by themselves, in pairs, in groups, or as a class (Pauliková, 2019). As comparison tasks, students can speak about their morning routines with their friends, find similarities and differences, or talk about their favorite holiday types in small groups or pairs (Willis & Willis, 2013). In addition to that, Skehan and Foster (1997) contrast decision-making tasks with a limited, reasonably exact output with those that are more differentiated; that is, judgments must be made that do not only yield a simple answer but instead represent the benefits and drawbacks of a certain decision (Skehan, 1998). When examining the evolution of speaking skills over time, it becomes apparent that understanding the challenges associated with teaching speaking is essential for comprehending the reasons behind low oral participation. By identifying and addressing the obstacles in teaching speaking, we can effectively encourage increased oral participation among students. Therefore, gaining insight into the difficulties encountered in English language instruction is crucial for fostering a supportive environment that promotes active engagement in oral communication activities. Through this understanding, educators can develop strategies and interventions aimed at mitigating these challenges and enhancing

students' speaking proficiency, ultimately facilitating greater participation in oral tasks and discussions.

Difficulties in Teaching Speaking

Given that English is frequently the primary language used for communication, its global significance continues to expand over time (Murtazaeva, 2021). Currently, an estimated one billion people utilize English, whether as their native tongue or as a secondary language (Murtazaeva, 2021). Consequently, the methodologies employed for teaching English, whether as a foreign language or as a second language, hold immense importance and value, as universally acknowledged. It is indisputable that each student possesses unique learning needs. To satisfy all of their wants, a teacher could develop certain techniques on their own or with the aid of other resources depending on their prior teaching experience, particularly in English language teaching.

Addressing the diverse needs of students in English language education necessitates adaptable teaching strategies. While some students may thrive with visual learning approaches, others may excel with auditory methods. Moreover, factors such as varying attention spans and diverse educational backgrounds further emphasize the importance of recognizing and addressing individual differences. Therefore, it is paramount for teachers to employ a variety of approaches to meet the needs of all students. Teachers can develop specific techniques based on their prior teaching experience or with the aid of additional resources. This is particularly crucial in developing nations where English is taught as a foreign language (Murtazaeva, 2021).

Undoubtedly, speaking is an essential skill for communication. However, there can be challenges associated with teaching speaking.

1. The linguistic features, and difficulties of teaching speaking. a) correctly selected the language materials of speaking such as phonetics, lexics, and grammar. b) features, difficulties of selected phonetic lexicon, grammar

materials of speaking in the forms, in the meanings, in the usages. c) difficulties in correcting pronouncing, intonation, in stress. d) difficulties in the skills and habits of correctly using sentences. e) Using replica. 2. The extra linguistic features, and difficulties of teaching speaking. a) addressed, directed speaking to somebody, to something. b) being speaking in the situations. c) the usage of aids, and equipment in teaching speaking. d) being the motivations for teaching speaking. e) the condition of teaching speaking. 3. The psychological features, and difficulties of teaching speaking a) being, using the stimulus for teaching speaking. b) being, needing teaching speaking. c) expressing orally minds. d) memories etc. (Murtazaeva, 2021, p.701)

It is crucial to understand the difficulties encountered in teaching speaking skills in language instruction, as well as the challenges faced by students when investigating the reasons affecting low oral participation. After observing the evolution of English instruction, specifically emphasizing speaking skills with a focus on communication spanning from historical to contemporary contexts, comprehending the obstacles encountered by students can significantly assist in analyzing the underlying factors contributing to diminished oral participation, particularly when viewed from the students' standpoint.

Problems Encountered by Language Learners

The importance of oral participation arises not just because of communication needs but also the importance of output in developing language skills (Zhang & Head, 2010). Students who are silent in a task and activities and have low oral participation also show poor development in language skills and don't want to practice the target language (Zhang & Head, 2010). Students' oral participation in these activities differs and has different reasons in different contexts. While several previous qualitative studies have examined the oral classroom participation of Asian international students as a group (Kim, 2008; Liu, 2001) or Chinese and/ or Japanese students in particular (Morita, 2000, 2004), there is a

limited number of studies Turkish students and EFL classrooms in Turkey. Korean classrooms are similar to traditional Turkish EFL classrooms (Lee, 2009). Korean classrooms have a teacher-centered approach and students listen to educators, take notes, and are quiet in the classroom. Students rarely ask questions about the content of the lesson and these questions are about the content of the lesson not exploring or discussing something. I can say that these questions are evaluative ones not have an explorative function (Lee, 2009). Of the existing studies investigating Asian international graduate students' experiences in US classrooms, many are survey-based (Chapman et al., 1988; Kao & Gansneder, 1995; Light et al., 1987, Liu and Kuo, 1996; Xu, 1991 cited in Lee, 2009) there are factors affecting low oral participation for Asian students. One of the major reasons is inadequate language proficiency. Also, these studies have a quantitative research design and we couldn't see students' perception of the problem in a detailed way. "Lack of general knowledge, lack of speaking practice, fear of mistake, lack of word usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation" are some factors that found in South Sumatera (Jaya et al., 2022). Tsui (1996, as cited in Nguyen, 2020) identified various factors leading to student reticence, including difficulties in understanding the teacher's instructions, insufficient time to process information, apprehension about making errors, and feeling embarrassed. Additionally, factors such as students' proficiency in the target language, past speaking performance, level of confidence, and the nature of lesson materials are all potential contributors to students' inclination to remain silent in language learning environments (Liu & Jackson, 2009; Delima, 2012, as cited in Nguyen, 2020).

As stated earlier, silence holds significance in non-verbal communication, where it is perceived as a period for contemplation and a sign of respect towards others in Asian cultures. Conversely, in North America, silence is frequently regarded as negative irrespective of its context. Consequently, the silence exhibited by Asian students in U.S. classrooms is often misconstrued and seen as a deficiency in oral engagement by both

American classmates and instructors (Nakane, 2007, as cited in Sri, 2018). Cultural factors and language usage are inherently intertwined, necessitating a comprehensive examination of these phenomena across various contexts to understand the underlying causes of reduced oral participation. It is imperative to explore how culture influences language use, as this exploration provides valuable insights into the reasons behind diminished verbal engagement.

As previously mentioned, certain theories provide insights into the factors contributing to low oral participation and underscore the significance of teaching speaking skills, such as the output hypothesis. According to Zhang and Head (2010), students who exhibit silence during tasks and activities, coupled with limited oral engagement, often demonstrate inadequate language skill development and exhibit reluctance to practice the target language. Here are some associated theories:

Related Theories

As mentioned before students practice English in class times in countries where they have English lessons as a foreign language and they don't have the opportunity to interact with someone for communication so we should understand the output hypothesis and social learning in depth in addition to constructivist theory. While we scrutinize it, we grasp the idea behind language learning and language teaching.

Constructivist Theory

This theory is founded on the fundamental idea that as we learn and develop, we build our knowledge of the world around us via experience, and to create new personal knowledge and understanding, we choose and adapt information from previous and present knowledge and experience (Pritchard & Woollard, 2013). Jean Piaget and John Dewey were the first prominent contemporaries to clearly define constructivism as it applied to schools and child development (1966). Piaget's constructivism is founded on his theory of children's psychological growth (Wang, 2011). Constructivism, according to Audrey Gray

(1997 cited in Wang, 2011), is a perspective on learning based on the conviction that information cannot be imparted to pupils at their desks by the instructor standing in front of the class (Wang, 2011). Instead, knowledge is built by students via a deliberate, conceptual process of learning; students are the architects and designers of meaning and knowledge. Therefore, a constructivist classroom should be learner-centered, and the instructor should provide students opportunities to handle items, raise questions, hypothesize, and forecast as well as to study, investigate, create, and innovate (Wang, 2011). Constructivists, according to Duffy & Jonassen (1992 cited in Wang,2011), think that knowledge and truth are created by the learner and do not exist outside of his mind. Constructivists contend that as a result, students create their knowledge by actively engaging in the learning process (Wang,2011). Collaboration, learner agency, generativity, reflection, and active participation are values held in high regard by constructivist instructional designers (Wang,2011). Learning is prioritized over teaching in constructivism, which also promotes learner autonomy and personal engagement in the learning process (Wang,2011).

Social Learning Theory and Socio-cultural Theory

According to this theory, social contact causes youngsters to think and behave in continual, step-by-step modifications that might differ widely from culture to culture (Woolfolk, 1998 cited in McLeod, 2022). In essence, Vygotsky's theory contends that social interaction and the resources offered by culture play a crucial role in a person's ability to build their worldview (McLeod, 2022). A cultural tool can be transmitted through three different channels. Imitative learning, in which one individual tries to mimic or replicate another, is the first one. The second method is through directed learning, which entails recalling the teacher's instructions and subsequently employing them to self-regulate. The last manner in which cultural tools are transmitted to others is through collaborative learning, which is a group of peers attempting to comprehend one another and cooperating to master a certain ability (Tomasello et al., 1993). The theory places a lot of emphasis on the value that the learner as a proactive sense-maker and problem-solver offers to every learning

scenario (Turuk, 2008). It offers a perspective on learning as emerging through interactions with others and recognizes the dynamic character of the interplay between instructors, learners, and tasks (Turuk, 2008). Following Vygotsky's Sociocultural Theory from 1978, instructors should begin by creating appropriate experiences to accomplish higher mental processes. Learning should always be closely tied to what pupils already know (prior knowledge) (Turuk, 2008 cited in Castrillón, 2017). The results of research by Lantolf (2000) and Swain (2002) show the value of peer contact parallel to key concepts of the Zone of Proximal Development (Pathan et al.,2018). Zone of Proximal Development (ZPD) (Vygotsky, 1978, p. 86 cited in Mohamad Nor & Rashid,2018), which is defined as: "the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers". According to Vygotsky, social contact is a crucial component of good cognitive and intellectual development. Dialogue and other forms of interpersonal connection between the learner and another are highly valued by Vygotsky (Pritchard & Woollard, 2013). The idea that social engagement with any other person can enhance Vygotskian learning is expressed by the term "more knowledgeable other." (Pritchard & Woollard, 2013). This may happen in the casual setting of two friends conversing about a shared interest at a park, at home, or anyplace else for that matter. It could also happen in the formal setting of a group or partnered work in a classroom (Pritchard & Woollard, 2013). We see the performance in these theories but the importance of performance will be highlighted via output hypothesis.

Output Hypothesis

However, as research by Swain (1985) and others has demonstrated, language learning is significantly more successful when students are encouraged to utilize the target language (TL) in useful tasks (Zhang & Head, 2010). According to Swain, one reason for this can be that these learners are less inclined to challenge themselves to develop since they are less conscious of the gap between what they want to say and what they can

express in the TL. The more slowly they advance, the less probable it is that they will do well when asked to talk (Zhang & Head, 2010). Students cannot have the opportunity to see their abilities about how much they can speak in TL. To substantiate this hypothesis, it is wise to understand the study of French immersion (FI) education in Canada (Swain, 2000). A frequent practice is for pupils to study math, physics, history, geography, and other academic subjects in French while simultaneously learning the language for at least half of the school day (Shehadeh, 2003). Swain compares these students with their peers in respect of grammar, vocabulary usage, and accuracy in pronunciation. In this study, students' interlanguage performances aren't like target language users at the same age (Shehadeh, 2003). Their performances are worse than the target language users of the same age. According to Swain (1985), this may be partially attributable to the fact that pupils have so few opportunities to use their French. Producing French could compel students to focus more intently on (or to observe) how the language is utilized to convey meaning than understanding it does (Swain, 2000). So, we mastered that students need to perform to see their needs or missing parts via oral performance in a target language whether it is French as in Swain (2000) or English. According to Swain & Lapkin (1995), "one function of output in second language learning might be to force the learner to move from the semantic processing prevalent in comprehension to the syntactic processing needed for production" (p. 375). This is the noticing stage for output. Another function of output hypothesis is hypothesis testing; there is always at least a subliminal hypothesis underpinning a learner's statement, such as one regarding grammar. The learner tests this theory by speaking, and an interlocutor provides feedback. This input enables the hypothesis to be reprocessed as necessary (de Bot, 1996). For the metalinguistic function of output, students can reflect on their performance, they comment on the language with the same level of language proficiency (de Bot, 1996).

Affective Filter Hypothesis

As stated earlier, most of these studies in this area have quantitative research design and we couldn't see students' perception of the problem in a detailed way. Our first aim of the study is to investigate the reasons for low oral participation in English classes so the reasons according to students should be detected and investigated. Consequently, the Affective Filter Hypothesis and its content should be highlighted. According to Duff students' participation in activities or group discussions can reflect not just students' linguistic or content knowledge but their identities, abilities, and interests (Duff, 2002). So we cannot just consider linguistic knowledge as a main factor affecting low oral participation. While students participate and engage in communication, their affective state is also an important factor. Krashen (1986) cites motivation, self-confidence, and anxiety in the Affective Filter Hypothesis as three categories of variables that are important in second language acquisition. Affective filters, such as motivation, self-confidence, and anxiety, among others, have an impact on the amount of students who successfully acquire complete input. In other words, language learners' emotional states have a significant impact on how their language learning plays out. Due to the minimal filtering effects on linguistic input, learners who are motivated, have great self-confidence, and exhibit observable fear often can absorb more input (Xu, 2016). According to Krashen 's hypothesis, the strong filtering effects, on the other hand, result in less input for language learners. To properly perform language, input in a peaceful setting, the degree of pupils' emotional filtering should be decreased (Xu, 2016).

Numerous studies have shown that, in EFL/ESL situations, providing a secure learning environment improves students' learning chances (Matute et al., 2022). According to academic research, pupils who are less worried, more confident, and more driven are more likely to be eager to communicate in EFL classes (Chotipaktanasook, 2016). It is important to make an effort to lessen learners' negative emotional states and increase their willingness to use L2 since the affective filter is a component that facilitates second

language acquisition (SLA) and theoretically, in relaxed situations, an emotional filler can be reduced and willingness to communicate can be increased (Chotipaktanasook, 2016). Willingness to communication is defined as an individual's readiness to enter into discourse at a particular time with a specific person or persons, using an L2 (MacIntyre et al., 1998, p. 547 cited in Chotipaktanasook, 2016). WTC is a rather solid personality feature that develops over time in one's first language, but the situation is more complicated when one uses a second language (Dörnyei, 2003). When we are remarking WTC in a second language or target language, the speakers' language competence is an important factor that affects the WTC but also there are exceptions: while some less skilled students actively seek out opportunities to speak L2, there are many L2 learners who are quite proficient speakers but tend to avoid L2 communication circumstances. (Dörnyei, 2003). So, there are other reasons for such students who are silent in EFL classrooms. For example, anxiety of a certain intensity might make it difficult to apply certain crucial techniques for learning a foreign language (Gonzalez, 2019). Results showed that motivated students display great oral performance whereas anxiety and self-confidence have less impact on oral performance (Matute et al., 2022). It was stated that student who takes part in collaborative tasks feel less anxiety and desire to participate in activities (Gonzalez, 2019). The inability to communicate in language class has a substantial correlation with foreign language anxiety (Jackson & Meihua, 2008 cited in Robertson, 2011). Anxiety and stress in the language learning process are clarified in Brilliant's (2000) studies by way of immigrant college students. Brilliant (2000) says that those students are seen as refugees in the United States and they have some difficulties to the same degree acculturation and acculturative stress, war in their own country, and depression with having to learn a new language. The emotional state of these students has an impact on second language learning and even causes students face to difficulties in fluency in English in daily intercommunication (Brilliant, 2000). In line with this study, characteristics linked to intrinsic motivation include curiosity, enjoyment, and direct engagement with one's surroundings and these characteristics are at the center of how affective theories explain intrinsic motivation (Deci

& Ryan, 1985). While we are thinking of the reasons for low oral participation, it comes into existence of oral participation 's importance. The research showed that language class discomfort negatively correlated with language class risk-taking and language class sociability, while language class risk-taking positively correlated with classroom participation and positively correlated with oral correctness (Ely, 1986). Classroom participation is not only important for language learning but also important for the importance of risk-taking of participation in educational life. Some students need to feel more psychologically at ease and secure in their learning environment before they can be expected to take linguistic risks (Ely, 1986). To achieve this goal, classroom teachers may want to develop several ways to reduce discomfort in language classes and assess their relative efficacy and students might be encouraged to participate more actively in class as they begin to feel safer (Ely, 1986). As mentioned previously, classroom participation holds significance not only for developing speaking abilities but also for fostering various personal skills throughout an individual's education journey. Moreover, to fully understand students' performance, it is essential to examine how their interactions within a classroom setting, particularly during activities, contribute to shaping their overall performance. This analysis allows us to grasp the fundamental concepts of the Interactionist theory.

Interactionist theory

The interactionists contend that a complex interaction between the environment of L2 learners and their particular human capacities leads to language growth (Mohamad Nor & Rashid, 2018). Social constructionism, which is linked to Vygotsky's (1978) sociocultural view on learning, has its roots in interactionist theory (Mohamad Nor & Rashid, 2018). Working together with others is a crucial stage for the kids to learn L1. Collaboration is necessary for language development to occur (Mohamad Nor & Rashid, 2018). According to Vygotsky, children use language to participate intellectually in their community. Through the negotiation of meaning, the interaction between the kids and community members will foster language development (Mohamad Nor & Rashid, 2018). For those studying L2, the

aid of the teacher and fellow students in a language classroom is beneficial to their successful language acquisition (Mohamad Nor & Rashid, 2018). The classroom can be a simulation of real-life tasks because it can be thought of as a community unto itself, with its own rules and authorities and this is true in terms of communication among students and learning about how interaction occurs in various contexts and situations (Mohamad Nor & Rashid, 2018). In addition, the teacher can model real social interactions in the classroom through a variety of activities like role-playing, drama, and choral speaking, or simply by assigning students to groups where they will work cooperatively with classmates they know well and feel at ease with, thereby making it easier for them to communicate in their second language (L2) and complete the task the teacher has set for them (Mohamad Nor & Rashid, 2018). Additionally, they would feel confident speaking up in front of their peers and would not fear being judged or ashamed if they made any mistakes (Mohamad Nor & Rashid, 2018). Ziglari (2008) distinguishes between interpersonal and intrapersonal social interaction. When the communicators—the acquirers or learners—are speaking or writing to one another face-to-face, interpersonal contact takes place. Contrarily, intrapersonal contact takes place with the acquirers or learners when they attempt to interpret a phenomenon (Ziglari, 2008).

Chapter 3

Methodology

This study aims to investigate the reasons for low oral participation as well as the effect of pair work activity or task types on oral performance. This section includes a detailed description of the current research design, the research setting, participant selection, data collection, data collection tools, and data analysis.

Research Design

This paper adopts a qualitative case study methodology. Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. With the help of this research design and emphasis on the problem in this specific context, it is thought that it would be easy to explore the details. According to Kumar (2011), "a study is classified as qualitative if the purpose of the study is primarily to describe a situation, phenomenon, problem or event; if the information is gathered through the use of variables measured on nominal or ordinal scales (qualitative measurement scales); and if the analysis is done to establish the variation in the situation, phenomenon or problem without quantifying it" (p.32).

Qualitative researchers also want to know how individuals interpret their experiences, how they build their worlds, and what meaning they assign to their encounters (Sharan, 2009). Van Maanen (1979) describes qualitative research as "an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world" (p. 520). Sharan (2009), describes the features of qualitative research by four key rules: "the focus is on process, understanding, and meaning; the researcher is the primary instrument of data collection and analysis; the process is inductive; and the product is richly descriptive" (p.14). We could be more interested in learning what a phenomenon means to people involved than in establishing

cause and effect, making predictions, or outlining the distribution of some feature among a group (Sharan, 2009). Qualitative researchers are interested in learning how individuals create their worlds, interpret their experiences, and provide meaning to those experiences (Sharan, 2009). Compared to quantitative research, qualitative studies observe classroom dynamics, enabling researchers to gather comprehensive and detailed information and analyze the interconnections of this knowledge (Tondeur et al., 2013 cited in Huang et al.,2019). Similar to how qualitative research provides novel perspectives on established study subjects (Strauss & Corbin, 1998), framing research questions in an open-ended manner facilitates the discovery of new information, contributing to the continuous evolution of our understanding of the topic (Hoepfl, 1997 Huang et al.,2019). In line with all the explanations above, it has been considered that qualitative research is appropriate for the present research.

This study is also a case study and Cresswell (1998) defines a case study as follows:

A case study is an exploration of a “bounded system” or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Cresswell, 1998).

The fundamental principle driving case study research is the belief that valuable insights can be gained by examining the behaviors, performance, knowledge, or perspectives of a small number of subjects in depth, rather than studying a larger group at once. By focusing closely on individual cases, researchers can uncover significant developmental trends or viewpoints that may be overlooked in studies involving larger populations or sample sizes (Duff, 2011). A case study, which allows for an in-depth examination of a movement, behavior, or problem within a small group, has been utilized in this study to explore the reasons for low oral participation among Turkish high school students learning English as a foreign language, taking into account the impact of activity types.

Choosing a case study for this study is caused by some reasons. Case studies have some strengths suggested in (Mohd Noor,2008) and they provide a holistic view of a phenomenon or a problem as it is good at capturing emergent problems or properties of life by using many sources of evidence. In addition to that, the primary advantage of a case study lies in its capacity to illustrate broader processes or situations in a readily understandable, tangible, immediate, and individualized manner (Duff, 2011). Also, engaging in case studies can aid in offsetting the outcomes of generalized facts rather than individualizing them, potentially sacrificing certain individual factors in the process. Hence, this present study advocates for a case study approach, focusing on individual cases to gain insights into the factors contributing to low oral participation in EFL classrooms within the Turkish context.

A grounded theory methodology was used until data had been coded to have a final step that shows the results. When Strauss and Corbin (1998) refer to "grounded theory," they are describing a theory that emerges from data collected and analyzed systematically throughout the research process. This methodology emphasizes the interconnection between data collection, analysis, and the eventual formation of theory. After conducting an in-depth investigation of the problem or phenomenon within an 8-member student group, grounded theory was employed to analyze these findings. As will be discussed later, grounded theory involves simultaneous data collection and analysis. In this study, following initial interviews where students were asked general questions about the reasons for their low verbal participation, the impact of activity types on speaking was further explored through video-stimulated interviews and video-based observation. This approach provided flexibility in exploring the causes, and through continuous comparison, facilitated the emergence of themes regarding the relationship of the study's outcomes.

Grounded theory enables analysts to explore diverse interpretations of phenomena, encouraging both systematic and imaginative approaches. It involves recognizing, cultivating, and connecting fundamental concepts that form the foundation of a theory

(Strauss & Corbin,1998). Also, creating diagrams and thinking creatively for factors or results for a phenomenon (in this study, low oral participation) which are created in the data collection procedure is highlighted in grounded theory.

Setting and Participants

In case studies, careful consideration should be given to the types and number of participants intended to be closely studied, as well as the criteria for their recruitment and selection, as they constitute the very core of case study research. The descriptions and inferences that can be drawn from the data are affected by the criteria and rationale used for participant selection (Duff, 2011).

The setting in which this research took place was a foreign language classroom at a state high school in Çanakkale. Classes always took place in a big classroom, well-illuminated with two big windows on the left. Students were seated in a row. Teaching materials were a student's book and a workbook given by the Turkish Ministry of National Education in lessons. At this particular school, students are allocated seven hours per week for English classes. This allocation surpasses the standard number of English class hours offered in other high schools within the same city. The abundance of English classes provides ample opportunities for additional speaking activities, which are facilitated through video-based observation and the video-stimulated recall interview (VSRI) section. This setup is conducive to enhancing students' speaking skills, as they have more exposure to the language and increased opportunities for practice compared to their counterparts in other schools.

In exploring student silence within the classroom, this study involved participants from both the second-semester student body and an English teacher at the high school. Purposive sampling was employed, allowing the researcher to select participants based on specific criteria established by the study. Through preliminary research, individuals were chosen as they were deemed to be representative of the broader population and were

expected to serve as valuable key informants, providing insights that contributed to the researcher's comprehension of the phenomenon under investigation. A purposeful sampling which, according to (Patton 1990 cited in Carrillo), information- interest in participating in the study is used. The site and participants are selected by specified criteria (Friedman, 2012). The students involved in the study are ninth graders, aged between 14 and 15 years old. Initially, eight students were selected based on their minimal verbal participation and limited engagement in class activities. The researcher observed the classroom via speaking tasks and chose these 8 students according to minimal participation and their performance in class discussion during the first semester. The criteria for the researcher were raising hands to participate, taking turns in group discussions, and their overall participation in class discussions. The aim was to explore the underlying reasons for their low participation. However, when selecting activities from the three different task types, a total of 38 students were included. In this case, purposeful sampling was not employed in activity selection. This decision was made to better understand the relationship between task types and student participation, particularly concerning students' individual choices.

Table 1

Demographic Information of the Participants

Number	Gender	Age
1	Male	14
2	Male	15
3	Male	15
4	Female	15
5	Female	14
6	Male	14
7	Male	14
8	Female	14

Data Collection

Procedure

The study employed qualitative methods, including interviews conducted in two phases (semi-structured and video-stimulated) along with video-based observations. The data collection process began in November 2023 the first semester of the 2023-2024 academic year at İbrahim Bodur Anatolian High School, Çanakkale, Turkey. Initially, the ninth grade was chosen as it was deemed an effective means to measure the factors contributing to low oral participation. Subsequently, consent forms were disseminated to obtain permission from both the participants and their parents. The study was thoroughly elucidated to the participants, ensuring they were aware of their prerogative to withdraw from the study at any juncture. Before conducting the interviews and observations utilizing speaking activities, the researcher arranged an informal session with the participants. During this session, the researcher outlined the procedures for data collection and ensured the participants understood the confidential nature of the study. This meeting served to establish clear communication and build trust between the researcher and the participants, thus laying a solid foundation for the subsequent data collection process.

For the main research question, a 15-minute interview was conducted with each participant in their native language to facilitate a more comprehensive understanding of their perspectives. In this part of the interviews, students are asked general questions about low oral participation and as stated earlier, these questions served to explore students' "experiences and behaviors," "opinions and values," and "feelings" (Dörnyei, 2007, p. 137). The interviews spanned two weeks, during which students responded to pre-prepared questions tailored to the main research inquiry focusing on the examination of low oral participation. These interviews were recorded and subsequently transcribed verbatim.

During the initial phase of interviews, the objective was to familiarize students with the topic and elicit their general comments. Specifically, students were encouraged to reflect on their performance in class discussions, rather than on pair or group work activities. This approach aimed to gather insights into their overall engagement and perspectives on the topic at hand, setting the stage for further exploration in subsequent phases of the study. During the initial interview, students were asked general questions that allowed them to evaluate themselves in the classroom environment and reflect on their language learning experiences so far.

After the initial interviews, to allow students to closely assess their performance and thoughts and for the researcher to observe the actions or phenomena, students are provided with three different types of task sheets: comparing decision-making, and problem-solving. Each type of task comprises four, five, and five speaking activities, respectively. The selection of these tasks is made by the students themselves, with the option to choose two out of four or five tasks, depending on the category. As previously mentioned, the comparing task consists of four activities, while the others include five speaking tasks each and students have one class hour for each task type. Before engaging in the speaking activities, the teacher provided a brief explanation of each activity to the students, taking no more than 5 minutes. The teacher then left the selection of activities entirely up to the students. While students are completing the tasks, three videos are utilized to record both students' performances and teachers' support, as outlined in the data collection materials. These tasks are conducted for 3 weeks and the day after each task, students answered the question in VSRI and each session lasted 15 minutes for each participant. After 38 students participated in the activity selection, 8 students proceeded to the video-stimulated recall interview. In this segment of the interviews, students are questioned about their experiences, feelings, and any difficulties they encounter during each speaking activity. This provides an opportunity to assess their performance and gather their thoughts on low oral participation, comparing their responses to those given in the initial interviews.

For the video-based observation, the researcher analyzed the recordings and assessed the participants' inclination towards low oral participation based on a chart that included metrics such as the accuracy of sentences, frequency of turn-taking, instances where they felt more or less comfortable speaking, and the challenges encountered by students during the activities. This assessment was conducted for each pair, and the chart was completed after each task. The process lasted for three weeks, immediately following the video recording sessions.

Table 2

An Overview of the Data Collection Agenda

Week	Date & Activity
1	01.11.23-10.11.23 Interviews (15 minutes for each participant)
2	13.11.23 -15.11.2023 First task+First VSRI+First Video-Based Observation
3	20.11.23 -22.11.2023 Second task+ Second VSRI+Second Video-Based Observation
4	27.11.23 -29.11.2023 Third task+Third VSRI+ Third Video-Based

Observation

Tasks: Speaking Activities. Three different task types were used for video-stimulated recall interviews and video-based observation for the sake of searching the experiences or statements of students. For task-oriented speech behaviors, activities/tasks of different types (problem-solving, decision-making, comparing) will be selected. The comparing, decision-making, and problem-solving task types each consist of 4, 5, and 5 different speaking activities, respectively. These speaking activities are tailored to students' levels and distributed to students, with the instruction to choose 2 speaking activities from each task type. Due to time constraints and motivational factors, the number of speaking activities is limited and designed following the duration of the lesson hour. Each task type is recorded by video, as outlined in the data collection procedure, which also serves as a means of video-based observation with the help of the chart.

Comparing

1) Talk about the two cities " İstanbul and Çanakkale ". You can use the criteria below.

- | | |
|---------------------|--------------------|
| -famous landmarks | -expensive shops |
| -tall skyscrapers | - a large harbor |
| -quiet streets | - stunning castles |
| -a nice cafe | -huge parks |
| -traditional houses | |

2) Choose two different cultures or countries and research and present aspects such as traditions, cuisine, family structure, and social norms, highlighting both similarities and differences. Take notes and discuss them with your friends. Compare it with our culture (You can use your mobile phone for searching).

3) Discuss the advantages and disadvantages of the given neighborhoods for you. Use comparative forms of adjectives.

Tokyo	Berlin	London
Population 13032	Population 12501	Population 20213
Crime rates 5%	Crime rates 1%	Crime rates 3%
Distance to the city center 2 km	Distance to the city center 7 km	Distance to the city center 13 km
Number of parks 7	Number of parks 9	Number of parks 5
Number of sports facilities 10	Number of sports facilities 12	Number of sports facilities 8

“ E.g. I love sports and my favorite neighborhood is Berlin. Because it has more sports facilities than the other two. Tokyo has the highest crime rate. It is not so safe as the other two.”

4) Compare and contrast two characters from different novels, plays, or films. Analyze their traits, motivations, and roles in the stories, highlighting similarities and differences.

Decision-making

1) Imagine that you are stuck on a deserted island. Work in pairs to tick (✓) the following actions you can do and discuss what other things you will need to survive there.

You

Your partner

find drinking water in the wild

build a shelter

build a fire

create rescue signals

find a source of food

create tools

build a raft to leave the island

- 2) Work in pairs. Assume that one of you is a very rich and famous person and the other is an interviewer. Make a dialogue about a famous person's daily routine and plans and act it out.
- 3) You have two options. One of them is saving money for college the other is spending it on a desired item. List the advantages and disadvantages of each choice and explain the reasoning behind their decision.
- 4) Career Path Decision:

Think about different jobs and think about your interests, strengths, and values to decide on your career, providing a reason for your choice.

- 5) Discuss your opinions on the best way to travel. You can use the means of transport and the adjectives given.

Means of Transport	Adjectives
On foot	Comfortable
Train	Safe
Car	Traditional
Bicycle	Healthy
Aircraft	Cheap
Subway	Enjoyable

"E.g. I think it's best to go somewhere on foot, in your neighborhood, because it is healthy and it doesn't cost anything."

Problem Solution

- 1) Problems below and discuss what we should/ shouldn't do for each problem with your partner.
- You come to your home after school but you realize that you have forgotten your key and you have no money and your phone right now, what will you do?

- You have failed the first exams at the school and second term exams are very close and you are very ill, you have to study for the exams, what will you do?
 - You have a best friend in your classroom, and a new student arrives at school. Your best friend becomes friends with the new student and starts spending less time with you, what is your solution for this?
- 2) Cyberbullying has become a significant issue in schools, affecting the well-being and mental health of students. As 9th-grade students, you are tasked with developing a comprehensive solution to address this problem in your school. Your solution should promote a safe and inclusive online environment for all students.
 - 3) Your school is looking to become more environmentally friendly and sustainable. The school administration has asked the students to propose and implement a project that will make a positive impact on the environment within the school premises. List specific environmental issues within the school premises that need attention, such as waste management, energy consumption, or green spaces.
 - 4) Your school is concerned about the increasing plastic waste on campus, causing environmental issues. The administration wants students to propose solutions to reduce plastic usage and manage waste effectively.

(Form groups of 4-5 students and brainstorm solutions to tackle the plastic pollution issue in your school. Develop a comprehensive plan)

- 5) Problem: Your local community is facing a significant pollution issue like a Sarıçay problem in Çanakkale. The nearby river, which once provided clean water and was a habitat for various aquatic life, is now contaminated with industrial waste and plastics. This pollution is affecting both the environment and the health of the community.

(As a 9th-grade student, your task is to devise a comprehensive solution to address the pollution problem in your community.)

Instruments

The researcher utilized three distinct data collection methods to explore research inquiries. Initially, semi-structured interviews were employed, followed by the implementation of VSRI and video-based observation, both of which leverage video recording as elaborated in the subsequent section. The table provides outlines the specific research questions addressed by each data collection method.

Table 3

Data Collection Instruments

Research Questions	Data Collection Instrument
Question 1 What are the primary factors that affect low oral participation in the classroom?	Interview
Question 2 Is there any relationship between types of speaking activities and oral participation?	Video-stimulated Interview Video-Based Observation
Question 3 <i>What kind of speaking activities make students participate in English classes?</i>	Video-Based Observation Video-stimulated Interview
Question 4 <i>How do collaborative activities or pair work activities affect oral participation?</i>	Video-stimulated Interview Video-Based Observation

Interview

Dörnyei (2007 cited in Yiğitoğlu, 2011) suggests that for researchers who are conducting a research topic or content with which they are familiar, semi-structured interviews serve as a good qualitative research data collection tool. Therefore, semi-structured interviews were used to collect rich- full data for the first part of the interviews. Several semi-structured interviews were conducted to unveil students' core attitudes towards and individual behaviors regarding silence within English as a Foreign Language (EFL) classrooms. In these interviews, students are asked about the reasons for low oral participation in general, their feelings while they are speaking in English, and whether they use learning strategies or not. This qualitative component aimed to expand the breadth of the investigation and provided enriched avenues for elucidating the phenomenon of silence within the selected high school's EFL classrooms. In addition to that, Mohd Noor (2008) concurs that semi-structured interviews enable us to approach different participants differently while still focusing on the target data collection idea.

For the first phase of interviews, although there is a set of prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner. The questions commenced with general inquiries regarding the factors contributing to low oral participation, prompting students to contemplate the issue from their perspective and encouraging thoughtful reflection. The additional questions are centered around exploring students' "experiences and behaviors," "opinions and values," and "feelings" (Dörnyei, 2007, p. 137). The interviews are recorded with two devices in case one fails (Josselson, 2013). The recording device is placed on a soft surface, such as a paper tablet, for better recording with less static or noise (Josselson, 2013). The goal is to get a clear sound that could be simply transcribed. The questions are reshaped after the pilot study. These interviews are the first parts of interviews and they are designed for general information for the students and general feedback for the researcher at the same time. In this segment of the interviews, students are asked to reflect on their classroom discussions, both during and outside of

class, providing comments on their overall performance in whole-class discussions, rather than specific to pair work or group activities. And questions are prepared according to that. Each interview took 15 minutes. Here are the questions for students:

Table 4

Interview Questions

Question 1	Do you think you have enough verbal participation in a classroom setting? If not, what are the reasons for low oral participation?
Question 2	How do you feel when you speak English in a classroom environment? Why?
Question 3	Do you use any strategies for oral participation?
Question 4	Do you think oral participation is necessary for the development of your language skills? Why?
Question 5	What factors are important for oral participation?
Question 6	Are there any difficulties you encounter in oral participation? Please, tell me about these difficulties.

Video recording

The study derived an advantage from video recording to address sub-research questions, employing the recorded videos for both video-stimulated recall interviews and video-based observation. The video recordings spanned three class sessions, each dedicated to a different task type, and were labeled and stored weekly with task-specific names, such as "Week 1_comparing." To facilitate easy observation of student and teacher interactions, three cameras were utilized.

Video Stimulated recall interview. In video-stimulated recall interviewing, participants see a video sequence of their behavior and are then asked to consider the choices they made while the event was being filmed. The stimulated recall approach allows participants to see themselves in action and this approach allows students to recall their

ideas about events as they happen. (Nguyen et al., 2013). The usage of the stimulated recall research method has resulted in an increase in studies on teachers' decision-making processes in connection to teaching methods (Dempsey, 2010 cited in Nguyen et al., 2013). Video-stimulated recall interview rather than audio or other types of SRI (stimulated recall interview) is used because of the nature of the research question considering that there can be silence at speaking activities. Additionally, with the aid of videos, students can recollect the emotions experienced during specific speaking activities that were previously discussed in the interviews.

Several scholars have suggested various methods to address theoretical and practical shortcomings associated with the Video-Stimulated Recall Interview (VSRI) methodology. For instance, it has been emphasized that participants need to have a clear understanding of the SRI approach and process before data collection commences. Moreover, establishing rapport between researchers and participants is deemed crucial for effective data collection (Calderhead, 1981; Gass and Mackey, 2000; O'Brien, 1993 as cited in Nguyen et al., 2013). Furthermore, Lyle (2003) proposed that for enhanced validity, retrospection should occur promptly following the recorded event.

In this research, VSRI was used to make use of the participants' self-reflections about their performance in pair works by watching and listening to extracts taken from the video recordings. These interviews were held just one day after each task. Students in the video-SRI were asked to explain their decision-making processes as they carried out speaking activities while seeing films of their speaking activities. In this phase, students have the opportunity to critique and provide feedback, comparing their current ideas with those expressed in the initial interviews. They also assess their performance in pair work, noting any differences observed when compared to the earlier stages of the interviews in which they made comments on class discussion. The researcher utilized a private area to watch the video footage, as well as the interview data with the students, and with their consent, the interview was videotaped. Students were aided in recalling what they did and

said in the classes by watching the video recording and being given some basic open-ended questions to enable them to provide recall remarks without being led (Zainil & Arsyad, 2021). "Dry-run" was completed (O'Brien, 1993, p. 217 cited Nguyen et al., 2013) of the videotaping procedure in the class to overcome problems such as students' anxiety in watching their speaking activity and making comments on recordings.

Beliefs must frequently be inferred from utterances and behaviors (Borg, 2000 cited in Nguyen et al., 2013). As a result, it is determined that video-stimulated recall interviews, in conjunction with video-based observations and semi-structured interviews, would be an effective data-collecting strategy for understanding the reasons for low oral participation considering the statements and behaviors 'relationship. Four open-ended questions for each video-stimulated recall interview were used because it is notable to be sure about validity and reliability thinking about the nature of SRIs. As stated earlier in the interview section, in this phase of interviews, questions are prepared by the researcher to explore students' "experiences and behaviors," "opinions and values," and "feelings" (Dörnyei, 2007, p. 137). These questions are:

- 1) Can you evaluate yourself for three different activities?
- 2) Do you think you have enough oral participation? If not, what are the reasons?
- 3) How did you feel during the activity?
- 4) In line with your observations, what do you think are the factors that will increase your verbal participation?

Open-ended inquiries would assist participants to stay focused on the subject while seeing how they perform at different speaking activities, but would not lead them to react in a biased manner to the research (Nguyen et al., 2013). Three cameras were put up in the classroom (O'Brien, 1993 cited in Nguyen et al., 2013) to capture the instructors' practices the first camera was used to film the instructor and any key instructional tools, while the second and third cameras were used to film the overall dynamics of the classroom activity.

Some researchers (Gass & Mackey, 2000; Lyle, 2003 cited in Nguyen et al., 2013) underlined the importance of minimizing the time lag between the incident and the memory to enhance validity. Because of creating valid research, video-stimulated recall interviews were held just one day after class time. The first interviews are conducted after the initial speaking activity, which involves a comparison. Subsequently, the second interviews take place following the second speaking task, focused on decision-making, and the third interview occurs just one day after the problem-solving speaking activity.

Figure 1

The procedure of Video-Stimulated Recall Interview

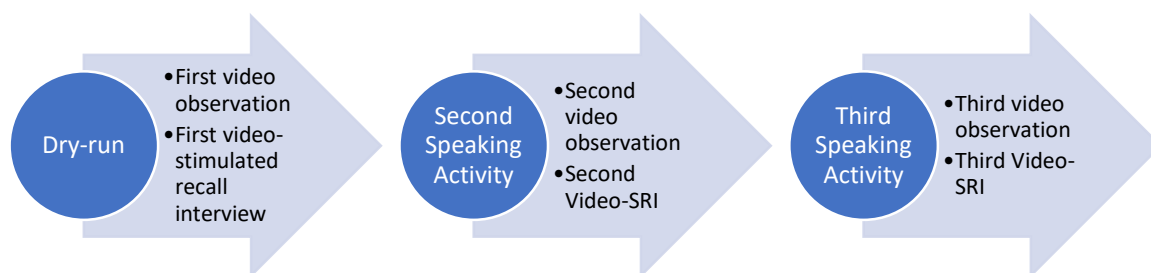
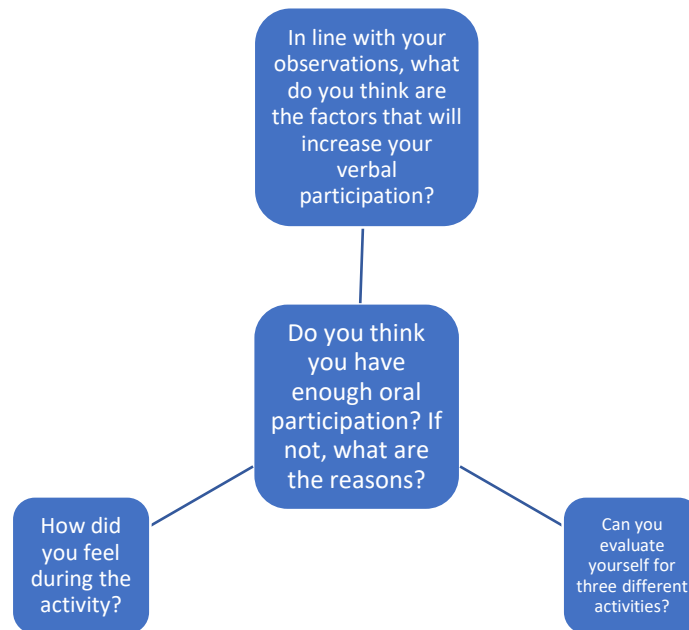


Figure 2

Questions of Video-Stimulated Recall Interview (Answered by 8 students)



Video-Based Observation. As stated in the data collection procedure, tasks are recorded and these videos are used in video-based observation, too. According to Battle and Miller (2017), video-based observation allows teachers to quickly and efficiently focus on specific features of classroom practice. This reduces the need for post-lesson discussions to describe what occurred in class.

Video-based observation serves various functions and offers chances for teachers, students, and researchers concurrently. Apart from watching videos of classroom sessions made by other educators, instructors in practice can film their classes and employ these recordings for analysis and self-reflection as is applied in this study. Usually, self-recorded teaching videos are kept private and are viewed by a restricted audience, which includes the teacher, peers, mentors, trainers, supervisors, and sometimes students. This method guarantees a concentrated and supportive atmosphere for professional growth (Hockly,2018).

To tackle the sub-research inquiries, this study employed video-based observation to document behaviors during pair work activities and to examine the impact of various tasks on oral performance which can be difficult in the traditional observational method. This involved using video recordings to closely analyze how students interacted during collaborative tasks and to assess how different types of tasks influenced their speaking abilities.

Video-based observation serves as a remedy to the limitations associated with traditional observation methods. Traditional observation techniques are plagued by several issues including the inability to validate data through cross-coding, challenges in capturing nonverbal cues during interactions, the potential for missing aspects of interactions, the possibility of researcher intrusion, and low inter-rater reliability. Conversely, video-based observation helps overcome these shortcomings by providing opportunities for meticulous data analysis, allowing for the examination of nonverbal cues, minimizing the risk of missing interaction nuances, reducing researcher interference, and enhancing inter-rater reliability (Asan & Montague, 2014).

According to video-based observation, it is used some criteria for correct sentence grammar structure and minutes that students feel better speaking or bored according to activity types. These criteria are determined based on the first and second phases of interviews and the nature of the research question. Additionally, this chart aids in exploring the experiences and feelings of students during these speaking activities. Each speaking activity was documented with charts, while videos were used to support the process by the researcher. Here is the chart utilized through the observation:

Figure 3

Chart

	Problem-solving	Decision making	Comparing
--	-----------------	-----------------	-----------

Correct sentences (grammatical structure)			
The number of turn-taking			
Notes about the performance (reactions towards the task, dictionary usage, reading instruction, talking in mother tongue, etc.)			
Difficulties that students encounter in activities			

Note: The chart is completed through the observation by the researcher.

Data Analysis

This paper adopted a qualitative research approach and qualitative data were collected. Research questions are answered with a qualitative approach. After collecting data via semi-structured interviews, VSRI, and video-based observation, the data was processed through thematic analysis. Clarke and Braun (2016) define thematic analysis as "a method for identifying, analyzing, and interpreting patterns of meaning ('themes') within qualitative data." A deductive approach (grounded theory) is used for analysis. Corbin & Strauss describe grounded theory: "Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed (Corbin & Strauss, 2007)". Both Glaser and Strauss accept that the researcher will not approach the field without ideas, but their views on the function of the literature differ significantly (Heath & Cowley, 2004). Discovery lies at the center of both researchers' concepts; one enters the area open to new meaning and gradually focuses on a core problem around which

additional elements will be merged via cycles of data collecting and analysis (Heath & Cowley, 2004).

To align with the deductive approach of grounded theory, three distinct codes were generated using HyperRESEARCH 4.5.3. After analyzing the data simultaneously, linguistic, psychological, and situational factors are found as codes. This tool facilitated the creation of codes by utilizing a word counter to capture key concepts within the data. By employing this method, the researcher systematically categorized and organized data according to predetermined codes, enabling a structured analysis process aligned with the deductive approach of grounded theory. When the researchers evaluated the data, recurrent themes emerged and were categorized (open coding).

Firstly, interviews are meticulously analyzed, with each line transcribed. This transcription file was uploaded in HyperRESEARCH 4.5.3 with the names of tools and case numbers. Initially, broad categories are identified from these transcripts. In grounded theory data analysis, open coding serves as the initial step. It commences once a portion of the data has been gathered and entails a thorough examination of the data, often involving a line-by-line review of transcripts. During this process, the researcher identifies and categorizes distinct elements within the data by assigning labels to significant words and phrases. Essentially, open coding entails the systematic naming and classification of key components present in the transcribed data. If there's a discernible connection between these categories or if they lead to a higher level of analytical description, new codes are generated (Sri, 2018).

For each question, the researcher labels the key elements for the second phase of grounded theory, axial coding. After open coding, axial coding is performed. During this phase, the researcher moves from developing notions to classifying and arranging them. The researcher focuses on detecting reoccurring themes voiced by participants and investigating potential links between categories in the dataset. The overriding goal is to demonstrate the operation of the phenomena under study (Sri, 2018). After analyzing the

initial interviews, the researcher identified the most frequently used words to create broader categories and establish connections between these words to detect overarching themes. This process involved grouping related words to form broader categories that encompass common themes and concepts discussed by the participants. Subsequently, categories were constructed, wherein themes like grammar, pronunciation, vocabulary knowledge, and practice were amalgamated to form linguistic factors for selective coding. During selective coding, the researcher used data from observations and interviews to improve the validity of the findings. The purpose is not to discover the exact truth about a social phenomenon, but rather to improve one's understanding of the issue under inquiry (Sri, 2018). These open coding and axial coding are written as descriptions for the selective coding as illustrated in Table 3.

To address sub-research questions regarding the potential correlation between group work or pair work and speaking performance, as well as the impact of different types of speaking tasks, VSRI and video-based observation were conducted. This involved the use of video recordings to capture the interactions. Following this, the interview data from the recordings were transcribed orthographically. These transcribed data were then coded based on the initial phase of interviews and their associated diagrams. The same procedure was conducted for data from VSRI with the help of HyperRESEARCH 4.5.3. The study further utilized time-coded data comparison between the initial data and the newly collected information to derive general concepts. This approach allowed for a comprehensive analysis and understanding of the research questions at hand. In the concluding stage, the study aimed to thoroughly analyze the task selection process, identifying preferred tasks and delving into their attributes. This entailed scrutinizing the task preferences of 38 individuals as detailed in the data collection procedure. Data were collected from 38 students organized into 19 pairs. Each pair was tasked with selecting two out of a pool of 4 or 5 tasks, and meticulous documentation of the types and quantities of tasks was conducted for subsequent examination.

Subsequently, various metrics of grammatical correctness of sentences, turn-taking frequency, instances of improved or worsened speaking confidence, and encountered difficulties were recorded in a chart format. This data was then compared and refined for each case. In line with grounded theory methodology, data collection and analysis occurred concurrently. Each category was dynamically reshaped, considering the unique interpretations of these factors in each case. Consequently, all cases underwent detailed analysis, elucidating the underlying reasons behind their particular characteristics and outcomes in the findings.

Table 5

An Overview of the Coding System

Code	Taxonomy	Description
LF	Linguistic Factors	Grammar, vocabulary pronunciation, practice
SF	Situational Factors	Task types, content, context, classroom environment, topic, coursebooks
PF	Psychological Factors	Motivation, personal traits, mood of the students, positive and negative feelings

Reliability and Validity of the Study

To ensure the reliability of the content analysis, an additional step was taken where an independent researcher coded the same data after the initial coding process was

conducted using HyperRESEARCH 4.5.3. This tool facilitated a systematic comparison of codes between different coders through its "Report Builder" feature as shown in Appendix A. By having two coders review and assess the codes, interrater agreement measures were obtained, enhancing the credibility and consistency of the coding process. This rigorous validation process helped to mitigate the risk of bias and increase the reliability of the content analysis findings.

Moreover, the study incorporated classroom observations utilizing a checklist to ensure the reliability and consistency of the observation outcomes. This involved systematically evaluating various aspects of classroom dynamics and behaviors to provide a comprehensive assessment of the learning environment.

Besides, some researchers (Gass & Mackey, 2000; Lyle, 2003 cited in Nguyen et al., 2013) underlined the importance of minimizing the time lag between the incident and the memory to enhance the validity of VSRI. Also, Lyle (2003) proposed that to improve validity, retrospection should take place as soon as feasible following the recorded occurrence. Because of creating valid research, VSRI was held just one day after class time. Four open-ended questions for each video-stimulated recall interview were used because it is notable to be sure about validity and reliability thinking about the nature of SRIs.

Furthermore, this study used video-based observation to eliminate the Hawthorne effect. When individuals or groups realize they are under observation, their behavior may alter. This change could have varying effects, either enhancing or diminishing their productivity, for instance, and may stem from various factors. When behavioral changes in individuals or groups are attributed to being observed, it's termed the Hawthorne effect. However, it's important to note that observation in such circumstances can introduce distortion, as the observed behavior may not accurately reflect their typical actions (Kumar, 2011).

Chapter 4

Findings

This study aimed to investigate the reasons behind low oral participation and examine the relationship between different task types and oral performance, particularly in the context of pair work or collaborative activities. To serve this objective, a semi-structured interview was conducted to gain a more concrete idea about the topic and it serves to answer the main research question. Besides, VSRI and video-based observation were used to see the relationship between task types and oral performance and the effect of pair work on speaking. Namely, qualitative techniques were utilized and, content analysis was utilized for this purpose. Research questions created themes and supported these themes, video observation charts and video-stimulated-recall interviews helped to create additional information for the reasons for low oral participation according to the nature of grounded theory. This period was conducted simultaneously as discussed in data analysis to serve the nature of grounded theory with the help of comparison all the time. In the first phase, it is used open, axial, and selective coding, as indicated by Creswell (2009) and Strauss and Corbin (1998). Findings are analyzed based on the research questions, which are outlined as follows:

RQ (1): -What are the primary factors that affect low oral participation in the classroom?

RQ (2): Is there any relationship between types of speaking activities and oral participation?

RQ (3): What kind of speaking activities make students participate in English classes?

RQ (4): How do collaborative activities or pair works activities affect oral participation?

RQ (1): -What are the primary factors that affect low oral participation in the classroom?

To explore the reasons for low oral participation from the perspective of students' semi-structured interviews were conducted, six items served this aim and the interviews were conducted in the participant's native language, Turkish, to facilitate open expression of their opinions. Subsequently, the researcher analyzed the transcripts, identifying recurring themes. Selected segments were translated into English by the researcher and a colleague. This chapter presents the recurring themes identified for each interview item based on the participants' statements.

Item 1: Do you think you have enough verbal participation in a classroom setting? If not, what are the reasons for low oral participation?

The first question of the research seeks and informs the students about the topic and asks the main reasons for low oral participation to understand students' perceptions of the topic.

Some students state that they have low oral participation the reasons behind it were lined with psychological factors and codes are presented below:

Student 1:

" No, I don't think so. I am suffering from low oral participation. I am fear that my friends make fun of my pronunciation or my mistakes in sentences. Even if I make exercises, I don't raise my hand."

Student 3:

"I choose not to speak aloud in conversations due to my fear of making pronunciation mistakes. I believe that if I make an error or mispronounce words, my friends may mock me, and that's why I prefer not to participate verbally."

"We are in 9th grade and we know each other newly. I am shy at language classes and I don't think that I am talkative at lesson time. I have lower verbal participation in my English classes compared to last year. I used to be more active in middle school classes. Now, I might hesitate to speak because I have recently become acquainted with my friends."

Student 6:

"Even though I know the answers to the questions, I often choose not to participate. If we were to quantify it, I would say I don't participate in about 70% to 80% of the class. The reason is simply that I don't feel like it. Besides, the classroom is crowded, and other classmates usually respond."

"Sometimes I participate, sometimes I don't. I join in when I feel like it."

Student 3:

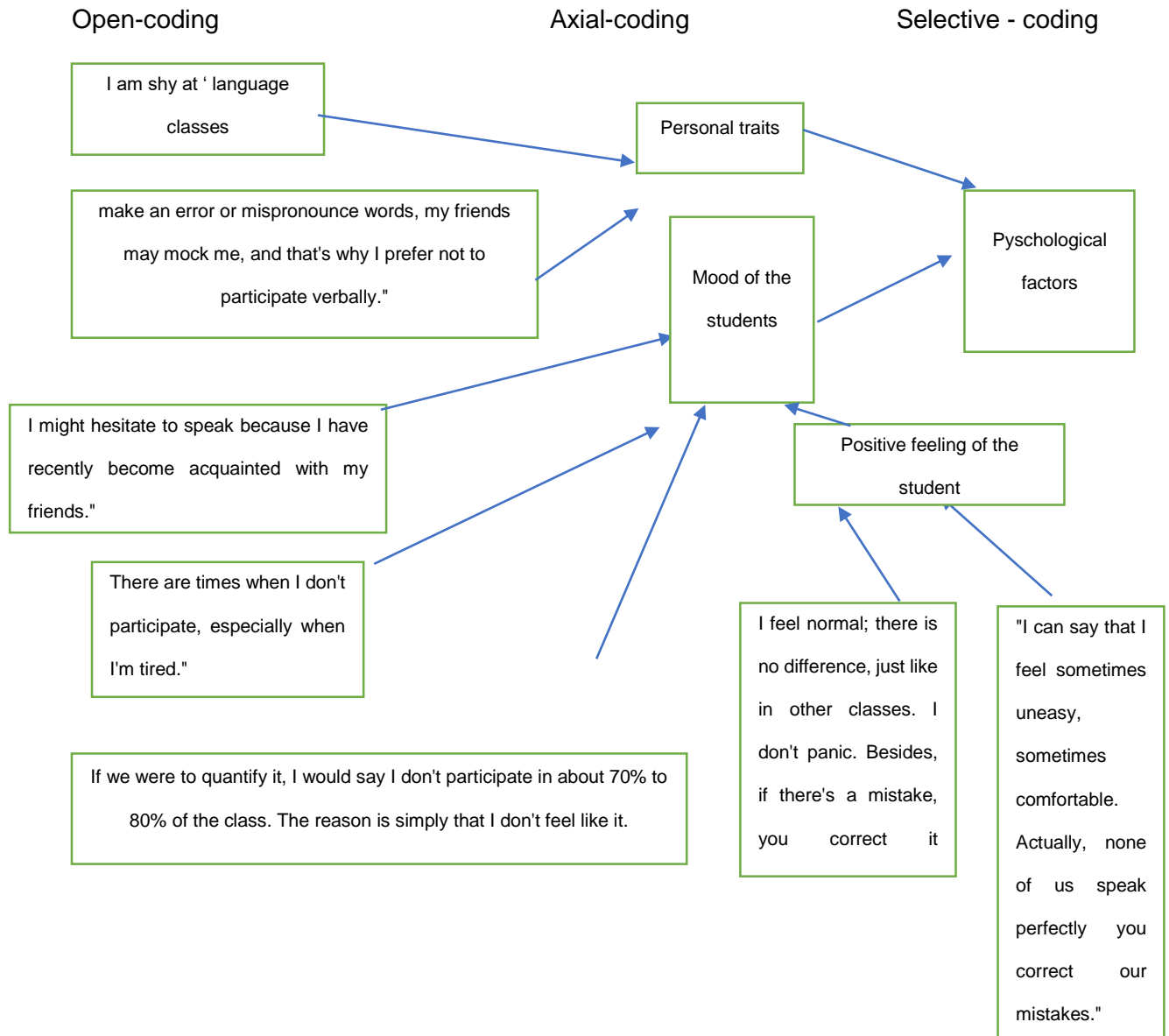
"No, I don't think so. In 8th grade, my favorite subject was English, and I used to participate in the class. However, when the teacher started correcting me with frustration when I made mistakes, I began to refrain from attending classes, and my grades suffered."

Student 1:

"I participate as much as I can. There are times when I don't participate, especially when I'm tired."

Figure 4

The Schema of Coding



When considering the first item in the interview, a connection emerges between the responses and the affective filter hypothesis, revealing a mix of positive and negative sentiments. Some students attribute their low oral participation to factors aligned with affective filters. According to Krashen (1982), the affective filter hypothesis outlines how affective factors influence the process of second language acquisition. Krashen highlights key concepts related to these factors: self-confidence, anxiety, and motivation. He suggests that individuals with high self-confidence and a positive self-image tend to excel in second language acquisition, while low anxiety levels are conducive to language learning. Additionally, Krashen emphasizes that motivation plays a crucial role, with highly motivated individuals typically performing better in language acquisition endeavors.

Item 2: How do you feel when you speak English in a classroom environment? Why?

This question also aimed to delve into the initial inquiry, as reflected in the provided codes, while also connecting deeper aspects of the topic in response to the second question.

Student 5:

"I can say I feel strange. It seems like my pronunciation is slipping into Turkish, and I feel tense because I can't express myself fully. I only feel this way in English classes."

Student 4:

"Sometimes, I get nervous. It would be more accurate to say that I can't say the word or pronounce it correctly. But this isn't specific to English classes; for instance, in other subjects, like when we do loud readings, I also feel shy and anxious."

Student 2:

"I feel tense, and the reason for this is that I fear being offended. Honestly, I hesitate in front of my friends because I'm afraid of embarrassing myself if I give the wrong answer during the activity."

For this particular item, students predominantly conveyed negative emotions, although not everyone exhibited signs of nervousness. Some students expressed their feelings in diverse ways, with positive emotions also emerging as a notable aspect during axial coding.

Student 7:

"I can say that I feel sometimes uneasy, sometimes comfortable. None of us speak perfectly, and even if we make a mistake, you correct us, so at least when we speak, we have seen and corrected our mistakes."

Student 6:

"I feel normal; there is no difference, just like in other classes. I don't panic. Besides, if there's a mistake, you correct it anyway."

Item 3: Do you use any strategies for oral participation?

Students were asked whether they applied any strategies to improve their oral participation in English classes or not. It seeks the importance of learner strategies or techniques on learners' speaking abilities.

Only two of the participants stated that they have some strategies to practice. The others expressed that they had no idea about it.

Student 1:

"I look up unfamiliar words in the book before the lesson. Grammar is particularly important, so I review key grammar topics, and I'm already good at grammar. I also attempt to solve the activities in the book before class to participate effectively in the lesson."

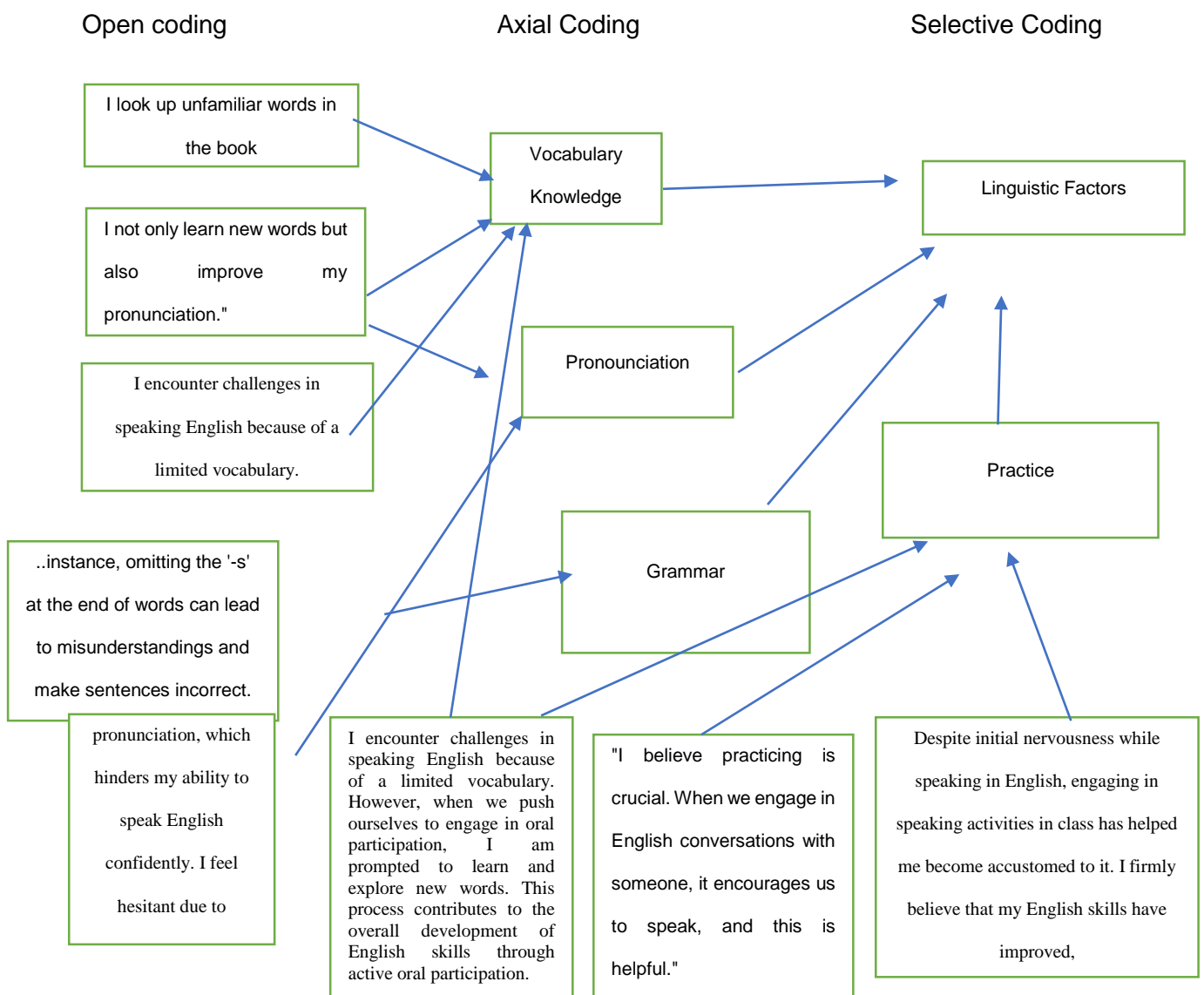
Student 8:

" I usually watch series or movies with English subtitles. This way, I not only learn new words but also improve my pronunciation."

The other participants just said that they have no strategies.

Figure 5

The Schema of Coding



Item 4: Do you think oral participation is necessary for the development of your language skills? Why?

To justify and question the importance or place of speaking ability in language learning, students were asked their thoughts about the necessity of speaking in English classes.

Although almost all students in the interview section believed that oral participation is important for language development, they stated that they have problems with language structure and word knowledge.

Student 8:

"I believe that speaking English is essential for the development of English skills, especially for certain professions. For instance, I am considering software engineering, and it is essential to improve our English for this profession."

Student 2:

"I would love to learn this language. It's one thing they don't know anything about what I just said. In other words, because English has always been in our lives in a way, that is, it will be at the university, for example, there will be words to defend those who want to go abroad."

Student 2 stated that they believe in the importance of oral participation in English but they don't use English after class time. While students acknowledge the importance of oral participation for English development, their statements reveal that only a few are aware of the specific fields that benefit from engaging in oral participation.

Student 4:

"I think it is necessary but how I don't know."

"I think it is necessary for speaking. How do you improve your English skills through oral participation? I don't know. "

Certain participants were able to articulate the impact of oral participation on the development of English-speaking skills. These statements are linked to " PF" as psychological factors via motivation.

Student 8:

" I can develop my speaking skills by speaking because I will speak in English in my future job life. I want to be a software engineer and English is a must for this job."

Student 4:

" As human beings, we communicate with the help of speaking rather than writing. If we practice in English, we can develop our English knowledge in general."

Student 3:

"We can enhance our creativity by employing various structures, and achieve fluency through consistent practice. Despite initial nervousness, while speaking in English, engaging in speaking activities in class has helped me become accustomed to it. I firmly believe that my English skills have improved, as I feel more confident and relieved upon realizing my ability to speak."

Student 5:

"As mentioned earlier, I struggle with pronunciation, which hinders my ability to speak English confidently. I feel hesitant due to concerns that my friends might make fun of my mispronunciations. Engaging in verbal practice during class allows teachers to correct our mistakes, helping us learn the correct pronunciation of words. This, in turn, contributes to the development of our English skills."

Student 4:

"I encounter challenges in speaking English because of a limited vocabulary. However, when we push ourselves to engage in oral participation, I am prompted to learn and explore new words. This process contributes to the overall development of English skills through active oral participation."

Item 5: What factors are important for oral participation?

After discussing the importance of speaking, students were then prompted to identify the key factors contributing to effective oral participation, aiming to gain a comprehensive understanding of this aspect. In general, nearly all participants highlighted specific criteria for enhancing their speaking skills, shedding light on the significance of these criteria in the context of oral participation.

Student 1:

"Being confident and having language knowledge are two important factors. "

"I believe that pronunciation is crucial because mispronouncing words can make us appear ridiculous and hinder understanding. Similarly, proper grammar usage is essential. Using words and grammatical structures correctly is important; for instance, omitting the '-s' at the end of words can lead to misunderstandings and make sentences incorrect."

Student 6:

"Taking turns is very important (laughing). I mean to say, courage is crucial. Speaking up is the primary factor in increasing verbal participation. That's why we need to be brave. Additionally, it is essential to possess a rich knowledge of the word. This broad understanding enables us to engage in conversations more effectively and contribute meaningfully to discussions. Also, the teacher's role is important. Some teachers conduct lessons just with the students who sit at the front lines, not the back sides. (laughs not for you, teacher)"

Student 8:

"Raising our hand is crucial because it is the first step in verbal participation. Additionally, the teacher needs to allow opportunities for speaking. For example, some teachers only interact with students in the front rows, making it challenging for others to participate. Moreover, being self-confident is also necessary."

Student 7:

"I think it's important to enjoy the class and not be afraid of the teacher. When we have that mindset, we can actively participate in the class without hesitation."

Student 2:

"I believe practicing is crucial. When we engage in English conversations with someone, it encourages us to speak, and this is helpful."

Item 6: Are there any difficulties you encounter in oral participation? Please, tell me about these difficulties.

In enhancing oral participation in English as a Foreign Language (EFL) classrooms, it's imperative to address the obstacles commonly faced by students in both learning and teaching environments. These challenges can manifest in various forms, thus prompting the inquiry to pinpoint the specific difficulties encountered by students during oral activities. Analysis of the interview transcripts indicated that participants expressed concerns about their language proficiency, feeling it was inadequate for effective participation in speaking activities, both within the classroom and in real-life situations, in addition to psychological factors as shown in the coding stage. These findings were further refined through VSRI and video-based observation, which are discussed in the following section.

Student 3:

"We encounter difficulties in memorizing vocabulary. Sometimes a word has multiple meanings. Additionally, we struggle to determine the proper placement of a word within a sentence. Occasionally, the subject and verb can become confusing."

Student 1:

"Friends' making fun of me, mispronouncing words in sentences or constructing them incorrectly, struggling with memorizing words, and fearing making mistakes are some of the challenges I face."

Student 4:

"The challenges we face include having too much workload, a lack of understanding of the lesson, anxiety about grades, fear of the class, and feeling ashamed."

Student 5:

"The pronunciation of words and the use of grammar patterns that we don't commonly employ in everyday life can be challenging for me. For example, while we have practical expressions in Turkish, we don't tend to form elaborate sentences. Also, we don't use English with our families or friends, only in English classes do we have opportunities to practice."

Four of the students expressed that they have no difficulties or challenges while they are speaking.

Student 6:

"I'm not experiencing any significant issues, except for some pronunciation challenges."

Student 8:

"I don't find it very challenging overall; my background in English is strong. I came from a private school, and we covered an extra 4 hours of English lessons compared to public schools."

RQ (2): Is there any relationship between types of speaking activities and oral participation?

After the analysis of the initial interviews, VSRI analyses were initiated, and these were conducted concurrently with the data collection phase, as dictated by the nature of the grounded theory and in line with our sub-research questions.

After presenting cases as done in the first interview section, a summary of themes was presented. Students' answers contain four questions from the second phase of interviews with the help of video stimulation. These items are:

1) Can you evaluate yourself for three different activities?

2) Do you think you have enough oral participation? If not, what are the reasons?

3) How did you feel during the activity?

4) In line with your observations, what do you think are the factors that will increase your verbal participation?

In addition to that students' answers were related to the scheme of the first interviews if there is a connection between the themes and task types as shown below.

Student 1:

"I liked the first comparing activity because we learned it recently, I remembered the words and the language structure. In this section, we chose the second and fourth speaking activities in the comparing task sheet. The second task is related to different cultures I really like different countries and we search for them and talk about them easily. In the fourth task, you asked about our favorite characters, with my classmate we talked about anime characters, we like anime a lot. (For the second question) I think I participated in the first two tasks but I didn't participate enough in the third one (problem-solving) because I didn't like it I mean it was boring. (For the third question) I feel relaxed. (For the last question) I think if you have fun, you participate more and the topic is important also, for example, I like the fourth one because you asked our favorite characters."

Student 2:

I think we are very good at first comparing activities because we know the words. In the second task (decision-making), we talked in Turkish a lot and I felt nervous, we couldn't know the words. (For second task) In general, I participate enough. But I couldn't make

sentences for the third one (problem-solving) because I didn't know the words. (For the third question) I felt relaxed because I spoke with my pair, the other classmates didn't hear us, so there was no need to be excited. (For the fourth question) Word knowledge and knowing grammar rules."

Student 3:

" For the first task, we always wrote something and then spoke I can say that the second and third tasks were better, we talked in Turkish but we were able to speak in English also. We didn't write anything but we spoke. (For the second question) As I said before, I didn't but it is not because of tasks, it is because of my last English teacher. My teacher made fun of our mistakes and even though I had good grades, I started not to participate orally and then my grades became worse. (For the third question) We struggled a bit, I think due to a lack of words, to find exactly what to say. Apart from that, I had a great time. (For the last question) The most effective thing is the teacher, because of the incident I described that you already know, and also the classroom environment and generating ideas are important. Because when an idea comes to your mind, you can speak about it."

Student 4:

"The first event went quite well; I mean the initial comparing task. My friend and I chose the 3rd and 4th activities, and since we had previously done a similar activity to the 3rd one in class, we felt comfortable. In the 4th activity, we compared two characters from a series we liked, and it was a lot of fun. However, in the 2nd one (after watching the video, and the decision-making sheet), as you can see, we used a lot of Turkish and always tried to write and speak. The 3rd activity was also very enjoyable because of the topics, and we were able to speak English. We were comfortable, you know. (For 2. question) I participated in the 3rd activity the most. Overall, it was both more enjoyable and more open to interpretation, allowing us to speak more. (For 3. question) I got bored during the second activity due to the topics. The first activity in the 3rd activity was very entertaining; for

example, we could make comments and found quite funny solutions. (For 4. question) I think the choice of topic and vocabulary knowledge are crucial."

Student 5:

"I found the worksheets for the 3rd activity very useful; I saw my vocabulary, used a dictionary, and learned new words. I think I performed the best in the 2nd activity; it felt easier to me. (For 2. question) I participated enough, and it was both useful and enjoyable. (For 3. question) Overall, I felt comfortable in all of them. Your decision to completely leave us free in choosing the activities relaxed us because you didn't insist on doing this or that. (For 4. question) Therefore, the activities were already speaking-oriented, and I verbally participated because you dedicated a lesson to it. In addition, I believe it's important to have a speaking class."

Student 6:

"The 3rd activity, in my opinion, was very good; it wasn't mentally taxing, and we could speak directly. Moreover, doing it with a friend was better. The 1st activity was boring; it was too simple. (For 2. Question) Overall, I think I participated. It became fun when done with a partner because I participated more than in regular classes. (For 3. Question) I felt comfortable because you didn't interfere with the activity selection, and you allowed the use of a dictionary. For example, it didn't feel like a speaking exam; we weren't stressed. (For 4. Question) I believe the questions must be open-ended because that way, we can participate when we understand."

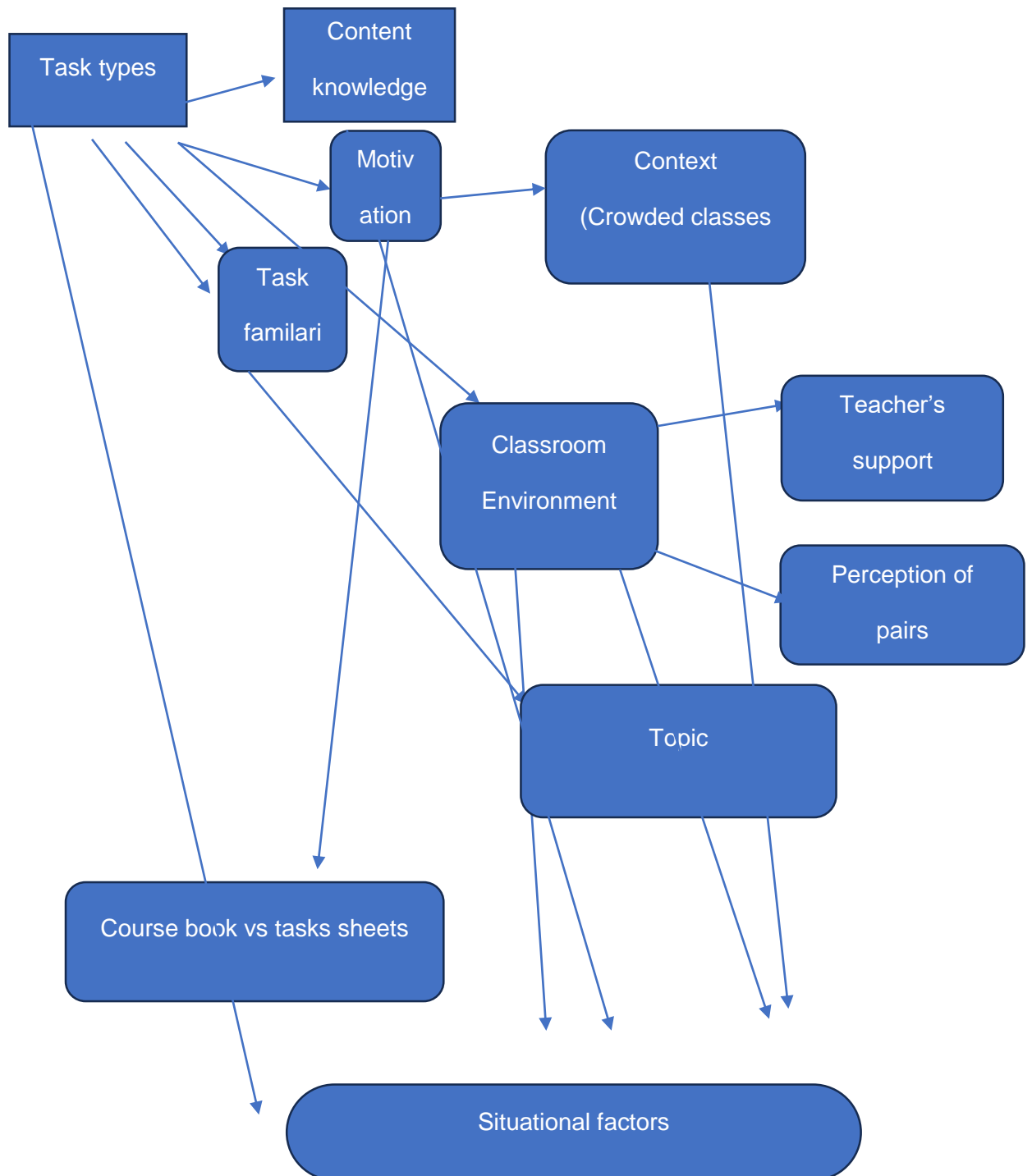
Student 7:

"The first one was a comparison, and we knew it because we had covered it in class, so I participated in it the most. For the 3rd one, I had a bit of a vocabulary deficiency, and I struggled a little. (For 2. Question) I believe I participated, but we only used a dictionary,

and we learned new words. In other words, I could construct sentences by looking at the words for the 2nd and 3rd activities. (For 3. question) I was comfortable when I knew the topics, of course; I can't even compare it to a speaking exam. I get very stressed there, but since the 1st activity was a comparison, it served as preparation for it. (For 4. Question) As I mentioned before, vocabulary knowledge, the ability to construct sentences, and grammar are crucial to participate."

Student 8:

"I performed better in the 3rd activity and enjoyed the activities more because they captured my interest. I also liked the 1st activity (comparing), but it was too easy, and we finished it quickly. For the 2nd activity (decision-making), we liked some of them; for example, the first one was easy and nice, and it was good that you let us choose two of them, making it enjoyable. (For 2. question) I participated, and it was fun because I did it with a partner. (For 3. Question) The 1st one was a bit boring because it was about things we already knew, but in the 3rd one (problem-solution), I felt comfortable and had fun. (For 4. Question) I believe the choice of topic and our interest in the topic is crucial; for example, the activity related to professions and comparing characters from a series or novel was enjoyable. When we are interested in the topic, we speak more. Additionally, pronunciation and knowing the rules are important, of course."

Figure 6*The Schema of Coding*

RQ (3): What kind of speaking activities make students participate in English classes?

As previously mentioned, students were given the option to select from a pool of 4 comparing tasks, 5 problem-solving tasks, and 5 decision-making tasks, with the directive to choose two activities from each category. This afforded them the freedom to select tasks according to their preferences. Out of the total cohort of 38 students, only 8 were selected for interviews. As reiterated earlier, adhering to the principles of grounded theory, this study consistently employed a method of comparing and contrasting ideas to establish connections between categories, thereby facilitating the creation of codes at every stage of data analysis. With this objective in mind, we meticulously examined 19 pairs of speaking tasks, delving into the choices made by participants.

Figure 7

Task Types and Numbers of Tasks

Task Type	Number of tasks	Number of Pairs
Comparing	1	4
	2	12
	3	6
	4	10
Decision-making	1	12
	2	2
	3	2
	4	8
	5	4
Problem-solving	1	11
	2	3
	3	5
	4	3

	5	7
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Analysis of the students' statements revealed diverse cases and varying reasons behind their preferences. While some aligned with the sentiments expressed during the initial interviews, others presented new perspectives. Notably, certain activities were favored and discussed more extensively by the students. Examination of the task choices further highlighted preferences, with the 2nd and 4th types of comparison activities emerging as the most favored among the 19 pairs in this category. However, individual preferences may vary.

It is essential to acknowledge that specific tasks may have a significant impact on speaking abilities. Subsequently, the following section aims to delve deeper into the characteristics of these tasks.

In the second task, students were expected to talk about two different cultures and they could research via their mobile phones instructions were presented below.

“ Choose two different cultures or countries and research and present on aspects such as traditions, cuisine, family structure, and social norms, highlighting both similarities and differences. Take notes and discuss them with your friends. Compare it with our culture (You can use your mobile phone for searching).”

The answers showed that students liked the topic and they felt free to research new cultures and new words at the same time. Similarly, one of the most preferred activities was the fourth task in the comparing sheet. The students were expected to talk about two different characters from novels or films and the instruction was presented below.

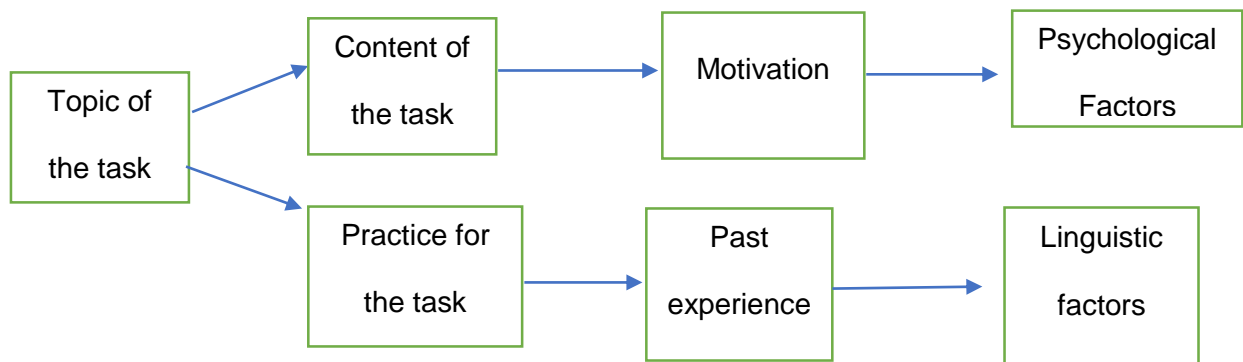
“ Compare and contrast two characters from different novels, plays or films. Analyze their traits, motivations, and roles in the stories, highlighting similarities and differences. ”

Students stated that they enjoyed the topic and they stated that they could have a chance to talk about their favorite movies and asked also about their partners' tastes in films or

novels at the same time. In addition to that, they stated that they talked about the cartoons for adults and they enjoyed watching them. After the comparing section, they continued to talk about it with the teacher, also. Moreover, students other than those in groups 6 and 8 presented more active participation in the comparison activity. They explained that the reason for this was the recently covered topic, expressing that they felt more comfortable and did not experience difficulties in forming sentences. The relationship between task types and reasons for low oral participation is presented below:

Figure 8

The relationship between task types and reasons for low oral participation

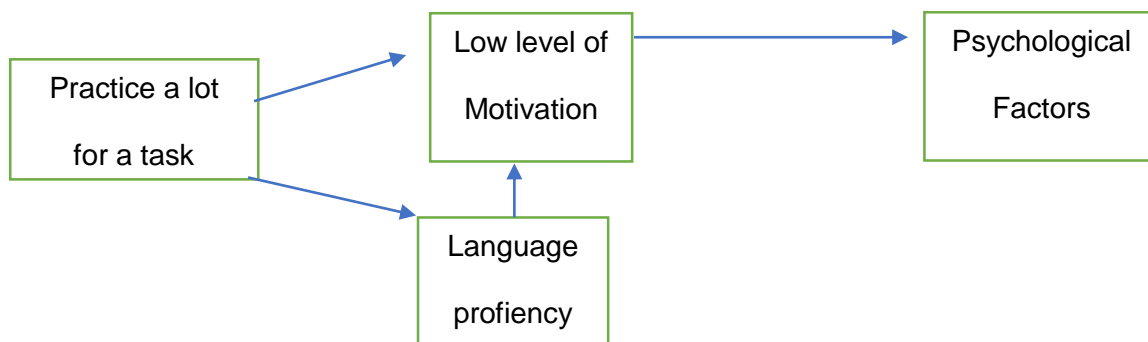


But we saw the “practice for the task” not for the motivation source for all students like 6 and 8. They stated that they practiced a lot in the comparing section and they claimed that they got bored they just spoke a few sentences and waited until they finished the time for the task. Students mentioned that they had already engaged in such activities extensively during middle school and found this topic to be very easy, stating that they only did it to complete the activity. It is noteworthy that these students also claimed to have a strong foundation during the initial interviews. In other words, their language proficiency and frequent practice seemed to lead to a lack of motivation and a negative impact on this

activity. The fact that they found the task easy and had a solid background in the subject became apparent even in their first interviews.

Figure 9

The relationship between task types and reasons for low oral participation



In the decision-making activity, 1 and 4 tasks were the most favored activities. In the first activity, students found the statements very clear and they found it easy because they just ticked and spoke about it. Instruction was presented below and we saw that giving prompts was sometimes useful for some cases and they felt relaxed for speaking. Imagine that you are stuck on a deserted island. Work in pairs to tick (✓) the following actions you can do and discuss what other things you will need to survive there.

You

Your partner

- 1) find drinking water in the wild
- 2) build a shelter
- 3) build a fire
- 4) create rescue signals
- 5) find a source of food

- 6) create tools
- 7) build a raft to leave the island

In the fourth task, students were expected to talk about their future jobs and while doing this they should think about their interests and strengths at the same time instruction was presented below.

Career Path Decision:

Think about different jobs and think about your interests, strengths, and values to make an decision about your career, providing a reason for your choice.

Students stated that they liked the topic again and they said that they loved talking about themselves and they talked about real-life plans for the future. We saw that they chose real-life issues for speaking and they wanted to learn partners' choices at the same time.

Half of the students emphasized that problem-solving activities were generally enjoyable and the ones they spoke about the most, while the other half mentioned struggling and experiencing difficulty with vocabulary. A noteworthy point here is that partners did not always agree. For instance, one pair found the comparative activity to be the most talked-about, while the other pair suggested that problem-solving provided more opportunities for discussion. As mentioned earlier, one student expressed the inability to discuss due to the complete closure of solution pathways in this activity.

For the problem-solving section, the first and the last tasks were chosen by students mostly. Two of the students stated that they found very creative and funny solutions for the first problem because of that they stated that they chose this activity. The instructions are presented below:

Problems below and discuss what we should/ shouldn't do for each problem with your partner.

- You come to your home after school but you realize that you have forgotten your key and you have no money and your phone right now, what will you do?

- You have failed the first exams at the school and second term exams are very close and you are very ill, you have to study for the exams, what will you do?

- You have a best friend in your classroom, and a new student arrives at school. Your best friend becomes friends with the new student and starts spending less time with you, what is your solution for this?

When we look at the problems and interview statements of students, problems gave space for students to speak about their problems, and problems were chosen according to real-life issues. The last activity was created again familiar place for students and instruction was presented below:

Problem: Your local community is facing a significant pollution issue like a Sariçay problem in Çanakkale. The nearby river, which once provided clean water and was a habitat for various aquatic life, is now contaminated with industrial waste and plastics. This pollution is affecting both the environment and the health of the community.

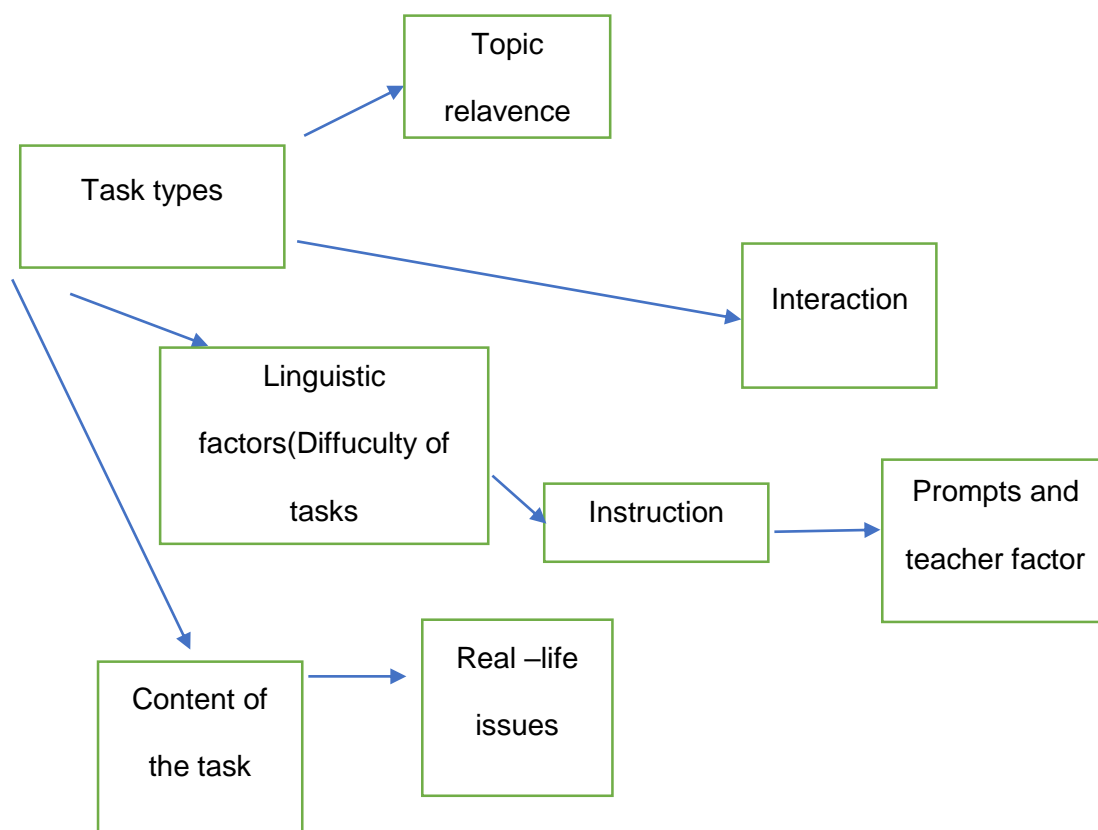
(As a 9th-grade student, your task is to devise a comprehensive solution to address the pollution problem in your community.)

Student 8 stated that they chose the last activity and said :

"Teacher, because you guided us before every activity, we didn't have any trouble in terms of understanding and were able to easily carry out the activities. Additionally, during the project preparation class, we found solutions to similar problems, so we chose this activity. You had mentioned your first arrival in Çanakkale, and the pollution in the Sariçay had caught your attention, so when we remembered that conversation, we also wanted to talk about that issue.

Figure 10

The relationship between task types and reasons for low oral participation



To sum up, it has been observed that there is a connection between activity types and speaking according to results taken via VSRI. However, as indicated in the table, this connection is generally due to the characteristics inherent in the activities rather than the activity types themselves. That is, while one activity of the same type may be found more enjoyable and easy by students, another activity of the same type may be considered boring. For instance, the preference for the comparison activity over the other two activities is attributed to it being a newly introduced grammar topic, making students feel more comfortable with it. However, this pattern did not hold for every context. For example, it was

observed that the choice of topic in decision-making and problem-solving had a positive impact on student participation in class.

Students have indicated that they participate more in activities that involve topics they feel close to or interested in, whether it be decision-making or problem-solving activities. When we look at these activities, for example, career choice is a situation that students encounter in their daily lives and involves decision-making, so students prefer to talk about this activity. The noteworthy point here is that students, such as student 6 and student 8, who stated in the initial interviews that they did not have any issues with language proficiency, mentioned that they found problem-solving activities generally more enjoyable and conducive to discussion.

On the other hand, those who preferred the comparison activity did so because they felt more comfortable participating, as they had recently practiced it in class, enhancing their language proficiency. In addition to that giving prompts and a teacher's guide make students participate orally, especially for students who stated in first interviews that they had difficulties in grammar structure or pronunciation. Additionally, students who preferred the comparison activity mentioned experiencing difficulty with vocabulary in problem-solving activities. Despite the allowance for online or written dictionary use in all activities, students still reported this issue. Furthermore, as mentioned above, the closure of solution pathways in problem-solving activities seemed to affect speaking more due to the activity's content rather than language proficiency. However, students 6 and 8 expressed a preference for problem-solving over all other activities and stated that they spoke the most in this type of activity. They attributed this to the simplicity of comparison, stating that there weren't many ideas to discuss, whereas, in problem-solving, they found it very creative and enjoyable to come up with solutions together with their partners.

Based on the students' choices, it can be inferred that the activity type that facilitates more speaking varies for each student and each context. However, certain characteristics of activity types that generally facilitate speaking have been highlighted in this study.

Everyday life topics, support provided by the teacher, and giving prompts in tasks were identified as factors that encourage students to speak.

Another notable point is that students who reported no difficulties in terms of language proficiency and who had ample opportunity for practice in their past experiences only found directed activities, such as those requiring only grammar like the comparison activity, or those solely involving decision-making, such as simply selecting given situations, to be boring and did not engage in discussion. For them, the third type of task, which was perceived as creative, provided more opportunities for speaking, as inferred from the students' statements.

RQ (4): How do collaborative activities or pair works activities affect oral participation?

To delve deeper into this aspect, initial interviews were conducted with students regarding their verbal participation in class. Unaware of the forthcoming activities, these 9th-grade students provided individual perceptions and evaluations. Remarkably, almost all, totaling six students, responded negatively, citing various reasons. Notably, previous pair work had been limited to specific segments of the class.

Upon introduction of the tasks, students' perspectives shifted significantly. They expressed enjoyment in participating in pairs and asserted their active involvement in the activities. Subsequent video-mediated interviews with eight students underscored the efficacy of pair work, with many stating that it was preferable to individual work, citing difficulties in expressing themselves solo in class. Interestingly, only one student attributed the lack of interaction to their partner.

Students found collaborative work rewarding for their speaking abilities, emphasizing the importance of interaction. Furthermore, the significance of matching compatible pairs emerged, acknowledging the need for supportive partnerships.

Student 4:

"In secondary school, we haven't done such activity. I mean with a pair. I have heard and learned the word "pair" this year. I felt very relaxed while I was speaking with my pair. As I stated before, I am a shy person and I think my friends make fun of me if I make a mistake. These activities very enjoyable for me and I didn't feel ashamed or nervous because my partner was my best friend and there was no need to be ashamed or nervous."

Except for activity types and teaching methods, one student stated that they have problems with their partner's performance and it affects her performance not just because of having too much effort for the task but also having nothing to say and getting bored. However, the students stated that they liked interaction with a pair but not in this activity.

Student 2:

"I generally enjoyed and participated in the activities, but I believe I encountered problems, especially in problem-solving and decision-making activities, due to my partner. We were able to converse in the comparison activity, but in others, it felt like I was the only one speaking, leading to a lack of dialogue because my partner didn't speak much. It seemed like I was essentially saying the things they could have said. However, I preferred participating like this rather than individually in classes, but this doesn't apply to the last activity, which was not due to the activity itself but rather my partner."

The third phase of the data collection was video-based observation but not the linear situation in cycled and simultaneous because of the nature of the study. For the sake of this reason, students were observed via three different speaking activities that were recorded for video-stimulated recall interviews with students according to speaking types and their behaviors. For searching for the reasons for the task type chosen or reasons behind low oral participation it was used some criteria like correct sentences as a grammar structure and minutes that students feel better for speaking or bored according to activity types. These criteria were cleared according to the first video–recall interview answers and added extra criteria because of the answers given by students.

Figure 11*First Observation Chart (Student 1 and Student 7)*

	Problem-solving	Decision making	Comparing
Correct sentences (grammatical structure)	3 sentences	4 sentences	9 sentences
The number of turn-taking	No specific turn-taking strategy (saying just I finished it is your turn)	There is no turn-taking strategy	Creating a context and greetings 4 in total
Notes about the performance (reactions towards the task, dictionary usage, reading instruction, talking in mother tongue, etc.)	They search words via an online dictionary student 4 creates ideas and reads the instructions twice	Sharing ideas in a planned manner (Turkish words)	they create sentences
Difficulties that students encounter in activities	Vocabulary Talking about the problems in English (even if they know the main idea of the problem) Taking notes a lot and then starting speaking	Taking notes a lot	They start speaking without taking notes and discuss to task number that they would choose

Figure 12*Second Observation Chart (Student 2 and Student 3)*

	Problem-solving	Decision making	Comparing
Correct sentences (grammatical structure)	4 sentences	6 sentences	10 sentences
The number of turn-taking	Greeting and adding something	Agreeing and disagreeing and interaction	Creating a context and greetings 4 in total
Notes about the performance (reactions towards the task, dictionary usage, reading instruction, talking in mother tongue, etc.)	They search words via an online dictionary Student 3 feels tense	In the 1 task they read the instructions together they don't use Turkish	Student 2 seems bored and takes Turkish notes
Difficulties that students encounter in activities	Vocabulary Talking about the problems in English (even if they know the main idea of the problem) Taking notes, a lot and then starting speaking They couldn't create sentences	They try to translate everything first.	They start speaking without taking notes and discuss to task number that they would choose

Figure 13

Third Observation Chart (Student 4 and Student 5)

	Problem-solving	Decision making	Comparing
Correct sentences	6 sentences	8 sentences	7 sentences

(grammatical structure)			
The number of turn-taking	In task change, they take turns	There is no turn-taking strategy	Creating a context and greetings 5 in total (starts with cities in 3. activity)
Notes about the performance (reactions towards the task, dictionary usage, reading instruction, talking in mother tongue, etc.)	They feel tense in searching for words via online dictionary But student 4 feels better about problem-solving and creates ideas	Sharing ideas in a planned manner (Turkish words) Student 5 creates context for the task and makes a speech	they create sentences
Difficulties that students encounter in activities	Vocabulary Taking notes a lot and then starting speaking	Taking notes a lot They read instructions again and again.	They start speaking without taking notes and discuss to task number that they would choose

Figure 14

The Last Observation Chart (Student 6 and Student 8)

	Problem-solving	Decision making	Comparing
Correct sentences (grammatical structure)	10 sentences	10 sentences	14 sentences

The number of turn-taking	6 taking turns in total	6 taking turns in total	3 taking turns in total
Notes about the performance (reactions towards the task, dictionary usage, reading instruction, talking in mother tongue, etc.)	In the second task even if they didn't choose it they made comments	In the decision-making tasks they have disagreements about task number one of them is to find the easy first one and the other one chooses it.	while talking about cities and they just read sentences
Difficulties that students encounter in activities	Vocabulary Talking about the problems in English (even if they know the main idea of the problem) Taking notes a lot and then starting speaking	Thinking about the decision, not language structure	They start speaking without taking notes and discuss to task number that they would choose

When we look at the charts we don't see the dramatic change in the number of correct sentences. However, in unselected activity types or activities observed for each event, participation rates in some activities have been noted to motivate students in terms of participation. For instance, although the most enjoyable activity type varies in every three pairs, the comparison activity group has been the one where they spoke the most. Additionally, the correct sentence count for all groups has also been highest in the comparison activity.

Although discussing language or personal learning experiences was not initially considered as an observation criterion, upon reviewing the activities and accompanying

videos, it became evident that students who reported speaking more during comparison activities actively engaged in discussions concerning vocabulary and grammar, often posing questions to one another. For instance, during problem-solving activities within the first group, inquiries regarding word research and sentence structure predominated, a trend not observed during comparison activities. However, it's worth noting that this distinction did not hold for discussions related to unknown words. For example, in this group, a student progressing in the decision-making activity by stating the Turkish equivalent of the word 'safe' as 'güvenli' or stating the Turkish equivalents of the words one by one was recorded as evidence for the effect of the activity type on speaking. Namely, they interact with each other even if they don't create a context for a speech.

Additionally, although students generally did not employ any turn-taking strategies in the various activity types, this was not the case in the comparison activity. For instance, in the comparison activity, this behavior was observed in the 2nd and 3rd groups. Students engaged in exchanging ideas by participating in their pairs' discussion about cities and asking about other cities. However, students did not exhibit this behavior in the other activity types within these groups.

Students were reminded at the beginning of each activity that they could use an online dictionary while performing the tasks. The teacher provided necessary explanations, instructions, and explanations for unfamiliar words before every type of task. However, naturally, some difficulties were experienced by the students during the activities. These provide us with information on reducing these difficulties and which activity types encourage oral participation and interaction between students. For example, note-taking and then speaking actions were observed for every four separate pairs. This situation entails writing short English words in the last group while writing down the entire sentence and then speaking it afterward in the other three groups. However, this was not observed in the comparison activity.

Difficulties encountered in other activity types include inability to generate ideas, lack of vocabulary, excessive note-taking leading to insufficient time for speaking, inability to understand instructions or what the peer is saying, and inability to use any turn-taking strategy. Additionally, students' preferred activities where they positively evaluated themselves during the interview and activities where they actively participated effectively were observed in the same direction. For instance, students numbered 6 and 8 expressed their boredom during the comparison activity, which was confirmed by observations as they merely read city information, formed sentences, and concluded the activity. However, the last group, apart from the tasks required in the 2nd and 3rd activities, also made comments and discussed the activities. Considering the speaking durations, this last group had more fun and offered creative solutions during the problem-solving activity, and it was observed that they joked around. In the decision-making activity, this group experienced divergence not in terms of semantics or grammar but in the selection of activities. It was observed that they made English comments about the activities. This also supports that the last group did not encounter language proficiency issues. "In the second group, it was observed that despite understanding the activities, students translated them individually on the second activity sheet. Additionally, this group began to conduct word checks and take notes on the third activity sheet. It was observed that they felt tense during the 2nd and 3rd activities.

Chapter 5

Conclusion, Discussion, and Suggestions

This section aims to undertake a thorough and critical examination of the current study's findings, comparing them with existing literature. Additionally, it will provide an overview of the study, explore the pedagogical implications of the findings, discuss limitations, and suggest potential avenues for further research. This comprehensive approach marks the final chapter of the dissertation.

Discussion

After studying low oral participation behavior among students in EFL courses at a high school in Turkey, both theoretically and practically, it is clear that the presence of silence in classroom interaction stems from a variety of situational, linguistic, and psychological reasons. But these reasons are not crystal clear or valid in all cases or linked together in some cases. When we understand the relationship between reasons, we make benefit from participation and interaction among students. Each context is unique and if we understand the reasons, we can make use of the results for different contexts. This research aims to investigate several key aspects related to low oral participation in the classroom.

Firstly, it seeks to identify the primary factors influencing low levels of oral engagement among students. Additionally, the study aims to explore the relationship between different types of speaking activities and oral participation rates. Furthermore, it seeks to understand which specific types of speaking activities effectively encourage students to participate in English classes. Lastly, the research aims to examine the impact of collaborative activities or pair work activities on oral participation levels. In this section, several significant findings in the data obtained through the interviews, video-stimulated recall interviews, and observation will be highlighted.

Discussion of RQ (1): What are the primary factors that affect low oral participation in the classroom?

Speaking is an essential skill for communication and there can be some difficulties in teaching speaking. The linguistic features, and difficulties of teaching speaking. a) correctly selected the language materials of speaking such as phonetics, lexis, and grammar. b) features, difficulties of selected phonetic lexis, grammar materials of speaking in the forms, in the meanings, in the usages. c) difficulties in correcting by pronouncing, the intonation, in stress are listed as difficulties in teaching speaking. (Murtazaeva, 2021:701). We see these difficulties in interview sections and observation from not only students who state they have difficulty but also students who claim they have strategies for vocabulary, grammar, or pronunciation like student 1 and student 8.

Student 1:

"I look up unfamiliar words in the book before the lesson. Grammar is particularly important, so I review key grammar topics, and I'm already good at grammar. I also attempt to solve the activities in the book before class to participate effectively in the lesson."

Student 4:

"The first event went quite well; I mean the initial comparing task. My friend and I chose the 3rd and 4th activities, and since we had previously done a similar activity to the 3rd one in class, we felt comfortable. In the 4th activity, we compared two characters from a series we liked, and it was a lot of fun. However, in the 2nd one (after watching the video, and the decision-making sheet), as you can see, we used a lot of Turkish and always tried to write and speak."

Student 8:

" I usually watch series or movies with English subtitles. This way, I not only learn new words but also improve my pronunciation."

Even knowing the importance of the English language by students, students have difficulties with learning strategies to develop language ability. The importance of oral

participation arises from not just because of communication needs but also the importance of output in developing language skills (Zhang & Head, 2010). Students who are silent in a task and activities and have low oral participation also show poor development in language skills and don't want to practice the target language (Zhang & Head, 2010). For example, student 8 and student 2 know the importance of speaking but they state that they have difficulties in participation.

Student 8:

"I believe that speaking English is essential for the development of English skills, especially for certain professions. For instance, I am considering software engineering, and it is essential to improve our English for this profession."

Student 2:

"I would love to learn this language. It's one thing they don't know anything about what I just said. In other words, because English has always been in our lives in a way, that is, it will be at the university, for example, there will be words to defend those who want to go abroad."

Student 2 stated that they believe in the importance of oral participation in English but they don't use English after class time. While students acknowledge the importance of oral participation for English development, their statements reveal that only a few are aware of the specific fields that benefit from engaging in oral participation.

For student 8 this situation is not valid in observation and video-stimulated recall interviews.

"I performed better in the 3rd activity and enjoyed the activities more because they captured my interest. I also liked the 1st activity (comparing), but it was too easy, and we finished it quickly. For the 2nd activity (decision-making), we liked some of them; for example, the first one was easy and nice, and it was good that you let us choose two of them, making it enjoyable. (For 2. question) I participated, and it was fun because I did it with a partner. (For 3. Question) The 1st one was a bit boring because it was about things we already knew,

but in the 3rd one (problem-solution), I felt comfortable and had fun. (For 4. Question) I believe the choice of topic and our interest in the topic is crucial; for example, the activity related to professions and comparing characters from a series or novel was enjoyable. When we are interested in the topic, we speak more. Additionally, pronunciation and knowing the rules are important, of course."

We see that student 8 knows the importance but does not participate in all sections they decide according to their interest and personal mood.

Contrary to that student 2 knows the importance of the English language they stated that they have no strategy and he makes comments about his performance according to his linguistic performance.

"I think we are very good at first comparing activities because we know the words. In the second task (decision-making), we talked in Turkish a lot and I felt nervous, we couldn't know the words. (For second task) In general, I participate enough. But I couldn't make sentences for the third one (problem-solving) because I didn't know the words. (For the third question) I felt relaxed because I spoke with my pair, the other classmates didn't hear us, so there was no need to be excited. (For the fourth question) Word knowledge and knowing grammar rules."

It was difficult to detect what is the most important factor for low oral participation because the results are interrelated and multilayered. However, results showed that students' low oral participation is affected by psychological, situational, and linguistic factors. One of the reasons that appeared in the answers in the interviews was a lack of linguistic knowledge. According to Lee's studies (Lee, 2009), six students from Korea studying in the USA stated that they have difficulties with language itself. And they suffer from a lack of linguistic knowledge reasoning that they refrain from speaking in the classroom. They think that they couldn't be understood by their teachers and their friends because of their language proficiency level. According to video-based observation and interviews, students are afraid of making a sentence wrongly and they always check the

meanings of words. They want to be truly correct for each statement before they participate in lessons. For example, while questions about word research and sentence structure were prevalent during problem-solving activities in the first group, this was not observed in the comparison activity. However, this was only not the case for unknown words. Furthermore, in this group, a student progressing in the decision-making activity by stating the Turkish equivalent of the word 'safe' as 'güvenli' or stating the Turkish equivalents of the words one by one was recorded as evidence for the effect of activity type on speaking.

But some students have written correct answers in their books and they are saying that they have no difficulties in language proficiency level. It showed us motivation and affective filters are other reasons to be taken into consideration. The Affective Filter hypothesis embodies Krashen's view that some affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include motivation, self-confidence, anxiety, and personality traits. (Schütz, 1998) According to this view, having self-confidence, high motivation, and a good self-image play a role in a better learning process. According to Krashen (1982) "Low motivation, low self-esteem, anxiety, introversion, and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition." In the study, some of the students said that they are shy about pronunciation or they are not self-confident people in real life, also. Concerning observations and interviews, students refrain from even reading parts, that don't require their sentences or creating some product, they are shy about talking in public. With this in mind, some students claimed that they are good at speaking and they want to participate orally, but they don't care about English development or they have no time to study English. Motivation is divided into two types: "intrinsic and extrinsic motivation" (Deci and Ryan 1985 cited in McDonough, 2007), which refers to the source of the influence, whether within oneself or perceived as being from the outside; and striving for success versus avoidance of failure (Heckhausen 1991 cited in McDonough, 2007)." According to the findings, we are sure that students are not motivated especially from outside reasons or avoidance failure.

While several previous qualitative studies have examined the oral classroom participation of Asian international students as a group (Kim, 2008; Liu, 2001) or Chinese and/ or Japanese students in particular (Morita, 2000, 2004), there is a limited number of studies Turkish students and EFL classrooms in Turkey. Korean classrooms are similar to traditional Turkish EFL classrooms (Lee, 2009). Korean classrooms have a teacher-centered approach and students listen to educators, take notes, and are quiet in the classroom. Students rarely ask questions about the content of the lesson and these questions are about the content of the lesson not exploring or discussing something. Students rarely ask questions about the content of the lesson and these questions are about the content of the lesson not exploring or discussing something. These questions are evaluative ones not have an explorative function (Lee, 2009). For example, except for 6 and 8 students, they claimed that they had no difficulty in comparing tasks because of the content or linguistic form of the task and they stated that they got benefit from this comparing tasks for oral exams. But 6 and 8 stated that they got bored in this section they enjoyed discussion in problem solutions and decision making.

Student 3:

"No, I don't think so. In 8th grade, my favorite subject was English, and I used to participate in the class. However, when the teacher started correcting me with frustration when I made mistakes, I began to refrain from attending classes, and my grades suffered."

Student 4:

Sometimes, I get nervous. It would be more accurate to say that I can't say the word or pronounce it correctly. But this isn't specific to English classes; for instance, in other subjects, like when we do loud readings, I also feel shy and anxious."

Student 7:

"The first one was a comparison, and we knew it because we had covered it in class, so I participated in it the most. For the 3rd one, I had a bit of a vocabulary deficiency, and I

struggled a little. (For 2. Question) I believe I participated, but we only used a dictionary, and we learned new words. In other words, I could construct sentences by looking at the words for the 2nd and 3rd activities. (For 3. question) I was comfortable when I knew the topics, of course; I can't even compare it to a speaking exam. I get very stressed there, but since the 1st activity was a comparison, it served as preparation for it. (For 4. Question) As I mentioned before, vocabulary knowledge, the ability to construct sentences, and grammar are crucial to participate.

Student 2:

"I feel tense, and the reason for this is that I fear being offended. Honestly, I hesitate in front of my friends because I'm afraid of embarrassing myself if I give the wrong answer during the activity."

"The 3rd activity, in my opinion, was very good; it wasn't mentally taxing, and we could speak directly. Moreover, doing it with a friend was better. The 1st activity was boring; it was too simple. (For 2. Question) Overall, I think I participated. It became fun when done with a partner because I participated more than in regular classes. (For 3. Question) I felt comfortable because you didn't interfere with the activity selection, and you allowed the use of a dictionary. For example, it didn't feel like a speaking exam; we weren't stressed. (For 4. Question) I believe the questions must be open-ended because that way, we can participate when we understand."

Discussion of RQ (2): Is there any relationship between types of speaking activities and oral participation?

According to Duff students' participation in activities or group discussions can reflect not just students' linguistic or content knowledge but their identities, abilities, and interests (Duff, 2002). So, we cannot just consider linguistic knowledge as a main factor affecting low oral participation. While students participate and engage in communication, their affective state is also an important factor. Krashen (1986) cites motivation, self-confidence, and

anxiety in the Affective Filter Hypothesis as three categories of variables that are important in second language acquisition. Affective filters, such as motivation, self-confidence, and anxiety, among others, have an impact on the amount of students who successfully acquire complete input. In other words, language learners' emotional states have a significant impact on how their language learning plays out. As mentioned earlier, students not only discussed their performance and linguistic structures but also provided comments on the tasks based on their feelings about them or how they perceived their usefulness for oral exams. The process of considering a task in the context of an exam altered their perceptions and consequently impacted their performances.

Discussion of RQ (3): What kind of speaking activities make students participate in English classes?

TBLT includes a variety of methods that are all based on the idea that meaning is important and that there is a connection between what students accomplish in class and the sorts of tasks they will have to do outside of it unlike old-fashioned approaches (Nunan, 2015). As suggested by Ellis (2003), we couldn't match tasks with "activity", "drill" or "exercise" which are used to evoke language use. We see that 6 and 8 students prefer decision-making and problem-solving tasks to comparing ones. They stated that they got bored in comparing just because of focusing on language structure, not discussion issues. According to a strong version of CLT, "language is acquired through communication" (Howatt, 1984:279 cited in Ellis, 2003). In other words, rather than learning how to utilize language as a structural system after acquiring it, learners get to understand the system itself as they learn how to communicate (Ellis, 2003). So, we can keep in mind that a strong version of CLT easily matches task-based language teaching in the shade of Ellis (2003). All students criticized their coursebooks for lacking tasks that encourage interaction between friends. However, they expressed enjoyment in tasks that were studied in the video-stimulated recall interview section due to the fun they had communicating with a pair. They also claimed that these tasks were beneficial for their oral exams in language class.

In addition to that, Skehan and Foster (1997) contrast decision-making tasks with a limited, reasonably exact output with those that are more differentiated; that is, judgments must be made that do not only yield a simple answer but instead represent the benefits and drawbacks of a certain decision (Skehan 1998). As stated earlier, some students just said their decisions but not the reasons behind their choices. Furthermore, as research by Swain (1985) and others has demonstrated, language learning is significantly more successful when students are encouraged to utilize the target language (TL) in useful tasks (Zhang & Head, 2010). According to Swain, one reason for this can be that these learners are less inclined to challenge themselves to develop since they are less conscious of the gap between what they want to say and what they can express in the TL. The more slowly they advance, the less probable it is that they will do well when asked to talk (Zhang & Head, 2010). Students cannot have the opportunity to see their abilities about how much they can speak in TL.

It is observed that during the video-stimulated recall interviews, some students initially expressed difficulties with participation in English classes. However, this was not the case during the second phase of interviews. After each task, students engaged in their learning process, leading to a change in their perceptions of their performance. Notably, when they reviewed their interactions, they showed a more positive attitude towards their performance. Social constructionism, which is linked to Vygotsky's (1978) sociocultural view on learning, has its roots in interactionist theory (Mohamad Nor & Rashid, 2018). Working together with others is a crucial stage for the kids to learn L1. Collaboration is necessary for language development to occur (Mohamad Nor & Rashid, 2018). According to Vygotsky, children use language to participate intellectually in their community. Through the negotiation of meaning, the interaction between the kids and community members will foster language development (Mohamad Nor & Rashid, 2018). For those studying L2, the aid of the teacher and fellow students in a language classroom is beneficial to their successful language acquisition (Mohamad Nor & Rashid, 2018). The classroom can be a simulation of real-life tasks.

When we look at the problems and interview statements of students, problems gave space for students to speak about their problems, and problems were chosen according to real-life issues. The last activity was created again familiar place for students and instruction was presented below:

Problem: Your local community is facing a significant pollution issue like a Sariçay problem in Çanakkale. The nearby river, which once provided clean water and was a habitat for various aquatic life, is now contaminated with industrial waste and plastics. This pollution is affecting both the environment and the health of the community.

(As a 9th-grade student, your task is to devise a comprehensive solution to address the pollution problem in your community.)

Student 8 stated that they chose the last activity and said:

"Teacher, because you guided us before every activity, we didn't have any trouble in terms of understanding and were able to easily carry out the activities. Additionally, during the project preparation class, we found solutions to similar problems, so we chose this activity. You had mentioned your first arrival in Çanakkale, and the pollution in the Sariçay had caught your attention, so when we remembered that conversation, we also wanted to talk about that issue."

Discussion of RQ (4): How do collaborative activities or pair works activities affect oral participation?

Constructivism, according to Audrey Gray (1997 cited in Wang, 2011), is a perspective on learning based on the conviction that information cannot be imparted to pupils at their desks by the instructor standing in front of the class (Wang, 2011). Instead, knowledge is built by students via a deliberate, conceptual process of learning; students are the architects and designers of meaning and knowledge. Therefore, a constructivist classroom should be learner-centered, and the instructor should provide students

opportunities to handle items, raise questions, hypothesize, and forecast as well as to study, investigate, create, and innovate (Wang, 2011). The majority of students expressed that they could not demonstrate sufficient participation in English classes during the initial interviews, while after the activities, they positively emphasized the importance of working in pairs and teacher support, all of them expressing their participation. In addition to that, students 6 and 8 stated that they enjoyed in decision-making and problem-solution parts, and according to observation they showed the longest speech in those parts and even though they didn't have to conduct all parts of problem solution sheet, they made comments the other sections except for two tasks in all. The second phase interview was a video-stimulated recall interview. Throughout this process, the teacher has assisted both in explaining the activities and in guiding the students during the activity process. All of the students have evaluated the teacher's support positively.

Student 4:

"In secondary school, we haven't done such activity. I mean with a pair. I have heard and learned the word "pair" this year. I felt very relaxed while I was speaking with my pair. As I stated before, I am a shy person and I think my friends make fun of me if I make a mistake. These activities very enjoyable for me and I didn't feel ashamed or nervous because my partner was my best friend and there was no need to be ashamed or nervous."

Student 8 stated that they chose the last activity and said:

"Teacher, because you guided us before every activity, we didn't have any trouble in terms of understanding and were able to easily carry out the activities. Additionally, during the project preparation class, we found solutions to similar problems, so we chose this activity. You had mentioned your first arrival in Çanakkale, and the pollution in the Sarıçay had caught your attention, so when we remembered that conversation, we also wanted to talk about that issue."

Students' interaction was been commented positively except for one student.

Student 2:

"I generally enjoyed and participated in the activities, but I believe I encountered problems, especially in problem-solving and decision-making activities, due to my partner. We were able to converse in the comparison activity, but in others, it felt like I was the only one speaking, leading to a lack of dialogue because my partner didn't speak much. It seemed like I was essentially saying the things they could have said. However, I preferred participating like this rather than individually in classes, but this doesn't apply to the last activity, which was not due to the activity itself but rather my partner."

The idea that social engagement with any other person can enhance Vygotskian learning is expressed by the term "more knowledgeable other." (Pritchard & Woollard, 2013). This may happen in the casual setting of two friends conversing about a shared interest at a park, at home, or anywhere else for that matter. We see that student 2 sees tasks as easy to accomplish and student 2 sees partner as "an obstacle" in decision-making and problem solution. Student 2 had a positive impact on her partner but was bored because of too much speaking time for her and no interaction because of the silence of her partner. Following Vygotsky's Sociocultural Theory from 1978, instructors should begin by creating appropriate experiences to accomplish higher mental processes. Learning should always be closely tied to what pupils already know (prior knowledge) (Turuk, 2008 cited in Castrillón, 2017). The results of research by Lantolf (2000) and Swain (2002) show the value of peer contact parallel to key concepts of the Zone of Proximal Development (Pathan et al., 2018). Zone of Proximal Development (ZPD) (Vygotsky, 1978, p. 86 cited in Mohamad Nor & Rashid, 2018), which is defined as: "the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers". According to Vygotsky, social contact is a crucial component of good cognitive and intellectual development. As stated earlier, all students preferred pair work

rather than individual speaking like in oral exams or class time. We see that collaboration with a partner always works in that study.

Student 4:

"The first event went quite well; I mean the initial comparing task. My friend and I chose the 3rd and 4th activities, and since we had previously done a similar activity to the 3rd one in class, we felt comfortable. In the 4th activity, we compared two characters from a series we liked, and it was a lot of fun. However, in the 2nd one (after watching the video, and the decision-making sheet), as you can see, we used a lot of Turkish and always tried to write and speak. The 3rd activity was also very enjoyable because of the topics, and we were able to speak English. We were comfortable, you know. (For 2. question) I participated in the 3rd activity the most. Overall, it was both more enjoyable and more open to interpretation, allowing us to speak more. (For 3. question) I got bored during the second activity due to the topics. The first activity in the 3rd activity was very entertaining; for example, we could make comments and found quite funny solutions. (For 4. question) I think the choice of topic and vocabulary knowledge are crucial."

Overview of the study

International communication in commerce, diplomacy, science, technology, and academia is commonly conducted in English. Being fluent in English makes it easier to communicate effectively with individuals who speak different languages. Speaking English makes it possible for people to interact with many cultures via music, movies, books, and other forms of art. Critical thinking, creativity, and problem-solving skills are all improved by learning English. It increases self-worth and confidence by enabling successful self-expression in a range of social and professional contexts. To sum up, in today's globalized world, knowing how to speak English is essential for both professional and personal development. It creates avenues for growth, encourages intercultural dialogue, and benefits people's lives in a variety of ways. Given the benefits of English speaking, investigating the problems encountered in this area and the factors hindering speaking in the classroom

becomes important. With this aim in mind, this study also examines the impact of task types on speaking. In addition to that, this study investigates which activity types make students participate in English classes and how collaborative or pair-work activities affect oral participation.

To do so, the first interview section was conducted consisting of six questions related to general questions about oral participation and their perceptions of the English language, and their performance in class. This section was utilized firstly to make students aware of their performance in the video-stimulated recall section and to make comments according to the first answers in the interviews. According to the answers of students, codes were created and reshaped according to VSRI and video-based observation concerning the nature of grounded theory. During the initial interviews, nearly all students expressed challenges in oral participation due to various factors such as vocabulary knowledge, grammar, pronunciation, anxiety, coursebooks, teacher influence, and situational factors. However, except for two students, the majority were unaware of strategies for improving English speaking skills and the significance of English for their future lives. Even though they know the importance of speaking in English, they don't express how to use it and improve it.

Secondly, students were asked to perform tasks in three separate categories, comparing, decision-making, and problem-solving to assess the reasons stated during the interview and to evaluate the students' performance. Videos were recorded while the students were performing the tasks, and afterward, they were asked to reflect on how they felt about the challenges they encountered and their performance based on these interviews. This provided students with the opportunity to evaluate themselves in detail. According to the results categories and codes were reshaped and subcategories were added. Also, it is used for the video-based observation section. As a noteworthy result, students evaluated themselves as verbally inadequate during the initial interviews, but they described their collaboration with their partners sufficiently and positively.

Finally, concerning research findings, linguistic, psychological, and situational factors affect students' low oral participation in English classes. According to findings, students suffer from poor vocabulary knowledge, and they have difficulties in English structures and this reason awakens another reason, affective filters. They claimed that a lack of vocabulary and problems with pronunciation led them not to speak in public. Also, this reason creates anxiety between students, and they refrain from speaking in class. With this in mind, reasons for low oral participation are connected and multilayered. These procedures could lead to potentially significant theoretical discoveries. It is not reasonable, however, to settle for theoretical conclusions. Therefore, using implementational and pedagogical reflections could be quite practical.

Pedagogical Implications

The factors causing low oral participation from a theoretical standpoint were evaluated through interviews and observations. Thanks to these methods, insights contributing to practical teaching methods within the classroom were obtained. To be more precise, students and English language teachers are given an implementation-focused discussion regarding the reflections of the current study's findings. In other words, an attempt is made to integrate the theoretical findings with the practical aspect of educational environments.

According to Vygotsky's Sociocultural Theory from 1978, instructors should begin by creating appropriate experiences to accomplish higher mental processes. Learning should always be closely tied to what pupils already know (prior knowledge) (Turuk, 2008 cited in Castrillón, 2017). The results of research by Lantolf (2000) and Swain (2002) show the value of peer contact parallel to key concepts of the Zone of Proximal Development (Pathan et al., 2018). Zone of Proximal Development (ZPD) (Vygotsky, 1978, p. 86 cited in Mohamad Nor & Rashid, 2018), which is defined as: "the distance between the actual developmental levels as determined by independent problem solving and the level of

potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers”.

According to Vygotsky, social contact is a crucial component of good cognitive and intellectual development. As stated earlier, we see this topic in research generally at the university level or with adults, not at a high school level or young learners. When we look at the results of the first interviews, students reflect their performance concerning general performance in the class, not a real-life or specific activity. Even, though they have commented on their performance as inadequate or negative statements, we saw positive statements in the tasks implementation part. In this point by using pair work exercises, teachers can improve their students' speaking confidence and fluency in English while also fostering teamwork, peer learning, and speaking practice.

Also before every task, the teacher supported students with words and procedures of tasks. Educators should foster a supportive learning environment and Instructors should work to create a welcoming environment where students may freely express themselves verbally without worrying about being judged or criticized. Educators should give constructive criticism and Feedback systems have to be used to give students advice on how they came across when speaking in front of an audience, pointing out areas where they could have done better and praising their efforts. Also, we see that decision-making and problem-solving activities make students speak more even in making some mistakes or talk in their native language, students interact with each other and search for words. So, educators should create a discussion and interaction environment for English classes to raise awareness for the importance of output. As research by Swain (1985) and others has demonstrated, language learning is significantly more successful when students are encouraged to utilize the target language (TL) in useful tasks (Zhang & Head, 2010). According to Swain, one reason for this can be that these learners are less inclined to challenge themselves to develop since they are less conscious of the gap between what they want to say and what they can express in the TL. The more slowly they advance, the less probable it is that they will do well when asked to talk (Zhang & Head, 2010). Students

cannot have the opportunity to see their abilities about how much they can speak in TL. Also, teachers should develop students' motivation and give knowledge about learning strategies or how to develop speaking skills. There can be some courses for educators and learners also.

The learner's needs should be taken into consideration when creating lesson plans. Additionally, assignments and themes ought to be chosen based on the aptitudes and areas of interest of the students. Additionally, choosing a coursebook is crucial since it should match the students' prior knowledge and, if a section is inappropriate, it should be carefully modified. For example, when we look at the task types and the number of the chosen ones, some activities are favored because of the content of the task. So educators should consider the students' interest and their needs in the same way. When we compare the results between the pilot study and the actual implementation, we see that the contexts have changed, leading to changes in the outcomes as well. While language proficiency and past achievements were crucial in the pilot study, psychological factors are predominant in this study. Educators should conduct assessments of their environment and the students' situations before designing appropriate interventions based on these reasons. Furthermore, it has been observed that the relationship between each case and each event varies. For example, while language proficiency may undermine the confidence of one student, for another student, it may stem solely from not knowing their peers or from their past experiences with teachers.

It is important to remember that a variety of situational, linguistic, and psychological reasons might arise and do and that these elements' complex interactions have an impact on pupils' limited oral participation. Teachers should construct their lessons according to these elements. Also, educators should create not offensive but very friendly and comfortable classes to protect students from affective filters. Most significantly, it is vital to provide situations where students can practice their English outside of the classroom. By doing this, students can avoid the disadvantage of the Turkish EFL context, which is the lack of practice chances. So, teachers should support their students in speaking clubs, or

other learning. styles and strategies as suggested earlier. Because every person is different, and to improve pupils' speaking abilities, planning should take these differences into account.

Limitations

The relatively small sample size and the particular environment of Turkish high schools may have limited the study's findings, so it is important to exercise caution when extrapolating the findings to larger populations. It's possible that the study's timeline prevented a thorough investigation of the interventions' long-term impacts on students' oral involvement and speaking abilities. Establishing the reliability of coding and eliminating bias is considered unreasonable, inconsistent, and ultimately insignificant within a qualitative framework and reflexive thematic analysis. This is because meaning and understanding are perceived as dependent on the specific context, and the researcher's subjectivity is viewed as a valuable tool for generating knowledge. Instead of being a risk to credibility that must be controlled, it shapes the knowledge that is produced (Brau & Clarke, 2021). So not a limitation, but you should consider your prominent aim and method according to your study. According to reflexive thematic analysis, you shouldn't generalize or make comments is not forbidden by its nature.

Suggestions for Further Research

Subsequent studies may do longitudinal analyses to evaluate the long-term effects of various instructional strategies on students' oral involvement and speaking abilities. This suggests conducting studies that track students' progress over an extended period to understand how various instructional strategies impact their oral involvement and speaking abilities over time. By observing changes and trends longitudinally, researchers can identify which methods yield the most significant improvements.

Analyses that compare various educational environments or pedagogical techniques may shed light on which strategies are most successful in helping EFL students

become proficient oral communicators.

Incorporating qualitative information from sources like student interviews and classroom observations with quantitative data helps provide a more thorough picture of the multifaceted elements impacting oral involvement and speaking growth in EFL classes. Combining qualitative data from sources such as student interviews and classroom observations with quantitative data provides a comprehensive understanding of the factors influencing oral participation and speaking growth in EFL classes. This holistic approach enables researchers to capture the nuanced aspects of language learning dynamics.

Studies that concentrate on teaching EFL teachers how to apply task-based and pair work activities efficiently could improve oral communication student results and pedagogical practices even more. Research focusing on teaching EFL instructors how to effectively implement task-based and pair work activities can lead to improved student outcomes in oral communication. Providing teachers with the necessary training and resources enhances their ability to facilitate engaging and productive language learning experiences.

Several recommendations for further research based on the results of the study can be highlighted regarding low oral participation in classrooms and factors affecting low oral participation. For example, it can be suggested that there can be studies about the importance of English in other contexts and jobs. Also, The emphasis on Turkish high school contexts underscores the importance of tailoring research and pedagogical strategies to specific cultural and educational settings. Understanding the unique challenges and opportunities within this context is essential for designing effective language instruction programs. Students should be led to use English in their real life. Further research can focus on integrating English tasks in real life. Besides this, eight of the participants are male and two of them are female and researchers can have a chance to investigate and pay extra attention to group dynamics concerning low oral participation.

All in all, through consideration of these pedagogical implications, recognition of the limitations of the study, and recommendations for future research, scholars, and educators can gain an important understanding of how to support oral participation and speaking ability in EFL classrooms, especially in the context of Turkish high schools. Overall, these suggestions provide a roadmap for advancing research and practice in EFL instruction, ultimately contributing to the development of more effective pedagogical approaches and better outcomes for students in Turkish high schools and similar settings.

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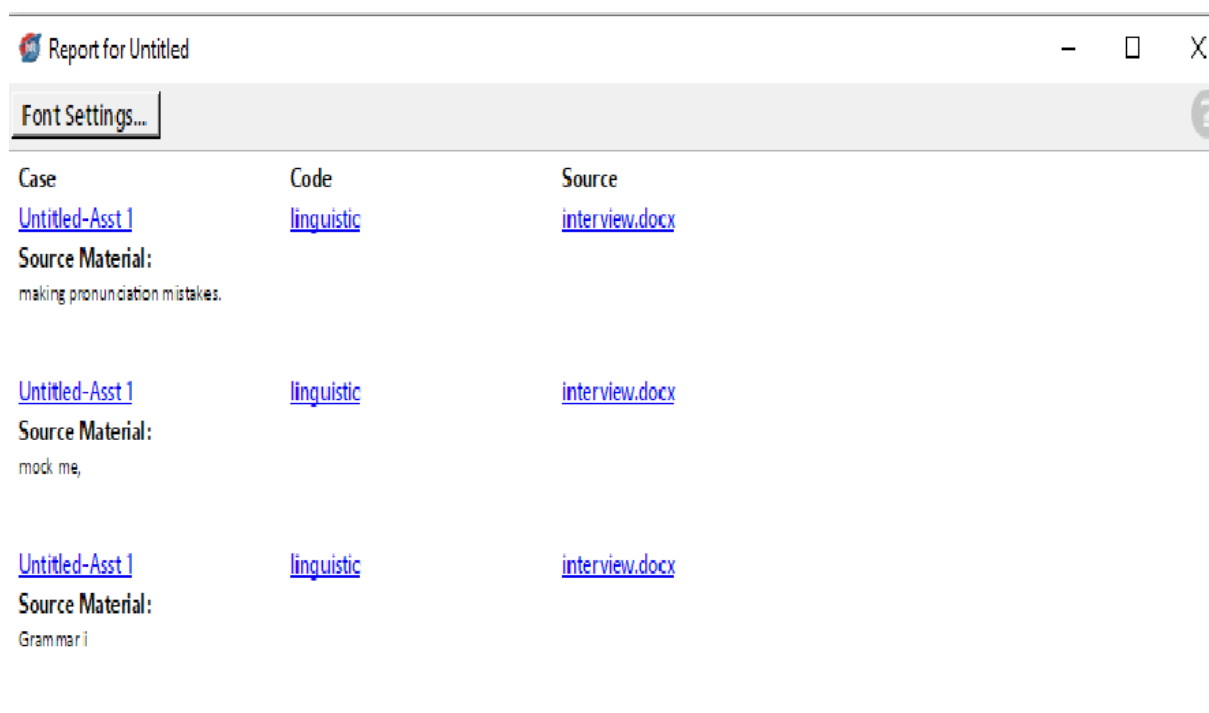
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APPENDIX-A: Example of Intercoder Reliability Report



Case	Code	Source
Untitled-Asst.1 Source Material: making pronunciation mistakes.	linguistic	interview.docx
Untitled-Asst.1 Source Material: mock me,	linguistic	interview.docx
Untitled-Asst.1 Source Material: Grammar i	linguistic	interview.docx

APPENDIX-B: Consent from MoNe(Ministry of National Education)

T.C.
MİLLÎ EĞİTİM BAKANLIĞI

FORM: 2

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
İdi Soyadı	Merve BİLGİÇ
Kurumu / Üniversitesi	HACETTEPE ÜNİVERSİTESİ
Araştırma yapılacak iller/ilçeler	Çanakkale Merkez
Araştırma yapılacak eğitim kurumu ve kademesi	İbrahim Bodur Anadolu Lisesi
Araştırmanın konusu	"Öğrencilerin EFL Sınıflarda Düşük Özel Katılımını Etkileyen Faktörler Üzerine Çalışma"
Üniversite / Kurum Onayı	Var
Araştırma/Proje/Ödev/Tez Önerisi	Tez Çalışması
Veri Toplama Araçları	Uygulama Çalışması, Yarı Yapılandırılmış Gözlem ve Görüşme Formu
Görüş İstenilecek Birim/Birimler	9.Sınıfta öğrenim gören 8 öğrenci
KOMİSYON GÖRÜŞÜ	
<p>Çalışma sonuçlarının Çanakkale Millî Eğitim Müdürlüğü Strateji Geliştirme Hizmetleri Bölümüne gönderilmesi şartıyla;2023-2024 Eğitim Öğretim Yılında Çanakkale Merkez İbrahim Bodur Anadolu Lisesi 9.sınıfta öğrenim gören 8 öğrenciye "Öğrencilerin EFL Sınıflarda Düşük Özel Katılımını Etkileyen Faktörler Üzerine Çalışma" başlıklı tez çalışması kapsamında uygulama ve uygulama sonucunda yarı yapılandırılmış gözlem ve görüşme formu çalışması denetimi ilgili okul/kurum müdürlüğünde olmak üzere,kurum faaliyetlerini aksatmadan, gönüllülük esasına göre yapılması Komisyonumuzca uygun görülmüştür.</p>	
Komisyon Kararı	Oybirliği ile alınmıştır.
Muhafif Üyenin Adı ve Soyadı:	

KOMİSYON

20/10/2023

Yöntem (Çalışmanın yapılacağı yer, örneklem, dâhil etme /dışlama ölçütleri, ölçekler - bunların geçerlilik güvenilirlik bilgileri-, işlem, analiz ve değerlendirme yolları)
Çalışma verisi sekiz (8) lise öğrencisiyle yapılacak gözlem ve görüşmelere dayanmaktadır. Veri, gözlem kontrol listeleri (observation checklists) ve video uyarınlı hatırlama (video stimulation recall) tekniği ile toplanacaktır. Video uyarınlı hatırlama görüşmesi olarak bilinen bu bilgi toplama yönteminde, katılımcıların ve araştırmacı ile birlikte kayıt edilen dil davranışları üzerinde yapılandırılmış sorular çerçevesinde bir değerlendirme yapması beklenmektedir (Nguyen et al., 2022). Katılımcıların olaylar hakkındaki fikirlerini olduğu gibi hatırlamalarına yardımcı olmak için, uyarılmış hatırlama yöntemi öğrencilerin ya da katılımcıların kendilerini eylem halinde görmelerini sağlar ve böylelikle olay anında ne hissettiklerini anımsatır (Nguyen et al., 2022). Bu teknikleri kullanarak toplanan veri içerik analizi yardımıyla çözümlenecektir. Clarke ve Braun (2016) tematik analizi "nitel veriler içindeki anlam kalıplarını ('temaları') belirleme, analiz etme ve yorumlama yöntemi' olarak tanımlamaktadır. Analiz için tümdengelimli bir yaklaşım (Gömülü yaklaşım -Grounded theory) kullanılacaktır." Nitel veri analizine tümdengelim yaklaşımı, araştırmacı tarafından önceden belirlenmiş bir yapıya dayalı olarak verilerin analiz edilmesini içerir.

Görev odaklı konuşma davranışları için türleri farklı (problem çözme, karar verme, karşılaştırma - problem solving, decision making and comparing tasks) etkinlik/görevler (tasks) seçilecektir.

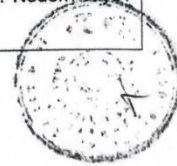
Hafta	Aktivite türü	Katılımcılar
1	Problem çözme görevi	8 kişi
2	Karar verme görevi	8 kişi
3	Karşılaştırma görevi	8 kişi
4	Video uyarınlı hatırlama görüşmesi	Bireysel

Tablo 1. Activity types and Video Stimulated Recall Interview topics).

Bu video uyarınlı görüşmelerde öğrencilerin hangi aktivite türlerinde sözel katılımların düşük olduğu ya da genel olarak aktivitelere neden katılmadıkları sorgulanacaktır.

Oluşturulan örnek mülakat soruları şu şekildedir

- 1) Bir sınıf ortamında yeterince sözlü katılımınız olduğunu düşünüyor musunuz? Değilse, düşük sözlü katılımın nedenleri nelerdir?
- 2) Sınıf ortamında İngilizce konuştuğunuzda nasıl hissediyorsunuz? Neden? Niye?
- 3) Sözlü katılım için herhangi bir strateji kullanıyor musunuz?



4) Dil becerilerinizin gelişimi için sözlü katılımın gerekli olduğunu düşünüyor musunuz? Neden? Niye?

5) Sözlü katılım için hangi faktörlerin önemli olduğunu düşünüyorsunuz?

6) Sözlü katılımı karşılaştığınız zorluklar var mı? 7)

"Video stimulated recall interview" soruları:

- 1) Üç farklı etkinlik için kendini değerlendirir misin ?
- 2) Yeterince sözel olarak katılım sağladığınızı düşünüyor musun ? Sağlamadıysan sebepleri nelerdir?
- 3) Aktivite boyunca ne hissettin?
- 4) Gözlemlerin doğrultusunda sözel katılımını artıracak etkenlerin neler olduğunu düşünüyorsun?

Gözlem Kontrol Çizelgesi

	Problem Çözme	Karar verme	Karşılaştırma
Konuşma Süresi			
Doğru Tümece Sayısı			
Söz Alma Sayısı			
Öğrencileri sıkıldığı ve ya kendilerini iyi hissettiği dakikalar			
Öğrencilerin aktivitelerde karşılaştığı zorluklar			

EK

"1 numaralı röportaj"

- 1) Sınıf ortamında yeterince sözel katılımınız olduğunu düşünüyor musunuz? Değilse, düşük sözel katılımın nedenleri nelerdir?
- 2) Sınıf ortamında İngilizce konuşurken kendinizi nasıl hissediyorsunuz? Nereden? Neden?
- 3) Sözlü katılım için herhangi bir strateji kullanıyor musunuz?
- 4) Dil becerilerinizin gelişimi için sözel katılımın gerekli olduğunu düşünüyor musunuz? Nereden? Neden?
- 5) Sözlü katılım için sizce hangi faktörler önemlidir?
- 6) Sözlü katılımıda karşılaştığımız zorluklar var mı?

"Video uyarmalı hatırlama görüşmesi" soruları:

- 1) Kendinizi üç farklı etkinlik için değerlendirebilir misiniz?
- 2) Yeterli sözlü katılımınız olduğunu düşünüyor musunuz? Değilse nedenleri nelerdir?
- 3) Etkinlik sırasında kendinizi nasıl hissettiniz?
- 4) Gözlemleriniz doğrultusunda sözel katılımınızı artıracak unsurlar sizce nelerdir?



GÖNÜLLÜ KATILIM FORMU (VELİ İZİNİ)

.....

Sayın Veli, Çalışmaya göstermiş olduğunuz ilgi ve bana ayıracağınız zaman için şimdiden çok teşekkür ederim. Bu form, yaptığım araştırmanın amacını size anlatmayı ve çocuğunuzun bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır. Bu araştırma için, Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Araştırma, Öğrencilerin EFL sınıflarda düşük sözel katılımını etkileyen faktörleri tespit etmek adına gerçekleştirilecek olan Prof. Dr. Nuray Alagözlü danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de, uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin öğrenci görüşleri, araştırma için büyük bir önem arz etmektedir. Velisi olduğunuz öğrencinin bulunduğu sınıftaki dersler paralelinde öğrencilerden konuşma kayıtları alınacaktır ve gerektiğinde derslerle ilgili çocuğunuzla görüşülecektir. Çocuğunuzla görüşme sırasında oluşabilecek kesintileri önlemek amacıyla ses kaydı yapmak istiyorum. Kayda alınmış olan tüm veriler, sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacak, kimseyle paylaşılmayacaktır. Çocuğunuz veya sizin isteğiniz doğrultusunda kayıtlar silinebilecek ya da isteğiniz doğrultusunda size teslim edilebilecektir. Çocuğunuzun isminin araştırmada kullanılması gerekecekse, bunun yerine takma bir isim kullanılacaktır. Çocuğunuz istediği zaman görüşmeyi kesebilir ve çalışmadan ayrılabilir. Bu durumda yapılan kayıtlar ve görüşme verileri yazıya aktarıldıktan silinecektir. Bu bilgileri okuduktan sonra, velisi olduğunuz öğrencinin bu araştırmaya gönüllü olarak katılmasını ve araştırmâ dâhilinde benim size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Çocuğunuzun çalışmaya katılması ile ilgili onay vermeden önce veya onay verdikten sonra sormak istediğiniz herhangi bir durumla ilgili benimle iletişime geçebilirsiniz. İstedığınız takdirde araştırma sonucu hakkında bilgi almak için de irtibat numaramdan bana ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederim.

Katılımcı Öğrenci Velisi
Adı, soyadı:

Adres:

İmza:

Sorumlu araştırmacı:
Prof. Dr. Nuray Alagözlü

Adres: HÜ Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı

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Araştırmacı: Merve Bilgiç

GÖNÜLLÜ KATILIM FORMU (ÖĞRENCİ)

.../.../.....

Merhaba, Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formu, kısaca sana ne yaptığımı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım. Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Araştırma Öğrencilerin EFL sınıflarda düşük sözel katılımını etkileyen faktörleri tespit etmek için, Prof. Dr. Nuray Alagözlü danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de, sınıfta yapılan etkinliklere katılman ve bu etkinliklerle ilgili görüşlerin çok önemli. Araştırmaya gönüllü olarak katılım esastır. Katıldığın dersler paralelinde yapmanı istediğim konuşma etkinliklerine katılmanı istiyorum. Dersler ile ilgili seninle yapacağımız görüşme sırasında ses kaydı yapmak istiyorum. Aynı zamanda sınıf içerisinde yapılan etkinliklerde de fotoğraf çekmek ve gerekirse tezime eklemek istiyorum. Kayda alınmış olacak bu görüşme ve ders kayıtları, sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacaktır. Senin isteğin doğrultusunda kayıtlar silinebilecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır. İstedığın zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsin. Bu durumda yapılan kayıtlar ve görüşme verileri kullanılmayacaktır. Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istediğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Formu okuyarak imzaladığın için çok teşekkür ederim.

Katılımcı Öğrenci
Adı, soyadı:

Adres:

İmza:

Sorumlu araştırmacı:
Prof. Dr. Nuray Alagözlü

Adres: HÜ Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı

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APPENDIX

"Interview number 1"

1) Do you think you have enough oral participation in a classroom setting? If not, what are the causes of low verbal engagement?

2) How do you feel when you speak English in the classroom environment? From where? Why?

3) Do you use any strategies for verbal engagement?

4) Do you think verbal participation is necessary for the development of your language skills? From where? Why?

5) Which factors do you think are important for oral participation?

6) Are there any difficulties you face in oral participation?

"Video stimulated recall interview" questions:

1) Can you evaluate yourself for three different activities?

2) Do you think you have enough oral participation? If not, what are the reasons?

3) How did you feel during the activity?

4) In line with your observations, what do you think are the factors that will increase your verbal participation?

APPENDIX-C: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük



Sayı : E-35853172-300-00002756812
Konu : Merve BİLGİÇ Hk. (Etik Komisyonu İzni)

21.03.2023

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 23.02.2023 tarihli ve E-51944218-300-00002704878 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi **Merve BİLGİÇ**'in, **Prof. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü "**Öğrencilerin EFL Sınıflarda Düşük Sözel Katılımını Etkileyen Faktörlerin Araştırılması Üzerine Çalışma**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **07 Mart 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Sibel AKSU YILDIRIM
Rektör Yardımcısı

Wi
Win

APPENDIX-D: 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.

APPENDIX-E: Thesis Originality Report

02/04 /2024

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: An Investigation of the Factors Affecting Students' Low Oral Participation in EFL Classrooms

The whole thesis that includes the *title page, introduction, main chapters, conclusions, and bibliography section* is checked by using **Turnitin** plagiarism detection software to take into the consideration requested filtering options. According to the originality report obtained data are as below.

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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 Lastname: Merve Bilgiç
Student No.: N21133441
Department: Foreign Language Education
Program: English Language Education
Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Title, Name Lastname, Signature)

APPENDIX-F: Yayınlama 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 hakları 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 İlişkin 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 tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... / /

(imza)

Öğrencinin Adı SOYADI

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6.1. Lisansüstü teze 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 tezinerişime açılmasının ertelenmesine karar verebilir.
 - (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının 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.

