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An Investigation of Student Interaction Patterns and Teacher Feedback at a Saudi EFL University Context

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I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

Signature: …………………………………………………..

Abstract

The current study is guided by the assumption that classroom interaction plays a key role in enhancing the quality of learning and teaching in a classroom setting. In an EFL context as this study concerns classroom interaction becomes more essential as it cannot merely increase the opportunities for learning the language but also allow students to practise using the target language by participating in classroom activities and interacting with both their teachers and peers. To date, there have been many research studies conducted for the purpose of fostering student communication and interaction in language learning contexts.

The current study aimed at investigating different patterns of classroom interaction take place in a particular English classrooms context. The IRF: Initiation, Response, and Feedback patterns of classroom discourse investigated in this study are one of the most common structures of classroom interaction. The study conducted an exploratory study using two qualitative methods (i.e. observation and interviews) to answer two main research questions. Particularly, how EFL teachers use the third feedback turn of interaction whether for evaluation feedback and then closure of the cycle of interaction at this level, or follow-up feedback to maintain the flow of interaction. The data of the study identified five functions of the feedback the teachers employed in the classrooms observed. It is found that the teachers use the feedback turns: to initiate new questions; to make the discourse more communicative; to promote student engagement and contributions; and lastly to provide an embedded and explicit evaluation.

In addition, the study investigated the teachers' perspectives of, and insights into, the functions of the feedback they provide. It is found that the teachers provided four different ways of scaffolding to extend student participation and communication. Finally, some contributions, implications for the context and recommendations are provided as well as some suggestions for improving classroom discourse in light of future consideration.

Acknowledgment

First and foremost, praise be to Allah Almighty for providing me and continuous to provide me with health and wellbeing to complete my studies. Although I have my name as the only name printed on the cover page of this study, it is a pleasure to express my gratitude to all those who have helped and contributed to this long journey in different ways.

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Finally, I am whole heartedly thank all the members of my family for their devoted help, patience and support, especially my parents, to whom I owe my life, praying that Allah Almighty grant them a happy, healthy prosperous life on earth and the heavens in the hereafter, amen. And a very special thanks to my dearest wife, Ohoud for the sleepless nights she spent with me to go through my research.

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1.1 Introduction

> 'Given its complexity and centrality to teaching and learning, it is fair to say that any endeavour to improve teaching and learning should begin by looking at classroom interaction.' Walsh (2011: 2)

As an English language teacher, I have always been interested in identifying key issues to enhance and enrich students' learning and progression in English. People often agree that the main aim of learning a foreign or second language is to use this target language in communication with others whether in its spoken or written form (Tuan & Nhu, 2010). Yet, given the growing importance of English as a global language and as the language of technology and communication, many universities within the Kingdom of Saudi Arabia (KSA henceforth) have introduced English as a Medium of Instruction (EMI) in some science and medical disciplines, which has resulted in the establishment of the Preparatory Year Programme (PYP) for the newly-graduated secondary school students.

The main purpose of PYP is: (1) to prepare students to deal with the academic requirements of their undergraduate departments, and (2) to develop students' English proficiency and fluency. In the context of Saudi Arabia where I work, English is used and taught as a foreign language at all levels of education (from kindergarten to university) and the opportunities to practise this language outside the language learning classroom are limited for many language learners (Almeniei, 2005; Alshenqeeti, 2014).

In Taibah University, where I teach, the PYP is responsible for developing and enhancing the linguistic level of English for its prospective students in order to enable them to cope with EMI in their future undergraduate university studies. The PYP provides general English courses for over 12,000 male and female students every year and employs around 600 qualified faculty members in both the men's and women's campuses. (See section 2.2 for more details of the context of the study).

The language learning classroom is seen as the most appropriate, and even the only, place for students to both learn and practise English as a language of communication. It is important, thus, to make sure that the environment of the

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language classroom in the EFL context is encouraging and that it leads students to use the target language effectively. One possible way to achieve this purpose is to ensure that there is always classroom interaction in order to gain sufficient practice in this foreign language learning context. Research in classroom interaction has shown the benefits of participatory classrooms in terms of student academic achievement and language learning (cf. Allwright, 1995; Cazden, 2001; Chaudron, 1988; Schiller & Rex, 2009; Seedhouse, 2004; Tatar, 2005; van Lier, 1988, to cite a few). These studies have suggested that classroom interaction plays a central role in language learning. Studies on classroom interaction have broadened our view on its important link to language learning and achievement (Hall & Walsh, 2002).

Classroom interaction allows the students to take part in classroom discussion and enables them not merely to answer the teacher's questions but also to express their ideas, views, and concerns and to share knowledge with others. It helps students to be more engaged in the learning process and creates more opportunities to practise using the target language with both their teachers and classmates. According to Chaudron (1988: 218): 'For effective learning of a second language, it is necessary that learners are engaged in the production of the target language'. Classroom interaction is seen as key and can best serve to achieve this goal of engagement in second language learning. In addition, classroom interaction can be utilised to assist and encourage students to communicate in English with others, not only within the learning classroom but also outside classroom boundaries, since interaction is key and enriches the movement of conversation between the people involved.

However, before going into further detail, it is important to indicate what is meant by 'classroom interaction' in the current study. The term 'classroom interaction' is all encompassing for almost any activity which involves an element of student verbal participation. Verbal interaction is often understood to mean the spoken activities taking place in the class, such as asking or answering questions, making comments, and taking part in classroom discussions. In general, classroom interaction has often been likened to that of a conversation, sharing similar qualities, such as one speaker speaking at a time, overlaps sometimes occurring, turns to talk arranged in sequence, and so on. It is often hoped that such movement of conversation between the teacher(s) and the student(s) should lead

to a better understanding of the content addressed. However, one cannot assume that this goal or outcome is always accomplished as it is proposed.

Previous studies conducted in this field have identified different approaches to classroom interaction which have provided different learning outcomes. Most of these studies (cf. Almeniei, 2005; Dukmak, 2010; Indoshi, Bett, & Odera, 2009; Nystrand, 1997; Younger & Warrington, 1996) have shown that classroom interaction usually takes place in one direction: the initiator is the teacher(s) and recipient is the student(s). Therefore, the movement of interaction between the teacher and student does not usually occur as is actively expected. Other researchers (cf. Chin, 2007; Culican, 2007; Hall & Walsh, 2002; Mehan, 1979; Seedhouse, 2004; Walsh & Li, 2013) have suggested, rather, that the functions of the interaction that teachers use with their students (i.e. the type of feedback or response provided to students) are as important as the interaction itself and can also affect the whole classroom interaction.

In consideration of my own experience, and what I have always heard from colleagues at the university or elsewhere, teachers are often concerned about promoting student interaction in their classrooms. Nevertheless, while research studies conducted in KSA have addressed issues related to teaching and learning, such as textbook materials, students' learning difficulties, teaching approaches, the pedagogies and learning facilities available in EFL classrooms, little attention (if any) has been given to what happens inside the classroom or how the learning process operates. This paucity of studies leaves the door wide open to conduct more research related to classroom interaction in this particular Saudi context.

I propose therefore, that classroom interaction is one of the issues that needs to be deeply investigated in this EFL setting, given its significance in creating a productive environment for students' learning and development. The objective of the current study was to investigate the nature of interaction within these EFL classrooms, specifically 'to see who can say and do what, with whom, when, for what purposes, and with what outcomes' (Rex and Schiller, 2009: xii). In other words, the study aimed to find out how teachers act and interact with students within the English language courses in this particular KSA context. It was hoped that the study would find ways in which interaction could be promoted and

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appropriately practised by all parties in the classroom in order to fulfil the ultimate goal of balanced interaction between teachers and students.

In the current study, two main research questions were formulated, as follows:

1. What functions of feedback do English language teachers use in ELC classrooms in a particular EFL context?
2. What are the teachers' perspectives of different functions of feedback (if any) and the purpose of using them?

Since I mentioned earlier what is meant by 'classroom interaction' in this study, it is helpful to indicate why classroom interaction is significant for the learning process, for achievement in general, and for the target language learners in this particular setting.

1.2 Rationale of the Study

According to socio-cultural theorists, language development begins in our social world; many learning opportunities can then be created and enhanced by regular participation and communication with others who are more knowledgeable, acting as experts. This view stemmed originally from the influential work of the Russian psychologist Vygotsky (1978) whose theories were applied to different language learning settings by researchers such as Lantolf (2000), and Thorne and Lantolf (2006). In relation to classrooms, Walsh (2011:3) asserts

> Communication in the classroom is so important because it underpins everything that goes on in classrooms. It is central to teaching, to learning, to managing groups of people and the learning process, and to organizing the various tasks and activities that make up classroom practises.

The classroom is a typical environment of communication because students look at teachers as experts and are expected to learn from them. As such, it can be safely assumed that conversation and interaction play an important role in a classroom setting, where learning opportunities are expected to occur. Seedhouse (2004) asserted, in the classroom setting, conversation is significant as it is goal-oriented and its prime orientation is to maximize learning. In a language learning context such as this study, concerns about classroom interaction become even more important, as interaction does not only increase the opportunities for learning the language, but also allows students to practise using this target language by participating in classroom activities and interacting with both their teachers and colleagues. According to Rivers (1987) and Tuan et al. (2010):

> In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges. Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. (Rivers, 1987:4).

Luckily enough, the adoption of English as a medium of instruction (EMI) in the PYP programme (the context of the study) has pushed many students to use English on an everyday basis and in a wide array of communicative situations.

According to Graddol (2006), English-medium instruction in higher education has become a significant educational trend. Troudi (2011, p 24) further proposes that 'EMI is not ideologically a free policy and is often politically and economically motivated'. Historical decisions along with considerations of the future needs of a country often influence language policy decisions when it comes to the medium of instruction (Airey, 2004; So, 1992), and these decisions are often closely linked to the economic concept of globalization (Coleman, 2006; Collins, 2010). As Graddol asserts:

> 'The need to teach some subjects in English, rather than the national language, is well understood: in the sciences, for example, up-to-date textbooks and research articles are obtainable much more easily in one of the world languages and most readily of all in English' (Graddol, 2006: 45'

Recently in many countries around the world, it is believed that EMI offer graduates the best opportunities for academic advancement and training as future professional workers. In the Middle East, tertiary education often takes place using English as the medium of instruction with the rationale that while learning the content students will also improve their language skills thus making them better able to compete in the current global economy. English is one of the most widely used languages today, with some estimates as high as a billion speakers, EMI has been seen as a means to gain access to an international academic community whose lingua franca is English (Alamri, 2012). EMI provides students with ample opportunity to use English, not only with their teachers, but also with other students, administrators, and advisors, in meaningful and authentic contexts.

As mentioned above, and in more detail in the next section, in this EFL context the language learning classroom is the most appropriate place for students to learn and practise using English as a language of communication. Thus, it is important to emphasize that learning opportunities are adequately provided and created for language learners in this EFL setting. Classroom interaction can likely achieve this goal when it is effectively promoted and equally practised among all parties inside the classroom. Researchers (Chaudron 2000; Edmondson 1985; Gil, 2002; Tsui 1995) have suggested that in language classrooms, where the target language is used as a medium of communication, classroom interaction

becomes even more important since the target language is at once the subject of learning and the medium of learning.

This belief focuses on the importance of interaction within the language learning classroom is also in line with arguments put forward by other authors (Allwright & Baily, 1994; Boyd & Maloof, 2000; Cazden, 2001; Seedhouse, 2004; Walsh, 2006, 2011) who emphasise that any sort of interaction that takes place in class should be managed by both students and teachers. Nunan (1991: 35) asserted that the teacher 'needs to pay attention to the amount and type of talking they do and to evaluate its effectiveness in the light of their pedagogical objectives'.

In the context of Saudi Arabia and possibly other Asian and neighbouring countries, teachers, regardless of the subject they teach, are seen as the only source of truth or knowledge in the class (Fox, 1994; Kumaravadivelu, 2003, 2006). This is mostly witnessed through the domination of teacher talk during the whole classroom time, with limited, if any, time given for students to participate in class discussions, beyond limiting their participating to answering the teacher's questions. Consulting the literature, this problem was recognized by Freire (1970: 53) in his term 'banking concept of education'. In that, he elaborated that teachers tend to see themselves as the source of knowledge and students are only being receptive of this knowledge. This scenario, whether we like it or not, is commonplace among the majority of EFL classrooms in my Saudi context and we, as EFL teachers, whether we realise it or not, play a central role in perpetuating this problem within the classroom walls (Almutairi, 2008; Darandari & Murphy, 2013).

Yet, in the modern strategy of teaching and learning, it is suggested that the teacher is no longer the one who dominates classroom talk; rather, it has to be a transferable role between student(s) and teacher(s) collectively. It is important for EFL teachers, and of course for all classroom practitioners, to create an environment within which students have sufficient opportunity to participate and exchange knowledge and experiences with their teachers and colleagues. In so doing, it is hoped that students cannot only learn the language skills they need but can also enjoy the learning process since they are an essential part of this learning experience. In order to achieve this goal of balance in classroom participation, classroom interaction has to be alive and effectively promoted in our EFL setting, from both teachers and students alike. That is not to say that

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participation alone creates learning; rather, it is a tool that serves to assist learning.

Accordingly, the current study intended to investigate not only the value of interaction and its role in the language learning process, but also to explore the natural patterns of interaction teachers use with students, given that these can shape the entire classroom interaction. The success of teacher(s) learner(s) interaction is often determined by the teacher's teaching style (Tuan & Nhu, 2010). As such, the emphasis should lean more towards gradual introduction of classroom interaction techniques so as to promote basic yet unfamiliar changes in classroom behaviour. Upon this base level of change, techniques can be developed further to diminish passivity, and to promote and enhance student participation and interaction. In the following paragraph, I will indicate why classroom interaction is of prime importance in this Saudi EFL university context.

1.3 Significance of the Study

The significance of this study lies in its practical attempt to deepen our understanding of classroom interaction in a Saudi university context, at two levels. At one level, it fills a dearth in research on classroom discourse in a new context which has its own characteristics that may not be similar to other EFL contexts. According to Smith, Hardman and Tooley (2005: 41), most research on classroom interaction has focused on the western world. This is not to suggest that classroom interaction has never been investigated in the eastern world and/or in Arab countries in particular. There have, indeed, been a number of studies conducted which investigated classroom interaction, albeit a few and from different perspectives and for dissimilar purposes. For example, a study conducted in the United Arab Emirates (UAE) looked into the differences in classroom interaction by student gender, level of academic achievement, and disability (Dukmak, 2010).

Other studies have explored issues like the patterns of questioning behaviour (i.e. display questions or referential questions), and issues related to gender bias in teacher-student interaction in Iranian contexts (cf. Behnam & Pouriran, 2008; Hassaskhah & Zamir, 2013). More to the point, in the context of KSA, one case study found in the literature addressed one EFL classroom in a junior college of technical education (Almenie, 2005). The study identified classroom interactional details (i.e. patterns of language use, norms of participation, typical communicative events, and level of participation in these events). It aimed to find out what counted as language learning practice in this classroom and its relation to students' opportunities to use the target language. Although Almenie's study provided deep information about the context investigated, its data were limited to one EFL classroom taught by one non-native EFL teacher. Thus, there is a paucity of studies on classroom interaction in the eastern world in general and the Arab world in particular.

Second, the current policy is to use English as a medium of instruction in all universities' preparatory year programmes in the KSA and neighbouring countries. This focus on improving university students' level of English proficiency by the decision makers in KSA has encouraged many educators and

stakeholders to shed light on various issues related to English learning and achievement. This is especially important for the young learners of both genders who constitute two-thirds of the population of the KSA. A grasp of English is especially important for the many students sent abroad in different disciplines via the scholarship programme established in 2008. This notably goes in line with the new future vision of KSA 2030 led by the Crown Prince Mohammed Bin Salman. Therefore, given the purpose of PYP to prepare students to be taught in the medium of English, it seems logical to address an issue such as classroom interaction to ensure that students have enough opportunities to use and practise this target language in their communication in this EFL learning setting.

1.4 Organisation of the Thesis

This thesis consists of seven chapters. The first chapter introduces the purpose of the study, along with its rationale and significance. Chapter 2 presents the overall context of Saudi Arabia and its education system, in addition to the particular university context of the study. In Chapter 3, a review of the literature which relates to the main topic under investigation in this thesis is presented. Chapter 4 discusses the research methodology with a detailed description of the study participants, methods, ethical procedures and research trustworthiness. Chapter 5 presents the findings obtained from the analysis of the observation and interview data. Chapter 6 discusses the key findings obtained from the study. Finally, Chapter 7 puts forward the conclusion, implications, limitations and recommendations for further studies.

Chapter Two: Study Context

2.1 Status of English in Saudi Educational System

According to the general policy of KSA, English is taught and used as a foreign language with Arabic being considered the official language of instruction in most governmental sectors and public institutions. However, Saudi Arabia like many other countries in the world has recently acknowledged the importance of English as a powerful language of communications in many professionals and careers in different spheres of life such as aviation, business, science, technology, education, mass media, and foreign relations. As a developing country, Saudi Arabia needs to open its doors and provide job opportunities for qualified people from different developed Western and/or Eastern countries in order to benefit from their successful careers and professional experiences in different fields. In that, KSA receives hundreds of co-workers and workers almost every year from various countries around the world who do not speak Arabic. Yet, English is becoming widely used as lingua franca in most private and public institutions such as, hospitals, banks, companies and airports in the Kingdom. English began to receive more attention from the Government within the last decade and using English as a language of communications besides Arabic has become mandatory in many important institutions and modern public projects. After all, English is also seen an important means to introduce Islam and its values to non-Muslims and Arab nations and thus such focus on English can encourage and contribute to the spread of Islam (Alfahadi, 2012; Alsubaie, 2013).

In terms of involving English as a subject in general education stages, students start learning English from the first year in Intermediate schools (from grade 7) until they finish their secondary schools (grade 12). In both stages, English is taught for four *45* minutes a week. That means students spend a total of six years learning this target language prior the university level. However, it is commonly agreed among many educators within the country that these years of English learning are not positively reflected on student's proficiency level. As many students often graduate from secondary school with very limited knowledge of English (Al-Sughaer, 2009; Alamri, 2012, Hubbash, 2011). Indeed, students are not the only ones to criticise for such poor outcome, reasons also include pre and in-service teacher training, outdated teaching methods, curriculum issues, and

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classroom's facilities (Al Jarf, 2008; Alsaif and Milton, 2012; Rabab'ah, 2005). In one recent study conducted in a Saudi's University addressing a similar Prep-Year- Program (Hasan, 2012). The researcher suggested that the poor outcome of English achievement in many PYPs are mainly resulted from poor quality of education in general schools (i.e. Intermediate & Secondary stages). The reasons include but are not limited to teaching methodologies, curriculum plans, and limited opportunities given for students to practise using the target language in and out learning classrooms. In his words, he stated 'students need to be given greater learning opportunities to use the language throughout various interactive activities'. (Hasan, 2012: 8).

2.2 Formal Education Stages in Saudi Arabia

According to the Ministry of Education (MOE henceforth), there are three compulsory educational stages in the Kingdom of Saudi Arabia: Primary, Intermediate and Secondary school (see figure 1).
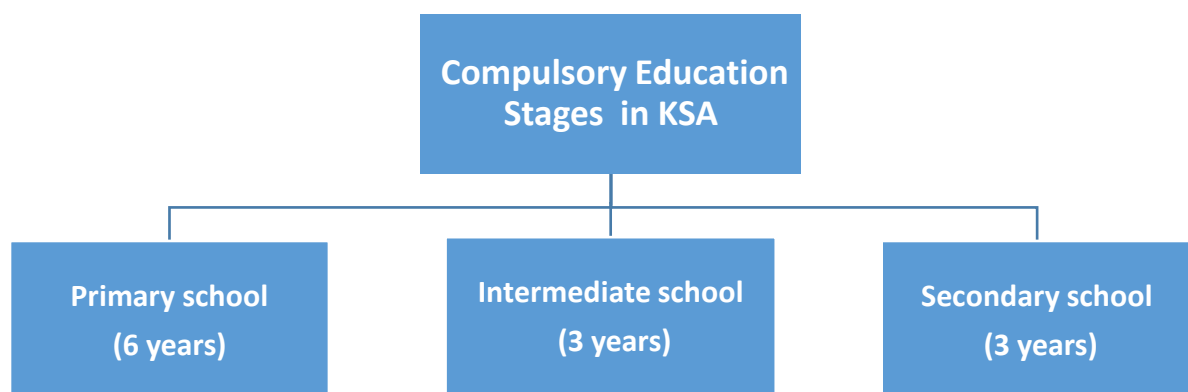
Figure 1: Compulsory Education Stages in Saudi Arabia

Although most of the stages mentioned here are beyond the scope of this study, I believed it would be helpful to shed some light on the overall system of education in KSA because this would give the reader an overview of the background of the research environment. I will then explain, in more detail, the particular university's context of this study as it relatively concerns.

As seen in Figure 1 above, the first mandatory stage is primary school, however most students attend preschool (kindergarten) at the age of five (Al-Sughaer, 2009). Although this stage is not a compulsory nor a perquisite for the next primary school, the majority of parents are concerned of attending preschool for

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their children. It is seen as a preparation stage for the formal education schools given that, children are introduced to learning basic and simple skills such as letters, drawing and painting. Following preschool, students move to the first formal primary stage of which they usually spend 6 years from grade 1 to 6. In accordance with the policy of Education in KSA, students are not allowed to start primary school before the age of 6 years. In primary school, students move and progress from one grade to the next based on ongoing evaluation system throughout the year. This ongoing assessment is only implemented within the first three years of primary school (i.e. from grade 1-3) after that, students have to undertake exams and pass in order to complete the rest of three years (from grade 4-6). In other words, the assessment in the last three years is based on examination rather ongoing assessment. Then, students are entitled to attend three years in intermediate school where they also assessed by two main exams (e.g. mid and final term) in each year.

The final compulsory education stage is secondary school throughout which students study for three years by the same assessment way of examinations. Students regularly graduate from secondary school at the age of 18. After these general stages of formal education (Primary, Intermediate, and Secondary), students then have an opportunity to choose whether to proceed to high education at either a university or to join one of different vocational colleges which offer a diploma degree for its graduates (e.g. Industrial, Telecommunication, Electricity, Technical and Vocational colleges). However, according to the Ministry of Education (MOE)[1] almost sixty percent 60% of students prefer to join universities to get a Bachelor degree at any University across the country (n= 29). Figure 2 below, indicates the percentage of the students who complete their high education in different degrees (i.e. Bachelor, Diploma, Master and PhD).

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[1] See: http://www.moe.gov.sa/pages/default.aspx
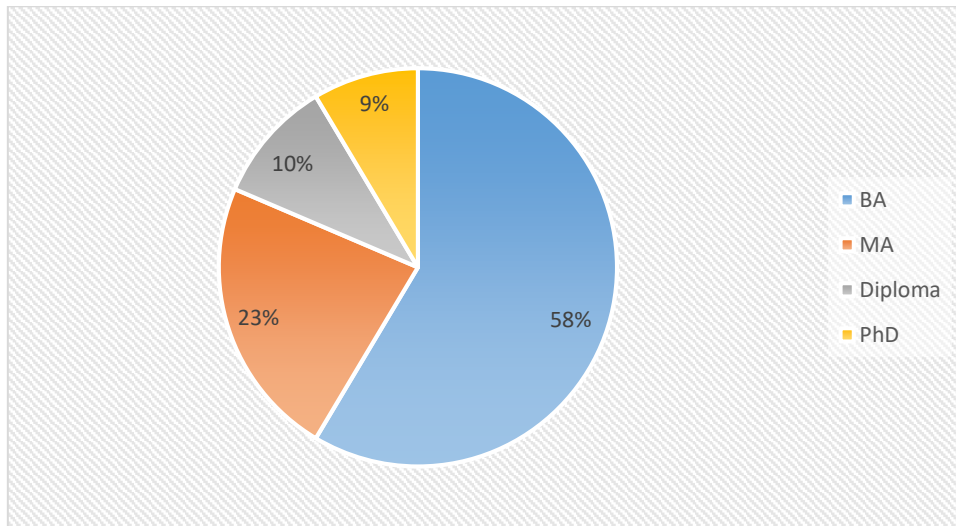
Figure 2: Student's percentage joined high education degrees

Notably, education is free at all school levels in KSA including University's level and thus opportunities are equally provided from the Government to its citizens. This reflects the Saudi Arabian's political agenda which considers education as the cornerstone of a prosperous economy (Alrasheed, 2000). Education in KSA is gender-segregated at all schooling across public and private school sectors. The segregation comes about in adherence to teachings of the Islamic Sharia law which are highly respected and observed at all spheres of life within the country. Although male and female students are physically separated in terms of workplace, they are equal in terms of learning materials, equipment, and instructional content operating under the slogan 'separated yet equal' (Almeniei, 2005).

2.3 Higher Education in Saudi Arabia

The home of current study is a university setting, where I currently work and had already graduated and obtained my Bachelor's degree. The university located within the city of Madinah. Madinah is the second holiest place for Muslims after Makkah the holiest site and the birthplace of Islam. All universities in KSA used to be administrated by a separate office from the previous formal education levels (i.e. primary school to secondary school). This office was called at time the Ministry of Higher Education. However, most recently this division scheme of education between universities and formal schooling has been reformed and merged under one solo office. Currently, all stages of educational from primary school to university are administrated and supervised by the Ministry of Education

(MOE). In the meantime, there are twenty-eight universities in Saudi Arabia, all state-owned universities in addition to more than eight private universities. They are, mostly spreading across the country and offering undergraduate and postgraduate studies to students successfully completing their secondary school. The admission to these institutions is based on students' final grade (GPA) in secondary schools.

The Ministry of Education runs on a top-down policy and therefore all academic institutions working under its umbrella (i.e. schools at all levels and universities) are expected to follow its roles, instructions and policies being made and approved by the higher authorities at the Ministry. Since the current study addresses a University context, I will provide an example of such policies which is thought to be relevant to its setting. In 2009, the (MOE) introduced a Preparatory-Year-Program (PYP henceforth) in most universities across the Kingdom (Al-Houssawi, 2010; Alfahadi, 2012). The PYP consists of two main terms and is considered as a compulsory foundation year for students intending to join some science departments such as medical, engineering, and computer sciences.

The main aim of the PYP is to develop student's skills in subjects such as English, computer skills, and academic and communications skills. In addition, to prepare students for the university studies. Another major aim of this preparatory year is to develop student's English linguistic knowledge. It is highly recognized by the decision makers within the country that a good command of English has become a mandatory given that 'English is now considered a key factor to developing a professional career in all walks of life' (Farghal, 2012: 185). This aim focusing on developing English proficiency skills for students was also supported by a policy to use English as a medium of instruction in all preparation programs at all universities in the kingdom (Al-Houssawi, 2010, Alsubaie, 2014). This could be rationalized by the need to compete globally in a world in which English has become the language of economics, politics, and tourism.

Therefore, Taibah University, the home-context of this study, established a Prep-Year-Program (PYP) for its prospective students in some science department as mentioned above as a preparation stage for their university studies. The PYP used English as a medium of instruction in its all taught courses and that includes subjects (e.g. chemistry, physics, math, computer science and university's study

skills). In addition to an intensive English language course. All the above courses are taught in two intensive semesters divided into two parts (1&2) and part 1 is prerequisite for part 2.

In case of failure in any subjects taught in PYP, the student have one opportunity to recap within the summer term (Term 3). For example, any student fails to pass Math (part 1) in the first term, s/he can retake it in the second term and then take (part 2) in the summer term and so on. Notably, students are not allowed to repeat this Prep-Year and in case of not passing this year successfully, they often are transferred to other departments in the university which do not require PYP as mandatory stage gate for its candidates (e.g. art, education, history, law and literature). However, students who successfully passed this year can join their preferable colleges upon their individual choices.

In relation to the English language course, PYP's students are expected to study around 300 hours of integrated English classes in each academic term, the term normally lasts from 14 to15 weeks. Within which students meet four times a week (i.e. 4 hours a day/16 hours a week) which ends up with a total of 600 hours for the whole year. Interestingly, this amount of English input is equivalent to an intensive General English course in the UK or any other English speaking country. The aims of English language course is to develop the student's four basic skills: listening, speaking, reading and writing as well as the necessary sub skills of grammar, vocabulary, spelling and dictionary use. Upon the completion of this year, it is expected that a graduate reaches the level of B1 (CEFR-standard) which is equivalent to IELTS 3.5-4, which is the internal need of the client colleges.

The assessment in PYP in the university follows the broadly known Examination-Based-System and that mainly consists of two exams for the whole academic year (mid-term & final-exam). Exams have to be a multiple choice examination except for writing exam and all exams should mainly cover all curriculum topics and themes students study throughout the term. Notably, all exams are prepared and arranged by the testing unit which is specifically established for this purpose. The testing unit includes a number of EFL teachers who often have experience and qualification in testing and its rules and procedures. Exams should be conducted to measure student's grasp of English in all integrated- skills.

The teacher population of the study was a mixture of native and non-native English language speakers. In this research I tried to use purposeful non-probability sampling (Bryman, 2008; Creswell, 2013). That is the teachers were selected according to two criteria: purposiveness and accessibility (Silverman, 2001).Two native and one non-native teacher participated in the study (three in total); their experience ranged from two to 15 years of teaching English in different EFL/ESL contexts. It was hoped that the combination between novice and experienced teachers would enrich the data of the study through different perspectives on the patterns of interaction and the functions of feedback employed. In addition, the chosen participants were willing to be observed and to openly share information regarding the research topic (see Chapter 4, section 4.5 for further details of the research participants and sampling).

To summarise, in the above second chapter, I have tried to explain the educational context of KSA overall and the university context in particular which is thought to be relevant to introduce at this initial stage of the study. In addition, to introduce the subject of the study and why it is significant to KSA overall and to my certain university setting in light of the Saudi's educational policy which was recently modified to be consistent with the Saudi Vision 2030.

Chapter Three: Literature Review

3.1 Introduction:

In this chapter, a review of the relevant literature on foreign/second language classroom discourse is presented and discussed from different learning contexts. It begins with an outline of how research is undertaken in the context of language learning classroom. Four main traditions which often shape the research into second language classrooms are briefly reviewed with focus on their design and procedures used in each individual tradition, followed by one of the above which I adopted in the current study to analysing the data. Then, different theoretical frameworks are discussed with an emphasis of the most appropriate one to conceptualise this study.

The focus then turns to one particular kind of discourse (teacher questioning) and the relevant research on questioning behaviour carried out in different EFL/ESL language classes. The reason of including this type of teacher's questioning techniques is its significance in shaping the overall communicative environment in learning classrooms in general and in foreign language classrooms in particular. The review indicates how different researchers investigate classroom discourse from dissimilar contexts as well as to consider the strengths and limitations of these studies.

3.2 Different Approaches to Classroom Research

Within the last four decades or so, there has been an increasing interest in the field of second/foreign language classroom spoken discourse and its connection to language learning and acquisition (e.g. Van Lier, 1988; McCarthy, 1992; Edwards and Westgate, 1994; Ruby, 2006; Seedhouse, 1996; and Walsh et al. 2011). Many researchers in spite of their theoretical perspectives or methodological orientations believed that most of formal L2 learning takes place as a consequence of regular classroom interaction. Since then, there have been several studies conducted on this topic in different disciplines include psychology, sociology, education and linguistics, and thus different research approaches and procedures have been adopted and developed for each individual discipline accordingly.

However, Chaudron (1988), similarly of other researchers suggest that there are four main traditions within which research in second language classrooms is mostly positioned and categorized. These traditions are identified as psychometric, interaction analysis, ethnography and discourse analysis. The choice of one of these traditions is always determined by the nature of the topic researched and the objectives of the study. In psychometric studies for instance, the researcher often follows experimental designs for the study and employs test measurements (e.g. pre and post-test) to determine whether a specific treatment influences an outcome of the study. Secondly, in the interaction analysis tradition the researcher as Chaudron states 'focuses on the social meanings inherent in classroom interaction' (1988:14) and uses observation instruments or real-time coding systems. Thirdly, in ethnographic study the focus of analysis is to understand how a group of participants socially interact and behave in a natural setting, observing what is happening over a long period of time taking into consideration different behaviours on the part of participants (Creswell, 2003). This approach aspires to understand different routines, rules and etiquettes of social participation people use through their communication and interaction with others. Although these communication norms are seen interesting for the general analysis of classroom interaction, such purpose is beyond the scope of current study.

Last but not least, discourse analysis is a research tradition that uses observation schemes and mainly 'focuses on the linguistic aspects of interaction and its structural-functional terms rather than inferred social meaning' (Chaudron, ibid). In such type of analysis, the attention is paid to the full discourse practices in classroom including teacher talk and student talk and the communication interactional practices take place between the teacher and students. The current study intends to follow this latter tradition (discourse analysis) and use it as a tool to investigate the patterns of interaction occur in a particular EFL classrooms context and also to observe different functions of feedback used and the consequences of these functions on overall classroom interaction. In the following section, I will elaborate on this tradition approach and explain its relevance to the current study.

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3.3 Research on Classroom Discourse

The term 'discourse' has broadly been defined as the use of language in social contexts. But it is important to mention that discourse as a term can be defined and analysed in different ways based on different theoretical understanding and positions. Within educational research in general and classroom research in particular, the concept of discourse is suggested to be more complex in meaning than the use of language for communication. Gee (2001) for instance, defined discourse 'as an interplay between words, acts, values, beliefs, attitudes, and social identities within a group of individuals who contribute jointly to sense-making and construction of meaning' (p.526). Fairclough (2001a), views discourse as 'the whole process of communication' and this involves the process of both production and interpretation of this communication talk. The concept of language classroom discourse is also different and undergone different interpretations. Nunan (1993) views classroom discourse as 'the distinctive type of discourse that occurs in classrooms'. This is due to the feature type of discourse that occurs in each individual classroom and that include: unequal power relationships, turn-taking at speaking, patterns of interaction use, classroom discourse is often different form a regular conversation in terms of its functions and language used because of particular social roles which learners and teachers have in classrooms and the kind of activities they perform as well. Classroom Discourse is then a complex form of communication and interactional practices in a classroom setting and involves all classroom's parties (teacher and students).

Early work in classroom discourse has focused on the way of which the teacher can help to establish norms of communication and how these norms can be used to assist students to participate in a learning setting (Lemke 1990). This focus on teachers is due to their essential role in managing and structuring theses norms of communication through for example, feedback given to students, error correction, and the use of questions and soliciting techniques used in classrooms (Hall and Verplaetse, 2000:5).

In relation to L2 classroom discourse, the language EFL teacher use for communication has received considerable attention since it is both the subject of learning and the medium of learning at the same time. Researchers such as

Walsh (2012), suggest that teachers' use of language in EFL classrooms is as much important as the methods they employ for teaching, all are equally important for language learners.

The aim of current study was to identify different functions of feedback employed by the teachers in a certain EFL context. Specifically, to find out how teachers act and interact with students and how they use the feedback turns of interaction whether for evaluation or follow-up purposes in order to prolong student communication opportunities. Thus, in order to achieve this goal, it is essential for a researcher to describe what happens in these classrooms in their real and natural setting. As suggested by Kumaravadivelu (1999: 454):

'What actually happens there [in the classroom] largely determines the degree to which desired learning outcomes are realised. The task of systematically observing, analysing and understanding classroom aims and events therefore becomes central to any serious educational enterprise'.

Any attempt to capture what exactly happens in learning in a classroom usually means making a recording, either video or audio, and then transcribing the collected data. The approach to analysis of the data is based on the objectives of the study. Within studies conducted in the field of applied linguistics, three common approaches have been used to investigate classroom interaction: interaction analysis (IA), conversation analysis (CA), and discourse analysis (DA) (Walsh, 2011).

Interaction analysis (IA) was very popular in 1970s and considered the most reliable quantitative approach used to analyse classroom interaction (Walsh, 2011). In this approach the researcher (observer) follows a pre-planned observation schedule or coding system to record what happens in class in accordance with this predetermined behaviour or discourse. Within many studies found in the literature, the analysis of classroom discourse often involves three main categories: teacher talk, student talk, period of silence and confusion. Every study has its own purposes which serve a particular context; and the focus of observation then varies according to what the researcher wants to observe. As a result, according to Brown and Roders (2002), more than 200 different observation instruments now exist, while Chaudron (1988) concluded that there were 26 systems available for analysing interaction in the L2 classroom. IA, like any other data analysis approach, has some positive features and drawbacks. As

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for the positive features, first, IA is considered an easy tool for collecting data; it often includes ticking boxes or making marks or notes of prearranged behaviour of discourse. Second, the data collected can be easily documented, compared and generalised if needed. Third, the data can be used in teacher training specifically for developing competencies and raising awareness.

In terms of its drawbacks, first, the data obtained from the study have to be matched with those from the prepared agenda of classroom discourse prior to attending the classroom. Second, the perspective of the data collected is etic (from the outside) rather than emic (from inside the classroom). Third, the scene of classroom discourse is perceived as a fixed sequential manner of classroom interaction (teacher- initiations, student- responses and teacher- evaluations) and therefore overlaps are missing in this tool of analysis of classroom discourse. In fact, 'this not the case, overlaps, interruptions, back-channels, repetitions, hesitations are as common in language classrooms as they are in naturally occurring conversation' (Walsh, 2011: 87).

Another approach for analyzing classroom discourse is Conversation Analysis which broadly known as (CA). According to Wooffitt (2005:27) 'CA and DA are aligned in their focus on discourse and language use as a topic in its own right'. Further, both CA and DA approaches are often conducted and analyzed following qualitative procedures. However, in the CA the emphasis of the analysis is on the social organization of activities conducted via talk and the management of interaction between participants and 'how they make sense of moment-by-moment unfolding interaction' (ibid: 14), whereas in DA the focus of the analysis is on the broader set of language use and practices which involve both spoken and written texts.

Discourse analysis concerned with the structure of discourse and consider specific discursive act which include justification or elaboration any course of actions. It also pay attention to non-technical sense of interaction which refers to passage of text or talk to express opinions or generate further discussion.

Since the current study aims to investigate the nature of classroom discourse and interaction in a particular EFL context and explore different functions of feedback used by native and non-native speakers (bilingual speaker of English), DA is seen an appropriate approach for such purpose and can best serve to investigate this phenomena in the target language learning setting.

Discourse analysis (DA henceforth) as an approach has been widely considered in classroom –based research and purposefully employed for the analysis of classroom interaction. Seedhouse (2004) proposed that most previous studies on L2 classroom interaction have 'implicitly or explicitly adopted what is fundamentally a DA approach' (p.56). However, it is important to mention that DA is not the only approach which can be adopted to analyze classroom interaction.

3.4 Theoretical Framework for Classroom Discourse

It is important to indicate that classroom discourse can also be theoretically conceptualized using different theoretical frameworks. As discussed above that classroom discourse can be analyzed using different approaches that are all determined by the purpose and the nature of topic under investigation. This section introduces a number of framework traditions that have contributed to research into learning through analyzing classroom discourse. Three main theoretical understandings will be outlined below and then one will be named and identified to inform the current study.

The first way to conceptualize classroom discourse is through critical discourse analysis which originally stemmed from a critical theory (Fairclough, 1995; Kumaravadivelu, 1999). In this tradition researchers tend to view classroom discourse from a critical lenses where they often propose at problematizing and questioning particular practices in classroom discourse. Within this framework, classroom interaction will be seen and studied in terms of certain agenda like power structures, domination and ideology related to an educational policy or a pedagogy in a certain context. Researchers then seek to challenge, critique, and raise awareness of certain practices after identifying a problem. In such type of investigation and research purposes, researchers tend to adopt a critical discourse analysis as a theoretical framework to shape their studies.

The second way to conceptualize classroom discourse research is the interactionist approach, in this theoretical understanding, language learning and development is regarded as a cognitive individual process beyond any influence of context where language is practically used. Further, teacher is also considered as part of the external context and therefore has no influence on the learner development. Within this cognitive acquisition perspective, knowledge is merely gained through 'solitary channel' beyond any cooperation or instruction given

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from the part of the teacher (Lantolf, 2000: 45). In contrast to the above, the third way to conceptualize classroom discourse is the sociocultural tradition which emphasizes the importance of social interaction to an individual's development. In this respect, learning is considered as interpsychological, taking place often between members of society who are more knowledgeable such as a teacher and her learners, a parent and her children.

Within sociocultural notion, knowledge is not created internally within individual mind, it is rather created in a social context and through interaction and communication with others. The sociocultural approach differs from the interactionist tradition and other cognitive approach given that one of its main principles is that cognitive development and thus learning originates in a social context such as (the language classroom), (Anton,1999: 304). Yet, it is commonly known that schools of all levels are considered to be important social institutions and so are the activities that take place in their classrooms. Classrooms can be seen cornerstones of change due to the face-to-face interaction they provide for nearly all effective learning opportunities to form learners' development.

For sociocultural researchers the nature of discourse environments is seen central and through which many learning opportunities can be created and developed through classroom talk and interaction with others. In other words, knowledge is not created in the individual mind, it is essentially created in the social realm, through interaction" (Gutierrez, 2008, p. 123). By emphasizing the role of social interaction of learning and development both Vygotsky and Bruner (1975, 1978) stress the 'transactional' process within which learning is originated in a social context through interaction with others who are more experienced then, it is internalized into individual mind.

In case of current study, learning a language is also considered as a mental process that is 'inextricably linked to our social identity and relationships' (Walsh, 2006:33). Students often learn from the teachers who are often seen more experienced and knowledgeable through interaction and communication in a classroom setting. During this process, language is used as 'symbolic tool' for the purpose of clarifying the message attended to deliver (knowledge) through classroom talk and discussion with the learner. The overarching assumption of sociocultural theory is that linguistic and cognitive development is instigated in our social worlds and then shaped by our repeated participation in goal-directed

intellectual and practical social activities with others (Lantolf, 2000; Vygotsky, 1978; Wertsch, 1991).

In the current study EFL context, classroom interaction is particularly significant. This is because the language used during a classroom interaction is simultaneously both the tool for learning and the object of what is to be learned (Chaudron, 2000; Swain & Lapkin, 1998, 2002). Given that this study concerns the significant role of classroom talk and student participation in an EFL classroom setting, the sociocultural tradition is seen as the most suitable to serve its main purposes. Donato (2000) points out that, in this approach, learning and development of foreign and second languages are situated (p.47). The sociocultural approach has been one of the most influential approaches to language learning. Both social interaction and talk play a key role in this approach. Although studies of classroom discourse or interaction based on the sociocultural approach are concerned primarily with learning, the emphasis in this theory is on the process rather than the product. In this paradigm, researchers are therefore interested in the types of discourse environments that encourage learning opportunities. The IRF patterns of interaction, which stand for Initiation, Response, Follow up, are the most common patterns of interaction discussed within the literature and among language learning researchers. Alexander (2000) defines interaction as "an exchange containing a complex initiation-response-feedback/follow-up (IRF) sequence as described by Sinclair and Coulthard (1975)" (p. 379).

Classroom interaction can also be described as the process by which students are exposed to the target language and, consequently, it is how different language samples become available for students to use in the classroom in an interactive way. Therefore, as this study addresses the notion of classroom interaction and its influence on language learning and development, the section below explains the IRF patterns of interaction and indicates how these patterns assisted me to focus on the functions of feedback, which is the main issue under investigation in this study.

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3.5 Patterns of Classroom Discourse

There have been numerous studies which have focused on specific aspects of classroom interaction such as teacher talk, students' speech, and/or the overall nature of interaction and exchange (if any) between teachers and students. Discourse analysis studies have not only analysed teacher and student talk, but have also investigated individual utterances from longer discoursal units. The early studies on classroom interaction and discourse often built on the leading work of Sinclair and Coulthard (1975) who suggests that classroom consists mainly of three-phase movement of interaction: Initiation **[I]**, Response **[R]** and Evaluation **[E]**. This came to be known in the literature as [IRE] sequence (Barnes, 1992; Mehan 1979; and Sinclair & Coulthard, 1975). Notably, IRE sequence pattern of interaction was initially used in a context where English is taught as a mother tongue language and then subsequently in contexts teach English as a second and/or foreign language as well. In this model of interaction, the teacher tends to pose a question to a student known to him/her. This particular student is then expected to provide a response, which is evaluated by the teacher in brief phrases about the correctness or incorrectness of the student's response. The following example from Sinclair and Coulthard (1975: 21) illustrates this movement:

Teacher: Can you tell me why do you eat all that food?   Initiation (I)

Pupil: To keep you strong.   Response (R)

Teacher: To keep you strong. Yes. To keep you strong.   Evaluation (E)

The teacher by then moves from one student to another, one at a time, after evaluating each response since s/he is the expert, whose key task is to extract information to determine if students know the material taught. According to Hall and Walsh (2002:188), IRE patterns of interaction 'typifies the discourse of Western schooling, from kindergarten to the university'.

For linguists such as Sinclair and Coulthard (1975) and Wells (1993), this model is considered to be a 'used by default' exchange on the part of language teachers in L2 classrooms. Griffin and Cole (1989, cited in Wells, 1993:2), viewed this

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'triadic exchange' of classroom discourse as a tool which achieves educational goals, and argued that it offers the language teacher the opportunity to replace incorrect information with that of correct information during the teaching process. Researchers (e.g. Edwards and Westgate, 1994; Johnson, 1995; and Nunan and Bailey, 2009) stated that this 'triadic dialogue' is considered to be a significant characteristic of classroom discourse, both in content-based and L2 classrooms. In addition, van Lier (1996:149) noted that '[t]here is probably nothing that symbolizes classroom discourse quite as much as this structure, the much noted IRF exchange'.

Nevertheless, although IRE as mentioned above seemed to embody the common patterns of interaction in L2 learning classrooms, it has been questioned by scholars, particularly in the third- evaluation (E) turn of interaction. Cazden (1988, 2001) for instance, conducted a study in EFL secondary school context in Brazil and found that evaluation turn of interaction maximized teacher talk more than student talk, it is also facilitated teacher control of the interaction rather than students learning of the content. The outcome of the study shown that teacher talk occupied almost two thirds of classroom time and that repeated use of the IRE limited student's language use. Similarly, Van Lier (1998) indicated that (E) move contributed to the asymmetrical discourse patterns typically found in language classrooms by preventing students from managing turn-taking, developing the topic of conversations, or negotiating the direction of instruction.

In a recent article, Thoms (2012) has reviewed different studies that investigated discourse in foreign language classroom contexts from the perspective of sociocultural theory. He suggested that there are also studies undertaken in a variety of L1 and L2 learning contexts (cf. Barnes, 1992; Cazden, 2001; Hall, 1998; Mehan, 1979; Nassaji & Wells, 1993, 2000; Nystrand, 1997; van Lier, 1998). The majority of these studies found that extensive use of evaluation patterns of interaction are likely to prevent students from further elaboration and discussion and therefore limit students to freely speak about the topic under discussion. In addition, it did not allow for complex ways of thinking and communicating between student and teacher (Barnes, 1992). Therefore, the common outcome of these studies is that IRE sequence of interaction can lead to inequalities in student opportunities to develop intellectually complex language

knowledge and skills (Nystrand, 1997). Thoms in his own words concluded that 'IRE maximizes teacher talk and minimizes student talk' (ibid, 2012: 12).

On the other hand, Nassaji and Wells (2000) conducted a study in English elementary science and literature classrooms in Canada to investigate the presence interaction patterns. They suggested that enthusiastic extended student participation is considerable in what looked to be a healthy number of IRE sequences. Upon closer inspection, they found that slight changes to the standard IRE pattern, primarily in the third part. Teachers tended to follow up instead of 'closing down the sequence with a narrow evaluation' (ibid: 190). They asked students to elaborate or clarify and considered their responses as valuable contributions. This led the authors to conclude that if the (E), teacher evaluation in the IRE sequence were to be replaced with an (F) for follow up, it would expand and enhance teacher-student interaction rather than severely constrain it. Also, learning opportunities can be heightened if the three-part sequence is 'evaluated by looking at how it unfolds moment-to-moment on particular occasions in particular classroom contexts'.

This perspective focusing on follow up turn of interaction instead of evaluation to promote student interaction was also supported in other studies conducted in an (ESL) university setting taught English as a Second Language (Boxer & Conde, 2000; Maloof, 2000). In their study, the authors argued that just a slight variation of the standard triadic IRE exchange made a significant difference in student participation in the whole group interactions and discussion with the teacher. In that, providing different opportunities for students to talk and participate through follow up dialogue rather than just evaluating or completely ignoring their responses, 'can create significantly different language learning environments' (cited in Hall & Walsh, 2002: 191-192). These findings were also in line with another study conducted in EFL context. Consolo (2000) examined interaction patterns in nine EFL classrooms in Brazil and concluded that in most classrooms observed, students participation was largely noticed when teachers used soliciting techniques through their follow up questions on student's responses (ibid 2000). In this respect, Van Lier (1998) indicated that the third follow-up turn in the IRF sequence has the possibility to lead students and teachers to 'emancipatory forms of discourse' (p. 168). He suggested that teachers are likely to create discursive patterns of interaction between themselves and students

when teachers ask meaningful questions in the follow-up move of the IRF pattern, as suggested by Nassaji and Wells (2000). Van Lier (1998) argued that the IRF pattern, particularly the follow-up move, can act as a springboard that promotes shared inquiry rather than a question-and-answer session where student responses are expected or already known by the teacher.

Accordingly, it can be assumed that it is the content of the teacher's feedback to the student's response that shaped subsequent discourse. In other words, teachers either evaluate a student's response and close the exchange process at this point or follow up on students' response to expand, build on and re-voice student's contributions, and thus creating more opportunities to move the discourse further. In this way, teachers can take their roles as facilitators to help students to achieve a common goal of dialogic learning. According to Nassaji and Wells (2000), all these follow up comments foster positive learning environments and can be seen the most fundamental role to encourage further participation and interaction.

The section above has sought to introduce the two patterns of interaction whether (*IRE/F*) and not to describe nor analyze which can work more effectively over the other. This is simply because the appropriateness of using each patterns of interaction often determined by the nature of the topic being discussed, the students involved and the target context (Thoms, 2012; Nassaji and Wells, 2000). It is also important to indicate that these patterns of interaction are often identified and determined by the teacher for two main reasons. First, teachers are seen the facilitators of classrooms who often manage and organize classroom's talk and time. Second, Teachers are the experts in their classrooms who can answer students' questions and inquires in addition to assist students to establish the norms of communication between the teacher and the participants inside classrooms (Lantolf 2000; Seedhouse 2005; Walsh 2006). It is then rather to illuminate what is meant by the patterns of interaction occur and take place between the teacher and learner in a classroom learning setting as it is the crux of this study. The essential question is then how language teachers can create a nurturing classroom environment without constraining opportunities for student participation and interactions to the IRE discourse pattern? One possible way teachers can use to enhance students' participation is to allow room for discursive space through multiple feedback turns of interaction. From this point, the data of

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this study focus on how teachers provide the feedback turns in this EFL context with students, whether for merely evaluative feedback [EF] (i.e. yes or no) and then closure of the cycle of interaction at this level, or follow-up feedback [FF] which go beyond strict evaluation to maintain the flow of interaction. In the next following section, I will discuss the concept of feedback and how teachers can take the advantage of this third-turn of interaction to extend student communication and participation.

3.6 Teacher Feedback

Teacher feedback, as mentioned above, is the third phase of the interaction cycle [IRE/F] identified by Sinclair and Coulthard (1975). During the teaching process, feedback is utilised to respond to what a student has performed. The cycle of IRE/F may have the advantage that the teacher can check students' comprehension, and students can obtain immediate feedback (Candlin and Mercer, 2001). Similarly, Walsh (2011:18) suggests 'feedback is an important feature of the three-part exchange since it allows the learners to see whether their response has been accepted or not'. The concept of feedback is defined as 'information about the accuracy or appropriateness of a response' (Eggen & Kauchack, 1997). According to Hattie (1999), who reviewed 196 studies on feedback in the classroom, feedback is one of the most influential factors in learning, as important as the quality and quantity of instruction. Similarly, Moreno (2004) suggested that feedback is a significant tool for improving knowledge and skill acquisition.

In reference to the typology of feedback, there are different ways in which feedback can be classified, but one of the most frequently used and simplest distinctions is between positive and negative feedback. Pedagogically, positive feedback is crucial because it encourages the learners and fosters their motivation to continue learning (Ellis, 2009; Le, 2010). Examples of teachers' positive feedback include, 'good', 'yes', and 'well done'. In contrast, negative feedback refers to immediate feedback which aims at correcting a mistake (Lyster & Ranta, 1997). However, the research suggests that, if the teacher's feedback is simply acknowledgment or strict evaluation as mentioned in both types of feedback, it could potentially close down the space for student participation (Li, 2017: 171). Regardless of which type of feedback teachers use, the

acknowledgment of evaluation, whether positive or negative, can be used as a preface to subsequent follow-up comments, modifications and/or correction of student responses. From this perspective of feedback, several researchers have identified variations in which different functions of feedback are adopted to shape and scaffold learner contributions, rather than ceasing the interaction cycle at this evaluation phase of feedback. Shaping refers to the teacher's ability to assist learners to expand, clarify and justify their contributions rather than providing positive or corrective feedback. Scaffolding, as a learning concept, has been viewed as a significant pedagogy through which teachers provide support and guidance to learners. In a classroom context, any kind of teacher intervention for the purpose of helping a student to accomplish a task can be interpreted as scaffolding (Maybin et al., 1992). Scaffolding as a tool of assistance can be facilitated to students in various ways and to serve different developmental needs. Although there are different types of feedback which can facilitate student learning, the importance lies in the selection of the appropriate type based on the students' needs and the instructional activities (Konold, Miller & Konold, 2004).

It can then be concluded that the teacher's third feedback move is central, given that it is the space where teachers can aid learners and shape their contributions for further participation (Walsh, 2011; Li, 2017). For example, feedback can be categorized into further recasts, elicitation, cues, and clarification requests (Diane, 1998; Lyster, 1998; Panova & Lyster, 2006). Elicitation is the strategy normally used by teachers to draw out student contributions, typically through asking thoughtful and consequential questions. This area has received much attention in the literature, particularly in the field of classroom interaction and language learning. In the following section, I will elaborate on teacher questions and how they can be linked to classroom interaction in general and student participation in particular.

3.7 Teacher Questions and Classroom Interaction

As demonstrated earlier (section 3.4) according to sociocultural perspective, language learning is perceived as a social process of which more capable interlocutors provide various assistance to less experienced learners via classroom discourse and oral interaction. In the light of this teacher questioning is seen a tool teachers can use with students to check their understanding of a

particular subject or to solicit information from students and sound them out about a topic under discussion. Questioning is seen as an important discourse practice used by teachers in classroom pedagogy (Ellis, 1994; Ho, 2006). It is the source/trigger of knowledge. Postman (1979: 140) asserts 'all our knowledge results from questions… and continued research in this tool can often improve the instruction'. In a language learning context where language acquisition is a key goal, teacher questions not only serve as tools or devices to stimulate student thinking and check their understanding of a certain topic, but also to provide opportunities for students to practice using the target language (Chaudron, 1988, 2000:126). Likewise, Hall and Verplaetse et al (2000: 197) advocate 'questions play a much broader role in L2 learning than has been acknowledged in previous research… they function as dynamic discursive tools to build collaboration and to scaffold comprehension and comprehensibility during language lesson'. Teacher questions can then help to establish a nonthreatening communicative context in which these discursive interactions can take place through classroom activities and discussion. It is seen an opportunity through which many communication practices can be established and used between the teacher and student in language learning setting. According to Johnson (1995:3)

'if teachers understand how the dynamics of classroom communication influence L2 students' perceptions of, and participation in, [the] classroom … they may be better able to monitor and adjust the patterns of classroom communication in order to create an environment that is conducive to both classroom learning and L2 acquisition'.

Questioning is also considered as an essential part of student's learning and progression, they are likely to ask teachers questions for any difficulties they may have or experience while studying and learning or even to gain more information of a particular topic given that teachers are often seen the experts in their classrooms. As Young (1992:99) proposed that the major aim of questions is to obtain information or acquire knowledge of a certain subject.

Yet, by looking at studies addressing teacher questions in EFL classroom contexts, there are many studies which manly focused on the relationship between discrete observable teacher questioning practices (i.e. the use of certain types or levels of questions) and student outcome (i.e. learning or cognitive development) (Dillon, 2007). For example, researchers such as (David 2007;

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Behnam & Pouriran 2009; Farahian & Rezaee 2012; Meng 2012; McCormick & Donato 2000 and Qashoa 2013) who tried to address the topic of teacher questioning in terms of questioning types used by the teacher (e.g. referential and display questions) and the consequences of using each (at some level) in promoting learner responses for further discursive language use. While other studies (e.g. Almonie 2005; Consolo 2006; Indoshi et al 2009; Xie 2010; Fahad 2012; and Li & Walsh 2013) have looked at the overall scaffolding tools used and offered by teachers and this can include any form of follow up moves weather questions and/or others such as comments, paraphrasing, repair breakdown and non-verbal action, in addition to the role of using these following ups in creating learning opportunities for language learners.

Whilst language educators and applied linguists have paid attention to the issue of defining and identifying types of classroom questions. Van Lier (1988) argued that the proportion of question types (i.e. display and referential) should not receive most attention, rather, the main focus should be on exploring whether or not questions provide input, contribution and act as verbal stimuli for the learners. He suggested that questions asked in a language learning classroom should be based on how and why teachers ask questions as well as how questions benefit student learning and development. Similarly, and in line with Van Lier's suggestion Lee (2006) argued, regardless of question types, 'purposefully asking and helping students learn through questions is pedagogically interesting', and students can experience 'interactional development across the sequence' of using the target language (ibid, 2006:700).

In the current study, the issue under investigation resonates with Van Lier's suggestion above. The study is interested not merely to identify the type of question teachers used in a particular EFL learning context but rather to investigate the type of questions which aid students and encourage them for further communication practices. In this regard, it is commonly known that in display question, the answer is already known for the questioner but s/he is looking for a particular type of answer or information like for example "what is the past tense of write?" (Chaudron 1988; Tsui, 2001). The case is exactly the opposite for the referential question such as "why don't students score full mark in writing essays?" The answer is unknown for the questioner and needs more subjective information in order to answer this type of question. This type of

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question therefore often create and allow space and longer time for language and communication input. According to Long and Sato (1983) in everyday conversation and informal spoken discourse, beyond classroom setting, referential questions are more frequently used between communicators than display questions. By contrast, in language classrooms, display questions outnumber referential questions. Regardless of which type of questions often used in L2 learning classroom, what is seen significant in this study is the outcome of questions used by the teacher for classroom discourse and student interaction in spite of the type of questions.

The following section reviews different studies that investigate the type of questioning teachers use in dissimilar EFL/ESL learning contexts and their impact on classroom discourse. The aim of reviewing of these studies is to identify how questions teacher use can play a role in student's interaction and involvement in classroom's activities and the consequence of questioning behaviour on overall classroom interaction. This can be done for instance when teachers ask students to either justifying their responses, giving examples or sharing knowledge and experience with both peers and teachers and thereby generating further communicative and interaction practices. I will also discuss the various methods used in these studies and acknowledge the strengths and the limitations of their designs.

The table below summarizes classroom questioning in different EFL/ESL settings which arise in the literature. While drawing up this table, I was interested in a number of issues, namely, where the study was undertaken, who was involved in the study, what approaches the authors employed, and what the focus of the study was.

Author (s)	Year	Research approach/instrument	Research focus	Research context	Participant Teacher (type, number)	Institution
McCormick & Donato	2000	Qualitative (observation, interviews)	Teacher's questions as scaffolding tools	ESL, USA	Native-teacher (1)	University
David	2007	Quantitative (observation)	Role of teachers' questions on students interaction	ESL, Nigeria	EFL teachers (10)	Secondary school
Behnam & Pouriran	2009	Qualitative (videotaped lesson)	Teacher's questioning and meaning negotiating	EFL, Iran	EFL teachers (6)	Intermediate school
Farahian & Rezaee	2012	Qualitative (audiotaped lesson, interview)	Questioning behaviour and classroom interaction	EFL, Iran	EFL teacher (1)	University
Meng et al	2012	Qualitative (observation, interview)	Exploring functions of questions teacher use	EFL, Thailand	EFL teacher (1)	Primary school
Qashoa [2]	2013	Qualitative (observation)	Designing questions to expand student's knowledge	EFL, UAE	EFL teachers (3)	Secondary school

Table 1: List of the studies reviewed on teachers questioning behaviour

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[2] Similarly with Qashoa, Daskin (2015) conducted a study in EFL context in Turkey to investigate how teachers can expand student's contributions and knowledge by shaping learners contribution through asking questions, clarification requests and further elaboration. The study showed by evidence how teacher's modification could construct new learning opportunities for learners and extend their responses and participation.

David (2007) investigated the influence of teachers' use of display and referential questions on student interaction in particular ESL (English as Second Language) secondary schools in Nigeria. The study employed qualitative methods namely observations and field notes for data collection. The focus of observation was to explore the teacher's use of questions and its frequencies in English classrooms. The researcher was additionally interested to find out the frequency of teacher-student interaction, length of student participation, and the presence or frequency exchange patterns of interaction occur in classrooms. Study's participants included a total of 20 teachers and 400 students. The study concluded that teachers used display questions (85%) more than referential questions (15%). Also, it was found that referential question create less classroom interaction compared with display questions. The author suggested this might be due to the fact that the answer of display questions is often short and related to comprehension of lesson. The study then proceeded to recommend that Nigerian ESL teachers should be equipped with some sort of training to enable them to exploit questioning behaviour which would promote interaction in their classes. Although the study used qualitative methods as mentioned above, the data was presented quantitatively with percentages which indicate the number of questions used. There was no evidence for qualitative data like for instance notes or excerpts from classrooms observed to show how teacher used both types of questions and or what exactly happened in classes. The author recommended that Nigerian teachers have to receive more training on how to use questions but he did not provide any instances from the data gathered to show how he reach to this recommendation because training seems to be beneficial for any teaching and learning context and not only in this particular ESL context.

Similarly, Behnam and Pouriran (2009), conducted a study in an EFL context in Iran focusing on which type of questions teacher use that yield more negotiation of meaning between the teacher and students. A non-participant observation technique was used to observe the recurring patterns of the teacher's questioning behaviour in one-female institution. Classrooms were remotely recorded using video and audio cameras which were fixed in the corners of all classrooms. Six classes were observed and student's ages ranged between 16 and 28 years. The sample included six EFL teachers and they were all Iranian. The data analysis procedure was based on transcribing the data recorded from videotapes and audiotapes following four-part process of Record-View-Transcribe- Analyse (R-

V-T-A). The author did not quote or provide any reference for this analysis procedures undertaken in the study.

The findings demonstrated that display questions were frequently utilised more than referential questions in these EFL classrooms. It was also found that referential questions observed resulted in more interactional practices in classroom between the teacher and students. However, it was also observed in some cases that display questions encourage language learners to be more engaged in the target activity especially those students who had a limited proficiency level of language. According to the authors, it is quite risky to generalize that one type of question could function more successfully than the other given that 'language classroom discourse is a very spontaneously evolving, dynamic, and complicated phenomenon' (ibid, 131). Accordingly, it is emphasized that the type of questions employed by teachers should be matched in more purposeful way according to learner's needs and the nature of the target activity. Students were likely to be engaged with the teacher if s/he incorporated a piece of humour and interest fun space into classrooms. The authors concluded that in some cases interaction was clearly witnessed without asking any question from the part of the teacher and this often noticed when the topic meets student's interest and concern, in such cases 'learners tended to speak more'. This particular finding seemed to be interesting and I expected the authors would provide real examples from classroom observed when student interactions took place a way from the teacher questions but this was not available. However, it can be fairly noticed that the authors were impartial in terms of using any type of question over the other and they fairly proposed that this often determined by the nature of the task and the learner's needs.

In another EFL Iranian context, Farahian and Rezaee (2012) carried out a case study aiming to investigate teacher's use of question types and the influence this had on classroom interaction. Two qualitative methods were employed for data collection purposes (observation and an interviews with one participant teacher). Five EFL tertiary-level classes were observed and transcribed, followed coding system as suggested by Thompson (1997). This included for example, yes/no questions, open and closed questions, display and referential questions which were later counted and categorized into two main groups. Open and referential questions were categorized in one group and closed, yes/no questions into the

other group to ease the process of counting. The participants of study involved fifteen-pre-intermediate level of students. Their aged ranged between17 and 21 years and one EFL novice teacher.

The study found that the number of closed/display questions were much more used than the other open/referential questions. It was suggested that although the teacher's use of display questions seemed to be attributed to the students' level of proficiency, the teachers' low level of proficiency and lack of experience also played a considerable role in his questioning practice. The authors suggested that display questions seemed to be commonly used among less experienced teachers (the participant teacher in the study was an MA student and had just begun teaching English). The study suggested that referential questions were not often seen merit to promote enough classroom interaction among students. In the authors words 'not all referential questions could create enough interaction'. The finding suggested here is partly consistent with the data obtained in Behnam and Pouriran's study as both stated that we should not take it for granted that referential questions often create more classroom communication. The study also found that students were not given enough time to response the questions, and suggested increasing wait time (3-4 seconds) as an attempt to give students enough time to response to teacher's questions. The authors concluded that teachers overall and especially inexperienced teachers should receive training and gain more awareness of questioning techniques and how to use each type of question in its appropriate context. The finding mentioned here in relation to the importance of teacher training and its role in raising teacher awareness of different questioning behaviour was in agreement with the data obtained in David's study (2007). However, it can be noticed that albeit the authors employed qualitative methods, the data of the study was presented in more quantitative design included numbers and percentages of questions used. Further, there is no evidence form the data shown supported the author's suggestion to extend wait- time for student responses. There was one example given indicated the type of question teacher used with no reference to wait- time given for student to answer the question.

In a similar vein, and from different EFL context, Meng et al. (2012) undertook a study aimed at exploring the type and functions of questions teachers used in a Thai content-based primary EFL school classrooms. Sixteen students and one

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teacher participated in the study, their age ranged from 8-10 years. Non-participant classroom observation and semi-structured interview with teacher were utilised for the purpose of data collection. The interviewee was asked about the reasons of her questioning behaviors, especially the ways she used to cope with the non-responded questions.

The results showed that teacher questions included both referential and display questions, however only display questions were used when undertaking teaching and learning. These questions served specific functions such as information elicitation and understanding checking. The study also revealed that considering student -low- proficiency level of English as the case of the study, the use of display questions were more encouraging to participate than the use of referential questions. This finding is inconsistent with the data obtained in previous studies Farahian & Rezaee (2012) and Behnam & Pouriran (2009). It is also found that all types of questions teacher asked were briefly answered by students (i.e. single phrases and words). In some situations where students seemed to have no answer or with no-response indication, teacher assistant modification strategies were used and that include simplifying questions, repeating questions with different features; employing additional questions; increasing wait time for response; helping with body language; explaining, exemplifying, and answering. According to the authors 'the modification techniques are proved helpful in keeping the instruction interactive and if teachers know enough about the strategies and techniques of modification, they will be able to cope with non-responded questions more effectively'. The findings mentioned in this study and specifically increasing waiting time for students as an attempt to allow enough time to response is seen in line with the study conducted by (Farahian et al, 2012).

Questions modification seems to be relevant not merely in primary EFL context as suggested above it tends to be appropriate with ESL adults learners to enhance student participation and interaction. This view is practically supported by a semester-long case study conducted by McCormick & Donato (2000) addressed an English as second language classroom setting in USA. The study aimed to investigate how teacher's questions influence the process of student's learning and participation in the target language. The data of the study comprised 20 videotaped evening classes which often took place for two times a week, each class lasted for two hours. Classes were taught by one-native English teacher.

The study employed a variety of qualitative methods included interviews, teacher journals, videotaping observation, and filed notes. Seven students (from Chania and Japan) participated in the study, their age ranged from 25 to 40 years. They all were working at the time of the research and had studied English for one year before coming to the United Sates. Teacher's questions were specifically presented and served to scaffold learning process via teacher-fronted activities. Scaffolding was defined in the study as 'the process by which experts assist novices to achieve goal or solve a problem that novice could not achieve or solve alone' (ibid: 185). Six types of assistance were exemplified by the authors as a source of scaffolding functions investigated in the study and that included; first, recruitment (introducing the task[3] to the novice and draws his/her attention to it). Second, reduction in degrees of freedom (limiting the task difficulties). Third, direction maintenance (motivating the novice during the task time). Forth, making critical features (prompting the novice to focus on the vital aspects of the task. Fifth, frustration control (minimizing the novice's stress). Sixth, demonstration (using the preferred procedures to fulfil the purpose of the task (ibid: 186).

The researcher employed two audiotaped semi-structured interviews with the participant teacher, one before and one after collecting data. Questions of interviews were focused on goals the teacher wanted to achieve for the course, skills and subskill of English included (i.e. reading, writing, listening, speaking, grammar, vocabulary and punctuation) and her instructional techniques for achieving these goals. In addition to interviews, 20 classes were videotaped, and during the taping notes were taken to record all occurrences of teacher-fronted activities and the questing techniques teacher used in different activities. After each of the 20 videotaped classes, the teacher wrote journal comments about her goals for that particular class, whether she had achieved these goals during instruction, and if so, how and any additional comments she chose to make. Five times over the course of videotaping and no more than 24 hours after the actual class had occurred, the teacher and researcher viewed and discussed their reactions to a videotape of the class. Questions about the teacher's goals and how she tried to achieve them, as well as questions about why specific

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[3] Task refers here to any interaction during a class within which students are expected to participate and take part in any spoken and/or written activity.

instructional practices were chosen, were asked. The teacher was not told that the focus of the study was teacher's questions; however she was aware of the researcher's interest in her goals because of the research's questions in the interviews.

The findings revealed that teacher's questions can be used as a key tool to build collaboration and 'to scaffold comprehension and comprehensibility' (p.197). This can be done using different scaffolding techniques suggested and that include but are not limited to use sub-questions or more specific question to ease the task, reformulate questions or break it down if needed, use comprehension check questions, and use questions to increase student's comprehensibility of the task. In this proposed way, teacher questions work as 'semiotic tools for achieving goal-directed instructional actions within the context of teacher-student classroom interaction' (p.198). Teacher's questions can also serve to create a non-judgmental environment of which students could receive assist from the teacher for any difficulty they may encounter while studying. The authors suggested that approaching teacher questions using myriad ways of scaffolding as suggested above moves beyond the common types of questions and taxonomies in literature (e.g. closed vs open-ended question, display vs referential question).

Notably, the authors fairly indicated that this is not to propose by all means that questions should entirely be abandoned or disregarded but rather it is an attempt to offer a better understanding of how questions can be formulated and delivered in more supportive way to increase the level of student's comprehension as well as their participation input via discursive activities take place in language learning setting (McCormick & Donato, 2000). The study came up with very interesting finding in terms of the vital role teachers could play in using multiple techniques of scaffolding to expand classroom communication. Nevertheless, the limited sample used in the study (i.e. one teacher and 7 students) has also limited the interesting finding revealed.

Given the interesting finding above regarding the key role of teacher questions and how these questions may effectively be used in language learning context, in a recent study conducted in three EFL secondary school classrooms in United Arab Emirates (UAE), Qashoa (2013), investigated how EFL teachers in these classrooms design questions to expand students' knowledge and promote their

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communication opportunities. The study employed qualitative methods for the purpose of data collection. The data consisted of audio recording of classrooms, followed by observation to take notes of any unrecorded things as described by the researcher (e.g. lesson objectives, context, and learner participation). The data of the study was based on two main sources teacher questions and students responses. Teacher questions were analysed considering the type of questions used (e.g. referential or display question), in addition to the frequency of questions employed. Student's responses though were analysed according to the amount of sentences or words uttered by the students. For the purpose of the study, grammar and phonological errors were not considered in student's responses. The sample included 56 students from both genders, their age ranged from 16-18 years. They all national students and had been learning English for more than ten years. The sample also includes three EFL experienced Arabs teachers from different nationalities.

The study found the use of display and w/h questions outnumbered the use of other referential and open questions. It was also noticed that referential questions created longer students responses and subsequently increased classroom's talk and interaction. The author indicated that this lengthier response was largely observed when the topics are appealing for students and meet their interest (i.e. youth issues, agriculture in Arab world) (ibid: 59). This finding collaborate the ideas of Behnam & Pouriran (2009) who advocated that classroom interaction is greatly observed when the topic discussed is stimulating for students and meets their interest. Referential questions were also seen more encouraging to promote classroom talk and interaction with students who have a good command of English (compared to their counterparts with less proficiency level), and also when teacher used eliciting longer questions and techniques. Nonetheless, the study also found that display questions were useful to warm up the class, review previous lessons, and elicit factual information. Further, as suggested by the author, not all questions required long phrases and words to answer, and so in such cases display questions were seen more appropriate than referential ones.

It was then proposed that both types of questions are advantageous in EFL classrooms and it would be risky to favour one type of questions over the other. The study concluded that teachers need to widen their knowledge about different types of questions. They also need to make an effort to design and balance their

questions in accordance with their students' levels and the lesson objectives. Finally, expose students to further eliciting questions and techniques using tag, alternative, and indirect questions.

The results of this study are in consistence of those studies reviewed (David, 2007; Behnam et al, 2009; Farahian and Rezaee, 2012). They all concluded that teachers should tailor their questions with the student's need taking into consideration student's proficiency level, context, background, and the objectives of the lesson or task undertaken. The finding of this study also is in line with those obtained by McCormick & Donato (2000) and Meng et al (2012) as they all suggested the importance role of teacher training and development to expand their knowledge of scaffolding techniques in using questions. The following table shows the summary of study's findings reviewed above which are focusing on questioning behaviours used by teachers from different language learning contexts. The purpose of this summary is to give the reader an overview of the most interesting results revealed in these studies and to allow the researcher to link them appropriately (if possible) with the findings of current study.

List of the Studies reviewed	Summary of the findings
McCormick & Donato (2000)	1. Questions can be used as scaffolding to expand student learning, comprehension and participation. 2. Questions can be used as semiotic tools to develop student thinking and intellectual skills. 3. Questioning is more than elicitations tools.
David (2007)	1. Extensive use of display questions over referential ones. 2. Importance of training programmes to develop teacher questioning performance.
Behnam & Pouriran (2009)	1. Extensive use of display questions over referential ones. 2. Display questions encouraged student interactions and participation. 3. Questions should match students' needs regardless of its type. 4. Student interaction is influenced by the topic discussed and whether students like it or not. 5. The role of humour and fun in promoting classroom interaction.
Farahian & Rezaee (2012)	1. Extensive use of display questions over referential questions. 2. Not all referential questions create interaction opportunities. 3. Increase wait- time (3-4 seconds) for student's responses. 4. Importance of training programmes to raise teacher's awareness of questioning techniques.
Meng et al (2012)	1. Display questions create more interaction opportunities. 2. Absence of student interaction and participation. 3. The role of modifications techniques to enhance classroom interaction.
Qashoa (2013)	1. Extensive use of display questions over referential ones. 2. All types of questions are beneficial and serve different purposes in classroom interaction. 3. It is risky to favour one type of question over the other. 4. Importance of teacher's scaffolding techniques and awareness to support classroom interaction.

Table 2: Summary of the findings in teacher's questioning behaviour studies

From the above, it is clear that all abovementioned studies have emphasised the imperative role teachers' can play in promoting classroom interaction through their questioning practices. On one hand, this role can explicitly be determined through the types of questions teachers used (display/referential questions) as indicated in the studies of David (2007); Behnam and Pouriran (2009); Farihan & Razaee (2012); Qashoa (2013) or implicitly throughout a number of modifications techniques used on their questionings in the studies of McCormick & Donato (2000) and Meng et al (2012).

As above, it is noticed that teachers tended to ask display type of questions with specific answers more than referential questions which presumably suggested to provide more space for longer response. However, after reviewing these studies it can be stated that not all referential questions could create, promote students participation and interaction. It can be then suggested that teachers should not focus on the type of question they employ but rather focusing on the way they use question (how they use it) and for what purposes. In other words, when using questions, teachers should take into consideration the student's proficiency level of English, the level of assistance students may need and the nature of student's reaction toward this question in each particular situation. Studies also advocated that teachers should spent more efforts to expand their knowledge about questioning in general. Additionally, they should look for eliciting techniques are likely functioning to serve and aid students for better comprehension and understanding of the content. As suggested by many researchers within literature that questioning is considered a key discourse practice used by teachers in classroom pedagogy.

Given that these questions and follow up moves are important to encourage student's participation and talk in EFL context, this consequently has led many teachers and researchers to think how questions and/or follow ups utterances can be constructed and utilised to develop language learners through classroom interaction. The conception of teacher-assistance plan suggested to use in order to provoke and encourage classroom dialogue among learners seemed to be beneficial not only for foreign/second language learners but also for any classroom learning contexts. This viewpoint is supported by a number of researchers as mentioned in chapter 1 (e.g. Chaudron, 2000; Seedhouse, 2004; and Gil, 2002). Seedhouse (2004) asserted that in a classroom's setting,

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'conversation is significant as it is goal-oriented and that its prime orientation is to maximize learning opportunities' (p 48). In relation to this, there have been many teacher researchers who have conducted studies in different EFL contexts to find out strategies teachers use to promote classroom talk and participation in various learning settings.

3.8 Different EFL Studies on Student Interaction

In this section of this part of literature, I will review studies that investigate student's interaction and participation in different EFL/ESL contexts, in addition to find out strategies or techniques teachers use and/or suggest how student learning can be enhanced through classroom interaction. The following table shows the studies attended to review in this regard. The aim of this review is to identify different methods employed in these studies and spot the strengths and the limitations may encountered and consider them in current study. Additionally, to look at the suggestions and recommendations these studies revealed and see whether it can be pertinent and beneficial in current study and its language learning context.

Author (s)	Year	Research approach/instrument	Research focus	Research context	Participant Teacher (type, number)	Institution
Almonie	2005	Mixed methods	Analysis of teacher-student interaction	EFL, KSA	EFL teacher (1)	College
Consolo	2006	Mixed methods	Analysis of oral interaction	EFL, Brazil	EFL teachers (4)	University
Indoshi et al.	2009	Mixed methods	The nature of discourse practices	ESL, Kenia	EFL teachers (8)	Secondary school
Xie	2010	Qualitative (observation)	Why student are quiet in English classrooms	EFL, China	EFL teachers (2)	University
Fahad	2012	Qualitative (observation)	Communication and speaking opportunities for students	EFL, Iraq	EFL teacher (1)	University
Li and Walsh [4]	2013	Qualitative (observation)	Conversations as space for learning	EFL, China	EFL teacher (1)	Secondary school

Table 3: List of the studies reviewed on student interaction and participation

[4] In a recent study, Reddington (2018:145), conducted a study to investigate how teachers can manage and expand student participation in ESL context through "the practices of gearing up" which involve repletion of student contributions, display interest of student talk and embodying active listenership to support ongoing participation. The author argued that such practices could engage individuals in extended talk and 'exit dyadic exchanges for further contributions and participation'.

To begin with, Consolo (2006) conducted a study to investigate and analyse teacher talk, student talk, and views of students on communication practices in EFL university classrooms in Brazil. Consolo pointed to the social roles played by the teacher and students. The focus was on the oral interaction taking place in these classrooms along with the characteristics of teacher's and student's engagement in classroom discourse. In terms of the methods, the study utilised mixed-method design and employed both qualitative and quantitative methods (i.e. questionnaires, interviews and observations) to collect its data. The data was then analysed and transcribed followed discourse analysis procedures. Questionnaires were utilised to gather information about student's background and their aims of learning English. Five classes were observed and the participant sample included four teachers and around 57 students whose age ranged from 17 to 25 years. Most of the students were in their first university year. Data analysis was focused on the type of activity and pedagogical aim; patterns of interaction (whole class, groups and pairs), and the different purposes of such patterns to fulfil the aim of the lesson.

The findings of the study suggested that interaction develops under teacher's scaffolding ways established by the structure of question and sub- questions asked, follow up moves and assist utilised upon student's answers. The content of interaction was strictly controlled by the teacher, in the sense that the grammatical focus is maintained throughout student participation and communication. Teacher's intervention was frequently practised upon student participation, the author highlighted teacher intervention does not contribute to changing the meaning already conveyed by student's answer. The finding also revealed that student's participation seemed to be active when the topic meets student interest and things they like or dislike. Student's contribution was similarly observed when they have opportunities to ask question and speak with their classmates. Consolo argues that although socio-cultural regulations such as students' needs, cultural aspects, linguistic aspects and psychological aspects commonly ascertain the characteristics of the interactions between the teacher and students, the awareness of the teacher about these regulations is important in working on pedagogical achievements. The author added and asserts that 'student participation in classroom discourse can be motivated by a combination of factors, ranging from the discourse structure to the content of the lessons, together with the establishment of a favourable environment, especially in terms

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of an atmosphere of confidence, [sic] in which students will 'risk' using the foreign language (English) for classroom communication' (ibid: 44). This outcome of the study is in agreement with the studies discussed earlier and particularly with the study of Behnam and Pouriran, (2009) whom they advocated that students are likely to be engaged and interactive in discussing topics related to their interest and concerns. The finding revealed is likewise seemed to be in consistent with those of MaCormick & Donato (2000) and David (2007) as they all emphasised the vital role of teacher training and awareness in promoting classroom communication in EFL classroom.

In a similar vein, Indoshi et al (2009) conducted a study to investigate the interaction process in ESL secondary school classes in Kenya. Specifically to determine the nature of discourse practises. The focus included the frequency of teacher's talk, student's talk, and the use of instructional media materials and equipment. The study utilised both qualitative and quantitative methods (e.g. questionnaires, interviews, and observations). Questionnaires conducted with teachers aimed to collect background information and knowledge of teaching and learning pedagogy include (i.e. attitudes/views on the classroom interaction, the use of instructional materials, professional training and experience). Students were likewise given an opportunity to participate in questionnaires and answer questions on their educational background, experience of classroom interaction, views on teacher/student talk and the use of instructional material). Classroom observations were conducted and audio recorded to capture the events of the classroom interaction. A total of eight (40-minutes) classes were attended and observed from eight schools. The sample of the study included 192 students, and eight teachers who were randomly selected. The analysis procedure involved decoding the data collected through Flanders' Interaction Analysis Categories System (Flaunders, 1970). This FIAC system has 10 elements dealing with teacher talk, pupil talk and silence or confusion in the class. The author added one more element about using media materials and equipment during teaching. Descriptive statistics were used in interpreting the data after making tabulations, analysis, and categorisation of these data, and they were then presented in tables.

The findings indicated that classroom processes were dominated by teacher talk and that classroom interactions included a rare use of teaching aids. Students

tended to talk and participate only to respond to the teacher' questions and not to initiate talk. Teachers, in response indicated (through interviews) that their dominance of classroom time is due to unwillingness of students to talk and participate. In some instances, students responded to questions with 'I have no idea' or hardly by giving one word answer. Teachers then added that involving students in classroom activities was seen difficult due to the time restriction and teachers sometimes worked under the pressure to cover all syllabus. Students on the other hand, suggested in questionnaires that teachers should spent more efforts to involve them in classroom activities. They felt that teachers were often seemed impatient to seek and/or diversify in their soliciting techniques to encourage student's participation and involvement through communication practices. Many teachers were also 'reported to be moody, too fast, abusive and inaudible' (ibid: 224). This finding was very interesting to be highlighted but it was not supported by some examples or incidents from the classrooms observed. This perhaps due to the significant focus on the analysis of quantitative data rather qualitative ones.

The study also found that media was rarely used in these classes. Only three teachers out of eight lessons observed used media materials to support learning process during teaching. Teachers commented on this saying this is due to the lack of funds to purchase materials along with overloaded syllabus and the lack of initiative on the part of teachers. The authors suggested that educational outcomes are determined by the nature of these interactions and thus interaction amongst the teachers, students, and instructional media materials serve as key resources for teaching and learning the English language. It was concluded that teachers should have balance between syllabus coverage and students' grasp of the content. Necessary changes were suggested to develop classroom discourse like using media resources, encouraging student's talk, and employing different teaching approaches and above all offering in-service training programmes for teachers in order to keep them updated of the most andragogic methods of teaching and learning techniques. According to the authors, all these issues are crucial and likely to enhance student participation in language learning context.

Student's reluctance to talk was similarly found in EFL context by Xie (2010) who conducted a case study to find out why students are quiet in an EFL classrooms at a Chinese university. The method of research was qualitative, it used

video/audiotaped observation for classroom interaction activities. Stimulated reflection (SR) was also adopted across a period of 10 weeks, within which both the teachers and chosen students were asked to view video clips of the lessons and reflect and comment upon their interactive behaviours. Lesson transcripts were used to show the ways in which the teachers' interactional strategies influenced students' silence and passiveness. The sample of the study included two EFL teachers (Chinese), their experience ranged from 5 to 10 years of teaching, both had a Bachelor's degree in English language. In addition to a total of sixty students, their age ranged from 18 to 20 years and all had been learning English for at least six years prior joining the university. Qualitative analysis was employed in identifying and coding interactional features, through which recurrent themes and patterns from data were also determined. The data analysis procedure included data transcription, coding, and categorisation, which were done quantitatively through a computer analysis programme.

The findings revealed that the uncommunicativeness of students studying English is caused by the communicative environment created by teachers as they interact with their students. Teachers were heavily relied on their regimented plan in teaching rather than modifying it to what students need to be more engaged in classroom activities. It was found that teachers often evaluate student's response based on their own believes and/or in relevance to the content of the book rather on student's own experience and ideas. Further, the findings suggested that the overuse of teacher's control increase the level of student's reluctance and thus minimize their opportunities to talk and participate in classroom activities. The outcome of this study seem to be consistent with the results of the above studies as they all emphasised the absence of classroom interaction when teacher talk dominated classroom talk and discussion (Almonie, 2005; Consolo, 2006; Indoshi et al, 2009; Xie, 2010).

In line with the above, Fahad (2012) conducted a case study to investigate the communication opportunities EFL students have in a university context in Iraq. The methodology being employed in the study was qualitative using classroom's observation. The sample of the study included one EFL teacher (from Iraq) and a total of 20 students, their age ranged from 18 to 20 years, all were Iraqi's. All participant students were given a topic for a purpose of discussion about political affairs in Iraq in two different times with the aid of a dialogue facilitator. Two

different discussion groups were involved, in which the first group comprised 10 students who were graduated from an English language university department, whilst the second group comprised 10 graduate students of an EFL course at a private institution. During observation, the researcher was focusing on the level of fluency in using the target language, the use of social expression and suitable vocabulary in communicating in the target language. The data was then transcribed and summarised in a chart.

The results showed that students who were taught in private institution are more confident in using the target language. They were more capable of using the target language (English) in their communication with both the teacher and classmates. According to the author, this is due to wider opportunities given for students to practice the target language through classroom interaction and thus increases the amount of speaking in the classroom. In contrary, university graduate students, in which most classroom talk is concerned with pedagogical content and not with real life situations, students were observed to be less fluent, hesitant in using English language and often allow of using L1 in their communication. Another possible explanation is the lack of exposure to the target language within the classrooms and the emphasis on grammar roles and the correct structure of sentence rather than using the target language through interaction. As a result, the manner of teaching is said to be teacher-centred, and students tend to be merely passive recipients of information (ibid, 2012).

Furthermore, the author argued that classroom interaction in EFL setting is effective when teachers are willing and interested to adopt activating techniques. He suggested then a number of things teacher can do in order to stimulate students to use English in classroom and interaction practises. Examples include and are not limited to constructing a speech situation within which students are allowed to practise the language freely and without restriction related to grammar rules and sentence structure, using referential questions given that it can help to negotiate meaning in communication between the teacher and students, using external authentic materials which encourage students to participation and increase their language input. The author concluded that the EFL curriculum should not focused on using the target language in the classrooms as this leads to tasks that deal with grammar exercises and speech drills only. The unsatisfactory level of EFL Iraqi's learners often resulted from the lack of sufficient

communicative skills practised in English language classrooms. The outcome of the study are similarly suggested in the abovementioned studies. Interestingly, the activation techniques suggested to promote student interaction in this study match the ideas of (e.g. McCormick and Donato, 2000; Meng, 2012: Qashoa, 2013) in earlier studies reviewing teacher's questions behaviour using scaffolding/modification techniques (see table 2 summary of the finding reviewed in teacher questioning behaviour, p 42).

Not too far from the Iraqi's EFL context, Almonie (2005) for instance conducted a semester-long study in a particular EFL classroom setting in a junior college of technical education in Saudi Arabia. The study aimed to identify features of classroom interaction namely: patterns of language use, norms of participation and typical communicative events taking place in a particular context. It also investigated the frequency of student's participation and how they are socialized to use English in classrooms activities. The study utilised an 'ethnography of communication approach' which originally adopted by (Hymes, 1962, 1972). The approach mainly involves the description and analysis of communication and discrete units of analysis such as the speech situation, event, and any discourse action take place in these classrooms.

The study employed mixed methods traditions to collect its data. Qualitative methods include classroom observation, interviews and field notes. Quantitative data were employed to find out how much interaction take place in classroom, in addition to who is involve and participate in interaction practices in the classroom. However, qualitative methods helped to investigate the nitty-gritty of classroom discourse in the classrooms. In the author's own words, 'observation allowed me to see how students take part in classroom events, observe their reactions, spoken or otherwise, to teacher questions and comments' (ibid, 2005: 35). English classes took place four times a week, and each class lasted for 45 minutes. All classes observed were videotaped recorded and then transcribed and analysed using a qualitative software tool. The sample of the study comprised an EFL teacher (from India) and 27 students who were studying in the first year. Student's age ranging from 19 to 22 years and all had studied English for 6 years in general education stages before entering the college.

The findings showed imbalance between teacher and student talk in favour of the teacher part. The domination of teacher talk time was observed through the large

number of questions and created by the teacher (around two question per minute of classroom time). Teacher's questions were generated in a way to target a specific response rather to provoke student talk and participation. The author argued "such questions used in a manner that aims at extracting specific responses are not an effective method to elicit student talk in language classes. Rather they created a tensed atmosphere" (ibid: 133).

The findings also suggested that classroom discourse was often focused on grammatical accuracy roles and knowledge of discrete vocabulary items. This is shown to have a direct negative effect on fluency and opportunities for language use. The overall nature of classroom talk was characterized as a one way transmission of knowledge on the part of the teacher and thus did not appear to encourage student interaction. The finding also showed over- reliance on textbook materials which appeared to restrict students to talk about own experiences in their participation. The findings of this study related the focus on grammar rules match those observed in earlier studies (Consolo 2006; Fahad, 2012). The finding also seen in agreement with those obtained by (Indoshi, 2009; Xie, 2010) in relation to the teacher dominant talking time and over-used of textbook activities. This discouraging interactional environment seemed to be common not in particular EFL Saudi's context but also in other language learning settings as well.

In a recent study, Li and Walsh (2013), conducted a micro analytic study in two EFL secondary-schools in China, focusing on the ways of which teachers can open up opportunities and construct space for learning through the use of specific practices such as increased wait-time, extended learner turns and increased planning time. The authors were interested to investigate the nature of turn-talking, details of talk, and the ways in which 'space' was created in the interaction. In addition to other features include repair, pausing, adjacency pairs, topic management, participation rights and preference structure. The study selected 5 extracts of video-recoded interactions activities from two (60 minutes) classes. The study transcribed the classroom interaction vis-à-vis pedagogical objectives using a notation system following the principles of conversation analysis approach (CA) as it provides an emic description of spoken data that naturally occurred in these EFL classes.

In each class there were 40 Chinese students, their age ranged from 15 to 16 and they all shared the same intermediate level of English, both classes were taught by non-native speaker of English. Specific features of discourse were presented in the study include (increasing wait-time, reducing teachers' echo, teachers' and students' scaffolding of contributions, and teachers' shaping of learner responses). According to the authors, these features were suggested as it seemed to increase space for student's response as well as offer further opportunities for participation.

The authors argued that the creation of space for learning takes place when there is alignment between pedagogic goals and language being utilised in attaining them. In that, teachers create space based on managing and shaping learner contributions in a focused way and by using scaffolding and paraphrasing. They suggested in so doing, teachers cannot merely create opportunities for students learning and participation but also can increase student's engagement at both the individual and whole class levels. It is indicated that this is not to suggest that 'participation alone can be equated with learning, but it affects learning in some way by providing opportunities for reflection and thought' (ibid: 250).

The findings revealed that teachers could play a key role in producing and developing a space for both thinking and learning opportunities through the use of referential questions, increased wait-time, and reduced interruptions, amongst others. It was stressed that practices like increased planning time and wait-time lead to changes in participation structures and learning opportunities, which means enabling learners to become more aware of the value of interaction in and outside classroom context. Teachers then either facilitate or hinder learner participation and meaning co-construction. The study suggested that EFL classroom is broadly seen as a complex discursive setting where classroom interactions can be utilised by the teacher in creating, developing, managing, and navigating space for the development of learning. It follows from this that every individual context has particular features and indeed challenges that may or may not be similar of others. Therefore, in order to enhance classroom discourse at any EFL context, it is important to identify these challenges and try to minimize them for better learning and teaching opportunities. The study concluded accordingly that teachers and EFL learners should understand deeper the interactional processes governing the creation of space for learning as a condition

for second language acquisition. Notably, these results are consistent with those of McCormick & Donato 2000; Almonie 2005; Consolo 2006; Indoshi et al 2009; Fahad 2012; Farahian and Rezaee 2012 whom they all emphasised that teachers could play an imperative role of classroom discourse if they provocatively managed to extend student communication opportunities through questioning techniques used, modification including increasing wait-time/planning time and overall feedback given to students. The table below summarised the findings of different studies reviewed above to investigate strategies or techniques teachers employed to enhance student learning and achievement via the notion of classroom discourse.

List of the Studies reviewed	Summary of the findings
Almonie (2005)	1. Questions are used to target certain answers and information rather to provoke student knowledge and communication.
	2. Heavy focus on grammar rules and sentence structure.
Consolo (2006)	1. Student's participation is highly affected by the structure of classroom discourse, content of the lesson, and the establishment of a favourite environment.
	2. Focusing on grammar rules and structure.
Indoshi et al (2009)	1. Dominance of teacher talk.
	2. Poor usage of soliciting techniques.
	3. Student's participation restricted to answer teacher's questions
	4. Importance of teacher training and development.
Xie (2010)	1. Overuse of teacher control.
	2. Heavy focus on textbook materials and syllabus plan.
	3. Poor usage of modification and soliciting techniques.
	4. Reluctance of student participations.
Fahad (2012)	1. The merit of adopting ways to stimulate student interaction.
	2. The merit of external materials to encourage student participation.
	3. Lack of real communication opportunities offered for students.
	4. Focusing on grammar rules and sentence structure.
	5. Using student L1 can be useful.
Li and Walsh (2013)	1. Increase wait-time to encourage student thinking time and participation.
	2. The importance of teacher awareness in scaffolding techniques and lesson planning.
	3. Identify the challenges in each individual EFL context and tackle them.

Table 4: Summary of the findings in classroom interaction and participation studies

From the above, it can be seen that the abovementioned studies have focused on the role of teachers in shaping the overall classroom discourse through the communicative environment they can create inside EFL classroom context. This role is seen significant to influence student's participation in classrooms through the type of assistant provided to student. In light of the studies reviewed so far, it is suggested that classroom interaction can be promoted and flourished given the role of teachers in creating more space for learning through the use of specific practices (i.e. extended wait-time, planning time) in classroom discourse Li and Walsh (2013). Other studies such as the studies of Almonie (2005) and Fahad (2012) also added that space is not the only thing teachers can do to enrich classroom interaction, and/or to oppose unenthusiastic participation on the part of students. Teachers are also able to create an encouraging environment inside classroom by allowing time for fun and try to discuss issues students like to talk about and are familiar with. In that, it is advised from time to time to use external materials, media materials for instance and not to rely merely on the content of textbooks. Such materials are likely to stimulate students more and perhaps provide room for them to talk about their own experience and thus be more involved and engaged in classroom discussion (Xie 2010). Teachers should not be the only source of knowledge inside classroom and dominating all classroom time and talk. In addition, teachers should help in advancing the level of confidence among learners to use English in communication practices without too much emphasizing on grammar roles and structures (Fahad, 2012). Schools should also share the responsibility and assist teachers to be more aware of their role in classroom discourse and provide in-service training sessions and workshops for EFL teachers as well as helping them to be more updated of different teaching and learning approaches (Indoshi et al 2009; Almonie 2005).

To summarise the studies discussed above, it can be seen that prior studies have all presented a valuable insight in relation to the role of teachers in fostering students participation and interaction overall. All studies, in many respects have the same interest aimed at creating ongoing opportunities for language learners so as to enable them to interact and share knowledge with teachers in classroom activities through the use of target language in more adequate and productive way.

Nonetheless, it is noteworthy to mention that these studies have mainly considered the teaching practices of either monolingual type of teacher (native speaker of English) as the case of study conducted by McCormick & Donato, (2000) or non-native speaker as the case of the rest of studies (e.g. Almonie 2005; Consolo 2006; Behnam and Pouriran 2009; Fahad 2012; Indoshi et al 2009; Xie 2010; and Li and Walsh, 2013. To the best of my knowledge, most past researches found in literature approached classroom discourse in EFL context from monolingual type of teachers either native or non-native speakers of English (cf. Barnes, 1992; Cazden, 2001; Hall, 1998; Hellermann: 2007; Mehan, 1979; Nassaji & Wells, 2000; Nystrand, 1997; Thoms, 2012; Waring, 2009; Wells, 1993). Only few studies found investigated teachers and students discourse in EFL classrooms and involved both teachers (NS, NNS) such as the study conducted by Consolo (2000) in Brazil.

Yet, Consolo (2000) defines (NS) teachers as those who either speak English as their mother tongue (i.e. they were born and educated in English-speaking countries) or were born in Brazil from English-speaking ancestors and brought up as bilinguals in English and Portuguese (2000: 94). Later, he mentioned that most participant's teachers were brought up as bilingual in English and Portuguese. This means that even NS teachers in Cosolos's study were born and educated in Brazil, the same as NNS teachers and thereby they only differ from the latter in terms of English proficiency given that they came from English-speaking ancestors. This similarity of teacher's educational and/or cultural background between (NS, NNS) was also reflected in the findings of the study. As Consolo concludes that 'there are no significant differences in discourse features in TT (teacher talk) or in student speech when NS and NNS EFL teachers are compared' (ibid: 101).

The current study differs from those reviewed above in that both types of teachers (NS/NNS) will be involved and investigated in terms of the way they use each pattern of interactions whether (*IRE/IRF*) and the consequences of using both patterns on the whole classrooms interaction. Since the study aims to know and find out how teachers act and interact with students in a particular EFL classrooms context in KSA, various qualitative methods were used for data collection purposes. First, classroom observation were audio-recorded, classroom observation is seen important to investigate the nature of interaction

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in these classrooms, specifically to see who can say and do what, with whom, when, for what purposes, and with what outcomes. Second, a number of participant teachers from both types (NS, NNS) were invited for interviews as an attempt to provide an opportunity for a discussion about classes being observed and investigated in this study. So, it is hoped that this variety of participant teachers along with the methods employed would yield further interesting results given the current gap in literature focusing on either native or non-native speaker of English rather than combining both types of teachers in one study as the case of the current study. It is often acknowledged that teachers have different beliefs and philosophies of teaching and hopefully taking into consideration this variety of teachers would provide plentiful opportunities of interactional practices that are worthy to investigate in this particular EFL context.

Furthermore, due to this diversity of EFL teachers (NS, NNS) the Saudi educational context is likely to witness more traditional prevalent approaches to language teaching and learning (Al-Nafisah, 2001). that is, although Saudi EFL students could, and may indeed, benefit from various modes of resources take place inside the classroom ranging from pictures, videos, to pair and group activities, they (the students) are expected to rely heavily on teacher talk (Jawhar, 2012).

Therefore, classroom discourse in general, and the specific patterns of interaction both teachers may use (NS, NNS) can serve as a linguistic device, environment, medium, and resource to assist student language use and learning and thus it may well be worthy of investigation. Importantly, the abovementioned issue related to the similarity of the teacher's background reached (NS, NNS) English teachers was not the only issue seen different from the current study. There are other important aspects as well regarding the participants and the overall context of the study undertaken by Consolo (2000) include (e.g. student's proficiency level, student's age, student's number in class and both full-time and part-time students were considered). In addition, English was an optional subject for all students in Consolo's study, whereas in this study English is a compulsory subject for all students and is also used as a medium of instruction. This purpose stressed the significance of exploring the patterns of classroom discourse in this study goes in line with (Cazden, 2001:1-2) who suggested that the inquiry of classroom discourse always 'helps to uncover use of language as a medium of

educational institution communication'. Similarly, as noted by Long (1996: 421) the movement of questions in classroom discourse can be 'a fruitful topic of research'.

To summarise, this chapter has provided a review of the literature on the subjects of classroom discourse and the common patterns of interaction include classroom questioning, student's participation and interaction opportunities. It has also made an attempt to conceptualise classroom interaction by addressing the definitions and functions of classroom interaction. The chapter has concluded with an account of EFL in the Saudi Arabian classroom context (the home context of this study), including research calls and major findings. In providing this background information, it is hoped that the scene is set for the introduction of the research design and methodology, which arises in the next chapter.

Chapter Four: Methodology

4.1 Introduction

This chapter provides an overview of the research design, methodology and data collection instruments employed in the study. First, an overview of the research paradigm is presented along with a brief outline of the researcher's ontological and epistemological standpoints and an overview and justification of the explanatory research methodology adopted in this study. This is followed by a description of the qualitative data analysis processes. Qualitative research methods were employed for investigating the different patterns of interaction used by both native and mon-native speaker of English teachers with a special emphasis on how teachers use the third-feedback turn to enhance student communication and interaction.

The aim and research questions which guided the present study are then presented, followed by justification, and rationale, of the data collection instruments utilised. Information regarding the study procedures, including an overview of the study participants, sampling procedures, the research trustworthiness and ethical considerations, is subsequently provided. Lastly a summary of the chapter is presented as a conclusion of this chapter.

The study intended to answer two main research questions (RQs hereafter) as follows:

1- What functions of feedback do English language teachers use in ELC classrooms in a particular EFL context?
2- What are the teacher perspectives on different functions of feedback (if any) and the purpose of using them?

4.2 Research Paradigm

Classroom researchers often position themselves within different paradigms, drawing on various theories and methods. It is essential for the researcher investigating a research approach to understand the theoretical assumptions underlying this topic and determine its paradigmatic position. In order to position the current study in a certain paradigm, it is useful to introduce this philosophical

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term 'paradigm' and indicate how it informs the research study. I will define the term paradigm in educational research, along with its four components: ontology, epistemology, methodology and methods. Then, a paradigm relevant to the notion of classroom discourse and interaction is assigned. By selecting a specific paradigm for this research, as well as what Robson (2011: 4) referred to as a 'research strategy', researchers make certain assumptions about the nature of social phenomena and the basis of knowledge (Cohen et al., 2011; Denzin & Lincoln, 2012). In other words, deciding a particular paradigm essentially depends on the research objectives and its epistemological understanding.

According to Carr and Kemmis (1986: 72), 'A paradigm represents a certain framework through which the community of researchers operates and in terms of which a particular interpretation of 'reality' is generated'. Similarly, Creswell (2009: 74) states that paradigm is 'a basic set of beliefs or assumptions that guide a researcher's inquiry'. In other words, a paradigm is a set of notions that demonstrates how a piece of research is operationalised, it provides guidance for researchers as well as allowing them to justify their choice of a particular methodology and the methods employed. It also help the researcher to identify the strengths and weaknesses of certain methods used and the research outcomes overall. Mackenzie et al. (2006: 2) warned that failing to do so would subsequently lead the researcher to build on the study with no basis in terms of theoretical underpinning and thus without supporting justification for subsequent choices regarding methodology, methods, literature or research design.

As the term 'paradigm' has been defined, it is worth mentioning that each paradigm has four components: ontology, epistemology, methodology and methods. The term ontology refers to 'the study of being, it is concerned with 'what is', with the nature of existence or the structure of reality as such' (Crotty, 1998: 10). In other words, ontology relates to the questions: 'what is there that can be known?' or 'what is the nature of reality?' (Guba & Lincoln 1989: 83). Epistemology is intimately related to ontology and methodology; as ontology involves the philosophy of reality or what exists, epistemology addresses how we come to know that reality while methodology identifies the overall strategies of getting the knowledge. Methods come finally to name specific tools or instruments used in the research for the purpose of data collection (Krauss, 2005).

4.2.1 Ontological Assumptions

The current study investigated the patterns of interaction used by EFL teachers in a particular university context with an emphasis on feedback turns of interaction. In addition, it investigated teachers' perspectives on the different functions (if any) of feedback employed with students. This meant that the researcher had to go and explore the nature of interaction patterns and the functions of feedback used in their own setting, considering different teachers and students. Specifically, 'to see who can say and do what, with whom, when, for what purposes, and with what outcomes'. In other words, the researcher had to go through detailed information to 'understand the case in depth in its natural setting, recognising its complexity and its context' (Punch, 1998: 150). This indicates that the researcher had to socially construct the knowledge, the 'existing reality', of classroom discourse by observing both teachers and students (the participants of the study).

The phenomena being investigated involve people who have different views, ideas and understandings of classroom discourse and interaction Thus, the reality in this study is accessible and approached by means of socially constructed meanings (Richards, 2003; Snape & Spencer, 2003). In other words, reality is an intersubjective co-construction by an individual and society, rather than an objective entity 'out there', independent of the knower. However, the objectives could not be achieved unless the researcher was directly involved in the study and then socially constructed the reality with the participants of the study.

The emphasis of the current study is on illumination, understanding and extrapolation, rather than causal determination, prediction and generalization as in the case of the positivist paradigm (Berg, 2007). Due to the explorative nature of this study, it is believed that the interpretive research paradigm is the best to adopt. According to Johnson and Onwuegbuzie (2004) knowledge in this paradigm is viewed as being socially constructed and endorses multiple realities and varieties. This means that the existence of opposite or conflicting conceptions is considered a beneficial way to gain a greater understanding of humans and the world they live within (ibid). This paradigm proved suitable for this study as the classrooms observed were different and the EFL teachers interviewed had

different views and interpretations of classroom interaction. Confusingly, the interpretive research paradigm is known in the literature under different terminologies, including naturalistic, constructivist, and qualitative (Ericsson, 1986; Ernest, 1994; Robson, 2002). It is commonly accepted that the main philosophical assumption upon which qualitative enquiry is based is 'the view that reality is constructed by individuals in interaction with their social worlds' (Berg, 2007; Cohen, 2007; Merriam & Dornyei, 2007; Silverman, 2002; Simpson, 2000: 97).

In terms of ontology, the interpretive paradigm followed in this study is the philosophical view of idealism (Walliman, 2006), which assumes that the world exists according to people's understanding of it and therefore nothing has meaning without human interpretation and awareness (Guba & Lincoln, 1994; Walliman, 2006). In other words, it is humans who attach differing sets of meanings and classifications to the world (Robson, 2002), which manifests that reality is a product of social interaction which cannot be firmly stable but rather change accordingly. In this study, being myself an EFL teacher where the research was conducted, I might have similar experiences as other colleagues and the teachers interviewed. However, from an ontological assumption this does not mean that we all share the same viewpoints and thus constitute one knowledge or reality. This is due to the fact that people have different views, ideas which are all based on their own experiences, qualifications, educational backgrounds and possibly cultures. Although teachers might have similar views of classroom interaction overall, each individual deals with a classroom situation in a unique manner, depending on their personal circumstances and understandings. The current study was conducted taking into consideration different and multiple realities. Such realities are formed because teachers have lived through dissimilar experiences and situations. This ontological stance is known as 'relativism' and it regards reality as subjective and socially constructed.

Therefore teachers' perspectives and views do not exist independently of teachers' reasoning, but can only be captured and presented with subjective influences, as clarified in more detail in the next section.

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4.2.2 Epistemological Assumption

Crotty (2003: 3) defines epistemology as 'a way of understanding and explaining how we know what we know'. In other words, the researcher's standpoint of how knowledge is acquired and approached in addition to the way it is produced and conveyed (Cohen et al., 2011). The standpoint in this study is that of an 'interpretivist' approach, by which I have observed and described how English language teachers utilise the feedback turns with students in a Saudi university context as it occurs in its natural setting. This was undertaken using two qualitative instruments for the purpose of data collection (i.e. classroom observation and interviews). While classroom observation allows the researcher to investigate the phenomenon in its practical, naturalistic setting to describe what exactly happens in classrooms, the interviews allows the researcher to gain teacher perspectives and more meaningful insights into the phenomenon (Cohen et al., 2011).

The study is epistemologically rooted in a social constructionist view of knowledge whereby the researcher seeks to provide a philosophical ground for deciding what kinds of knowledge 'are possible and how we can ensure that they are both adequate and legitimate' (Maynard, 1994: 10). This indicates that both the researcher and the participants together participate in knowledge production (Clerke & Hopwood, 2014). For these reasons, qualitative instruments such as interviews and observations are seen as appropriate in this inquiry and can best serve answering its research questions. Kirk and Miller (1986: 9) suggest: 'Qualitative research depends on watching people in their own territory and interacting with them in their own language, on their own terms'. Maykut and Morehouse (1994: 45) support this viewpoint as they indicate that researchers operating within this qualitative design are 'interested in understanding people's experience in context'.

Researchers in the field of education see the interpretive paradigm as having three characteristics. First, the researcher following this paradigm goes through a thorough investigation of its data in detail, in order to interpret embedded meanings and interpretations, which can be in the form of written words, oral conversations, or even visual pictures (Creswell, 2003; Creswell et al., 2007). Second, the interpretive paradigm allows the researcher to ask open-ended

questions, and to observe and live with the participants in their natural context (Troudi, 2010: 1). The third characteristic is that the theory should follow the research rather than precede it; in other words, the emerging theory should be grounded in data generated from the research. It is normal in this paradigm that any situation may generate different interpretations which are accepted and appreciated (Cohen et al., 2007).

4.3 Research Methodology

As briefly mentioned earlier, methodology as a term refers to the overall strategy of obtaining the knowledge. According to Crotty (1998: 3), methodology is the 'strategy, plan of action process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes'. This indicates that methodology refers to describing, justifying and evaluating the use of particular methods (Johnson & Onwuegbuzie, 2004). It is essential for any research study to adopt a certain methodology, as well as to implement its principles, concepts, notions and techniques in the study undertaken (Grix, 2004). Additionally, according to Crotty (1998), every researcher has to identify the reasons for adopting a specific methodology.

Given that the purpose of this study was to investigate patterns of interaction used by EFL teachers in a certain language learning context, with an emphasis on the functions of feedback employed by each individual teacher, it was felt that an exploratory methodology would be best fitted to investigate the nature of the interaction occurred in these classrooms. This methodology also enabled me to capture the different perspectives of participant teachers of the different functions of feedback used in their observed classrooms. This methodology allowed me to identify any concerns the teachers may have experienced while teaching and it could influence the overall classroom communication and interaction.

Therefore, given that the methodology followed in this study was exploratory in nature, the researcher attempted thoroughly to probe the phenomenon under investigation, as it was hoped this would result in detailed insights into what exactly happened in the classrooms in terms of the patterns of interaction and the functions of feedback the teachers employed. According to Denzin and Lincoln (2000), this approach enables the researcher to explain why things happen from the viewpoint of the insiders (in this case classroom observation).

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As the study was exploratory in nature, an emphasis was placed on collecting rich data in order to provide an in-depth description through classroom observation followed by interviews with teachers. I made sure to treat 'the context as it occurs naturalistically and no attempt is made to control the variables operating in the context as these may be the very sources of unexpected or unforeseen interpretations' (Burns, 1999: 22). However, it should be noted that the interpretive paradigm adopted in this study views knowledge as being personal, which therefore encouraged my involvement. In the current study, I tried to play an important part in extracting teachers' perspectives and insights into what happened during the observations as well as to allow an opportunity for them to raise any concerns they may have experienced while teaching was taking place.

4.4 Role of the Researcher

Gillham (2000) suggested that in a qualitative research, the role of the researcher and his/her relationship with the research design are important factors to consider by the researcher. Thus, given the basis of the current study on qualitative analyses of recorded classroom observations and teacher interviews (see Chapter 5), my role revolved between an insider's and an outsider's one. According to Campbell *et al.* (2004), the insider researcher often understand the significance of what is happening as they are, to a certain extent, familiar with the context. In current study, and given the fact of being a Saudi's citizen where I was born and raised in Saudi Arabia, this has given me an insider's perspective, and the ability to investigate the nature of classroom interaction with a native eye. I was fairly familiar with an education system operate in KSA, particularly the university's context in which I was involved. A merit of this was that participating teachers may have felt more relaxed during interviews and able to express their views freely, as they appeared to view me as a colleague rather an outsider researcher or inspector. This was particularly important as regards interpreting the research data. Nevertheless, a non-judgmental position towards what emerged was necessary, and I, thus adapted and limited my role during the data collection process to that of a non-participant observer (more details regarding the methods employed are provided in the next part of this chapter).

However, there may have been some disadvantages to being an insider. As I was familiar with the people and the system, I may have unintentionally overlooked some data, which could have been of importance to the research, on the grounds that they were too obvious to be worth mentioning. Moreover, I may have been, unknowingly, biased, since I had a pre-conception of the country's educational system having studied and taught there, however, this was not inherently a problem for my study. As an interpretivist, I understand that the people are always different and have different views and ideas which may be influenced by other factors, such as experience, culture and background (Moses and Knutsen, 2007). These features apply to my research, and to other social science research. Through being accurate and rigorous in my research procedures, any ethical bias was attempted to be avoided. In addition, although that I had been a staff member at Taibah University and prior to conduct this research, I had not met the subjects before. This based on the fact that I was away to complete my doctorate study which may have placed me in some way in the position of an outsider. However, both the participant students and teachers involved were very cooperative and welcome the idea of being part of the study's sample. Furthermore, the teachers may have felt at ease at some stages of the data collection, expressing concern related the policy of PYP and the assessment-focused teaching, of which most teachers disagreed (see Appendix C for direct quotation from interview data).

4.5 Research Participants and Sampling

The population of a research study is defined as 'the entire collection or set of objects, people or events of interest in a particular context' (Yaremko *et al.*, 1986:177). In the current study, the target population was Saudi male students who newly joined the University's PYP to complete their Bachelor degree in different disciplines. The PYP is a compulsory year for those who chose to study three main streams (e.g. medical, engineering and computer sciences) and consists of two academic terms (see section 2.3 in Chapter 2 for further information of PYP). The number of students involved in this study was 200 students, their age ranged between 18 and 21. The students were in the second term and all volunteered to take part in this study. These students joined the PYP from different parts of Saudi Arabia where they all received a similar education, and most of them were expected to have shared similar cultural backgrounds

(see section 2.2 in Chapter 2). However, it is possible that the students' level of proficiency in English may well differ in spite of the fact that they have all been through the same schooling system and studied the same curriculum.

In addition to the students, three EFL teachers voluntarily took part in the study interviews. In terms of teachers, the sample included a mixture of native and non-native English language speakers, and their teaching experience ranged from two to fifteen years. The sample of native teachers included one from USA with an MA degree in TESOL and BA degree in English education specifically in literacy and composition. The teacher had teaching experience in KSA and abroad over 10 years. In his own words

> I taught six years in Los Angeles, USA and then I taught five years in Jeddah, KSA in a high school that was a really learning experience for me because although I was training in teaching but I wasn't not training in teaching English as a foreign language and that completely different from teaching in high school writing and reading and that what prompted me to go and do the Master in TESOL because I felt that I was at the crisis in my profession.

The other participant from UK and had two years of teaching experience in the UK (high school) prior coming to KSA. The teacher had no qualification in teaching English as a foreign language, however he had a PGCE qualification (Post Graduate Certificate of Education) which is a mandatory qualification for anyone wants to teach in the UK. In addition to one non-native EFL teacher from Syria, he had an MA degree in TESOL and BA degree in English Language from Aleppo University. The teacher taught English in different EFL contexts for more than 15 years.

In this study, I adopted a purposive sampling procedure to select the participants. The rationale behind this choice was to allow the researcher to choose the most appropriate sample which could best serve the aims of the study (Cohen et al., 2007). A group of three EFL teachers were invited to participate and discuss the topic being researched, two natives and one non-native English language speakers. For the sake of diversity of the study's input, the sample include both experienced and novice teachers. The reason being that experienced teachers would be expected to give more insight into classroom interaction based on their experience and teaching practices in the EFL context while novice teachers, on the other hand, would be expected to suggest innovative approaches they had

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recently learned and to apply these with their students to enhance student interaction in this EFL setting. It was hoped that this diversity in the study sample would enrich the data by presenting different perceptions related to classroom communication. Dornyei (2007: 126) stated that: 'The main goal of purposive sampling is to find individuals who can provide rich and varied insights into the phenomena under investigation so as to maximize what we can learn'. Similarly, Denzin and Lincoln (1994: 104) encouraged this view; in their words: 'Many qualitative researchers employ [sic] purposive, and not random, sampling methods. They seek out groups, settings and individuals where…the processes being studied are most likely to occur'.

However, purposive sampling has some limitations, and these are similar to the weaknesses of qualitative methods overall. These limitations relate to issues such as bias and subjectivity on the part of the researcher and the difficulty of generalizing its data. Dornyei (2007: 127) suggested that 'the more cohesive/homogeneous the sample, the faster the saturation, but at the same time, the narrower the scope of the project'.

In this study, nevertheless, it is mentioned earlier that generalization is beyond the aim of the study and thus the study mainly focuses on exploring the nature of classroom interaction and functions of feedback turns that teachers use in a particular EFL context. Furthermore, any parameters regarding the sample of the study are explicitly declared in the limitations of the study. As for the participants, the teacher interviewees had an opportunity to express their views without strict limitations of time or instructions.

4.6 Methods of the Study

4.6.1 Observation

In the realm of educational research, there have been various types of methods which can be undertaken for the purpose of data collection. In this study, qualitative methods (i.e. observation and interview) were seen the most appropriate tools to employ for data collection. In order to address the first research question (What functions of feedback do English language teachers use in the EFL classroom context?) classroom observation was conducted in order to identify the functions of feedback employed in the classrooms visited and how

teachers used these functions with students. As Denscombe (2007: 206) suggested, observation does not rely only on what participants say, rather it is based on direct evidence of the eye to see what actually happens in the classroom. Merriam (1998: 97) proposes 'no one can observe everything, and the researcher must start somewhere'.

In this study, the observation started from the interaction activities occurred in these EFL classrooms. The focus was on how teachers utilised different functions of feedback in their interaction with students: do they use the feedback turns for evaluation or follow-up purposes? who is involved in such interactions and who is not? It was also used to observe the norms and structures of these interactional activities. Dörnyei (2007) noted that observation is a popular method for collecting data in many social settings, such as that of the language classroom. Similarly, according to Johnson and Christensen (2004: 186), observation involves 'the watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest'. Additionally, researchers like Duff (2008), Mackay and Gass (2005), and Richards et al. (2011), argued that observation allows the researcher to describe the activities as they occur in their context, and to 'understand the physical, social/cultural, and linguistic contexts in which language is used, and also collect relevant linguistic and interactional data for later analysis' (Duff, ibid: 138).

Having investigated patterns of classroom interaction in general, and the functions of feedback used by the teacher in particular, it was thought that observation was the most appropriate method to be undertaken for this purpose. It allowed me to detect and determine different functions of feedback teachers used and to observe how students responded to these functions. It allowed me to observe how teachers acted and interacted with students in classroom activities and interactional communications. Coleman and Briggs (2002: 174) listed four advantages of using observation in classroom settings, as follows:

1. It gives direct access and insights into complex social interactions and physical settings.
2. It gives a permanent and systematic record of interactions and physical settings.
3. It enriches and supplements data gathered by other techniques (allowing triangulation and, thus, increasing reliability).

4. It can be used to address a variety of research questions.

It is key to mention that classroom observation can be classified into two main types in terms of observer participation, participant and non-participant observation. In participant observation (in contrast to this study's observation), the researcher participate and take part in the phenomenon being investigated and thus he/she is considered one of the participant of the study. However, in non-participant observation, the researcher 'sit on the side-lines' and only watch and observe what happens in classroom without intervening in any activity being observed (Wallen & Fraenkel, 2001: 436). As an attempt to maintain the balanced perspective of an observer, this study used a non-participant observation and therefore I did not participate with the participants at any stage during the data collecting procedures.

Another distinction of classroom observation is whether it is structured or unstructured observation. In structured observation, for instance, the researcher uses an observation schedule and goes through it in a systematic and fixed way. Structured observation is often used in a quantitative type of research where the researcher takes notes in predetermined categories of classroom activities or behaviour. In contrary, unstructured observation allows the researcher 'to focus on the larger patterns of behaviour, more holistically and more macroscopically' (Punch, 2014: 154). In other words, the researcher has an opportunity to observe multiple issues in the scene with no restriction of predetermined categorization. Both types of observation have their strengths and weakness. For example, in structured observation, while the observer is focusing on a pre-set agenda and certain units of behaviour, they are likely to lose the larger picture of the scene and its overall functions. Though, the data analysis in the structured approach is easier and more standardised. In unstructured observation, although the observer has a holistic approach to capture the overall scene of activities and keep them in view, the data analysis is more demanding and complicated (Punch, 2014).

In this study, an attempt was made to combine structured and unstructured observation. In other words, although the observation was focused on the different functions of feedback turns the teacher employed, the researcher had an opportunity to observe the nature of interaction patterns in the different

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classrooms visited, to identify issues that came to the surface and to influence the process of classroom interaction and communication[5]. According to Punch (2014: 154), 'combinations of the two approaches are possible, depending on the research purposes and context'. Therefore, it is suggested that semi-structured observation was the best to employ in the study as it allowed the researcher to observe both the particular points mentioned above related to the functions of the feedback that took place in these classes as well as to identify any issues related to classroom discourse. Researchers like Sapsford & Jupp (1996: 61) refereed to this type of observation as 'less-structured observation'. They advocated that 'less-structured observation is characterised by flexibility and a minimum of prestructuring'. This does not mean that the researcher attends the classroom with no identified purposes in mind of what to observe, but there is a commitment to approach observation with a relatively open mind in order to reduce the influence of pre-determined agenda of specific category or activity. Notably, observation is often employed in cooperation with other methods (interviews- in case of this study) and therefore enhances the quality of evidence available to the researcher. As Mercer (2010) notes that it is always powerful for the research to use more than one method for analysing classroom talk in a complementary way. The use of only one data collection instrument might not enrich the outcomes of a study.

It is also essential to note that observation as a data collecting method has some disadvantages which have to be acknowledged and considered in the study. Researchers like (Ostrove and Hart, 2000; Denscombe (2007) have also referred to the weakness of observation as follows:

1. It may cause discomfort on the part of the people being observed and thus they may change their behaviour if they know that they are being observed.

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[5]Issues like the heavy focus on textbook materials and exams; the teacher relationship with the students; the total number of students in class (n=30), in addition to other concerns related to the classroom facilities and furniture (i.e. no Internet access to show students videos or other online materials, classroom chairs are hard to move (exam chairs) and smart boards are not working in some classes.

2. It is generally believed that observation is open to bias and subjectivity on the part of the observer, therefore underpinning the reliability and validity of the data gathered (Dornyei et al., 2007).

3. It can be demanding in term of logistic preparation and time-consuming compared to other data collection methods.

4. It does not increase your understanding of why people behave as they do.

In the current study, the above-mentioned disadvantages of observation were partly diminished, as follows. First, it was hoped that by arranging a number of short visits to classrooms prior to the formal observation time would help those being observed to be more familiar with the attendance of the observer and thus to behave in a more natural and comfortable way. Thomas (2010: 317) noted in his research that 'after a few visits to their learning environments by the researcher, students started to consider him as a supporter in their learning activities and began to feel at ease with him'.

Second, as for the observer's subjectivity, this was reduced by triangulating the observation data with the teacher interview data (more details offered in the following section 4.6.2). Also, all the study data were audio recorded and documented to increase validity and reliability. This also helped the researcher to get further assistance and confirmation at a later stage.

Third, logistic preparation was lessened because the study was conducted in a place familiar to the researcher. The study was conducted in the University where I graduated from and currently work in. This in fact assisted me and eased the logistics process to get the permission for instance to visit and observe classroom given that many of the teachers are colleagues whom I know and work with before starting my doctoral studies. Fourth, this point related to understand why the participants behave in a certain way during observation was not seen as problematic because the observation focused on exploring overt behaviour related to classroom interaction and the functions of feedback used. Later the researcher had the opportunity to discuss the observations with the teachers in interviews to know why they behaved as they did.

4.6.1.1 Observation Procedures

Three classrooms were observed and audio-recorded, each classroom was observed two consecutive times, 45 minutes for each (see table 5 below). All classroom observations took place in PYP's English classes at Taibah University. In this PYP, student should attend an intensive English course including the four English basic skills; reading, writing, listening, and speaking. Before conducting the observation, the teachers had already been informed about the current study and had given consent to participate (see Appendix E). Student's approval and authorization was also considered before observation taking place[6]. Both teacher and student participants were happy to be part in this study and have shown a full cooperation and willingness to be observed. It is worth to mention that both teachers and students were very familiar of observation procedures as the Professional Development Unit (PDU) at the university often conduct a number of classroom observation for the purpose of developing teachers performance and the level of development in PYP's classrooms. They also offer different training sessions and workshops presented in each semester. Classroom observations were audio- recorded using a recording device which was purposefully bought for this occasion. This modern technology device was chosen given its usefulness and appropriateness to capture the spoken interaction practises in classrooms. Although audio recording can sometime be difficult to use due to the presence of background noise, this could be overcome, by ensuring that it is positioned in a careful and stable way (Walsh, 2011:68). Wallen & Fraenkel, 2001: 440) emphasised that if these difficulties can be overcome, the use of audio-recording offers a considerable promise as a way to store, revise and approach data collected at any later stage which is seen beneficial and useful for the researcher.

During observation I sat quietly at the back of the classroom, this allowed me to have a wide clear scene of what happened in class without distracting both the teacher and students. The voice-recording device was placed on a small table in

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[6] Upon my arrival, I conducted initial short visit to the classrooms intended to be observed, I introduced myself to the students and mention that observation is part of my doctorate research and thus all data recorded is only used for academic purposes. All students welcome this visit, observation process and agree to be involved (See the consent forms in Appendix E).

front of me facing the classroom. The findings of the classroom observations informed the guiding interview questions for each participant teacher observed.

Research method (1)	Number of observation	Length of each observation	Length of data transcribed
Observation 1	2 times	45 minutes	10 minutes
Observation 2	2 times	45 minutes	17 minutes
Observation 3	2 times	45 minutes	8 minutes

Table 5. The volume of observation

4.6.1.2 Observation Analysis Procedures

In a qualitative type of research study, the data collected considered as 'a large, cumbersome database because of its reliance on prose in the form of such media as field notes, interview transcripts, or documents' (Bryman 2008, p. 538). This huge amount of data required a thorough and an appropriate analysis. Merriam (1998, p.178) suggests the principles of data analysis 'Data analysis is the process of making sense of the data. Making sense of the data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read -it is the process of making meaning'.

Given the nature of this qualitative research study, and its emphasis on classroom interaction and functions of feedback teachers' use in English classrooms, I went through two stages in analysing classroom interactional data. The first stage is a thematic analysis approach which was adopted to identify functions of the feedback teachers used in the study. Thematic analysis approach entitles 'a search for themes that emerge as being important to the description of the phenomenon under investigation' Fereday and Muir-Cochrane (2006: 68). Although this approach has widely criticised of being only a tool or skill used across a range of qualitative methods (Boyatzis, 1998; and Ryan & Bernard, 2000) within the last decade this approach has been 'recognised as a qualitative research method in its own right' (Willig, 2008:179).

Given the nature of this exploratory type of inquiry, the themes identified were inductively produced from the data of the study. The study identified five different functions of feedback the teachers employed in each classroom visited as

follows. First, using feedback to initiate questions. Second, using feedback to make the classroom interaction more communicative. Third, using feedback to promote student contributions and engagement. Forth, using feedback to provide an explicit evaluation. Fifth, using feedback to provide an embedded evaluation. Each function of these feedback represents a theme which is then supported by examples extracted from the data of classroom observation. The themes were identified from three classrooms observed, each classroom was visited and observed twice in two consecutive days.

The second stage of the analysis of classroom data draws on concepts of discourse analysis to characterise classroom talk and investigate how teachers facilitate these functions of the feedback with students. Kumpulainen and Wray (2002) and Sinclair and Coulthard (1975, 1992), they suggested that, rather than focusing on single utterances or pattern of interaction move, chains of utterances and longer exchanges should be analysed in order to understand the meanings developed through these patterns of discourse. By analysing the functions of the feedback teachers use at the level of classroom discourse, I abided by what Carlsen (1991) called the sociolinguistic context of the EFL lesson, or what Cazden (2001) referred to as 'features of pedagogic discourse'. Although in discourse analysis studies (as in the case of the current study), researchers generally focus on 'move analysis', rather than 'turn analysis', in this study both are used and thought to be significant in analysing classroom interaction procedure. In this way, turn analysis assisted me to identify the initiative speaker in classroom activities and who was talking and participating in each turn. On the other hand, move analysis allowed me to investigate the functions of the feedback teachers used through multiple moves of teacher talk to maintain the flow of interaction.

The transcription convention used in the analysis of classroom data is adapted from Van Lier (1988) (see Appendix A). The classroom discourse was transcribed with a focus on the features which were relevant to the study's focus and research questions (i.e. teacher initiations [I], student responses [R] and either teacher-evaluative-feedback (EF) or teacher-follow-up-feedback [FF]). The symbols used for the transcription are presented at the end of this thesis (e.g. T: teacher; S: student; R: student responses).

4.6.1.3 Piloting Observation

Prior to conducting the formal observations and collecting the observation data, I had the opportunity to test the methods employed in the study. This took place in the first week of the data collection period of three months, from February until May 2017. This initial piloting in any research is vital in order to spot any problems the researcher may encounter in relation to the procedures undertaken and, if necessary, to revise them (Kvale, 2007). Murray (2009:50) states that pilot testing 'provides an opportunity for researchers to test and refine their methods and procedures for data collection and analysis [and to] save a lot of time and energy by alerting us to the potential problems that can be worked out before we begin the actual study'.

In light of this, I admit that I felt lost at the beginning of the observation process because it was hard for me to pick up every pattern of interaction occurring in the classroom. The situation became even more difficult as everybody in the class was engaged in the classroom activities. At that moment, I was happy and sad at the same time. The feeling of happiness came from the fact that the students were being very interactive and were participating with the teacher, and this made the class stimulating for me as an observer and I wanted to carry on to the end of the lesson. On the other hand, I felt sad as it was hard for me to observe and determine the patterns of interaction taking place given this vigorous environment of classroom discourse. After a while, I found it is more useful to focus on one particular pattern of interaction (i.e. teacher initiations) given its importance for identifying the functions of the feedback teachers use, which is the focus of the study

4.6.2 Interviews

The interview was the second research method employed in the study.

Research method (2)	Length of each interview	Type of teacher interviewed
Interview 1	70 minutes	Native (USA)
Interview 2	65 minutes	Non-native (Syria)
Interview 3	55 minutes	Native (UK)

Table 6. The volume of interviews

Considering a wide variety of research studies in different fields of education, the usefulness of interviews has long been recognised. According to Punch (2014: 144), 'interview is the most prominent data collection tool in qualitative research. It is a helpful way of accessing people's perceptions, meanings, definitions of situations and constructions of reality. It is also one of the most powerful ways we have of understanding others'. The purpose of interviews as a method was to engage with participants to elicit their perspectives on the different functions of feedback employed in their classrooms, as well as to identify the influences which appeared to guide them to behave in certain ways while teaching. This therefore allowed the teachers to express their views of what happened in each classroom, and to articulate the concerns which influenced their teaching and interaction pedagogy with students.

According to Kvale (1996: 174) an interview is 'a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee' with respect to interpretation of the meanings of the 'described phenomena'. In a similar vein, Schostak, (2002: 54) asserted that an interview is an extendable conversation between partners with the aim of having an 'in-depth information' about a certain topic or subject, and through which a phenomenon can be interpreted in terms of the meanings interviewee bring to it. Gathering such meanings can be conducted in several ways, of which one-to-one interview is the most common one (Marshall& Rossman, 2006).

Within many qualitative studies in educational research, it is found that interviews can be classified into three types: structured, semi-structured and unstructured (Robson, 2006; Verma & Mallick, 1999). In structured interviews, the researcher has a list of questions which are 'tightly specified in advance' (McDonough, 1997: 182) in terms of both content and procedures, without any expansion allowed whether in the questions or the answers. The structured interview is often useful when there is a need to conduct interviews with a large number of respondents and in which identical and particular information is to be sought and identified.

Contrary to the case of structured interviews, in unstructured interviews the 'direction of the interview intentionally follows interviewee responses, with some of the characteristics of natural conversation' (McDonough & McDonough, 1997: 184). Although in unstructured interviews the researcher normally begins with some form of objective, such interviews allow the respondent broad freedom of

expression and expansion and often appear to be informal discussions; one question leads to another without a pre-planned agenda of what will be discussed. Between these two types comes the semi-structured interview (Denscombe, 2007) In this type of interview, although the researcher primarily refers to particular questions listed in advance, there is a flexible framework. In other words, the interviewee is given time to explore and develop ideas and speak widely on the issues raised by the researcher (ibid, 2007: 176).

In the current study, the semi-structured interview was seen as appropriate because it allowed me to discuss the data obtained from classroom observations and allowed the participants to comment and reflect on the data collected while their teaching was taking place. In addition, it allowed a space for teachers to raise any concerns about the classroom discourse and, specifically, to answer the second research question, on teacher perspectives on the different functions of the feedback utilised in their classrooms. Semi-structured interviews allowed me to understand the reasons behind the use of these particular patterns of interaction and their purposes; questions that could not be answered by observation. In the semi-structured interviews, it was also possible for the researcher to probe where possible for further elaboration and clarification. Another merit of using semi-structured interviews was the opportunity allowed for the interviewees to address any potential issues or difficulties they might have experienced or believed to be important that could have influenced student interaction and communication in these EFL classrooms.

It is suggested, then, that the semi-structured interview was appropriate to enable 'control of the direction of interview but with much more leeway' (Berg, 2004: 184). It was therefore hoped that this flexibility would enrich the data of the study by allowing more discussion and thereby leading to a better understanding of the classroom interaction.

It is also key to mention that interviews, like any other research method, have strengths and weaknesses. In terms of the strengths, Cohen and Manion (2007) proposed that interviews provide ample opportunities for asking questions, including probes, as well as extensive scope for in-depth response and discussion. Moreover, Dornyei (2007) stated that the interviewer's presence allows flexibility to the process of interviewing and thus provides space for the interviewer to discuss any new issues that might be raised by interviewees

(something that cannot be fulfilled by other methods such as questionnaires). Kavale (2003) proposed that interviews compared- to questionnaires- are more powerful in eliciting narrative data that allow researchers to investigate people's views and ideas thoroughly. Moreover, qualitative methods such as interviews differs from quantitative ones in terms of its ability to analyse the resulting data making an allowance for participants' social life. Such social life concerns and challenges related to the difference between the teacher backgrounds and the students were mentioned in interview data by English native teachers[7]. Lastly, interviews can be easily recorded and conducted (Neuman, 1997; Rubin, 2005). Nevertheless, the main weaknesses of the interview are presented as follows:

1. It is time-consuming to conduct and requires good communication skills on the part of the interviewer (Robson, 2002; Dornyei, 2007).
2. It allows only a limited number of respondents to be accessed (Cohen & Manion, 2007).
3. It is commonly believed that interviews are not very reliable and valid mainly as they may be influenced by the biases of the interviewer and the respondent (ibid, 2007).

In current study it can be admitted that the study took long time to be analysed and logically organized. However, it is traditionally known by researchers that qualitative studies are demanding and time consuming, although they offer more detailed insights into the phenomenon investigated and thus a better understanding of its nature and complexity. Notably, although it is claimed that interviews are time consuming for the researchers, they may be less demanding for the participants as people are normally not reluctant to speak about an issue but sometimes feel reluctant to put their ideas in writing (Best & Khan (1989).

Second, in relation to the limited number of respondents, given the fact that the research was undertaken in a university where I work, this indeed eased the process for me and enabled me to get responses from a sufficient number of

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[7] Some of the teachers refer to the difficulties encountered upon their first teaching practices in KSA and the difference between their own culture and the student's culture (e.g. how to deal with the students on a social level, addressing their general concerns, advising them in appropriate way considering their culture and background (see Appendix D for direct quotations).

teacher colleagues who were glad to participate in the study and give their perspectives and insights into classroom discourse. Third, for the subjectivity on the part of the researcher and respondents, I tried my best to avoid any type of prejudice given that the data collected were audio-recorded and documented. The interview data were mainly based on what happened in the classrooms when observation took place. Interviewees, however, had an opportunity to add whatever they believed would contribute to explaining their performance in the classroom. For example, the teachers mentioned that they have some concerns related to the policy of PYP in relation to the pacing schedule the teachers have to follow and adhere to and the heavy focus on exams for students' assessment. This sometimes led the teachers to concentrate on topics which are likely to come in exams for the students own benefits rather on classroom teaching and communication. Another teacher highlighted, there is no Internet access in classroom to show student videos or other online materials to enhance their participation and involvement (see Appendix C for more examples from interviews data). In addition, all participants were given a chance to raise any questions at the end of the interviews.

Therefore, it was important to ensure that any prejudices were controlled as far as possible and that participants were given the chance to clarify their answers as a safeguard against misunderstanding. Further, it was also important to ensure the natural flow of the interviews; 'questions stimulation' was used in the study as an attempt to open up the discussion with interviewees.

4.6.2.1 Interview Analysis Procedures

Interviews are considered the most common research method for collecting qualitative data (Burns, 1999). According to Bryman (2008: 192), the purpose of conducting interview is to 'elicit from the interviewee or respondent all manner of information: interviewees' own behaviour or that of others; attitudes; norms; beliefs; and values'.

In this study, the interviews were conducting with participant teachers to address the second research question (What are the teacher perspectives of different functions of feedback (if any) and the purpose of using them?). It is believed that Interviews were suitable research method as it helped not only to justify teacher's pedagogies during classroom interactional practises, but also helped to reveal

the teacher's awareness and understanding of classroom communication in general and student participation and interaction in particular. I used the thematic analysis procedure to analyse the data obtained from the interviews. Thematic analysis approach is very common in analysing interviews (Judger, 2016). It was used due to the fact that thematic analysis is for 'identifying, analysing, and reporting themes within the data collected and it can produce an insightful analysis that answer research questions' (Braun and Clarke, 2006: 79 and 97). The procedures used in analysing interviews were as follow:

1. **Recording the data:** The Interviews data were audio-recorded and then securely stored on my personal laptop (Wiles et al., 2008; Dörnyei, 2007).

2. **Transcribing the data:** The interviews data were then fully transcribed and converted to a written text by the researcher himself and then I used different themes identified from each interview for further analysis (Braun and Clarke, 2006). These transcriptions helped me to organise all points suggested, mentioned by the interviewees and assisted me to start analysing the meanings reported in relation to the teachers' feedback role to enhance classroom communication and interaction.

3. **Reading and re-reading the transcripts**: The transcripts were read more than one time to familiarise and immerse myself in the data (Braun and Clarke, 2006). During the reading process, I highlighted different ideas, key issues the teachers suggested for the purpose of helping student to enhance their comprehension and understanding of the content being studied.

4. **Searching for themes:** Following the reading process, I identified sub themes from the interviews data to identify the relationship between each one of them. Similar issues or ideas discussed were clustered under one theme for coherent organization and recognition (Braun and Clarke, 2006). See an example below for an interview analysis procedure:

Stages	Stage 1&2	Stage 3	Stage 4	Stage 5
Participants		Interviews data	Sub theme	Theme
Teacher 1	Recording &Transcribing	It's always been my idea number 1 that it's important for the teacher to have a <mark>relationship with the</mark> students, I make it a policy of mine that we do the first week I know all of their names I tell them, plz on the first two days, be patient with me, it will probably take me a week before I know who your names are.	Relation with the students	The teacher's relationship with the students
Teacher 2	Recording & Transcribing	The <mark>relationship with students</mark> is one of the most important issues the teacher has to consider on the subject of classroom interaction. In order to develop this type of relationship, it is always important to do something the students do not do very often in order to create space for fun activities while leaning.	Relation with the students	The teacher's relationship with the students
Teacher 3	Recording & Transcribing	They are a bit more adult here at the university so once <mark>I got to know them on a social level</mark> and understood their culture understood how they are. I think this helped me understand how to speak to them how to approach them, what to say and what not to say. I think if you try to be harsh with them or if you try to be too strict I think they'll not go well but if you just speak to them nicely or take them to the side they will respect this and they will have respect for you and then they will listen to you more.	Social relation with the students	The teacher's relationship with the students

Table 7: An example of interview analysis procedure

4.6.2.2 Piloting Interview

The interviews were the second research instrument used in this study. The main purpose of conducting interviews is to obtain information from the interviewees; that is, there is a question and answer session between the interviewer and the interviewee. Although, in current study, the interview questions were mainly based on the classroom observations, it was useful to conduct a pilot interview in order to make any necessary revisions or amendments regarding the interview's design or questions before the actual interviews took place. According to Turner (2010: 757), 'a pilot interview should be conducted with participants that have similar interests as those that will participate in the implemented study'. In that regard, it was key to seek the support of some teacher colleagues (i.e. PhD candidates) who were available in the UK to conduct face-to-face mock interviews. This allowed me to edit the interview questions thoroughly before conducting the actual interviews. For example, redundant questions were removed while others were changed to avoid leading the participants. My initial interviews were criticised for being too descriptive; some of the questions were not clear and were leading or loaded. It is worth mentioning that some of the questions were also changed to be relevant to what happened in the classroom in terms of the patterns of interaction the teachers used in each classroom.

4.7 Ethical Considerations

Conducting a social research includes collecting data from a number of individuals and participants and thus being ethical is one of the main conditions prior undertaking any social research (Wellington, 2000). Based on this premise and given the nature of this investigation which require visiting and observing teachers in their natural setting, a number of ethical guidelines were thoroughly followed to ensure that the participants felt safe and secure when they both observed and spoke about their roles and ideas in classroom discourse and to guarantee that no harm would reach them (see Appendix E).

Denzin and Lincoln (2008) and Cohen et al. (2011), among other researchers, stress that several ethical issues may regularly confront investigators and to which a great deal of attention should be paid. Likewise, Oliver (1997: 61) stated that 'ethical issues arise in research because of the complex web of rights and responsibilities which link participants together'. Although the current study

involved the collection and use of data involving human participants, the nature of this data was not sensitive.

However, and in line with the research ethics guidelines provided by the University, the following steps were afforded high priority while conducting the study. First, the research was conducted based on informed consent. Second, the participant sample of the study were fully informed about the objectives of the research. As Wellington pointed out, 'participants in a research study have the right to be informed about the aims, purposes and likely publication of findings' (2000: 56). Third, the data were gathered and analysed specifically for the purpose of this research. Forth, anonymity and non-traceability had been assured, in that throughout the study participants' real names were replaced by other names in order to comply with ethical practice and protect interviewees' identities. As Bibby et al (1989:17) stress 'confidentiality must be respected and protected by positive measures; and data subjects should be told the purpose of the research and should have adequate opportunity to withhold their cooperation'. During each interview, interviewees were given the chance to interrupt and/or ask questions whenever they wished and also had the opportunity to withdraw from the study at any time. According to the ethical guidelines of the British Educational Research Association (BERA) (2004: 6) 'Researchers must recognise the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right'.

4.8 Research Trustworthiness

Given this study adopted a qualitative research approach, it was essential to implement a set of criteria to check and ensure its quality through establishing validity and reliability of the data collected or what is called 'authenticity criteria' (Guba & Lincoln, 1994; and Schwandt, 2001). According to Patton (2002), validity and reliability are two important issues which should be considered for any type of research project. In this section, I describe how appropriate measures of validity and reliability are in relation to the study and how far I have tried to ensure that the research process, instruments and results met these measures. Validity, in relation to a research instrument, is defined by Fox (1969:367) as 'the extent to which the procedure actually accomplishes what it seeks to accomplish or

measures what it seeks to measure'. In this study, the use of two data collection methods was thought as being important to ensure the validity of the data of the study. It was helpful to minimize any possible limitations of using one method and to achieve better results (Cohen *et al.*, 2011).

In addition, to establish the validity of the study's instruments, and in line with researchers such as Seedhouse (2004) and Creese (2005), the current study followed two procedures to secure internal validity. First, attention was given to an emic perspective, whereby participants had the opportunity to clarify, justify and share their viewpoints around the data collected within observation during interviews. Second, the focus was directed to what exactly happened in the target classrooms in terms of classroom interaction and spoken activities took place, and thus the study was operated in an inductive manner.

With regards to reliability, researchers such as Bogdan and Biklen (2006) argued that authenticity and credibility of the data is a core issue. This study employed non-participant observation to ensure that classroom discourse data was collected in a relaxed setting, and ensured interviews were conducted in a friendly atmosphere whereby participants' convenience was a priority. In addition, and prior to the data analyses, a full transcription of interview data was sent by email to the participating teachers in order to ensure their ideas and views were appropriately represented and mentioned. As for the non-native English teacher, the data of his interview were translated from Arabic to English by myself and then the full transcription of both versions was sent to the teacher for further revision, comparison and confirmation. Yin (2013:30) argued that a general method of considering reliability in qualitative inquiries is "to make as many steps as operational as possible and to conduct research as if someone was always looking over your shoulder", thus multiple sources of data were used to present multiple layers of reality adequately and sufficiently.

Chapter Five: Findings

5.1 Introduction

This chapter presents the finding of the research obtained from the analysis of EFL classrooms observation followed by interviews with teachers in a Saudi university context. The chapter is divided into two main parts; the first part addresses the first research question while the second part addresses the second research question.

5.2 Summary of RQ1

In order to answer the first research question (RQ1- What functions of feedback do EFL teachers use in a particular Saudi context?), the investigation identified different patterns of interaction employed by English language teachers with a special emphasis on how teachers use the third-feedback turn to enhance communication and interaction among students in English classrooms.

In relation to the patterns of classroom interaction, one of the most common structures of classroom interaction is IRF: Initiation, Response, and Feedback. In this model of interaction the teacher initiates a question to a student, the student is then expected to provide a response, and the teacher in the third-turn of IRF exchange provide feedback on that response. Some writers refer to this structure as IRE, instead of IRF, given the fact that most of the teacher's feedback is offered as an evaluation of a student's contribution. This model of interaction primarily stems from the work of Sinclair and Coulthard (1975), known as the [IRF/E] sequence of interaction. The IRF exchange is still the overwhelming structure of all classroom discourse and can be found in almost any classroom (Walsh, 2017: 183). However, it is noteworthy to mention that the three-part structure of [IRF/E] has been widely criticised on the grounds that it fails to provide an opportunity for students for further communication and interaction.

From this point, the data of this study focus on how teachers utilise the feedback turns in this EFL context with students, whether for strictly evaluative feedback and then closure of the cycle of interaction at this level, or follow-up feedback to maintain the flow of interaction. In addition, the data focus on teachers'

perspectives of, and insights into, the different functions of feedback (if any) they use.

The findings of the first part show that teachers vary in the functions of the feedback they use with students. The teachers' functions of feedback are presented in different extracts with an illustrative example from each classroom visited. Pseudonyms are used for participating teachers. Importantly, the extracts below are presented as they were in the classrooms without any correction or modification.

The transcription convention used in the analysis of classroom observations is adapted from Van Lier (1988). Please see (Appendix A) for a full description. The table below identifies five functions of feedback used by the teachers in these EFL classrooms.

	Functions of feedback teachers used	Extract number
1	Using feedback to initiate questions	Extract 1-2
2	Using feedback to make the discourse more communicative	Extract 3
3	Using feedback to promote student engagement and contributions	Extract 4-5
4	Using feedback to provide an embedded evaluation	Extract 6,7,8
5	Using feedback to provide an explicit evaluation	Extract 9

Table 6: Functions of feedback teachers use

5.2.1 Using feedback to initiate questions:

Questioning is one of the most important discourse strategies teachers use in the classroom to elicit responses and information from students. In a language learning context, questions not only form an opportunity for students to answer the questions teachers initiate, but also an opportunity to communicate and practise the target language for learning and development (Chaudron, 1988: 126). Considering the corpus of this study, participant teachers show different strategies of questioning, particularly in the third feedback turn of interaction. The extract below demonstrates how the teachers initiate different types of questions

to elicit student responses and communication. Students in this classroom activity are supposed to read a passage from the textbook (10 mins) and then answer its following questions[8].

(Extract 1)

1.	[I]	T	Why are companies able to make products more quickly and at a lower cost? Yes, Mohammed?
2.	[R1]	S1	I think because people buy them more and more.
3.	[FF]	T	OK, Is that the answer? But why are they able to make it? Not why do they make it? What's able mean?
4.	[R2]	S2	Means can.
5.	[FF]	**T**	Yes, why can they make products more quickly?
6.	[R3]	S2	Because it's cheap.
7.	[FF]	T	Umm (3) – yes, go ahead!
8.	[R4]	S3	Because companies know that consumers will buy them over and over again.
9.	[FF]	**T**	OK, is that why they do it or why they are able (*have Qudraa*) meaning they are able to make it quickly? In other words, how can companies make it quickly? Yes, Abdul Aziz?
10.	[R5]	S4	Because we have modern technology.
11.	[FF]	T	Excellent, yes because of modern technology! Modern technology make them able, makes them able to make it quickly. There's a difference between the ability to do something and the reasons why they do something.

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[8] Observation 1, min 44.

In this excerpt, the teacher commences the classroom activity by an invitation question directed to the whole class, turn 1 (Initiation 1). A student self-selects himself and provides a response, turn 2 (Response 1). The teacher in the third turn of feedback initiates different follow-up questions and sub-questions in one statement. For example, the teacher uses an interrogative question followed by a clarification question and explanation. He then immediately takes a further step and breaks down the question in turn 3 (Initiation 2). In response to this latter step, a new student S2 joins the discussion and provides a response, turn 4 (Response 2). The teacher confirms this response and once again initiates a follow-up modification question based on the response offered by S2, turn 5 (Initiation 3). The teacher, upon the third incorrect response offered by S3, notices that students may have difficulty in understanding the content of the question and thus he modifies the follow-up questions initiated afterwards using code switching as a further support, turn 9 (Initiation 4). Following this latter question the teacher gets the correct answer from S4, to which he provides the last follow up feedback, turns 10 and 11.

Considering the structure of IRF patterns of interaction, it can be seen that the feedback turn is utilised above as a preface move using words like 'ok' or 'yes' and then to initiate new questions and sub-questions rather to provide an evaluation feedback and stop at this level. For example, in feedback turns 3 and 5, the teacher could simply provide corrective feedback to student contributions and move on without asking any new follow-up questions. The teacher could do the same as well in responding to the contribution offered by S3 turn 8 and then close down the cycle of IRF at this feedback level. However, the teacher alternatively uses different types of questions which contribute to extend the turns of communication and interaction in the classroom. This can be interpreted that, on a macro level, the teacher uses different follow-up questions and sub-questions in feedback turns 3, 5, and 9. On a micro level, the teacher varies in his pedagogy of initiations include prompts, recaps, reformulation, clarification, probing (e.g. questions turns 3 and 5). It is also noticed that the teacher uses simplification and code switching in his questions (turn 9).

The follow-up questions initiated by the teacher above not merely help to extend the verbal exchange between the teacher and students but also to assist students to solve the problem and guide the learning process (Panselinas & Komis, 2009).

The multiple turns of communication between the teacher and students lead the latter to fully understand the question, its meaning, and thus its correct answer. In other words, the verbal exchange between the teacher and student does not terminate at the third feedback turn of the typical IRF but rather extends to include multiple turns of new initiations and responses which are open to include more than one contributor. This modified structure of IRF is called a Spiral IRF (Li, 2011; Panselinas & Komis, 2009). As Li suggested: 'A spiral IRF operates like a chain of initiations and responses before feedback is made' (2017: 122).

In the above extract, the teacher uses the feedback turn to initiate questions for the purpose of extending the communication turns and creating a further opportunity for learning and development. However, this is not the only reason for asking questions in classroom discourse. The basis of the questions teachers initiate is often determined by the content being taught (Walsh, 2017). In the following extract, the teacher tries to check students' understanding of some vocabulary and its meaning, as well as to identify its part of speech[9]. The teacher tries to make a vocabulary game, perhaps as an attempt to make the task more competitive for students.

(Extract 2)

1.	[I]	**T**	Now we're going to play game about vocab and explain its meaning and which part of speech the words are. OK let's start: what's the first word?
2.	[R1]	Ss	Appreciate.
3.	[FF]	T	OK, appreciate, how do you spell this word?
4.	[R2]	Ss	A, B, R, C, S; A, P, R, I; APPRICIATE (Not all Ss get the correct spelling of the word, other Ss do).
5.	[FF]	T	OK, what part of speech is appreciate?

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[9] Observation 1, min 15

6.	[R3]	Ss	Verb.
7.	[FF]	T	Nice, what is the noun form of appreciate?
8.	[R4]	Ss	Appreciation.
9.	[FF]	T	Nice, what about the adjective?
10.	[R5]	Ss	Try and come up with incorrect answers (e.g. appreciaten, appreciation).
11.	[EF]	T	No.
12.	[R6]	S1	Appreciative, with incorrect pronunciation.
13.	[FF]	T	Very good, Ahmad, appreciative. Ask the whole class to repeat twice. OK, what does appreciate mean?
14.	[R6]	S2	To value something.
15.	[FF]	T	To value something, very good. OK, what about you guys, are you appreciative?
16.	[R7]	Ss	No! [*others*] Yes! (Hhh).

In this classroom exercise, the teacher starts the classroom task with an invitation question to the whole class, turn 1 (Initiation). A group of students respond to this question, turn 2 (Response 1). The teacher in the third follow up feedback turn verifies this response by saying yes and then initiates a new follow-up question, turn 3. Although not all students respond to this question correctly, others succeed as is apparent in turn 4. The teacher, in responding to those who answer the question correctly, initiates a new follow-up question, turn 5. Notably, the teacher continues to use follow up feedback words (i.e. nice, very good) and then initiate follow-up questions upon each contribution offered by students (e.g. turns 7, 9 and 13).

Interestingly, the difference between this extract and extract 1 is that the teacher initiates further questions even upon the correct responses (e.g. turns 3, 5, 7, 9 and 13). At face value, by looking at the follow-up questions in turns 3, 7 and 9,

it can be seen that these particular questions were not included in the main question, turn 1. Apparently, these questions were made up and added by the teacher at that moment in the class. The teacher in so doing perhaps wants to inspire students and make the activity more challenging or allow space for further communication. More details about the purpose of using these questions are given later when teacher perspectives on different sorts of feedback are addressed.

5.2.2 Using feedback to make discourse more communicative

Communication is often seen as imperative tool in a language learning context as it is the way in which the target language is used. It is the tool through which the teacher can act and interact with students. Without communication, it is difficult for teachers to identify whether students are learning and developing or not. According to Walsh (2011: 3), 'if we are to become effective as teachers, we need not only to understand classroom communication, we need to improve it'.

Research studies in classroom discourse identify four key features of effective teaching to make discourse more communicative, which are using referential questions, providing content feedback, speech modification and negotiation of meaning (Nunan, 1987; Thornbury, 1996; Walsh, 2017). An example of how the teacher uses feedback turns to make the discourse more communicative using these four features is exemplified in the extract below with an illustration of each feature used. In this listening exercise, the class addresses a talk on the universal topic of the source of trash and its key role in environmental pollution. Two main sources of trash are mentioned: companies and individuals. The teacher tries to provide an example from the students' context to show how everybody can be responsible and contribute to solving this common concern. After listening, the teacher allows time for discussion and exchange of different views around this topic[10].

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[10] Observation 2, min 20

(Extract 3)

1.	[I]	**T**	For example, go to the park. If you go to the park on Saturday morning, how does it look?
2.	[R]	Ss	Dirty
3.	[FF]	T	Yeah, trash everywhere from Friday night. OK, if I on Friday night, put my trash in the trash can, does it make really a difference to the park?
4.	[R]	Ss	No! [*others]* Yes!
5.	[FF]	**T**	No, because it's only me. So what can I do now to get other people do the same thing? how do you do it? What's the way, how do you get everybody to see this and make them adhere to it? Yes, Edrees?
6.	[R]	S1	To advise people, talk to them.
7.	[FF]	T	OK, good. So would you go and talk to people leaving their trash in the park?
8.	[R]	S1	For me, yes, I will.
9.	[FF]	**T**	OK, so talking to people, OK that can help. Yes, Ahmed?
10.	[R]	S2	If I want, yes, I will talk to them; but I don't want.
11.	[FF]	T	That's honest! If you want to. So do I really care? This is the point, do I care? Maybe I cared before, but I try and try, no one listens, so I give up. Yes, Yasser, what else can we do to get other people to change their minds?
12.	[R]	S3	Punish them! Hard punishment.

13.	[FF]	T	Hard punishment (Hhh). Take a stick with you! [*everybody laughs*]
14.	[R]	S3	[Hhh] No, government can do that; charge people who leave their trash out.
15.	[FF]	T	How can we do that?
16.	[R]	S3	Cameras, like in USA, cameras everywhere; every street there's a camera in America.
17.	[FF]	T	Whereabouts in USA? Where did you go?
18.	[R]	S3	Ohio
19.	[FF]	T	That's because they're Bedouin, Bedouin Americans!
20.	[R]	Ss	(Hhh)
21.	[FF]	T	(Hhh) Ok, yes, Bander go ahead. (S4)
22.	[R]	S4	I think change comes from one man. I change myself, and Yasser changes himself and everyone changes himself.
23.	[FF]	T	I think it's more than that. Our rule is strong but you also know that I care about you.

The teacher starts the classroom activity by an invitation question to the whole class, turn 1. This question seems to be open in nature and can be answered in different ways. However, students overwhelmingly respond to this saying (dirty), turn 2. This straightforward response seems to be expected by the teacher, as he straightforwardly confirms this response in his follow up feedback turn and goes on with a further display question, turn 3. Students vary in their response (i.e. yes, no), turn 4. The teacher immediately starts to open up the discussion by asking different referential questions in one go, turn 5. Notably, the teacher continues to use different referential questions upon students' contributions as an

attempt to enrich the discourse in class and keep it going (e.g. turns 7, 11, 15 and 17).

In other parts of the extract, the teacher attempts to focus on the meaning of the student contributions rather than the form of the language students use. This is noticed when the teacher totally ignores the language error produced in student's response, turn 22, and focus on its meaning (content feedback). The teacher in so doing perhaps focuses on fluency rather than accuracy, or maybe he pays less attention to this error given that it does not contribute to changing the meaning of the sentence. Pedagogically, researchers such as Firth (1996) referred to this practice as the 'let it pass' principle, especially when the errors do not cause a problem in understanding the intended meaning.

Moreover, the extract above shows that the teacher occasionally tries to modify the speech and language used with students, as apparent in the follow up feedback turns. 3, 11 and 23, or even tries to negotiate the meaning of students' responses and seeks clarification and confirmation (e.g. turns 7, 9 and 13). Interestingly, upon each prior request from the teacher, there is an immediate response offered by the student, turns 8, 10, and 14.

5.2.3 Using feedback to promote student engagement and contributions

One of the key characteristics of effective teaching is the ability to engage students and facilitate learning and learning opportunity by taking the appropriate interactive actions at the moment of teaching. The data of the study shows how the teacher, on some occasions, utilises the feedback turn to enhance students' engagement and promote their contributions and interaction input. Teachers can play an essential role in shaping and reshaping students' responses instead of simply accepting them as they are. For example, they can restate students' responses using different forms of language and vocabulary, or summarise students' responses to check exactly what they mean. Teachers can sometimes elicit students' communication using stimulating phrases or follow-ups to extend their contributions and responses. However, in order to appropriately shape students' responses it is important to deal with these responses in a relevant way. The extract below shows how the teacher used the feedback turns to shape

students' responses and promote their engagement in classroom task activities. In this listening and speaking exercise the class addresses a general topic, talking about food and nutrition: 'You are what you eat'. Students then exchange views on whether they agree with the advice suggested by a nutritionist, and if so why? And why not? [11]

(Extract 4)

1.	[I]	T	OK, everybody, let's share. What do you think now? Do you all agree with the nutritionist and why?
2.	[R]	S1	No, I disagree, sometimes we see many fast food restaurants and we would like to eat and try them.
3.	[FF]	T	[Yeah, we're human, we feel like we want to eat hamburgers so why can't we eat hamburgers? It's natural, we love the taste.] Good; any other views?
4.	[R]	S2	I disagree with him.
5.	[FF]	T	OK, you disagree. Oh, listen, he disagrees.
6.	[R]	S2	He said it is ok to eat bad food. I think - and I have experience - when you eat bad food you have health problems.
7.	[R]	S3	I disagree, what's the problem? We can drink soda when we go out with friends, but on the same day I have healthy food so I can eat the bad and good food.
8.	[R]	S4	I disagree.
9.	[FF]	T	You disagree, alright Abdulrahman. Listen, he disagrees.
10.	[R]	S4	If you are a healthy man, you work hard, you should eat healthy food only.

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[11] Observation 2, min 30.

11.	[FF]	T	All right, do you think people worry too much about nutrition?
12.	[R]	S4	No, because fast food restaurants are always busy.
13.	[FF]	T	So that means a lot of people don't care about nutrition?
14.	[R]	S4	Yeah
15.	[FF]	T	All right, what do you think guys? That's a good point.
16.	[R]	S5	I think people in SA don't care about food. Most of them have health problems.
17.	[FF]	T	Oh, how do you know this?
18.	[R]	S5	I can see it! I think SA is fourth in the world for fat people.
19.	[FF]	T	The fourth in the world! Wow this is because of bad nutrition?
20.	[R]	S5	Yes.
21.	[R]	S6	Nutrition is bad because all restaurants in SA are for junk food and because junk restaurants make more money.
22.	[FF]	T	Wow, they make a lot of money? a lot of customers?
23.	[R]	S6	Yeah

In this extract, the teacher begins the classroom talk by an invitation open question to the whole class, turn 1. A student self-selects himself and responds to this questions with a further explanation, turn 2. The teacher in the feedback turn, instead of accepting the student's contribution as it is, tries to shape his response and shows its relevance to the class by restating what the student said using different words and then follows up with a request for further contributions, turn 3. A new student (S2) joins the discussion and displays disagreement with the response offered by S1, turn 4. The teacher, in this feedback turn, accepts

S2's disagreement and then tries to invite prior student S1 to comment on each other's contributions using stimulating utterances (e.g. oh, listen, and/or gestures), turn 5. In so doing the teacher perhaps attempts to stimulate students to interact with each other and thus create a competitive environment for multiple turns of communication. Student 2 then immediately starts to justify why he disagrees and indicates that he had had a bad experience of eating fast food, turn 6. Notably, a new student (S3) overlaps and reveals a neutral view in which he proposes that a person can somehow balance eating both types of food on the same day, turn 7.

However, this response is similarly opposed by another student (S4), who suggests that a healthy man should only consume healthy food, turns 8 and 10. In turn 9, the teacher once again tries to promote student engagement and communication by inviting them to comment on each other's contributions for further inputs. The function of the feedback the teacher used here to elicit student contributions and enhance their engagement continues when the teacher attempts to shift the discussion from a micro level inside the classroom to a macro level and see how students overall look at nutrition from a wider perspective, considering the whole society, turn 11. A student self-selects himself and provides a response, turn 12. The teacher once again tries to paraphrase the student's response using different forms of language and vocabulary for the purpose of clarification and confirmation, turn 13. The student immediately confirms his response, turn 14.

This student's response seems to be interesting for the teacher as explicitly stated in his follow-up request to elicit more contributions from other students, turn 15. Meanwhile, another student (S5) joins the discussion and provides a response which implicitly indicates his agreement with what S4 suggested, with a rather stronger statement which asserts: 'I think people in Saudi Arabia don't care about nutrition and most of them have health problems' turn 16.

Notably, the teacher this time does not accept the student's contribution as it is but, rather, deals with it in a more provocative way using an interjection utterance (Oh) followed by a request for further explanation, turn 17. S5 goes on and justifies his response with some evidence, turn 18. The teacher tries to restate the student's contribution in a similar way using another interjection (Wow), turn 19. Importantly, the teacher does not place himself in a position to judge any

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contributions offered by students but, rather, reveals his interest in what they say to enrich their communication and interaction. It is also worth mentioning that the teacher's follow-up comments and/or questions are often relevant to what the students suggest and are based on their responses and contributions. Researchers like Smith and Higgins (2006: 297) refer to these interjection phrases, which the teacher used in the latter feedback turns, as reciprocal engagement in students' responses. This indicates 'teacher's implicit cue and prompting for continuance'. Similarly, other researchers, like Dillon (1990, 1994) and Wood (1992), refer to interjections as 'conversation tactics' 'which engender the widest range, longest and most animated response form pupils' (208).

The data of the study, in addition, indicate how teachers sometimes incorporate humour in classroom tasks to promote student engagement while learning. Humour is found in the attempts teachers create or take advantage of to reduce the level of formality in the classroom and make students laugh and feel comfortable. In modern classrooms, humour plays an important role in creating a dynamic environment for entertainment, learning and development (Anttila, 2008). This can also assist teachers to overcome any boredom students may feel during classes. In this study, humorous comments in the feedback turns teachers used are observed in one of the earlier extracts (Extract 3), which mainly shows how the teacher used a feedback turn to make the discourse more communicative. The teacher attempted to make students laugh via a comic follow-up feedback.

(Extract 5)

1. [FF] T   What else can we do to get other people to change their minds?

2. [R]   S   Punish them! Hard punishment.

3. [FF] T   Hard punishment? (Hhh) Take a stick with you? (*Everybody* Hhh)

4. [R]   S   (Hhh) No, the government can do that by using cameras.

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In the above short extract, the teacher attempts to use a humorous follow-up comment in responding to the student who suggests 'hard punishment' for those leaving their trash out. This statement makes everybody laugh in class, including the student himself. This is possibly because the students overall acknowledge that the teacher in so doing is trying to provoke the student to explain the way in which this 'hard punishment' can be implemented. The student immediately reacted positively and provided an example of how to do so by using cameras, for example as in USA.

5.2.4 Using feedback to provide an embedded evaluation

From the data and extracts illustrated above, it can be seen that the teachers overall try to utilise their feedback turns to open more channels of communication rather than providing evaluative feedback. Nevertheless, it is traditionally known that feedback can also be used for immediate correction of student errors. Inevitably, while learning, students will make mistakes and teachers vary in their use of pedagogies for treatment and repair. Repair, as defined by Walsh (2011: 14) 'refers to the ways in which teachers deal with errors'. The data of the study show how teachers deal with errors in the observed classrooms. In the following extract, the teacher repeats the student's erroneous utterance as an attempt to prompt the student to recognise the linguistic error.

(Extract 6)

1.	[R]	S	If you are a healthy man, you should to eat healthy food.
2.	[FF]	T	[You should]
3.	[R]	S	You should to eat…
4.	[FF]	T	You should
5.	[R]	S	Yeah
6.	[FF]	T	Should to ⬆ Waa Mussyi-bataah[12] (Arabic)

[12] This is an Arabic word often used to express your shock or surprise when an unexpected thing happens, which can be translated as 'Oh my Goodness'.

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7.   [R]   S   You should eat healthy food for your diet.

In this short extract, which arose halfway through a listening and speaking class talking about food and nutrition, one of the students suggests an idea with a linguistic error 'should to', turn 1. The teacher, in responding to this error, interrupts the student and repeats the word the student used immediately prior the error more than once, 'you should' in turns 2 and 4 as an attempt to prompt the student to correct the error. However, the student seems not to acknowledge this error as he repeats the same error followed by a confirmation of his response, turns 3 and 5. The teacher this time restates the student's response with a rising intonation as a further prompt, turn 6. Following this latter step, the student acknowledges the error by self-correction of his response, as shown in turn 7. Later, and in the same classroom task, the teacher deals with other linguistic errors produced by other students in a similar way.

(Extract 7)

1.	[I]	T	So you don't think people are worried about nutrition? Maybe if you eat healthy food you are healthy, if you eat junk food you are not. What do you think? Do you agree?
2.	[R]	S	We does not.
3.	[FF]	T	We does not? We does not? ⬆
4.	[R]	S	We don't, because not all people are like this. For example, I eat a lot of junk food but I'm fit.
5.	[FF]	T	Ok if you look at Abdulrahman he's in shape. So do you think he eats salty food? But as a matter of fact every day he eats Kabssa, every day he eats burger.
6.	[R]	S	[Every day I drink soda.]
7.	[FF]	T	How many?
8.	[R]	S	Only one.

9.	[FF]	T	(Hhh) All right, lucky you, but be careful, that won't last forever. When you get older you'll feel different.
10.	[R]	S	I don't think so.
11.	[FF]	T	You don't think so, ok.

The teacher in this extract tries to summarise a student's response before moving on to the next student turn 1. A student self-selects himself responses with a linguistic error 'we doesn't' turn 2. The teacher in responding to this error attempts to prompt the student by repeating the error produced twice with a rising intonation turn 3. The student immediately acknowledges the error and goes on to complete his response after self-correction turn 4. Notably, in both examples above the teacher correction for repair do not appear to obstruct the students in communication but rather assist each student to identify the error and correct it himself. Pedagogically, error correction is not always seen insignificant given that it is normal for student at any learning context to get their errors corrected or repaired. According to Seedhouse (1997:571) 'making linguistic errors and having them corrected directly and overtly is not an embarrassing matter'.

The data of the study additionally show other examples of how the teachers use an embedded evaluation in feedback turns for the purpose of treatment and repair. A possible example can be noticed in the below extract, which mainly arose halfway through Extract 1

(Extract 8)

1.	[R]	S	I think because people buy them more and more.
2.	[FF]	T	OK, Is that the answer? But why are they able to make it? Not why do they make it? What's able mean?
3.	[R]	S	Means can.

4.	[FF]	T	Yes, why can they make products more quickly?
5.	[R]	S	Because it's cheap.
6.	[FF]	T	Umm (3). Yes, go ahead.

In this extracted example, the teacher tries to avoid uttering the word 'no' or 'wrong' upon the student's incorrect response, turn 6. However, he pauses for three seconds; this short pause can be interpreted as an embedded evaluation which manifests that the teacher is still looking for further contributions from other students while trying at the same time to stop himself from saying 'no' in responding to the contribution offer by the student, turn 5. Notably, this attempt by the teacher to shift the discussion to other students did not occur from the first response offer, turn 1. The teacher had already made an effort to help the student in the follow up feedback by initiating different types of questions, turn 2. However, although the student succeeded in answering one of these questions correctly, the main question remained unanswered. The teacher, in this case, preferred to give an opportunity to other students to participate. According to Li (2017: 125), the embedded feedback helps the student to be precise in his ideas rather than preventing him from attempting further communication.

5.2.5 Using feedback to provide an explicit evaluation

As mentioned earlier, teachers occasionally use feedback turns to provide evaluative feedback to incorrect responses. The data of the study show one example of how the teacher used an explicit evaluation to a student's response without any further follow up request to maintain the flow of interaction. The below example arose halfway through Extract 2

(Extract 9)

1.	[I]	T	What is the noun form of appreciate?
2.	[R]	Ss	Appreciation.
3.	[FF]	T	Nice, what about the adjective?

4. [R] Ss [Try and come up with incorrect answers.] (e.g. appreciaten, appreciation).

5. [EF] T No.

6. [R] S1 Appreciative. [with incorrect pronunciation]

In this instance, the teacher provides an explicit negative evaluation to the student's response, turn 5. It is noteworthy to mention that this evaluative feedback is not directed to one particular student but rather to a group of students, who all try to speculate the correct adjective form of the word 'appreciation', turn 3. Arguably, providing corrective feedback to a group of students does not sound embarrassing in the same way as to a particular student.

So far, this chapter has revealed that teachers use their feedback turns not only for evaluation purposes but also to provide further opportunities for student communication and interaction inputs. The study, throughout the different extracts illustrated above, demonstrates how teachers use different functions of feedback to extend the turns of communications among learners and allow them to share knowledge and experience with both teachers and their classmates in classroom activities. The teachers identified five functions of feedback in the classrooms observed: using different types of questions, enhancing student communication and discourse, promoting student engagement, and providing both embedded and explicit evaluative feedback upon student contributions. After identifying the functions of the feedback they employed, it is important to ascertain the teachers' perspectives and their insights into these functions, as well as to identify their reasons for using them with students in these EFL classrooms.

5.3 Teacher's Perspectives of Feedback

5.3.1 Summary of RQ2

In this second part of the chapter, the study aims to answer the second research question (RQ2. What are the teachers' perspectives of feedback turns overall?). In order to answer this research question, semi-structured interviews were conducted with three participant teachers to gain their perspectives on, and insights into, the feedback turns. In addition, the interviews aimed to address any concerns the teachers experienced or believed to contribute to shaping classroom interaction and teaching practices overall.

It can be seen through the findings on the first research question that the feedback turns can be used to extend student responses and communication inputs via a variety of follow-up moves, rather simply providing evaluative feedback and end the circle of communication at this level. Thus, it is important to note that the teacher's third feedback constitutes the space within which teachers can often utilise to assist students' further communication inputs by shaping their contributions and responses.

The findings related to the second research question show that the teachers all referred to their key role as EFL teachers in promoting classroom communication through different functions of feedback to shape and scaffold student contributions and responses. Scaffolding has been viewed as an important classroom pedagogy through which teachers provide support and guidance to students. Scaffolding is defined as the support teachers often make in a certain task in order to assist students' learning and development. In a classroom context, any kind of teacher intervention for the purpose of helping a student to accomplish a task can be interpreted as scaffolding (Maybin et al., 1992). From this perspective, scaffolding as a means of assistance can be provided to students in various ways and can serve different developmental needs.

In current study, the participant teachers proposed that assistance is often determined by the lesson objectives and the nature of the support the students need. Considering the findings of the study, teachers used the third-feedback turns of interaction as a way of scaffolding to develop student understanding of the content addressing using different types of questioning, code switching, and

error correction. In addition, the teachers referred to the importance of their relationship with students and its role in enriching their teaching practices overall and classroom interaction in particular.

5.3.2 Teacher's scaffolding through questioning

Questioning is considered one of the main strategies typically used by teachers to get learners to respond and communicate (Walsh, 2011). In the language classrooms context where language learning is a key goal, teacher questions not only serve as devices to stimulate student information, but also provide opportunities for students to practise the target language, through answering their teacher's questions (Chaudron, 1988:126). Further, questions help teachers to check students' understanding of the content learned and can emphasise the important points being addressed. This understanding related to the purpose of using questions in foreign/second language learning context was also supported by Harrell's (1971) book titled 'The Question as a Technique in Foreign Language Teaching'. Harrell (1971) considered questions to be essential techniques and tools for enhancing language learners' experiences in communication, and obtaining their involvement in 'the reality of using the language' (p.1). The purpose of using questions, suggested above match the objectives of using questions in this study. As an example, one of the participant teachers proposed that questions can be useful to promote student communication and interaction. As Rami states:

> It is always important for me to know if the student's answer is based on a full understanding of the content or not and, therefore, I use a huge amount of questions in order to sound students out and get more information from them. To me, the use of ICQs (Instruction Checking Questions) and CCQs (Concept Checking Questions) is very supportive and plays a significant part in my teaching practices.

Considering the classroom observed, the types of questions the teacher mentioned in the interview can be observed particularly in the teacher's feedback turns 3 and 9, of which he tries to refer the student back to the question in order to understand the concept of the question and its meaning rather than answering the question without fully understanding its concept and meaning (e.g. Extract 1: OK, Is that the answer? But why are they able to make it? Not why do they make

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it? Turn 3). Similarly, in turn 9, (OK, is that why they do it or why they are able to make it quickly?). Upon these questions Rami asserts:

This exercise is for reading and I have to check that students understand what they read before answering the questions and so using questions is significant; it allows students to prove their understanding of the text content and justify their answers. It also helps teachers to check a student's understanding of the question itself.

The findings shown here in relation to the use of questions to enhance student opportunities for further communication are consistent with different studies reviewed in the literature (see sec 3.6- e.g. Behnam & Pouriran, 2009; David, 2007; McCormick & Donato, 2000). For example, in the study undertaken by McCormick and Donato (2000) they recommended that teachers should widen their knowledge of questioning behaviour and techniques to promote student interaction practices. Similarly, Behnam and Pouriran (2009) concluded that the questions the teacher used should match the students' needs, regardless of its type. Similar to the above, David (2007) suggested that training programmes are central in order to develop teacher questioning performance. Notably, if we go back to Extract 1, it can be seen that, although Rami used different types of questions for assistance, the student failed to provide the correct answer. That is, the question remained unanswered until other type of scaffolding (code switching) were used (see next sec 5.3.3 for more details). However, the new follow-up questions Rami asked allowed other students to partake in the classroom activity and helped the class to reach the correct answer (Extract 1. OK, is that the answer? But why are they able to make it? Not why do they make it? Turn 3. Similarly, OK, is that why they do it or why are they able to make it quickly? Turn 9). These new questions encourage other students to join the discussion and extend the communication practices through their contributions. It can then be concluded that using questions may not always lead an individual student to reach the correct answer but it opens the door for others to participate and helps to maintain the flow of the conversation. This was demonstrated by Extract 1, specifically when the teacher allowed new contributors to participate and answer the questions beyond any direct evaluative feedback.

Moreover, the study findings show that questioning is not merely used to enhance student understanding and elicit information and communication, but it can also

be used to develop student thinking skills and concentration in classroom activities. In relation to this, Faris asserts:

I try sometimes to ask different questions from the ones in the textbook in order to develop students' thinking skills. I don't want students to act in class like robots answering only the teacher's questions but rather I want to develop their thinking skills and be more analytical in terms of the information given.

Classroom observations showed this attempt on the part of the teacher to enhance student thinking in several questions used in Extract 2. In this classroom, Faris attempts to make the class more appealing for students through a vocab game. Students in this class are required to explain the meaning of some words already studied and then identify which part of speech these words are. However, the teacher uses additional questions which students may or may not be able to answer (e.g. How do you spell appreciate? What's the noun form of appreciate? What about the adjective? Turns 3, 7, and 9). These questions were not required in the main question but rather added to the main task at that moment in the lesson. In relation to this, Faris emphasises:

It is important to make sure that students can identify the type of each word, whether it is a verb, noun or adjective, and make the game more challenging and interesting for students. In exams, it is not only important to identify the correct answer but it is also important to understand why the other answers are incorrect and so these questions are not only developing students' thinking skills but can also help them in their exams.

From the above, it can be noticed that teachers use questioning for different purposes, whether to check students' understanding of the content, as shown in Extract 1, or to develop student thinking and imagination, as indicated in Extract 2. Given the emphasis of this study on fostering classroom communication and interaction, it is key to suggest that, regardless of the objectives of these questions, the questions teachers use created further opportunities for students to extend their contributions and communication and allow space for them to use the target language through answering these questions. The findings revealed here in relation to the awareness of teachers in using questions and not merely focusing on textbook materials is in agreement with studies reviewed in the literature, such as Li and Walsh (2013), Qashoa (2013) and Xie (2010). For example, the study conducted by Xie (2010) concluded that teachers should not

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only rely on their pre-planned agenda but rather modify it to fit what the students need in regard to further opportunities for learning and interaction. Likewise, Li and Walsh proposed that allowing space for student thinking time via scaffolding promotes student participation. In a similar vein, in the study carried out by Qashoa (2013), he found that all types of questions are seen as beneficial to enrich student communication and interactional opportunities. More details on questioning, types of questions and their role in promoting classroom interaction and communication are considered in the discussion chapter.

5.3.3 Teacher's scaffolding through code switching

Questioning is not the only approach teachers use in their feedback turns for assistance and scaffolding purposes. The findings of the study show that teachers occasionally use code switching as well (students L1- Arabic) for the purpose of translation and for assisting students to understand. As Rami asserts 'I need sometimes to use Arabic alongside English, especially when I notice that students have difficulties in understanding the content in English'.

Considering the data of the study, code switching as a way of scaffolding was observed to be used on two different occasions. The first one is in Extract 1, turn 9 (OK, is that why they do it or why they are able '*have Qudraa*' to make it quickly?) In this example, Rami uses Arabic given that fact that more than one student failed to provide the correct answer regardless of the efforts already made through different types of questions initiated for assistance. Rami then feels that 'using Arabic is the last choice left for me to help students understand the meaning of the question'. He then, interestingly, suggested that students in this Prep-Year take new English vocabulary (around 60 words a week) and thus it is not expected that they know the meaning of every word in the textbook. Therefore, in such instances, it is better to keep the conversation going and give the opportunity to other students to participate. This becomes rather meaningful when it comes to dealing with difficult or unknown vocabulary. For him: 'There is no point in giving the student time to think because he either knows the meaning of the word or does not know'. He added later: 'It is also important not to make student look embarrassed or be under the attention for a while as the more time I wait the more you get other students turning around and looking at the student'.

Rami's perspective was observed and reflected in the classroom, particularly in Extract 1, turn 9, when he allowed other students to answer the question which prior students had failed to answer due to the unknown word 'able' (OK, is that why they do it or why they are able (*have Qudraa*) meaning they are able to make it quickly? In other words, how can companies make it quickly? Yes, Abdul Aziz?).

On the second occasion, code switching was observed in a classroom taught by Faris when he clearly proposes that there is no problem in using L1 (Arabic) when needed. As he advocates 'when needed', this sometimes means most of the time, especially when the class addresses issues related to grammar rules and sentence structure. It is suggested that L1 in general can be used for different purposes. For example, sometimes the teacher uses it to explain some instructions or rules or even when the teacher wants to advise students and talk to them about certain issues. In his words

> I use L1 to explain difficult items or terms; sometimes we use it for classroom management and organisation. I would say not excessively but we use it; sometimes it comes naturally without a reason. Other times we use it for a reason. Also there is no stated policy from the university preventing us from using Arabic in class. Yes it is preferable to use English as it is an English class but there is nothing wrong with using Arabic, especially as we mentioned before to achieve certain objectives.

In the classroom observations, although there are not many instances of how the teacher uses L1 in class, there is an example of how L1 is used for notification purposes. Specifically, when Faris tries to point out a linguistic error to a student saying '*Waa Mussyi-bataah*' meaning 'Oh my goodness' (Extract 6, turn 6). In this example, one of the students makes a linguistic error where he uses 'to' after the bare infinitive modal verb 'should' (Extract 6, turn 1, *You should to eat healthy food).* The teacher attempts to point out the error to the student using this phrase in Arabic. Interestingly, following this attempt the student manages to correct the error himself and move on.

In a similar way, Mohammed implies that using student L1 is not an issue as long as the teacher uses it appropriately in accordance with student's needs. As he suggested, that often depends on the student's level of English and what the teacher wants to achieve by the end of the class. Mohammed states

I think it depends on the student's level. I think the lower level the more might be allowed to use Arabic but, generally speaking, I try to keep it a minimum. I ask them to have a dictionary in their phones but if the student hasn't got one anyway I may use Arabic. However, my class at the moment they understand pretty good English, the only time here and there I mention Arabic is with grammar terminology. Sometimes the students themselves mention the name in Arabic and I say yeah that is it, but generally I feel no doubt the less the better. But again I can understand why people use it sometimes with low level students because I've had low level students (i.e. repeaters) sometimes and if you don't use Arabic it's like they sleep or switch off, but sometimes when we use Arabic they are more engaged.

In view of the classroom observed, there is no clear evidence of how Mohammed uses L1 with his students. This is perhaps because the classroom visited at that time was generally for revision and preparation for the test which took place in the following week of the observation. Another possible explanation for this is the good level of the students Mohammed teaches as he mentioned in the above quotation. However, pedagogically, using students' L1 in a language learning context is not often seen as problematic. As Eldridge (1996: 306) argued, messages in classroom code-switching are 'reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood'. Similarly, Cole (1998) suggests 'a teacher can exploit student's L1 to increase their understanding of L2'. More elaboration on code switching in EFL contexts is discussed in the discussion chapter.

5.3.4 Teacher's scaffolding through error correction

Error correction or repair is one of the most debatable issues teachers may experience in a language learning setting. Generally speaking, teachers often vary in their pedagogies in dealing with errors students produce while learning, especially when it comes to encouraging classroom communication and interaction. The data of the study overall show that teachers try not to use an evaluative or corrective feedback upon students' responses but rather encourage them to elaborate on their responses through different functions of feedback. On the other hand, it is also expected that students make errors while learning and it is normal for teachers to be there for correction and repair. In relation to this, Faris for instance asserts:

I often try to avoid using direct evaluation, especially negative ones with students. I know from personal experience that negative evaluation can significantly affect student participation and may lead some students not to participate at all. Teachers instead should always encourage students to participate and give them positive feedback. Sometimes, and as an attempt to avoid negative evaluation, teachers can possibly direct the question to the whole class instead of one student and let other students get involved and participate in answering the question.

Interestingly, what Faris suggests in the above quotation does not reflect what happens in class, specifically in Extract 2, turn 11, when he provides corrective feedback (no) upon students' responses (turn 10). Faris, as mentioned earlier, in the first scaffolding via (questioning) attempts to develop student thinking as well as make the class more competitive for students using a vocab game. He, therefore, adds new questions which students may or may not be able to answer. One of these new questions is (what's the adjective form of appreciation? Turn 9). Students, as expected, in response to this, try to answer the question correctly but, unsurprisingly, not all students are able to do so. They, for example, come up with answers (*i.e. appreciaten, appreciation*). The teacher upon these responses provides a corrective feedback 'no'. In that Faris states: 'Teachers sometimes say no spontaneously, but it is also key to notice that some questions required certain answers. I know that sometimes corrective evaluations may put some students down but in this case I have to'.

Considering the data of the study, error corrections are not only offered for students in the form of corrective feedback, sometimes they are utilised indirectly through implicit means of repair for scaffolding. As an example, error corrections were observed twice on different occasions upon linguistic errors produced by students (e.g. Extract 6, turn 1 'You should to eat healthy food'; Extract 7, turn 3 'We does not'). In both examples, Faris makes an effort to notify the students of the errors made by repeating the same error more than once with a rising intonation, sometimes for further alteration. At face value, by looking at both contributions, it can be suggested that the meaning can still be conveyed and understood regardless of these errors. This may be interpreted that the teacher perhaps is strict in terms of grammar rules and structure.

Notably, this outcome seems to contradict the findings of previous studies (e.g. Almonie, 2005; Consolo, 2006; Fahad, 2012) which all suggested that, in order

to enhance student interaction and communication, teachers should pay less attention to grammar rules and should not focus on these linguistic errors. This perhaps is an attempt to encourage students to speak and communicate and also to make them feel more comfortable while speaking rather than frequently obstructing them for corrections. Nevertheless, it can be suggested here that the corrective feedback Faris provided in this study does not appear to restrict students from further participation and interaction. Students, as shown in Extract 2, continue to participate and interact via different contributions and responses. Rami suggests in a similar vein:

Errors aren't an issue once the student learns from them. We are all here to learn and make errors. At the same time I emphasize to the students that you're going to make errors and when you make errors in the class you don't lose any marks so don't worry, but when you make errors in the exams you lose marks so we are going to make errors here so we don't make them there.

He added later that students in general are aware of the errors and how to deal with them in classroom for treatment. As an example, 'when I find a student make numerous errors I will try to intentionally give him an easy question to answer to make him feel more comfortable and build his confidence; confidence is important'.

What Rami suggested here was not explicitly noticed in the class observation. However, it was noticed that Rami tried not to use a negative evaluation feedback even upon incorrect contributions. Rami alternatively opted for a short pause and then allowed other students to participate, as apparent in Extract 8, turn 6 'umm'.

5.3.5 The teacher's relationship with students

It is key for teachers to build and keep a positive relationship with their students as it can often shape and reshape the teaching practises in general and classroom interaction in particular. This issue was raised by the participant teachers and they suggest that their role as teachers is very important to develop the nature of this relationship with students. Rami, for example suggests 'English classes are different from other classes because in each semester students have English for four hours every day. It is essential for teachers even before teaching to establish a good relationship with students and make them feel comfortable in class and talk to them in a more friendly way'. Teachers then may vary in different

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pedagogies and ideas to enhance their relationship with students. For example, Rami advocated that humour is important to break the routine of classroom time and allow an opportunity for entertainment while learning. For him, humour can also considerably contribute to boost student engagement and interaction. In relation to this he states:

Humour for me is one of the breakers in the lessons. I know students, they've been studying for hours, when you look at their faces you know they are tired and I see that they cannot take any more, so we have a break. You know you want to give them something that make them laugh, relax, wake them up again and then go back to the lesson or infuse some jokes here and there. So videos, humour, all these things are breakers in the lessons.

What Rami suggested above in relation to humour was noticed in classroom observation in two positions (e.g. Extract 3, turns 14 and 20). First, when one of the students suggests 'hard punishment' for those leaving their trash out, Rami in responding to this tries to stimulate the student to elaborate and justify how such 'hard punishment' can be implemented. He then humorously suggests 'take a stick with you' for example, to warn those people not to do so. This makes everybody laugh in class as everyone recognised that it is a joke and thus it is suggested only for the sake of fun and to stimulate the student to explain how this can be done.

Second, when the same student provides an example of how this 'hard punishment' can be implemented using cameras in public places for instance, like what other countries do, namely Ohio in USA. Given that the teacher is an American citizen, he then suggested that this perhaps was because people who live in Ohio are 'Bedouin', 'Bedouin American' which makes the students laugh too. They laugh because the word 'Bedouin' is a very familiar word in KSA and often refers to those who live in tents near or in the desert (Extract 3, turns 19 and 20).

Nonetheless, for Mohammed the relationship with student can be enhanced when the teacher uses technology for learning or use games. He emphasises that games can always be beneficial to develop a friendly relationship with students and also to promote their participation and involvement in classroom activities. As an example, Mohammed sometimes asked students to answer

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questions using their phones as an attempt to do something different or interesting for students. Mohammed asserts:

This was a technique borrowed from the UK and it called 'show me the board'. It is like a white board and the students write the answer in a form of letters (e.g. A, B, C and D). The teacher says 'show me the letter'. Instead of asking students to come and write on the board, everybody can choose, write the correct letter in their phones and the teacher can have a quick snapshot of all students quickly. This makes students as well not worry if their answers are wrong - they quickly show me the answer and put the phone down.

The below short extract was taken from Mohammed's class to demonstrate how he allows students to use their phones in a classroom activity.

T	Ok, what I want you to do now is go through the rest of the reading and then I would like you to answer Q1, 2 and 3. Have a look first at Q1 and then, on your phones, pull out the multiple choice cards and when I ask you for the answer, hold up your phones and show me the answer please. Mohammed, Essam what are you doing? Do you have your phones with multiple choice cards?
Ss	Yes.
T	Khalid, you have your phone?
S	Yes.

Mohammad additionally suggests that if the teacher plans well he can find interesting activities, helping students by creating activities or learning tasks which may be different from the ones in the textbook and more appealing to them. The teacher added later:

Sometimes we use games and put students into groups, especially with low level students. When they are a bit higher level students I might bring other things like articles, speak about poetry, proverbs, these kind of things. Sometimes I put something into Arabic and say 'tell what this is in English'. I don't think you need

to do so much of this but something may be different from what they do in textbooks.

Following from the above, Faris proposed that the relationship with students is one of the most important issues the teacher has to consider on the subject of classroom interaction. In order to develop this type of relationship, it is always important to do something the students do not do very often in order to create space for fun activities while leaning. As Faris advocated, it is commonly known that students enjoy talking about topics related to their interest, age, gender and background and thus he tends to digress in topics students like to talk about and use external materials from the ones in the book. As Faris states:

> The teacher has to understand the psychology of students in general and how to deal with them, their age, background, and their level. The role of the teacher here is important; he has to change the schema and schemata for the students. For example, don't expect students to interact when you talk about baseball, for instance, simply because it is not a familiar sport for them; but when we talk about football, the majority of students would interact and talk. So considering their gender and age, their attraction will be more in sports, vacations and general topics related to their daily life, food for example. When it comes to food, I often try to elicit students to talk saying that every day you eat *Kabssa* no other types of food. Then students start to talk about their favourite and traditional food based on their own home town.

In the classroom observation, although there is no explicit evidence of how Faris incorporated sport or football in the lesson, there is an example of how he incorporated food and favourite meals the students like, considering their age and background (e.g. Burger- Extract 4, turn 3; Kabbsa- Extract 7, turn 5). More examples are presented in the table below with some ideas, evidence from classroom observations, and interview quotations on how the relationship with students can be enhanced to promote student communication by every teacher.

Teachers	Suggestions & ideas	Evidence from observation	Quotations from interview data
Teacher 1	1. Identify students by name	Extract 1 (e.g. Yes, Mohamed. Yes, Aziz, turns 1, 9)	'It's always been my idea number one to have a good relationship with students. I make it a policy of mine to know students' names. It is very important for them to understand that I care about them. I tell them please, on the first two days, be patient with me; it will probably take me a week before I know what your names are, but for them to understand that it is important for me to recognize them.'
	2. Praise students	Extract 1 (e.g. Excellent, turn 11)	
Teacher 2	1. Discuss preferable topics for students	Extract 4 (e.g. Fast food, turn 3). Extract 7, (e.g. Traditional meal, turn 5)	'I sometimes drop a word here and there to break the monotony of the class. At the beginning I tend to be very strict in terms of classroom rules and management (i.e. attendance, lateness and general classroom organization). Later, students will see the other friendly and flexible part of this relationship'
	2. Allow space for fun and laughter	Extract 2, turn 16 Extract 7, turn 9	
Teacher 3	1. Deal with the students in a friendly way		'I've noticed here, if you are not soft with students generally they have no respect for you. I found that in this culture, I think if you try to be harsh with students or if you try to be too strict, I think they'll not go well. But if you just speak to them nicely or take them to the side and talk they will respect this and they will have respect for you and then they will listen to you more.'
	2. Storytelling		

Table 7: Teachers' ideas on how to develop the relationship with students

What the teachers suggested above is in agreement with the studies of Behnam and Poriran (2009) and Qashoa (2013) who proposed that student interaction and communication is often influenced by the topic discussed and whether the students like it. In relation to the role of humour in the EFL classroom, the findings presented above match those obtained by Behnam and Pouriran (2009), who concluded that students are likely to be engaged with the teacher if s/he incorporates a piece of humour and interesting fun space into the class. Nevertheless, it is important to mention that these suggestions are not for developing the relationship between the teacher and students but to promote classroom communication and interaction. It is interesting to suggest here that these ideas can be utilised to serve both purposes; whether to develop the teacher's relationship with students, as the finding of this study show, or to enhance classroom interaction.

Furthermore, Rami interestingly advocated that his positive relationship with students enabled him to talk about the negative behaviour of some people in public places like parks, especially those who leave their trash. He suggested that his good relationship with students help him significantly to discuss this negative issue straightforwardly. As an example, in one of the classrooms visited (Extract 3) the topic under discussion related to a general concern about the source of trash and how the whole community can be responsible in solving this. Rami asserts:

> It's important not only to help students to succeed in their personal lives but also to help them to develop as adults, responsible adults, conscious adults, spiritual adults. So I try as often as possible to infuse lessons of morality, lessons of manners and edicts. I try to infuse that in a class and I think that the greater relationship that you build with the students the more open they will be to these discussions. Some teachers might be very sensitive to talk about negative aspects of behaviour, but I think because of our relationship they know I'm not saying it to criticize, I'm saying it so that they take responsibility. I don't think that I can change the whole society and that's not my ambition but I do think that if the thirty people in my room leave that room a better person then the society will be better and that's what I want them to understand.

From this quotation it can be deduced that Rami feels that his role as teacher should not be limited to academic purposes but he often tries to take the

advantage of his good relationship to raise students' awareness of the negative behaviour practised by some people in the society. This is because students are an important part of any community and they can influence the whole society through their families, friends and relatives.

Faris additionally suggested that students really enjoy talking about their personal experiences and they sometimes come up with different stories about their personal life. He then reports:

> I had a student telling me how their parents were very strict with them in technology - no Internet at home, no TV and how they appreciated that. Other students tell me how they were free to use technology and it had actually had a negatively effect in their life; it affects his ability to interact with other people; he forgot how to hold a conversation, how to sit with other people. So students in general love to speak about these issues and I wish I had more time for it, but I also felt very privileged that students were comfortable enough to share such personal things; lots of students they bring lots of information, whether it is about life itself or it's about their background.

From the data shown, it can be seen that teachers are aware of the significant role of constructing a good relationship with students and not focusing too heavily on textbook materials but rather using a variety of materials and pedagogies to enrich their teaching practices, to involve students, and to get them more engaged in classroom activities. One of the key characteristics of effective teaching is the ability to engage students and facilitate learning by taking the appropriate interactive actions. This requires that teachers are sometimes advised to depart from their lesson plans and adopt alternative practices at given moments in a lesson. According to Leinhardt and Greeno (1986: 76), 'good teaching is based on far more than planfulness'.

The findings of this study related to the use of multiple teaching materials and topics are consistent with the data obtained by Consolo (2006), Fahad (2012), Indoshi (2009) and Xie (2009, 2010), who all suggested that teachers should not merely focus on textbook materials and lesson planning but rather vary and modify their teaching methods in accordance with students' needs and interests, and even digress in these topics. A possible example of this might be the topic Rami discussed with students when he tried to raise awareness of the negative behaviour of some people in public places (Extract 3).

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5.4 Summary of the chapter

The findings of this study reveal that teachers use different functions of feedback rather than providing merely evaluative feedback and closing down the circle of IRF at the feedback turn of interaction. In all the classes observed, the teachers demonstrate how feedback turns can be used to enhance student communication and therefore create a space for further communicative interactional opportunities for student learning. The data indicate that teachers can do so through different functions of feedback, including questioning behaviour, focusing on fluency of student contributions rather than accuracy, shaping student responses and promoting their engagement, seeking for further elaboration and confirmation, and finally using both types of embedded and explicit evaluation.

It was also found, from the interview data, that teachers address different concerns in relation to classroom interaction and the function of feedback employed. Teachers overall suggest that teachers can play a vital role in enriching classroom interaction and communication via different ways of scaffolding, their relationship with students, their awareness of the students' culture and background, and error correction. Teachers additionally suggest other concerns, such as classroom facilities, the Prep-Year policy, and the method of assessment.

Chapter Six: Discussion

6.1 Introduction:

This chapter aims to discuss the key findings drawn from the study. In the above findings chapter, specifically in the first part (see section 5.2), the study identified five functions of the feedback the teachers used in the EFL classroom observed (RQ1). These functions are: using feedback to initiate questions, to make the classroom discourse more communicative, to enhance students' engagement and participation, to provide both types of explicit and embedded evaluation. In the second part, the study gains the teachers' perspectives of the feedback moves overall and their ideas related to the particular functions of the feedback employed (RQ2). In this part, the study shows that in general the teachers use the third-feedback turns of interaction as a form of scaffolding to enrich student participation and classroom communication. In the discussion chapter, I will discuss in more detail the role of the teachers' feedback to enrich classroom interaction through questioning, code switching, using a variety of discursive follow-up turns and, lastly, through creating a constructive relationship with the students.

6.2 Teachers' feedback through questioning:

The first key finding the study shows is the variety of the questions the teachers employed to solicit student responses and information in the classroom. Young (1992:99) pointed out that the aim of questions is primarily to get information or acquire knowledge of some kind. Likewise, Dillon (2007: 135) advocated that teacher questions are considered explicit 'pedagogical devices' used to obtain answers. The central purpose of asking a question is therefore to receive a response. In a language learning context, and given the fact of the emphasis of this study on classroom discourse and interaction, questioning is essential to solicit further opportunities for student communication and participation. Teachers thus vary in their pedagogy of asking questions which, in turn, serve different learning objectives.

Considering the data of the study, the teachers used questions not merely to get responses from the students but rather to initiate questions in different forms and manner to serve multiple purposes. According to Schiffrin (1994:165), questions can be utilised as tools to serve three main objectives: 'information-seeking, information-checking, and clarification'. As Schiffrin (ibid) remarked, information-seeking questions are asked when the speaker needs information from the respondent, whereas information-checking questions are used when the speaker intends to check one's understanding of the content discussed. Schiffrin argues that these question can be formulated in various forms, such as interrogative sentences, tag questions, statements with added particles at the tag position, particles with rising tones, and a rising tone on the last word of a declarative statement. This type of questions helps 'check some aspects of ongoing talk as like right? Or really? Stated as a response after a prior turn (ibid, 1994: 165). It could also function as 'surprise', 'admiration', or 'disbelief'. The third objective of asking questions is for clarification purposes when the speaker, for instance, requires clearer details of the ongoing topic.

The purposes of using questions, Schiffrin suggested, seem to be similar to the objectives of the questions asked in this study, particularly in Extract 1. For example, in this classroom reading task, and following the reading, the teacher used the first main question to seek student information on the ongoing topic (Why are companies able to make products more quickly and at a lower cost?) Students then provide a response; however, this response does not seem to be correct. When the student fails to answer the question correctly, the teacher does not stop at this response offered, for instance by providing an evaluation feedback and moving on to other student; he, rather, initiates new questions (OK, Is that the answer? But why are they able to make it? Not why do they make it? What's able mean?) The teacher uses these immediately consecutive questions to seek more information from the student, to check his understanding of the topic, and to require clearer details of what the student already responded to. A question like (Is that the answer?) can be interpreted as the teacher being uncertain of the student response provided. However, because this question was followed by a conjunction 'but' and then a further question requiring clarification and simplification (i.e. What's able mean?), these follow-up questions can be seen as an attempt to elicit more information and responses from the student.

Notably, the questions the teacher initiated not only help to elicit the students' information for the ongoing topic but, rather, create an opportunity for other students to interact and participate in answering these questions initiated by the teacher. Using questions regardless of their purposes can open the door to other students to participate and get involved in the classroom activities. It also helps to keep the flow of conversation and keep the rhythm of the classroom talk. Using questions in this study facilitated the conversation to continue and develop to involve more than one contributor (as in the case of Extract 1, four students participated in answering the teacher questions). It is also worthwhile to mention that the questions the teacher employed have significantly helped to change the typical structure of the IRF cycle of interaction suggested by Sinclair and Coulthard (1975) which ends up at the third evaluation turn of feedback. The new questions employed in the third-feedback turn in this study have contributed to extending the circle of communications between interlocutors and thus allowed further interactional practices for students to use the target English language in communication. Some researchers referred to this as a modified form of IRF, namely spiral IRF (Li, 2017; Panselines & Komis 2009). For instance, Li (2017: 169) advocates that 'in a spiral IRF when the teacher's feedback (F) initiates a new initiation (i.e. questions) students' participation and involvement are enhanced, and a new learning cycle is created'. She later states 'a spiral IRF is desirable in creating and developing space to allow extended learners' turns'. Similarly, Panselines and Komis (2009: 88) assert 'in Spiral IRF the teacher uses initiations and follow-ups not only to evaluate but also to guide the learning process and to maintain students' attention to a continuous train of thoughts and constructions of new understanding'.

Following the above discussion related to the purpose of using questions in the current study, it is key to consider the consequences of using these questions on overall classroom interaction and communication practices. In second and foreign language classroom contexts, questions are classified into two main types: referential and display questions (Chaudron 1988). A referential question is broadly defined as a question which is open for different interpretations and the teacher does not have a certain answer for it or does not know its answer. A display question, on the other hand, has an identified response which is normally known or identified by the teacher. Referential questions are often attached to

wh- type of questions while display questions are closed yes/no questions. Given that studies on classroom discourse often emphasise creating and providing opportunities for classroom talk and communication, as this study is concerned with, it can be suggested that referential questions are more relevant to use in the sense that this type of question is open for different responses and explanations. In other words, referential questions are likely to encourage students' discourse and contributions. Whereas display questions, on the other hand, are used for short or closed answers (i.e. yes, no) and thus do not seem to enrich classroom communication and interaction. This distinction between referential and display type of questions should not be taken for granted, taking into consideration the dataset of the current study. For example, in Extract 1, the teacher in this classroom reading task, asked wh-questions but they are considered as closed or display questions as the teacher knows the answers (turns 1, 3, 5 and 9). Also, these questions the teacher asked have certain fixed answers that are already available in the textbook. In other words, the wh-questions teacher asked do not require different explanations and elaborations but rather an identified answer and this is why the teacher continues to initiate further questions in order to reach the identified correct answer. Therefore, the questions the teacher uses are not limited to one type of question but encompass different forms of wh- and display questions, simplified, clarification and recap questions (e.g. OK, Is that the answer? But why are they able to make it? Not why do they make it? What's able mean? Turn 3). Notably, this variety in the questions allowed more than one student to participate in answering until the teacher received the correct answer by the student S4, turn 10. The use of questions allowed space for interactional practices in classroom activities instead of simply providing corrective feedback upon the first contribution offered by the student.

This understanding regarding the use of different types of questions to enhance classroom communication is in line with a number of studies reviewed in the literature related to teacher questions and interaction. For example, the study conducted by David (2007, see Table 2, p 52 for the summary of all studies reviewed in this part) found that referential questions create less classroom interaction compared with display questions. He then suggested that this might be due to the fact that the answer to display questions is often short and related

to comprehension of the lesson. Similarly, Behnam and Pouriran (2009) found that, in some cases, display questions encouraged language learners to be more engaged in the target activity, especially with those who had a limited command of the language. Not too far from the above, Farahian and Rezaee (2012) noted that not all referential questions could create further opportunities for interaction. However, all the above-mentioned studies fairly concluded that it is quite risky to make the generalization that one type of question could function more successfully than the other given that language classroom discourse is a spontaneously evolving, dynamic and complicated phenomenon.

From the above, it is difficult to suggest that one type of question, whether referential or display, can serve better than the other to promote classroom discourse. The study has shown that all questions the teachers use and initiate, whatever their type, have contributed to extend and expand the circle of communication between the teacher and students and thus enhance their inputs and understanding. In relation to this, Van Lier (1988) argued that the proportion of question types (e.g. display and referential) should not receive more attention but, rather, the main focus should be on exploring whether or not questions provide input and act as verbal stimuli for the learners. Walsh (2011: 12) similarly suggests that 'the use of appropriate questioning strategies requires an understanding of the function of a question in relation to what is being taught'.

6.3 Teachers' feedback through code switching

Another key finding of the study relates to using student L1 (code switching) in some extracts, as illustrated in the findings chapter (i.e. Extract 1, 6). Code switching is a linguistic phenomenon which can be used and practised by bilingual and multilingual speakers. As a term, code switching is defined as 'the alternative use of two or more languages in the same conversation by bilinguals' (Milroy & Muysken, 1995: 7). Speakers may choose to switch from one code to another to convey certain messages (Wardhaugh, 1992). Code switching can be adopted in the EFL classroom context by both teachers and learners for different functions and for different purposes (Seidlitz, 2003; Sert, 2005). Considering the data of the study, it is found that teachers tend to code switch frequently from English to Arabic in the feedback turns as an attempt to assist students for better

understanding and comprehension. Code switching was used twice in the current study and for two different purposes.

In the first instance, the teacher used Arabic (Student L1) for translation when he felt that students had difficulties understanding some words in the target language. In one of the classrooms observed, the students were given time to read a text from the textbook in order to answer some questions. The question was (Why are companies able to make products more quickly and at a lower cost? Extract 1, turn 1). The students tried to provide some answers, but they failed to come up with the correct one. This was perhaps due to the fact that they had difficulty in understanding some words in English, namely the verb 'able'. The teacher then gave the students the meaning of 'able' in Arabic in order to help them understand what exactly was meant by the question (Turn 9). Importantly, it is worth mentioning that the teacher did not go for code switching as assistance from the first attempt. An effort had already been made to help students to distinguish between the reason for making the products and the reason for making the products more quickly via asking a number of follow-up questions (turn 3). However, the teacher's attempts failed to aid the students to recognise this distinction in the question until the teacher explained the meaning of 'able' in Arabic. Following this step, the student S4 succeeded in providing the correct answer, for which he receives the teacher's confirmation and positive feedback, turn 11.

In the second instance, it is noticed that code switching was used for notification and alteration purposes when one of the students suggests an idea with a linguistic error. The class at this time was talking about the nutrition and food topic. A student self-selects himself then incorrectly used 'to' after the bare infinitive modal verb 'should' (If you are a healthy man you should to eat healthy food, extract 6, turn 1). The teacher, in responding to this error, attempts to prompt the student by repeating the error twice, with a rising intonation in the second attempt. However, the student confirms his response every time and repeats the error, which indicates that he does not yet acknowledge this linguistic error. In the last attempt, the teacher repeats 'should to' following by an Arabic expression *'Waa Mussyi-bataah'* which can be translated as 'Oh my Goodness', turn 6. The teacher in so doing perhaps tried to express his wonder and astonishment in a more friendly way using an Arabic phrase. Notably, the student,

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following this attempt, acknowledges the error and moves on to complete his response after self-correction, turn 7. It is worthy of mention that this is not to contend that the student only recognizes the error following this particular use of the Arabic expression but, it can be argued, in light of the findings of the study, that teachers can make use of code switching to promote classroom discourse and communication for two reasons. First, code switching can be appropriately used for the purpose of translation to enhance student understanding of difficult words they may encounter while learning, as exemplified in the first instance. Second, it can be used to notify the students of errors made in their contribution, as explained in the second instance.

From that, it can be argued that code switching can sometimes be advantageous and helpful to use in the foreign language learning context. This constructive view of code switching in the EFL setting is also reinforced by others. Sert (2005) suggested that code switching can be adopted in the EFL learning context to serve two main purposes. First, teachers can use it to help students understand grammar rules and instructions. Second, it can be used to convey important information and help in clarification and comprehension. Sert then advocated that code switching is not always seen as a deficiency in the EFL learning context, but rather may be considered as a useful tool for classroom communication and interaction. Nevertheless, it is necessary to point out that teachers should not use student L1 excessively because this may create a barrier for language learners to communicate and interact with native speakers of the target language (ibid, 2005: 19).

By the same token, and in a similar Saudi's context, Alkatheeri (2013) conducted a case study in which she investigated functions of teacher code switching used in a university EFL classroom. She found that teachers used code switching for the same objectives as mentioned in the study by Sert (2005) in addition to other intentions, including classroom management and to attract student attention to certain messages. Notably, the data of the current study show that the teachers occasionally use code switching for similar purposes related to classroom administration and organisation. This can possibly be noticed in the following quotation suggested by one participant teacher in the interviews: 'I use L1 to explain difficult items or terms. Sometimes we use it for classroom management and organisation. I would say not excessively but we use it'.

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6.4 Teacher's feedback using a variety of follow-up turns:

The classroom is a place where many learning opportunities can be utilised by teachers. It is, then, very important for teachers to take advantage of classroom activities to develop student learning and progression in an appropriate way. One way of doing this is by making the classroom more communicative to aid student communication and participation. Teachers play an important role by using multiple follow-up moves and comments to shape and manage student contributions. As discussed in the first part of this chapter, teachers sometimes use their feedback turns to initiate new questions which create further opportunities for students to communicate, interact and extend the circle of communication, as shown in the findings of the study. However, questioning is not the only method teachers can use to promote classroom interaction and discourse. The follow-up moves the teachers employ in class are not necessarily by questions. While it can be questions, it can also be an open-up statement to introduce a topic for discussion. It can also be a digression into some interesting themes/issues that arise while teaching and learning, or an example taken from outside the class and linked to what is discussed in class. In other words, it can be a selection of follow-up moves including recaps, prompts, comments and initial statements: all are created and produced by the teachers at certain moments of the teaching time. In the following part, I will provide examples and evidence from the data of the study for more elaboration and discussion.

As an example, in one of the classrooms observed, the topic being addressed is the source of trash and the key role of individuals and the wider community in reducing the amount of pollution resulting from trash. The teacher, in this instance, does not go straight to the textbook material and start teaching, as teachers normally do, but rather tries to introduce the topic to the class through an example taken from students' real life context, which is likely to be recognised by everybody in the class. The teacher uses a general invitation statement directed to all students (e.g. Go to the park - if you go to the park on Saturday morning, how does it look? Extract 3, turn 1). This initial statement used by the teacher helps to link what happens outside the class to what is discussed inside the class, from the macro level bearing in mind the student context and life experience, to the micro level given the topic discussed in class. It also helps to

grab the attention of the students, makes them concentrate on what the teacher is going to say next, why he mentions the parks as an example, and how this example relates to the topic in the textbook. In other words, they want to know the purpose of this example and why it is given now, at this moment of the class. Therefore, the study argues that teachers can make the classroom discourse more appealing for student communication and participation and thus create opportunities to speak and interact by not merely focusing on textbook materials and its examples. The teachers can vary the learning resources and use real examples, taking into consideration the student context, experience and background to promote their engagement and contributions, as shown in this study. This is also seen in line with other studies discussed in the literature (e.g. Fahad, 2012; Xie, 2010 see sec 3.6). They both advocated that teachers should not only focus on textbook materials and topics but rather use different learning resources and activities to better engage students in classroom activities and tasks.

Another example of the effort made by the teacher to make the class more communicative, occurs in the same extract, turn 11, when he tries not to accept the student response as it is but rather provide an elaboration followed by probes and requests. In this instance, the students carry on coming up with ideas and suggestions on how to advise those people who leave their trash in parks and what to do in case this scene occurs in front of you. Incidentally, another student pays less attention to this issue and suggests that he would not be willing to provide any advice in such a circumstance and would prefer not to intervene at all (turn 10). The teacher, in responding to this, initially tries to make this contribution appropriate to the class when he respects the honesty of the student's response, turn 11. Notably, the teacher additionally attempts to justify why the student may have reached this level of carelessness through his elaboration comment employed. The teacher's elaboration and comments on the student's contribution are important, rather than just accepting the response as it is. Moreover, the nature of the teacher's follow-up turn here indicates that he is paying attention to the student's responses and thus the student feels that his contribution is significant and always considered by the teacher. This alone is beneficial and encourages the students towards more participation and explanation, in addition inspiring them to be part of the class discussion. Further,

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it helps to keep the flow of conversation in class and make it easy for everybody to follow and concentrate on the ongoing topic. This finding is consistent with the same finding suggested by Cullen (2012), who conducted a study to investigate the features of effective follow-up turns used by teachers in a certain EFL context. The study suggested that one of the features identified is how the teachers could appropriately display their genuine interest in what the students say and build on their responses and contributions meaningfully. Cullen (2012) referred to this feature as 'responsiveness' and said it was useful in developing constructive dialogue and promoting student contributions in class.

Not very far from the above, as mentioned earlier, teachers vary in their pedagogies related to the functions of feedback in the classroom. Another major finding of the current study is that the teachers, in some instances, try to modify and reformulate the student contributions, either by restating what the student said for confirmation purposes or by verifying their responses and providing additional information and digressions on their inputs. As one example, the topic under discussion is about nutrition and how people can be balanced in their meals during the day. In this listening task, the class was listening to advice from a nutritionist who was talking about healthy food vs unhealthy food and how people could keep their bodies healthy and fit. The topic was appealing for students to discuss and exchange views on what was suggested in this listening topic. Following the listening, one of the students disagrees with the food advice mentioned by the nutritionist and then, interestingly, proposes that sometimes 'when we go out, we see many fast food restaurants and so we would like to eat and try them' (Extract 4, turn 2). The teacher seems to like such a truthful contribution offered by the student and tries to take advantage of it by providing some examples of fast food (i.e. burger, soft drinks) taking into consideration the age of the students and the favourite types of food they like to consume. He, then, uses the feedback turn to confirm the perspective given by the student, with an additional follow-up comment, turn 3.The teacher, in so doing, attempts to stimulate other students to go for more details in their answers and feel free to either agree or disagree with the perspective suggested by the first contributor. This attempt from the teacher seems to be constructive and provocative enough to encourage a new contributor to join and extend the discussion to move forward.

This is apparent in the next participating student who disagreed and moved on for further justification and explanation of his contribution, turns 4, 6.

Another example can also be noticed, when one of the students tended to over-generalise and claim that people in KSA do not care for healthy food or nutrition on the whole, based on the fact that fast food restaurants are always busy (turn 12). The teacher, upon this response, again welcomes this idea which reflects the reality of many fast food restaurants around the city of Madinah and can be noticed by all students, turn 15. Before that the teacher tries to summarise the student's response using different wording for confirmation, saying (So that means a lot of people don't care about their nutrition and food, turn 13).

Notably, the teacher continues to use various sorts of follow-up turns to enhance student interactional opportunities. On other occasion, the teacher attempts to encourage students to participate and exchange their views using backchannel moves or reciprocal phrases (e.g. yea, oh, wow, OK, alright and listen). The teacher, in so doing, aims either to shift the conversation to the previous contributor in order to create a competitive spoken environment among the students or to endorse the speaker to extend his talk for more explanation.

Therefore, from all the above mentioned examples, the study argues, the follow-up utterances and expressions the teacher uses in the feedback turns inspire the students for further communication and interaction. Essentially, it reveals the teacher's ability to tailor the feedback used appropriately with each individual contribution offered by the students. This finding shown in the current study is supported by a study conducted by Higgins and Smith (2006) in which they advocated that, in order to 'open' classroom interaction, emphasis should not only be on questions the teachers ask but also on the manner with which teachers react to students' responses to questions. The teachers should also consider using backchannel moves during student responses, signalling an authentic interest in what the students are saying and an implicit cue prompting their continuance. Smith (2006) referred to this as a 'more conversational, less institutionalised manner'. The data of the study was gathered from a large-scale project observing classroom interaction during literacy and numeracy lessons. It presented evidence of teacher behaviours in reaction to student responses, which succeeded in facilitating a more interactive learning environment. Although

the context of the aforementioned study is different from the EFL context, it exactly serves the same purposes of promoting class discourse and student communication, which is the core focus of the current study.

From the key findings explained above, it can be suggested that the variety of feedback used in the study has essentially contributed to create and enhance further interactional opportunities for the students. The space the teachers create can be clearly observed whether through the questions initiated or using different follow-up statements and stimulations including paraphrasing, reformations, clarification, confirmation and elaboration on the student contributions. All have considerably assisted the students to extend and develop their contributions and communication practices. This can be noticed by the length of the conversation taking place in both extracts 3 and 4 (i.e. 23 turns in each extract).

The data of this study show that the teachers were able to use more than one function in the feedback turn to create further opportunities for students to talk and exchange information with both their classmates and their teachers in these classrooms. This does not only demonstrate the teachers' awareness of their role to promote classroom discourse, but also displays their understanding and knowledge of the key role of follow-up feedback in enhancing student communication. Li (2007: 94) suggests that 'even for one teacher, the feedback strategy can vary in different situations in classrooms and therefore awareness of the feedback move will contribute to developing effective teaching in general'.

This perspective is also supported by other researchers interested in the field of classroom discourse. As an example, Walsh (2013) advocates that the teacher's ability to shape and reshape student contributions is vital for developing space for learning and for improving student interaction. In classroom interaction research this ability is termed 'classroom interactional competence' (CIC). This term is defined as 'teachers' and learners' ability to utilise interaction as a tool for mediating and assisting learning' (Walsh 2006:132). The definition of CIC, as can be noticed, puts a special emphasis on the role of interaction and the ability to make spoken language persist and be maintained between speakers. Given the fact of the language learning environment, as in the case of the current study where English is taught as a foreign language, the role of the teacher is essential for guiding the teaching and learning activity and the direction of interaction.

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Walsh advocated that CIC can facilitate space for further interaction and learning through using different feedback moves and follow-ups by teachers to enrich student contributions and communication practices. According to Walsh (2011), one feature of CIC can be achieved through the teacher's ability to deal with student contributions by, for example, taking a learner's contribution and doing something with the response, rather than simply accepting it. This can be offered as further scaffolding using different means such as paraphrasing student responses, reformulating them using different utterances or different grammar structure, seeking more clarification and explanation, providing appropriate comments and elaboration to their contributions, and using code switching if needed (ibid, 2011: 168, 172). The methods of scaffolding suggested by Walsh are witnessed in the data of the present study, as indicated above, through the different turns of feedback the teachers employed, including code switching, which has already been discussed.

6.5 Teacher's feedback through creating a positive relationship with students

In the language learning setting, there are various factors which can determine the success of student learning and progression. Another major finding of the study is the necessity of building a constructive environment for student learning and achievement. Generally speaking, the learning environment is an essential factor which can contribute to the success of the learning in the classroom. Bartlett (2003: 58) advocates 'the effectiveness of learning will be increased if the learning environment is comfortable'.

The study suggested that the learning environment is enhanced if teachers have a constructive relationship with students in the classroom. Research in education overall indicates that teacher-student relationship is at the core of any quality learning experience (Bullough, 2008). However, in the field of second and foreign language learning, this relationship between learners and teachers has not received adequate attention. Thomas (2014: 26) suggests 'Although research in general education has recognized the importance of teacher–student relationships, it has not received similar attention in the field of teaching English as a foreign/second language. This is possibly because TEFL is mainly devoted

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to subject knowledge and to develop different pedagogies for teaching and learning taking into consideration different language learning contexts'.

However, given the focus of the current study on classroom interaction and its importance in promoting student communication and interaction, the nature of this relationship between teachers and students is seen as crucial and can influence the overall nature of classroom interaction. The positive relationship between teachers and students helps to create a supportive and effective interactional atmosphere in the language learning classroom. That is, teachers can shape and reshape the classroom environment to be comfortable and therefore enhance student opportunities for learning. Thomas (2014:27) argues 'if teaching did not involve relationships and teachers acted like well-oiled machines, then classrooms would be boring places, this is why teachers can be viewed by their students as being entertaining or boring, or approachable or distant, and/or students can also feel supported, ignored, or mistrusted by their teachers'.

Teachers, in general, may differ in their perceptions and understandings of how to build and maintain a constructive relationship with their students considering different EFL contexts and language learning environments. Although, in this study, the teachers all agreed upon the significance of this relationship to develop their teaching practices and student learning and interaction, they interestingly fluctuate in their ideas on how to develop the nature of this relationship. As an example, Rami notably suggested that English classes are somehow different from other subject classes in this preparatory year. This is perhaps due to the intensive nature of the English course in this year. Students in this Prep-Year programme are supposed to attend English classes four times a week; each day they spend four hours studying basic integrated English skills (Reading, Writing, Listening and Speaking). As Rami noted, this alone required teachers to spend a considerable amount of time thinking how to establish a friendly relationship with the students before even starting teaching.

He then suggested that the relationship with students can be developed by initially identifying students by name. For him, this indicates that the teacher is able to recognize students by name and shows that he cares about them. Listening to students and their concerns and needs, from time to time, can also

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help to create a positive relationship. In addition, praising the students and dealing with them as responsible adults, advising them if they need advice and always maintaining the level of respect inside and outside the classroom, help to establish a good relationship. Rami remarkably added that his good relationship with students encouraged him to talk openly about some negative behavior of individuals in public places, especially those who leave their trash out of the rubbish bins. In Rami's words: 'Some teachers might be very sensitive to talk about negative aspects of behaviour. I think, because of our relationship, they know I'm not saying it to criticize, I'm saying it so that they take responsibility'.

Rami additionally mentioned the key role of humour and its influence in enhancing the relationship with students. In view of the data of the study, the humour and fun space Rami attempted to create can be observed in extract 3, turn 13, when he used a funny follow-up comment in responding to one of the students who suggested 'hard punishment' for those leaving their trash out in parks. The teacher in this instance attempted to seek more explanation from the student and expressed his wonder at how this could be done, using a funny follow-up (e.g. take a stick with you!) in order to prevent them doing so. Students, as a result, start to laugh, including the speaker himself, showing that they acknowledge it as a joke. The student afterwards immediately goes on to further explanation advocating that the government use cameras, for example, and then he gives an example of other countries and cities using CCTV in public places (e.g. Ohio in USA, extract 3, turns 16,18). What the study revealed here in relation to the teacher's efforts to create an encouraging environment for student learning is also seen as partly relevant to what others studies have found in the literature.

With regards the role of humour in the EFL setting, Behnam and Pouriran (2009) conducted a study in the Iranian EFL context to investigate the types of questions teachers used and which were likely to create further opportunities for communication and interactive involvement in the classroom. The study found that teachers should focus, not only on their questions to increase student engagement and learning opportunities, but also on other factors that increase the amount of student interaction, like humour and interest. It was suggested that students were more eager to participate with teachers who made them laugh and enjoy themselves while learning. The study concluded that humour is often

reflected positively in classroom interaction and that it attracts students to be more engaged in the classroom.

The study also shows ideas suggested by other teachers to enhance this relationship with students. Mohammed, for instance, advocated that the relationship with students can also be strengthened when the teacher varies the teaching and learning materials used in the classroom and tries to do something interesting or different from other classes. As an example, the teacher mentioned that he sometimes allowed students to use certain applications in mobile phones to show their responses, especially for questions that required multiple choice answers, for the sake of change and in order to do something more interesting for students. For him, taking advantage of technology, like using phones in class activities, is key to encouraging students to participate and getting them more involved in class tasks. It can also save students face if their answers are incorrect, as nobody can see their answers except the teacher. From my perspective, using phones in class is a double-edged sword, as phones can distract student attention and reduce concentration in the classroom. This point is mentioned and admitted by the teacher himself when he shares the idea of using phones with other colleagues. In his own words, he states:

> When I shared this with other teachers, some were a bit concerned about using phones in class, and I would say, because students have to show me the answer, there's no time for them to do something else. They used phones for this task and I actually stopped them using phones for something else. Also, sometimes, whoever uses the phones can do it any time but here we used it as a tool for learning and we've engaged students who are weak or who are shy; so I think I was happy with the result of it and I think students do like it.

As can be seen from the above quotation, the teacher is aware of the disadvantage of using phones in class and spends an effort to minimize it, by monitoring the students while using their phones and trying to stop them if they use it for other purposes. The teacher additionally has a valid point when he suggests that using phones can help students to engage, especially those students who feel shy to participate or are embarrassed if their responses are incorrect, so their contributions remain safe as they can only be seen by the teacher. Nevertheless, using phones may put other students in an embarrassing situation, as not everybody has a smart phone on which they can use these apps

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or features, or their phones are faulty or the screens are broken. In addition, other students perhaps do not have phones at all or do not like to bring their phones to class for some reason. These potential issues and difficulties were apparent during the observation when the teacher asked some students about their phones and whether they had these apps on it, or even whether or not they had phones (see p. 126).

Moreover, the teacher suggests that the teacher's relationship with the students is developed when the teacher uses games and makes the classroom environment more dynamic and competitive for further learning and improvement. For example, the teacher suggests that, if the student's proficiency level is high, he asks students to translate some phrases from English to Arabic or vice versa and to do this as a form of competition between students, using the board to write the scores. Mohammed asserted that games and competitions often break the formality of the classroom and reinforce the relationship with students. The teacher also suggests storytelling as another way to build a friendly relationship with the students because students always like to hear from their teachers' stories about their own experience and teaching practices. This will also inspire students themselves and encourage them to talk about their own stories.

To take the matter further, the study revealed that the teacher's relationship can be established and enhanced by incorporating topics students like, taking into consideration their gender, interest, age and background. It is suggested that students like to share their concerns and challenges with others, or perhaps refer to their own experiences and views, or talk about common issues including sports, holidays and food. Such topics can sometimes be touched upon in the classroom whenever the teacher feels that students look tired or need a break. This helps students to relax for a while, refresh their ideas, bring life again to the class and kill any boredom they may experience during the class. As suggested by Faris, in order to develop this type of friendly relationship, it is important for the teacher to understand the psychology of the students and consider their needs and desires in the learning classroom. As an example, the teacher can sometimes allow spare time to discuss topics of interest to the students. In the dataset, this can be noticed in Extract 4, (p. 107) when the teacher provided examples of the fast food and beverages students often consume, and talked

about traditional meals in Saudi Arabia, considering different parts of the kingdom, and including several of the students' villages and hometowns.

These issues advocated by the teacher in relation to considering the students' interests in order to enhance their interaction and learning practices are consistent with the outcomes of other studies reviewed in the literature. Consolo (2006), for instance, conducted a study to investigate and analyse teacher and student talk and students' perspectives on communication practices in EFL university classrooms in Brazil. The focus of the study was on the oral interaction practices taking place in these classrooms, along with the characteristics of teacher and student engagement in classroom discourse. It was detected that student participation was active when the topic met their interests and related to things they liked or disliked. It was also found that student interaction developed under the teacher's scaffolding, established by the questions or sub-questions asked, types of follow-up feedback moves, and the nature of assistance employed upon the student contributions and responses. The study concluded that students' participation in the classroom can be established and improved by a combination of factors, ranging from the discourse structure to the content of the lessons, together with the establishment of a favourable environment for student communication.

Therefore, considering the data revealed in the current study, it is suggested that a positive and constructive relationship between teachers and students contributes to breaking the formality of the classroom and assists the students to be more joyful and interactive while learning. It is always advised for teachers to facilitate learning opportunities by providing a suitable environment for academic learning and achievement. This perspective is similarly supported by other researchers who believe in the essential role of the teacher-student relationship to advance student learning. As an example, Thomas (2014) conducted a study to investigate the perceptions of ESL/EFL teachers (15 year of teaching experience) on the teacher–student relationship and its significance in improving the quality of students' learning and development. The study showed that this relationship and emotional investment were demonstrated during teaching through the teacher's constant attention to the students' concerns and needs, whether the students needed assistance with their learning, listening to the students, providing advice and guidance, and showing warmth, kindness and

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respect. All are examples of the emotional work of teaching. The study concluded that 'the nature of this relationship affects interaction between teachers and students both inside and outside the classroom'. Further, the study concluded that the teacher-student relationship is like the oil which greases the teaching and learning wheel to operate smoothly and comfortably. Likewise, a more recent study conducted by Liu et al. (2018: 687) examined the link between the teacher-student relationship and academic progress and achievement in the Chinese EFL context. The study suggested that the 'teacher-student relationship, as part of the classroom environment, has been shown to be of vital importance for student learning'. The study also proposed that this relationship is central for promoting learning outcomes and student engagement and interaction in any given field.

Chapter Seven: Conclusion

7.1 Introduction

In this concluding chapter, a brief summary of the study and its key finding are presented, followed by an overview of its contributions and implications. The study limitations and suggestions for future research are then discussed. This chapter concludes with the researcher's general reflections on the study.

7.2 Summary of the Study

The current study aimed at investigating the patterns of classroom interaction that take place in a particular English classroom context in Saudi Arabia. The IRF (Initiation, Response, and Feedback) patterns of classroom interaction investigated in this study are the most common structures of classroom interaction. In this model of interaction, the teacher initiates a question to a student, the student is then expected to provide a response, and the teacher in the third-turn of the IRF exchange provides feedback on that response. This study focused on how EFL teachers used the third feedback turn of interaction, whether for merely evaluation feedback and then closure of the cycle of interaction at this level, or follow-up feedback to maintain the flow of interaction.

In order to address this issue, a qualitative exploratory study was conducted to answer the two main research questions. The first question was "What functions of feedback do EFL teachers use in a particular Saudi context?" The data of the study identified five functions of the feedback employed by the teachers in the classrooms observed. It was found that the teachers used the feedback turns: 1) To initiate new questions; 2) To make the discourse more communicative via asking different types of questions, providing speech modification, assistance with and negotiation of meaning, and providing content feedback; 3) To promote student engagement and contributions by incorporating humour in the class, and shaping and reformulating the students' contributions rather accepting them as they were; 4) To provide an embedded evaluation; and, lastly, 5) an explicit evaluation.

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In addition, the study investigated the teachers' perspectives on, and insights into, the different functions of feedback they used. In that, the study attempted to answer the second question: "What are the teacher perspectives of different functions of feedback?" The study found that the teachers provided different sorts of scaffolding to extend students' communication and participation. The teachers' scaffolding was offered through asking dissimilar types of questions, including referential and display questions; using code switching (students' L1) for translation purposes; and using different pedagogies for error correction. In addition, feedback played the role of constructing a positive relationship with students to enhance their communication and involvement in the classroom. The study showed that the teachers' relationship with students was important and played a significant role in developing classroom communication and interaction. In this regard, the study found ways in which feedback was used to help the teachers establish a constructive relationship with students including, but not limited to, allowing space for fun and humour in the class; using games and learning resources other than the textbooks; talking about topics related to the students' interests, ages and backgrounds; identifying students by name, praising them and dealing with them in a friendly way; and, lastly, allowing space for students to talk about their personal experiences and the challenges they may have had in their lives, as they often appreciated this opportunity given by teachers.

7.3 Implications of the Study

On the basis of the findings of this study, the following implications may be useful for language learning research, teaching pedagogy and professional teacher development, and education overall. The study has sought to contribute to the ongoing discussions concerning the role of classroom discourse and communication in enhancing students' English proficiency and fluency, and the role of teacher feedback in enhancing classroom discourse and extending student participation and interaction. The study has shown how EFL teachers play a considerable role in promoting the students' participation and interaction through the different functions of the feedback they use. In addition, the teachers' awareness and consideration of the following points:

- The variety of questioning types and techniques the teachers use to encourage student communication and participation.
- The questions the teachers employ should not only used in extending student responses, but also in developing students' thinking skills and concentration on classroom activities.
- On the advantages of using students' L1 in class, the study demonstrated that EFL teachers should not ban the use of any L1 in the class. Code switching could be used occasionally to overcome any difficulties the students may have in understanding difficult words or for other administration purposes related to classroom management, general advices or instructions.
- The role of teachers' scaffolding and modification techniques to notify the students of errors without inhibiting their further communication and participation.
- The role of the teachers' relationship with students, was shown to be important and to play a significant role in improving classroom communication and student participation overall.

The study has presented a number of functions and modifications of the teacher feedback utilised in these EFL classrooms. Importantly, although being drawn from one particular Saudi classroom, comparing the findings of this study with those available in the literature on the realm of classroom discourse and interaction could be beneficial in several ways. For instance, it may help pave the way for developing further opportunities for students to speak, interact, negotiate and practise using the target language taking into consideration these suggested functions of feedback. These could be considered when planning lessons or promoting certain discursive events. According to Seedhouse (2004:160), it is very important for L2 teachers to know which particular techniques are effective or ineffective in a specific context. For example, extracts 1-6-7 showed that a modification is made concise when the teacher modifies an answered question or incorrect answer. In this manner, the classroom discourse can progress without delay. Therefore, teachers could be advised to employ different forms of feedback and modifications in certain circumstances in L2 classroom contexts. The study has, additionally, shown that the teachers themselves are aware of the

role of feedback in general to develop further learning opportunities for language learners. This was witnessed in the teaching pedagogies they implemented in the observed classroom and through the interview data discussed in the study. Indeed, such awareness of the key role of feedback reflects positively on the data of this study and its findings. Researchers such as Seedhouse (2004), Walsh (2011) and Li (2017) advocate that teachers' awareness of their feedback moves is important and can contribute to developing an effective teaching pedagogy.

Moreover, the data of the study were presented through extracts that acted as examples of the functions of feedback, and therefore, the findings illustrate the complexity and diversity of classroom discourse and student interaction in the Saudi EFL classroom context.

The findings of this study are also potentially useful for teacher training programmes. For instance, extracts from the classroom data-recordings could be used in teacher training sessions and also encourage teachers in general to reflect on their practice. Scholars, such as Walsh (2006, 2013) and Seedhouse (2008), have emphasised the value of reflective practice as regards teacher talk in language teacher education. Walsh (2006) developed the Self Evaluation of Teacher Talk (SETT) framework based on the idea that teachers can learn from their classroom practice by regularly and/or repeatedly reflecting on their own classroom discourse, and hence develop 'teacher language awareness' (Andrews, 2001, 2007). The transcripts analysed in this study, particularly those which used a variety of follow-up turns (see sec 6.4), could thus be used as a stimulus for such awareness. Moreover, it is expected that the findings of this study will be of importance for EFL teachers and students in Taibah University, who will be able to access a copy of this study in the Taibah University Library, as they are based on practical evidence from classroom discourse analysis of an EFL classroom

7.4 Limitations of the Study

Regardless of the contributions and implications of some aspects of this study, it remains an individual human effort which is subject to some possible limitations and flaws. As an example, the study involved students from one particular university context in Saudi Arabia, making it difficult to generalise the findings for the wider context of EFL classroom interaction in other regional or global

contexts. Also, due to cultural and social considerations, it was not possible to observe female-student classrooms in this study, and this constraint had to be taken into consideration when the data collection plan was designed. It would further enrich the data of the study, and indeed be more informative, if the female classes were to be observed and included. Furthermore, dealing exclusively with first year university EFL students in this study bound the research to a particular set of learners, which is representative of similar contexts only. This limitation may be attributed to access and time constraints which compelled the researcher to undertake this study over a certain period of time in only one setting. In addition, the sample of teachers was limited to three EFL teachers, although they differ in terms of teaching experience and backgrounds; the data would be richer if the sample included more EFL teachers of other nationalities. Lastly, due to the scarcity of Saudi EFL teachers, in PYP particularly and at Taibah University in general (most Saudi nationals like myself were studying abroad to complete their MA or PhD studies), it was difficult to find Saudi EFTs to observe and enrich the study and its findings, as they would be similar to the students in many ways.

7.5 Recommendations for Further Research

In light of its findings and limitations, the current study could provide academics with suggestions and recommendations for further research in the field. First, the gender of the participants in the current study could be an important suggestion for further study. That is, the study sample consisted only of male EFL teachers and students, so expanding research to include female teachers and students would enrich the issue under investigation and reveal further interesting outcomes in relation to classroom interaction and communication. Second, for future research, I would recommend involving audio-visual instruments (video cameras) during the classroom observations, given their importance for better documentation of all patterns of interaction taking place between the teachers and learners. Although using cameras in classrooms can be demanding in terms of the logistical preparation and arrangement, it would provide further interesting results for analysis.

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7.6   Reflections on my Doctoral Research Journey

As a matter of fact, this thesis is the largest piece of academic work I have conducted and written to date and thus it has certainly had its impact on me both academically and personally. During the first year of my EdD Doctorate course, I was introduced to different research philosophies and paradigms related to scientific studies in general and language teaching and learning in particular. Being at Exeter University gave me access to a wide variety of research books and journals, which has significantly extended my ability to read and widen my academic and linguistic knowledge as a researcher and, of course, as a continuous EFL learner. This initial year of the programme greatly enriched my research understanding and knowledge. I learnt how to review and critique the literature in a more professional way, taking into consideration the strengths and limitations of the academic works. In addition, I learned to include my own voice and arguments appropriately. I feel that, by conducting this research, it not merely provided me with a great opportunity to explore key issues related to language learning and achievement in a particular learning context and/or region, but it also greatly developed my theoretical and practical knowledge in the field of TESOL. Overall, this doctoral journey was indeed a challenge, yet it has been a rewarding and informative experience.

To conclude, classroom interaction research involves considerable effort and time on the part of researchers; however, it is the responsibility of language educators to make every possible effort to better understand the subject of classroom discourse and the functions of the feedback used. Should this line of research findings and recommendations be put into practice, this would serve to make the EFL classroom a more effective environment for language learning. Therefore, I have been (and I would be) very happy to participate in endeavours which could help to increase teachers' understanding of language use in classroom interaction and discourse

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Appendix A

Transcription Convention for classroom data

T	Teacher
Ss	Several student at once or the whole class
S	Identified student using numbers (e.g. S1, S2, S3…etc)
I	New question initiated by teacher, identified by numbers (e.g. I1, I2, I3 …etc.).
R	Student responses identified by numbers (e.g. R1,R2…etc)
EF	Provide strict evaluation feedback (i.e. yes or no) without further initiations and comments.
FF	Provide follow-up feedback as a preface for further initiations and responses.
(Hhh)	Laugh
…	Incomplete sentence
.	Period, end of sentence
[ ]	Square brackets around portions of words show that those portions overlap with a portion of another speaker's word.
umm	Pause, length given in seconds between brackets e.g. (1, 2, 3 etc).
↑	Rising intonation (questions or comments)
Italics	Arabic words (students' L1)

Appendix B

Interviews data	Theme identified
Well, I don't know, but it's always been my idea number 1 that it's important for the teacher to have a relationship with the Ss, I make it a policy of mine that we do the first week I know all of their names I tell them, plz on the first two days… be patient with me, it will probably take me a week before I know who your names are.. but, For them to understand, for me to understand that it is important for me to recognize these people and also the English classes are different from other classes becz they have us each semester and they have us for four hours a day and for any Ss… that's a lot , and so one of ways I tried to make it lighter is by infusing jokes and laugh sometimes it simple is word play sometimes it is highlighting something that they might have not known before…..	Teacher's relation with students
Usually, I would show them something that is very, very different of what they have seen or something funny, We commonly use Mr. Bean and our running jokes what makes Mr. Pen is so good is becz he's British but he doesn't talk. Humour I use videos personally to break the monopoly, and you know you want to give then something that make them laugh wake them back up again talk to them and then go back to lesson so videos, jokes are all help….	Humour and fun space

Appendix C

First example

Interviews data	Challenges identified
In fact, the Prep-Year is very intense not only for students but even for teachers as well. This due to the fact that teachers sometimes and for the student's own benefits tend to focus on the expected topics that are likely to come in exams and prepare students in accordance with this purpose rather than teaching and tutoring. since the students coming to this PYP and bear in minds that they have to pass their exams (i.e. mid and final term) in a high mark, let's be more realistic teachers cannot get the most out of the student. Also when it comes to classroom talk and communication, time has always been a concern for teachers, it would be great to have time to do more fun activities and chats and to find an opportunity to establish further stimulating communications and interaction among students but at the end you have a pacing schedule you have to follow, if you stay behind that won't help students at all in exams.	The PYP's emphasis on textbooks, exams, and pacing schedule.
For me, it is most with the programme itself I wish we wouldn't focus too much on tests, it's a headache for me and it's a headache for students because at the end they just having to end up move through material and you don't really get to enjoy the moment, so heavy test focused for me is the worst part of the programme.	
Unfortunately the uni here is very focused on tests and textbooks, all exams and test are written and prepared by the testing unit and the testing unit won't bring anything outside the books so everything in these exams will be taken from the textbook and its units and topics they have a database for all units in theses textbooks, and we have a pacing schedule which must be followed, If I stay one unit behind for any reasons that would a problem for students so I have to keep up with the pacing schedule all the time, one thing I have to admit is that at the beginning of the semester I tell them I'm not here to teach you English per say, I'm here to teach you how to take an English test.	

Second example

Interviews data	Challenges identified
I don't think the room is attractive, the smart board doesn't work, there is no internet access in the classroom (e.g. to show students videos or other online materials, usually if there's thing I want to show them I download them ahead of time So I don't think it's a comfortable.	Classroom facilities and furniture
One of my criticism in these classrooms that chairs are not suitable for learning environment, these are exam chairs and tables, these tables are a bit difficult to move.	
When the classroom is equipped with the latest technology and means of communication it allows for more authentic interaction between the learners themselves and the outside world. It is important to keep students connected with what happens outside the classroom and link them appropriately with what they learn inside the classroom if possible for more engagement. students like to see videos and online materials, to see real people real life and real city, however, the university is too concerned about using videos in class, may be because they do not want students to see something irrelevant to their culture or context.	

Appendix D

Interviews data	Challenges identified
so when I came here to Saudi Arabia I was observed so I was very strict with them becz I was just came from that so Ss have to be there, all rows have to be straight, spit gums out if they have gums, not drinks, no hats, no phones ..etc. when I was observed by the head of the department he was saying you've to calm down I didn't actually know how Saudi's culture/ children were as the time were went out I realise that children here don't have children behaviour children have in the UK. Becz they were a bit scary from me but once I've realised that we aren't in the school as well I was told I was teaching in high school so … they are a bit more adult here at the uni so once I got to know them on a social level and understood their culture understood how they are I think this helped me understand how to speak to them how to approach them, what not to say becz in the UK sometime it's okay to use cheeky humour whereas here you cannot say certain things becz it is something more sensitive or you cannot speak about certain things in the UK it is okay … if a guy not a good kid and you've done some work here so (e.g. hands up if you don't do your homework, everyone done it and this will show him up and you'll feel bad, in the UK it's fine to do this.. I'm not saying it's good to do it but sometimes those kids they conform they do what they've told … here this would have a very negative affect. Why he's making everyone kind of look at me. So I had to learn things about the culture and I think this helps so I think teacher practise help from back home learning about culture and then engaging your Ss in their level and trying to not be like them but (go down to their level) yea and again talking about specific context like Madinah, other cities might be different I find people if you be not soft with them generally they have no respect for you. I found this in this culture, I think if you try to be harsh with them or if you try to be too strict I think they'll not go well so even though when Ss late all the time or Ss has this or that if you just speak to them nicely or take them to the side they will respect this and they will have respect for you and then they will listen to you more.	The difference between the teacher background, culture and the students.

Appendix E

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**INFORMATION SHEET AND CONSENT
FORM FOR RESEARCH**

Title of Research Project

Investigating Student Interaction Patterns in EFL Classrooms: A Case study at a Saudi University's ELC classrooms.

Details of Project

I am an English Language instructor at Taibah University in Madinah Saudi Arabia. Currently, I am pursuing my doctorate degree in Education (EdD in TESOL) at the University of Exeter. This research project is part of my doctoral studies. It is aiming at exploring and identifying the nature of interaction taking place in a particular EFL context in KSA either between teachers and students or between students themselves. The study also aims to investigate the differences (if any) in the patterns of interaction used when the teacher is native speaker or bilingual speaker of English (NS, NNS) and the consequence of the patterns employed on the overall classroom interaction. Specifically to see who can say and do what, with whom, when, for what purposes, and with what outcomes. It is hoped that the study would find ways in which interaction can be promoted and practised by all teachers and students alike.

As a valued faculty member at Taibah University, you are invited to participate in this study. Your consent will allow me to visit your classroom to observe how interaction practices occur for two or three times on date and time agreed in advance of the observation. All classrooms intended to be observed will be audio-recorded. You will be invited to conduct an interview with me to reflect on the class observed. I suggest to conduct the interviews on the same day of observation in order to make it easy for you to remember, however, you will have the right to choose other time if you wish without further explanation. During interview you will have enough time to discuss and answer a number of questions related to classroom discourse in general and classroom being observed in particular. Each Interview will last for 45-60 minutes. Interviews will be audio- recorded and conducted in Arabic for Arab teachers and English for native speakers of English.

Your participation is totally voluntary, and if you do choose to participate in this study, you can withdraw at any stage without any further explanation. Your identity will be anonymized and all data collected will be kept confidential and used for the study's purposes only. Your participation in this study will be highly appreciated. The data you will provide is invaluable as it is expected to help the researcher achieve the purpose of this research.

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INFORMATION SHEET AND CONSENT
FORM FOR RESEARCH

Contact Details

For further information about the research /interview data, please contact:

Name: *Omar Alsaif*. **Postal address**: Graduate School of Education, St Luke's Campus, Heavitree Road, Exeter, EX1 2LU **Telephone**: 00 44 (0)7445727797 or 00966505302323.

Email: *oa233@exeter.ac.uk*, If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact: **Dr Li Li (Li Li@exeter.ac.uk).**

The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorized third parties without further agreement by the participant. Reports based on the data will be in anonymized form.

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**INFORMATION SHEET AND CONSENT
FORM FOR RESEARCH**

Consent

I have been fully informed about the aims and purposes of this research project. I understand that this research project investigates the interaction patterns use in EFL classroom's context and that being a participant in this research I will be observed and then interviewed by the researcher on the time agreed upon by both myself and the researcher.

I also understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage;
- I have the right to refuse permission for the publication of any information about me;
- any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymized form;
- all information I give will be treated as confidential;
- the researcher will make every effort to preserve my anonymity.

(Signature of participant)   (Printed name of participant)

…………………………….   ………………………………..…………..

                                              (Email address of participant if they have requested to view a copy of the interview transcript.)

………………………….......……………..   **Omar Alsaif**

(Signature of researcher)   (Printed name of researcher)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

Your contact details are kept separately from your interview data.

Initial Participant Information Sheet (to be sent by Email)

Dear colleague,

I, Alsaif, Omar am currently carrying out a research project as part of my Ed D programme at University of Exeter entitled, 'Investigating Student Interaction Patterns in EFL Classrooms: A Case study at a Saudi University's ELC classrooms'.

The study aims at exploring and identifying the nature of interaction taking place in a particular EFL classrooms either between teachers and students or between students themselves. The study also aims to investigate the differences (if any) in the patterns of interaction used when the teacher is native speaker or bilingual speaker of English (NS, NNS) and the consequence of the patterns employed on the overall classroom interaction. I intend specifically to observe who can say and do what, with whom, when, for what purposes, and with what outcomes. It is hoped that the study would find ways in which interaction can be promoted and practised by all teachers and students alike.

As a valued faculty member at Taibah University, you are invited to participate in this study. Your consent will allow me to visit your classroom to monitor how interaction practices occur for two or three times on date and a time agreed in advance of the observation. You will then be invited to conduct an interview with me to reflect on the class observed on a time agreed upon in advance. All classrooms intended to be observed will be audio-recorded in order to make it easy for you to remember and for the research record purposes. During interview you will have enough time to discuss and answer a number of questions related to classroom discourse in general and classroom being observed in particular. Each Interview will last for 45-60 minutes. Interviews will be audio- recorded and conducted in Arabic for Arab teachers and English for native speakers of English.

Your participation is totally voluntary, and if you do choose to participate in this study, you can withdraw at any stage without any further explanation. Your identity will be anonymized and all data collected will be kept confidential and used for the study's purposes only. Your participation will be highly appreciated. The data you will provide is invaluable as it is expected to help the researcher achieve the purpose of the study.

If you decide to take part in this study, please respond to this email and I will send you the detailed information sheet to confirm your agreement and participation. However, in case of not hearing from you within a week time, I will take this opportunity and thank you for your time reading this email.

Yours sincerely,

Omar Alsaif

UNIVERSITY OF
EXETER

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet:
Staff: https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/
Students: http://intranet.exeter.ac.uk/socialsciences/student/postgraduateresearch/ethicsapprovalforyourresearch/

All staff and students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk   This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk   This email should be used by staff and students in the Graduate School of Education.

Applicant details	
Name	Omar Abdulrahman Alsaif
Department	Education
UoE email address	Oa233@exeter.ac.uk

Duration for which permission is required
You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given.</u>

Start date:05/02/2017	End date:10/05/2017	Date submitted:19/10/2016

Students only
All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email. Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.

Student number	620026949
Programme of study	Education (EdD in TESOL)
Name of Supervisor(s)/tutors or Dissertation Tutor	Dr. Li Li

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Have you attended any ethics training that is available to students?	No, I have not had an opportunity to attend a particular ethical training course at Exeter university or elsewhere, but I assumed to have had sufficient knowledge and experience in so doing throughout a number of research projects already completed in the (pre- thesis phase) in the EdD programme.

Certification for all submissions

I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.

Omar Abdulrahman Alsaif

Double click this box to confirm certification ☒

Submission of this ethics proposal form confirms your acceptance of the above.

TITLE OF YOUR PROJECT

Investigating Student Interaction Patterns in EFL Classrooms: A Case study at a Saudi University's ELC classrooms.

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

Not applicable in this research study.

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities.

SYNOPSIS OF THE RESEARCH PROJECT

The current study is guided by the assumption that classroom interaction plays a key role to enhance the quality of the EFL learning setting. It is aiming at exploring and identifying the nature of interaction taking place in a particular EFL context in KSA either between teachers and students or between students themselves. The study also aims to investigate the differences (if any) in the patterns of interaction used when the teacher is native speaker or bilingual speaker of English (NS, NNS) and the consequence of the patterns employed on the overall classroom interaction. I will specifically observe who can say and do what, with whom, when, for what purposes, and with what outcomes. It is hoped that the study would find ways in which interaction can be promoted and practised by all teachers and students alike.

INTERNATIONAL RESEARCH

The data of the study will be gathered in Saudi Arabia, particularly in the University of Taibah where I work and teach. I will adhere to the ethical requirements for procedures followed in both universities here in Exeter and Taibah.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

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RESEARCH METHODS

The study is based on the interpretive paradigm rather than experimental type of inquiry. A qualitative case study will be employed in order to understand what is taking place in particular EFL classrooms in relation to classroom interaction. Qualitative instruments (semi-structured interviews and observations) will be employed to answer the study's research questions. All observations are going to take place in EFL classrooms at the university on a time agreed in advanced with the teacher participants. Prior to this, the researcher intends to conduct a pre-short visit to these classes in order to familiarise both teachers and students of his presence during actual observation time. The interviews will be conducted in the university in a quiet place agreed upon by both teacher participants and the researcher. All data of the study will be audio-recorded and then thoroughly transcribed and thematically analysed at a later stage. Interviews will last between 45 minutes and an hour. Interviews will be conducted in Arabic with Arabic L1 speakers and English with native speakers of English in order to help them feel more relaxed and express themselves without any difficulties. A copy of the transcribed/translated data of the interview will be sent to each participant for confirmation and elaboration purposes.

PARTICIPANTS

In this study, I will adopt a purposive sampling procedure in selecting the participants. The rationale behind this choice is to allow the researcher choose the most appropriate sample which can best serve the purpose of the study. Six teachers including native and bilingual speakers of English will be invited to participate and discuss the topic being researched. For the sake of variety and diversity of the data and input, the sample will comprise both novice and experienced teachers. It is hoped that such variety within the sample would provide rich data and present different views and perceptions related to classroom discourse. Teachers intend to be observed will be nominated by (PDU) Professional Development Unit at the university. They often conduct workshops, training sessions to all teachers and suppose to know teacher's performance and the level of development throughout a number of visits to classrooms. As an initial step, I will ask PDU to nominate 12 teachers, I will then contact 8 of those nominated teachers individually by email (separate letter is attached) and see if they would like to participate. The teachers will be given the chance to decide upon their participation and respond within a week time. If they agreed, I will send them the detailed information sheet (I will clearly state the purpose of observation is to monitor what happens in class in relation to classroom interaction and not for assessment purpose) I will email the rest of 4 teachers if needed (e.g. in case of not getting enough responses). I will indicate that teacher's participation will be fully voluntary and no consequences are taken if they decide not to take part in the study. Student participants will also be given a consent form translated into Arabic (students L1) to confirm their participation and consent to be observed. I will visit the class in advance of the observation and explain the nature of the research to the students in Arabic. I will stress that the observation is for research purposes rather than to assess the students, and that their names will be anonymised throughout the project. Any student opts not to participate and be observed his data will be excluded from the study, and in case (the majority of class show no interest in participation) another class will be chosen to observe.

THE VOLUNTARY NATURE OF PAR

All interviewees are mostly colleagues and they have either Master's degrees or Doctorates. They will be familiar with research projects and aware of all aspects of ethics forms and roles. First, they

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will be given information sheets to read containing detailed explanation of the nature of the research, its aim and the role of their participation. They will have enough time to think and respond (a week) if they agreed to participate, they will be asked to sign consent forms. Their participation is entirely voluntary and they will have right to withdraw at any stage from the study if they wish without further explanation. However, appropriate measures will be taken to guarantee that participants will not suffer any risk of harm, detriment, or unreasonable stress. Anonymity will highly be guaranteed and no real names/identities to be mentioned in this study.

SPECIAL ARRANGEMENTS

No special arrangements are required in this study. However, the time and place of all interviews with the participants will be arranged in advance. Interviews mostly will take place at the university in an appropriate room given by the correct authorities. All interviews will be conducted during free time suggested by interviewees. Prior observation the researcher will carry on a short visit to the classrooms in order to minimise the effect of his presence during observation real time.

THE INFORMED NATURE OF PARTICIPATION

All teacher participants will receive a consent form and information sheets to read and think before deciding taking part in the study. The researcher will try to do his best to ensure that all participants understand their role and the content of ethics forms. Also clarify that their participation is entirely voluntarily and they are willing to contribute to the study through their insights and input.

ASSESSMENT OF POSSIBLE HARM

I don't anticipate any potential harm to be mentioned here in the study given its nature of inquiry and its general aim. However, any sensitive information will be treated securely and through the confidentiality/anonymity guaranteed by the research project.

DATA PROTECTION AND STORAGE

The collected data will be stored in my password-protected PC including any written material (i.e. field notes and/or data recorded) and none will have access to my computer. Hard copies of the materials will be stored in my lucked cabinet at home. All data will be gathered and analysed accordingly and specifically for the purpose of this research. Anonymity and non-traceability are highly respected and assured. Therefore, no names are to be mentioned and all participants in the study will be referred to as p1 and p2....etc.

DECLARATION OF INTERESTS

With no doubt, I will introduced myself to all participants of the study (teachers and students). They all will be fully informed about the purpose of this research and my own interest to carry on this inquiry in this particular context and time. All participants will be informed that all data recorded/given will only be used for research purposes.

USER ENGAGEMENT AND FEEDBACK

Sometime the researcher has to double check any recorded-information given and/or missed by the participants within interviews under any circumstances. This will be considered and all participant teachers will be informed that they may be contacted again (if needed) via any preferable way they suggest (e.g. Email. Telephone, Skype).

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INFORMATION SHEET

All participant teachers and students will receive information sheet to fill in and sign before taking part in this research project. This is important to give the participants full information about the purpose of the research and its nature of inquiry. I will try my best to ensure that all information provided is clear for all participants and ensure their understanding of its details.

CONSENT FORM

A consent form will be prepared and sent in advance to all participants to ensure their voluntary participation in this research project. Consent form will be in accordance with the university's regulations and ethical approval procedures.

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor. Please see the submission flowchart for further information on the process.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk   This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk   This email should be used by staff and students in the Graduate School of Education.

Please note that applicants will be required to submit a new application if ethics approval has not been granted within 1 year of first submission.

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**INFORMATION SHEET AND CONSENT
FORM FOR RESEARCH**

Title of Research Project

Investigating Student Interaction Patterns in EFL Classrooms: A Case study at a Saudi University's ELC classrooms.

Details of Project

I am an English Language instructor at Taibah University in Madinah Saudi Arabia. Currently, I am pursuing my doctorate degree in Education (EdD in TESOL) at the University of Exeter. This research project is part of my doctoral studies. It is aiming at exploring and identifying the nature of interaction taking place in a particular EFL context in KSA either between teachers and students or between students themselves. It is hoped that the study would find ways in which interaction can be promoted and practised by all teachers and students alike.

As an essential valued member of this research project you are invited to participate in this study. Your consent will allow me to visit your classroom to observe how interaction practices occur for two times on date and time agreed in advance of the observation. All classrooms intended to be observed will be audio-recorded.

Your participation is totally voluntary, and if you do choose to participate in this study, you can withdraw at any stage without any further explanation. Your identity will be anonymized and all data collected will be kept confidential and used for the study's purposes only. Your participation in this study will be highly appreciated. The data you will provide is invaluable as it is expected to help the researcher achieve the purpose of this research.

Contact Details

For further information about the research, please contact:

Name: *Omar Alsaif.*

Postal address: Graduate School of Education, St Luke's Campus, Heavitree Road, Exeter, EX1 2LU **Telephone**: 00 44 (0)7445727797 or 00966505302323.

Email: *oa233@exeter.ac.uk,* If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact: **Dr Li Li (Li Li@exeter.ac.uk**).

The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorized third parties without further agreement by the participant. Reports based on the data will be in anonymized form.

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**INFORMATION SHEET AND CONSENT
FORM FOR RESEARCH**

Consent

I have been fully informed about the aims and purposes of this research project. I understand that this research project investigates the interaction patterns use in EFL classroom's context and that being a participant in this research I will be observed for two times.

I also understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage;
- I have the right to refuse permission for the publication of any information about me;
- any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymized form;
- all information I give will be treated as confidential;
- the researcher will make every effort to preserve my anonymity.

(Signature of participant)   (Printed name of participant)

…………………………   ………………………….…………

                                         (Email address of participant if they have requested to view a copy of the interview transcript.)

………………………...……………….   **Omar Alsaif**

(Signature of researcher)   (Printed name of researcher)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

Appendix F

. Interview Transcription Sample

[Researcher Initiation] To start with I would like to thank you for agreeing to be interviewed and contributing to the current study. As you may aware of, I am going to record this interview but you can stop recording at any time if you like. As I mentioned in the consent form your responses will be confidential and you will not be identified in any reports…You know that I'm here to conduct a research study related to classroom interaction..

Firstly, do you believe that classroom interaction is important? Or not,the reason for this is because sometimes people might argue that interaction isn't important once the Ss got the message I want to deliver to them so in this case interaction isn't really import for them….

[Response] Yea of course interaction is important, I think interaction allows for a relationship I think teaching relationship is a relationship of trust that in order for Ss to have confidence in structure they have trust your knowledge, trust your ability, and trust your desire of good for them… so I think interaction builds that.

Yea even as Islamic example the prophet Mohammed (Peace and blessing of Allah be upon him) the reason why he was so effective is becz the relationship he had with his followers… And I think again we are teachers and carry a message and our Ss are going to take more of what we say when they have more confidence of how we are and they have confidence when they have part of interaction with us.

[Researcher Initiation] I've observed you twice I guess … *(yea-* the interviewee say*)* and I've noticed that Mash Allah interaction in your class is v. good. *(Very important- the interviewee say)* yea this actually was reflected in your class. And even the relationship with Ss is good ... I can see that you were so kind with them, go down to Ss level allow space for fun and laugh in your class…. May I ask how did build this with Ss how did you reach to this level with the Ss?

[Response] Well, I don't know it's always been my …it's always been my idea number 1 that it's important for the teacher to have a relationship with the Ss ... I make it a policy of mine that we do the first week I know all of their names I tell them plz on the first two days, be patient with me it will probably take me a week before I know who your names are.. but, For them to understand, for me to understand that it is important for me to recognize these people... and also the English classes are different from other classes becz they have us each semester and they have us for four hours *(the interviewer says a day)* a day (*interviewee confirms*) and for any Ss .. That's a lot and so one of ways I tried to make it lighter is by infusing jokes and laugh sometimes it simple is word play sometimes it is

highlighting something that they might have not known before … a common thing that we do in our class is. Hhhhh we make fun of British people … not becz I have something against British people but it's a way for us a kind of be together against a common form (*interviewer says one team*), yea *(interviewer says)* yea I remember you saying after something related to Britain say ohh) (*interviewee laughs yea*) yea and this is may as you mentioned before that you spent more time with Ss may be I'm not exaggerating if I say they may stay with you more than their families given that (4 hours a day)..

[Researcher Initiation] Okay, it's also noticed that some Ss … and that happens in any class by the way that some Ss don't show willingness to participate and take part in classroom activities so what do you do with those Ss?

[Response] You know especially I would say that, in this environment … we are in a second semester and in a Saudi educational system from where I see there is a huge emphasis on marks and Ss have aspiration generally to be a doctor or an engineer and that their dreams when they come here… In the first semester they still have a sense of hope. In the second semester they have a pretty good idea if engineering and medicine is a reality or not so sometimes you would find that Ss honesty they give up… they know that they won't fail and they know that they have enough English for example not to fail but they also know no matter how hard is they trying at this point that they cannot get what they are actually achieved … so it is difficult to motivate them at that point to interact becz they don't have (*interviewer says motivation*) … much desire anymore… it is not even about liking you… I had a group (two years ago) of Ss and the same thing second semester. They were good students… English is wonderful but at the end of the semester they just wouldn't cooperate it was just like pulling teeth to get them do anything. So I ask them what's wrong with you guys and the Ss say… listen Mr.X (Teacher name) we have nothing personal against you, it's just we know we are not going to the college we want to go to and we are kind of trying figure out what we are going to do we are not interested anymore and so and that's it we have nothing to do with you personally…

Because as… as… as important as you're trying to stress English and studying to be ….this year is going to affect the rest of his life what job he gets, who he's possibly marry, where he lives what kind of work he's doing the rest of his life… it's a huge amount of pressure to have on a 18, 19 20, 21 year old you know… so it's a really hard place to be… so they come and I have to mark them here for coming regardless of whether they participate or not .. Teachers don't have participation mark so there's no mortgage in that either so Ss are not going to be affected by level of participation. So he's not going to the college want to plus there's no internal factor for motivation so what can you do what can you do.

[Researcher Initiation] Okay, on the other hand, it's been realised that some Ss not some many of Ss are more interacted and active with you, but there are Ss as well who are interacting as they should be, so does that also becz as you've mentioned that their motivation or they are not going to the college they want or

do you think there is other reason hinder them to get more involved in class (i.e.proficiency level of English).

[Response] Well, sometimes that is an issue, in my class this semester it's not an issue. I mean there are one or two Ss they might be very weak and I found the weak Ss you know because they are already knew that they were not going to medical/engineering college and they want to go to a good college and they are still hanging there with you because they have some type of motivation to continue to work. But usually it's the Ss who are very good ... Start participating because they have lots of hope. Sometimes that because that activity that we do sometimes the discussion and they will participate on those but because of the pacing schedule that we have and course curriculum I cannot make the entire class at that way. It would be great that we can sit around and discuss, play games and talk but their test is very intensive and so even at the beginning of semester one thing I tell them is I'm not here to teach you English per say, I'm here to teach you how to take an English test. The example I gave them is if you come out of this course speaking perfect English but you don't pass your exams on a high level…Will be happy! They say No.. and you say if you get a hundred per cent in your exam but you don't speak English well at all…Will you be happy they say yes we want to go our college and that the purpose we are here.

So test taking and English speaking are two different things and here the focus is test taking and I feel the grater thing that I have to do is to prepare them for the test and for exams means that the class time in general will not be at that fun it will be very boring which is why I often give them jokes and making attention to making jokes to making them laugh, comfortable in any way possible.

[Researcher Initiation] Yes I can see this sometimes you treat them as as as your sons or younger brothers … you know talk to them and even advising them of what to do and not to do. I remember at the beginning of your class you were talking to them about not coming late to the class.

[Response] yea generally, I'm interested in any single student comes in here I feel they are like my little brother and I have a duty to him and he needs personal time to talk about with me I try to be there for. I want to give the best possible experience that he can have I know it's so tough it's so tough.

[Researcher Initiation] Also it is noticed that some Ss laugh if one student or 2 make mistakes and you know you tried to get their attention not to do so and there is no reason to laugh in this and

[Response] right .yea if you knew everything you don't need to be here and as Noah says (Verse from the Quaran) meaning that when you laughing at him now when there's no marks but when you make these mistakes in the exams when there's marks you lose because you never makes these mistakes in class … so who's going to laugh at the end!!... Continued …. Even amongst them not only my interaction it's important for me they preserve a relationship of respect among each other. You don't have to like everyone but you have to respect them. If you don't want to work hard, don't impede him don't put him down because he does

want to. (*That's fair enough… yea I've just write down in my notes here when one of S made mistake and say USA instead of US … you commenting on that saying You love USA. Hhh).* **Interviewee** laughs (*yea so that's the fun space you spoke about and you try to do in your class, and that's indicates that you got a good relationship with Ss).* He says yea thanks God (Alhamdollilah).

[Researcher Initiation] Yea sometimes, you asked Question and when the S doesn't answer this Q you moved on to the next S and so on….I'm just wondering here do you try to for example to follow up with the S … instead of just moving from this S to another trying for example to explain, indicate more about the Q .. because sometimes I'm just putting myself here on the position of the S when you move to another S how would I feel about this ?

[Response]... yea I'm in general try to be sensitive with Ss in terms of getting indication from them if they just need time or if they have answer at all, sometime I ask S and he looks at me and sometime he goes further and shakes his head no and I can guess that especially when we dealing with things like words, vocab because they take a huge amount of vocab it is about 50 or 60 words a week or so….so I don't expect them to know every word, if we dealing more with concepts that we discuss or grammar rules that we have then I give them more time but vocab words no because in general you know the word or you don't know the word but concept take more thinking and contemplation so it will depend on what the question is and it will depend on what feedback I get from the S facial expression… does he look like thinking about it or does he look like drawing a blank because I also don't want to make him look bad … the more I wait .. The more you get other Ss turning around and looking at him …

[Researcher Initiation] Okay .., let's go back to the interaction … Interaction brother … the most common type of interaction is either IRE or IRF in your case or from your teaching practises which one do you prefer or often use and why?

I would say IRE,…. (*Interviewer say… in many occasion you ask Ss to justify their answers and this justification is a type of follow up move rather evaluation so I guess you were saying that you are heavily use evaluations but you also use follow up move as well* (the interviewee says … yea I think I was looking at it theoretically as I consider evaluation is important for them but you are right .. when you get to the exams as I tell them it is not important simply that you know the answer, but you're going to have a multiple choice test so you need to know what is the correct answer and you need to know why the three other answers are also wrong and so that's the level I want them to get it and as you mention the only way I get that is from questioning okay .. this is right okay but why the others are wrong. Because by this you can assured that they understand and know the answer.

[Researcher Initiation] Okay Also with regards to the culture when you talk about trash bins and how people beaves in public places e.g. parks and seating areas around the city.

e.g. when you go to the park on Sunday the first day of week you would find the parks are full of cans throwing around and rubbish left over from people and in this … topic let's say you were talking about the culture of people in SA and you tried to sound Ss out about this and whether they agree or not and if they themselves experience this before in public places. My Q here does the topic itself matter to enhance Ss interaction and participation in class? Some topics you would find Ss love to talk about while other topics are not.

[Response] like … we are here for this test to get to our college to have a good life but your responsibility as human being and as Muslim is far greater than that. You just looked at yourself you have a society that you're going to live in and you have the responsibility to improve because you are studying here a lot has blessed you the huge opportunity so you have to use that for all your benefits and society benefits so definitely helping them to develop as conscious, moral upright human being is very important of my teaching.

(*Interviewee say- one think I also like in your teaching when u were teaching grammar and you were mentioning to the spelling rule (I before E accept after C), and I can see that make grammar rule for Ss is very memorable and so they can remember easily rather than just giving them the forms .. so I like that .. but do you think or have noticed that this would help Ss to remember grammar rules may be quickly or easily ?*

[Response] yea…yea I use a lot of mnemonic devices in my classes, casing point in one of the lessons that we have the Ss were given the order of adjectives… you have opinion you have size, age shape, colour , origin, material and kind so I put together a sentence .. Only Saudi Arabian Shaibeyiah (Tribe name) can open Makkah's Kaabah so each the first letter of each word represents one of those adjective types. So only….only … opinion Saudi's size, Arabian age…. shaibie shape.. can ...colour … open original .. Makkah material.. Kaabah kind. And so having that sentence they were happy becasue once they remember the sentence when they come to the test when they have all of those adjective all they have to do is repeat the sentence and remember what adj type goes with it. So mnemonic devices are important part in my classes. I try that give them things that will them to remember becasue we have a lot of materials lot of materials (three full books)...

[Researcher Initiation] Okay…Are you happy brother with the classroom's facilities?

No (*Okay- Why! What do you think is missing in your class?*

[Response] right ….I don't think the room is attractive, the smart board doesn't work , I don't have Internet access in the classroom (e.g. to link the video and these kind of things usually if there's thing I want to show them I download them ahead of time .. so I don't think it's a comfortable .. when you look at the room it's not the place where you want to be and at the same time they are in University and I don't think that at a University level the focus is making you comfortable .. I think it is at a certain expect supposed to be difficult because not ever person is

going to finish…. If college is easy that anybody can do it will lose its value so the fact that it is demanding in some way…. I think it is necessary and at the same time… hhhhhah we want Ss in our programme appear at a certain level we have online test or we have computer based test and such so…If this the image that we want to give so it has to be a crossed the board .. I don't require a lot myself to teach you know a white board and a marker but I do think that if the environment looked a bit more professional and looked a bit more welcoming I think the Ss would take a little bit more seriously. Usually .usually I would show them something that is very, very, very different of what have seen or something funny… We commonly use Mr. Penn and our running jokes …what makes Mr. Penn is so good is because he's British but he doesn't talk. ….I use videos personally to break the monopoly, and you know you want to give then something that make them laugh wake them back up again talk to them and then go back to lesson so videos, …..

(interviewee say …Okay let's go to the British and American as you know I'm sure that you only say this as a joke or so but don't you think brother that you on a way or another trying to build something even if you say this for fun … because I've been there in England for long time … I've not had a chance to go to USA but I know what you're talking about here and how sometimes British people don't like American English and vice versa …

[Response] Even me I studied my Master in Exeter oh *(interviewer say oh that's interesting…I'm pleased to hear that).*

Yea it is a wonderful city.If I had to go back to England I would go to that city... It is very welcoming…I use to walk and I use to wear my Thoub and I remember a woman passed by on the street and say welcome to Exeter. It was very nice very nice I enjoy myself. … Again it's a common …but they do study under the British educational system, they do sometimes come in with the concept that British English is better. So in some way I have to stump that out and then it just become a running joke and what does happen sometimes is if I do that in the first semester they will give a British teacher in the second semester. Hhhhhhhhhh. But generally the British teachers here is very good. I can understand….

But (Interviewer says when the Ss say British English is better do you thing they mean British accent or education system or what?

Continued...they're just teasing me and then I tease them back and one of the jokes I tell them I asked them who made the first car? The first car was made is Renault and the French car maker so do they make the best car and they say no and my point settled so just because they're the first doesn't mean they are the best. They like to joke with me and so it is just a joke between us …. Because in the beginning of class, the first couple classes even though it is as I say it is important to me to know who they are.. It is also important to them to know that I'm a professional and teaching an English so usually in the first week…. I will introduce a lot of information that I'm pretty sure that they don't know and the reason for that is so that they develop respect because sometimes Ss they've

studied IELTS they've studied TOFEL and they've got higher marks and they feel like they already know everything and that type of personality can be very challenging to deal with so in the first week we can do I focus heavily on the part of speech I focus on I use higher level words just so they understand their place and so they have confidence on me and so this guy knows his steps even though they're asking these questions to test you and in general thanks God I pretty good in answering them … what you know of confidence that you can make mistakes .. I've had a situation in class that I got the information wrong and I say sorry just a minute I made a mistake like this and then you lose no face with them they still respect you because you're human being but you've already established that you are professional in your field.

[Researcher Initiation] Okay …You've mentioned to things that would be much better if you have them in your class in terms of classroom facilities in spite of Internet access. So do you remember what else you need?

[Response] For me it is most with the programme itself I wish we wouldn't focus too much on tests... It's a headache for me..and it's a headache for them because at the end he's just having to end up move through material and you don't really get to enjoy the moment… (*Interviewer say- well you mean the policy or the curriculum?*)

The curriculum … yea …the heavy test focus for me is the worst part of the programme. That's for me is breaks everything …killing everything…. because even some Ss they need time to build and develop…you worked with them three four five weeks and they begin to build confidence then they take a quiz they get a low mark and then you lose everything ... they don't look the fact that … Had I taken this quiz at the beginning I would not have got any marks…the fact that I get sixty is good.. not… it's a breaker ..they feel that I've invested so much and I'm still failing .. so this heavy emphasis on test and the lack of control for the teachers (i.e. we have no marks, nothing to motivate them.. nothing that require them to participate)

..(Interviewer say … yea … you just teach them)

Continued not even teach it is test preparation and that what it is it's like intense test preparation course for the year. Yea the technology again at a university level most of lectures in medical college, engineering department they're not going to have videos and projectors they might have a lecture of 200 hundred Ss .. So I think there's a certain level of patience….And you know you have to know how to read and study and focus when you are tired and I think it is an important part when you are in college but just if we could not just focus on test that is that is for me that's kills me.

Yea and if you take from a student point of view.. I think they are working very hard it's only one year and they are working under high pressure … so you cannot blame them anymore)… yea right so if they don't interact... I don't take it personally…. I try to remind them indirectly you know I tell them things like this is the rest of your life you know sometimes things are difficult but you still to have

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to give an effort .. You know I try to give them indirectly but you know at the end it's very intense and I don't think a lot of it is fair but it's not my system…. it's not my society and so there's not too much I can do about it.

[Researcher Initiation] Okay … to be honest I finish … but I also want to ask you if you want to say anything (specifically about interaction or Ss or anything you want to add or to say any comments any issue you want to raise

[Response] Well I can for me is just as mention earlier that things like….. I feel happy that regardless of what is happen usually I keep very good relationship with my Ss often time regardless of what college they go to .. many of them will come back and visit me and see how's I am doing … because I think the positive interaction I have with the Ss and you know this is from Allah blessings on me most of Ss in this university know who I am by name by face and my class is known what to be known one of the better classes even though when it comes to apply policies I am very strict when it comes to attendance I am strict.. you're one minute late and you come, you're late and I mark you absent … even though sometimes the work in my class is intense I expect a lot of them .. I am very demanding... at the same time I feel proud that number one that the Ss respect me … they know that I care about them and that when they come to my class not just not they are interacting with their teacher .. They are interacting as you said earlier interacting with friend with a brother who sincerely is concern about their success and their wellbeing.

Yea...even that when some Ss don't interact as they should I won't put them down in the classroom I sometimes when the class is over I use to ask them after class is over I tell them personally your English is good you look like you come from a good family with the education .. you could be so much better of what you are … as long as I leave the class feeling a better person a better human being a better member of society the I fell that my job has been done …

[Researcher Initiation] yea that actually has led me to ask you another question related to Ss …who only come to the class without any motivation to learn at all and they just want to come for the sake of attendance… they are physically attendant but they're not her their mind is away. So what do you do with such Ss?

[Response] I try to engage him if again if I think that it is an issue if it seemed to be carrying on I try to talk to S alone…. I've learn in this society talking to Ss about problems face to face in class can be very demeaning to them it will be very…they don't take it well. And you know any human being wouldn't like to be putdown or reprimanded in public … so in general I try to in personal time get to know the student try to express my interest in his life .... is everything okay/ what's wrong is everything okay … try to indicate to them or to her that I care and hopefully they are motivated but it is not always sometimes it is and sometimes they need external pressure … (e.g. mins 44). I have there's a teacher here… or a secretary here and a couple days ago we were doing a test and he came back to me and say you' got a student named so and so in your class. I said yes and he say how is he! I say he has a lot of performance but he's just doesn't seem to

be motivated … he says because his father asking about him and I say what I will say is that on last Sunday and Monday he was very interactive … he say you know why I say why he said because I talked to him (secretary say) and told him that I'm following up with you you know your father wants you to do well and really he has been a different student in class. I was shocked because he's starting raising his hands and answering questions and focusing and be different S and after the class when I see Ss like that you know it's almost like a protocol son story (min 45) he tried to over shower the praise you drink something special what happen so I try to over praise them so that they feel like that switch is a good decision but it was interesting for me becz I've noticed that so sometimes it is external pressure that is needed when they fell like someone is following up with them. Okay, you just mentioned to the praising which I think is very important since we are talking about S interaction…

[Researcher Initiation] As you know we All as human being liked to be praised by everybody, but let me ask the question from the opposite side…So do you think that when you ask Ss a question and you say the answer is wrong/incorrect does that affect their interaction?

[Response]Yea definitely, and I try not to say wrong or incorrect... I use to say eeeeeeeeeeeeeeeeeee, I'm not sure about that so I won't say wrong but at the same time as you mention earlier that I emphasize to them that you're going to make mistakes and when you make mistakes in the class you don't lose any marks so don't worry about it… but when you make mistakes in the exams you lose marks so we are going to make mistakes here so we don't make mistakes there … and generally my class has a pretty good outlook on mistakes and they are comfortable with them if I see Ss making numerous mistakes I will try to intentionally give him an easy question to kind of offset so I try to be a bit intent in my question to make sure that I ask people who I know should be able to answer and that if someone has got numerous wrong answers that they still have opportunities to get right answers, same that your own, having other people laugh that those are all things that I try to avoid I don't like them in class because confidence .. Confidence is important

[Researcher Initiation] Okay I observed you brother twice, so it is quite difficult to draw a full picture and give judgment based on these two times … but in general do you talk about general things in your class (e.g. sports, food and any favourite topics Ss like to talk about in class? You know just to take them a bit out of that environment and then take them back again to the class? Because that didn't happen when I was there..

[Response] Yes and no … I'll never talked about a subject that has nothing to do with the lesson altogether. It has to has some type of relationship but usually what will do is we will sometimes digress on the topic that come up so last week technology came up and usually in the second class second two hours that last hours is rough so we're going have likely discussion so I just stop teaching and I just let the conversation go and it won't be the rest of last hours and that their energy is gone and that get them more motivated and just a lot stuff came out

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and I had a S telling me how their parents were very strict with them in technology, no internet at home, no television (ohhh really) and how they appreciated that and how other S tell me how they were free to use technology and it had actually negatively affect in their life one of them said he played a play station like seven years he would go to school and come back and play and ended it rounding his eyes his vision. One person told me that it affects his ability to interact with other people he forgot how to hold a conversation, how to sit with other people and he had to learn to do all of these things again. So they love to speak about these issues and love it … So I wish I had more time for it… but I also felt very privilege that they felt comfortable enough to share such personal (things) things yea .. one S tell me teacher I don't know whether this class have noticed this but my left eye I'm blind becz I was playing play station a lot every day and I was sitting to close to the screen he said I went to the doctor after about four five years and he told me that you almost blind in your left eye … and that's very vulnerable and to say that in front of colleagues it's not easy not easy at all. And again it made me feel good (of course not because he lost vision) but because he felt comfortable enough in my class to share that type of information. (I think this is the positive side of it). I would say this is advantages because that you give them a space to talk their experience in life and this the advantages of taking Ss sometimes out of the class to talk about general things and you would find I think that Ss would love to go ahead and talk and at the same time you will learn new things from Ss knowledge and experience … learning isn't from only one side anymore. Yea I learnt a lot from Ss in my class. Another Ss also he say he has a goat and he was telling me how he got it and how he deals with it and so as you say a lot of Ss they bringing lots of information whether it is about life itself whether it's about the culture.

[Researcher Initiation] Okay brother I can see your awareness of interaction and interest as well and that indicate that you are fully aware of its important in class, so May I ask how did build this knowledge how did you reach to this awareness of interaction. Is it rom training sessions that you attend, your qualifications, colleagues experience, and peer observation?

[Response]… I don't know I think Allah created me as a very sensitive person to help other people feel I think that is part of my parents always how to be concern… how your actions affect other people… so how other people feel it is so important to me like as I say sometimes I looked at my Ss faces and I see they are tired they cannot take anymore… so I switch they have a curriculum they have to study but at the same time I don't like to make life miserable for them so I think Allah has created me as a sensitive person to people and you know that helps a lot and experience.. Experience is an excellent teacher.

You know you do things wrong and then you learn from it... Again I know how to talk to Ss becz I talked incorrectly to them in some ways I know not embarrass them in publicly becz I've embarrassed them publicly... I've learned you know how to be more a bit more relax in class becz in sometimes I was stiff so I think it also comes with experience , you see what works and what doesn't work

sometimes when you are not in academic environment you're not studying in a course you don't have a chance to see a theory behind it you don't have a chance to reflect on that especially when it is a day to day life like this interview when you do have a chance to step back for a minute how did that happen ! I think experience is a very good ...a very good teacher.

[Researcher Initiation] What about academic background brother … if don't mind can you plz tell me more about that… you've mentioned that you got a Master degree from Exeter

[Response]Yea sure, I'm training to be a high school English teacher.. I graduated from (name of the school) I've got a Bachelor degree in English education specifically in literacy and composition. Writing and reading… I taught six years in Los Angeles (USA) and then I taught five years in Jeddah (KSA) that was a really learning experience I taught in a high school (Private school)... that was a real crisis for me because although I was training in teaching but I wasn't not training in teaching English as a foreign language and that completely different from teaching high school writing and reading.. so that's what prompted me to go and do the Master because I felt that I was at the crisis in my profession… and that when I went for the course in Exeter.. it helped me to understand what was going on because I was able to get some time away to see what was happing and then after finishing from Master degree I think I was different teacher because I understood better what was going on and how's my actions affected the classroom more.. And the peculiarities of EFL because sometimes you don't understand you're teaching someone who don't the language at all and that's is different from teaching a Match different from teaching Biology.. Language doesn't the barrier concepts are the barrier but I'm dealing with someone who doesn't understand the words I'm saying which is challenging very challenging

(Interviewer say what you are saying now just remind me of what David Crystal said about language teaching when he suggested that language teaching is the most challenging profession (no brain surgery, not physics …etc. because as you mentioned you are not teaching one thing you're teaching a language including (e.g. the way people speak, tunes, spelling, grammar rules, culture. Many things (idioms, inference) it is not easy … at all but at the same time it is interesting I guess

Continued… yea it is…. because you're dealing with Ss learn something from them meet people all the time as we mention earlier teaching doesn't come from one part anymore it has to be from both sides. Ss have also to take part in such process in learning and teaching … give them more space to talk about themselves that's by the way, why I do believe in the interaction because without interaction you wouldn't know whether Ss understand what you are saying or not. Sharing the information knowledge with Ss is very important and that is usually happened at the beginning of the term telling them your policy of teaching and even when somebody needs to go to the toilet you know you don't have to interrupt me and say teacher (I want to go to toilet) khallllas … if you neen toilet

just go you are an adult you don't need to ask for an excuse it's just too disruptive. Yea exactly and they are adults you know

(*Interviewer say… with this I'm finished brother and at the end I just would like to thank you so much for your cooperation and for allowing me to come to your class and observe… Thank you*

[Response] Thank you for this opportunity… thank you.