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Running head: TEACHERS' PERCEPTIONS AND PRACTICES OF  
IMPLEMENTATION OF STUDENT DISCOURSE

**Teachers' perceptions and practices of implementation of student discourse in a  
selective school in Nur-Sultan**

Zhazira Aitenova

Submitted in partial fulfillment of the requirements for the degree of  
Master of Science  
in Educational Leadership

Nazarbayev University Graduate School of Education

June 2019

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I would also like to show my gratitude to my supervisor, professor Duishonkul Shamatov, for guiding me through my research paper and sharing his wisdom with me. Your patience, wisdom, and trust are much appreciated by me.

### **Abstract**

Until the end of XX to the beginning of XXI century rote-learning approach and grammar-translated method were widely used in language classes in Kazakhstani schools (Poloz, 2017). However, due to the low effectiveness of traditional education the Ministry of Education and Science of the Republic of Kazakhstan issued a State Program in favour of modern teaching methods conducive to forming communicative and problem-solving skills and the ability to manage information and technology (State Program, 2010). Student discourse is an indispensable part of student-centered approach and thus this study is thought to have vital importance to meet the needs of the State Program in Kazakhstan. Based on the studies and literature, this research pursues the aim to understand how language teachers perceive and implement student discourse in their classrooms in a selective school in Nur-Sultan. The case study design was employed because there was a need to obtain an in-depth study (Crowe et al., 2011). With the help of purposive sampling strategy, two teachers of Kazakh and two teachers of English language were selected as the participants of the study. To receive a good quality data and gather the most important information on how these four teachers carry out student discourse practices, individual interviews and lesson observations were conducted with the consent of the teachers and with due consideration of all NUGSE ethical norms. The qualitative data were analyzed accordingly, which involved such steps as a preliminary data review, the interviews were decoded and categorized. During the interviews teachers had the opportunity to reflect on their practice and start to improve it, also understand the importance of student discourse on the teaching process.

*Key concepts: teacher-centered method, rote-learning, grammar-translation method, student-centered approach, reform, communicative approach, student discourse.*



### Абстракт

До конца XX века и до начала XXI века широко применялись подход механического заучивания и метод грамматического перевода на уроках языковых предметов (Полоз, 2017). Однако, в связи с низкой эффективностью традиционного обучения, Министерство Образования и Науки РК разработало Государственную Программу с указанием необходимости внедрения современных методов обучения, направленное на формирование коммуникативных навыков, умение управлять информацией и технологиями, решать проблемы (Государственная программа, 2010). Дискурс учащихся является неотъемлемой частью данного подхода в связи с чем данное исследование внесет вклад в решение поставленной задачи государственной программы. На основе исследований и литературы, данное исследование стремится узнать, как учителя языковых предметов воспринимают «дискурс учащихся» и применяют приемы дискурса на уроке в отборной школе г. Астана. Кейс-стади был применен, так как он позволяет исследователю глубже изучить данную тему (Stowe et al., 2011). Способом целевой выборки два учителя казахского и английского языков были отобраны в качестве участников исследования. Для получения качественных данных и сбора информации с участниками исследования были проведены интервью, а также было проведено наблюдение их уроков с их согласия и с учетом всех этических норм NUGSE. Данные соответствующим образом были проанализированы и прошли через следующие этапы: обзор предварительных данных, расшифровка интервью и распределение по категориям. В ходе интервью учителя получили возможность рефлексировать о своем преподавании и начать улучшать свою практику, а также понять важность дискурса в процессе преподавания и обучения.

### Абстракт

XX ғасырдың соңы мен XXI ғасырдың басына дейін еске сақтап, жаттау, сонымен қатар грамматикалық аударма әдістері тіл пәндерінде кеңінен қолданылды (Полоз, 2017). Алайда, дәстүрлі әдістің тиімділігінің төменділігіне байланысты ҚР Білім және Ғылым Министрлігі коммуникативті дағдыларды, сонымен қатар ақпарат және технологияларды игере білу әрі мәселе шеше білу қабілетін дамытатын оқыту тәсілдеріне көшу міндетін қойды (Мемлекеттік бағдарлама, 2010). Оқушы дискурсы – коммуникативті тәсілдің ажырамайтын бөлігі. Сондықтан, бұл зерттеу Мемлекеттік бағдарламаның қойған міндетінің орындалып, жүзеге асуына өз септігін тигізеді. Зерттеулер мен әдебиеттерге негізделген бұл зерттеу тіл мұғалімдерінің дискурсты қалай қабылдап, өз тәжірибелерінде қалай қолданатынын білуді көздейді. Сапалы зерттеудің кейс стади тәсілі қолданылды, себебі ол белгілі бір феноменді терең зерттеуге мүмкіндік береді (Crowe et al., 2011). Мақсатылы іріктеу әдісі арқылы екі қазақ тілі және екі ағылшын тілі пәні мұғалімдері зерттеу қатысушылары ретінде іріктелді. Сапалы деректер алу үшін, әрі маңызды ақпарат жинау үшін қатысушылардың рұқсатымен, әрі барлық NUGSE этикалық нормаларын сақтау арқылы олардан сұхбат алынды, сонымен қатар, сабақтарына бақылау жүргізілді. Алынған мәліметтер талданды, яғни келесі кезеңдерден өтті: деректерді алдын-ала қарастыру, сұхбаттың мағынасын ашып, кодтарға ажырату және категорияларға бөлу. Сұхбат барысында қатысушы мұғалімдер өз тәжірибелеріне рефлексия жасап, сонымен қатар, дискурстың оқу және оқытуға маңыздылығын түсіне білді.

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## **Chapter 1. Introduction**

This thesis is titled “Teachers’ perceptions and practices of implementation of student discourse” and it raises awareness for the importance of student discourse in teaching and learning a language. In this chapter I present the background information on the process of transfer from traditional to student-centered approach. This chapter covers statement of problem, purpose of study, research questions, significance and benefits of the study.

### **Background of Student-centered Approach**

Teaching approaches and methods in Kazakhstani schools were profoundly influenced by Soviet education system where traditional teacher-centered method was practiced (Fimyar, Yakavets & Bridges, 2014). Until the end of XX to the beginning of XXI century rote-learning approach and grammar-translated method was an integral part of teaching in language classes in Kazakhstani schools (Poloz, 2017). Language teachers heavily focused on grammar rules and the ability to translate from a foreign language into a native language and vice versa applying those rules correctly. Even though students acquired the grammar rules and learnt new vocabulary, they were not able to express their thoughts in a foreign language properly because they were not trained to speak. Speaking was mostly practiced when students were asked to retell a text. Consequently, by that time educators recognized the flaws of traditional education and transfer from traditional to student-centered approach was required (Fimyar et al., 2014). Hence, the Ministry of Education and Science of the Republic of Kazakhstan initiated a State Program in favour of modern teaching methods conducive to forming communicative and problem-solving skills and the ability to manage information and technology (State Program, 2010). Student discourse plays prominent role in implementing student-centered approach and thus this research will enable to meet the needs of the State Program in Kazakhstan.



### **Definition of Terms**

- Student discourse – any type of talk on the topic between students that takes place in classroom (Policastro, 2017).
- Classroom discourse – It is stated that “classroom discourse typically refers to the language that students and teachers use to communicate with each other, including talking, discussions, conversations, and debates” (Policastro, 2016, p. 4).
- Teacher discourse – the language that teachers use in the classroom to instruct, explain the topic, ask questions and organize any type of discussions (Meyer & Turner, 2002).

### **Statement of the Problem**

Despite the initiatives and changes in the State Compulsory Educational Standard of RK (GOSO) most teachers' understanding of discourse is limited to debates, dialogues and roundtable discussions. All the mentioned activities undoubtedly refer to student discourse. However, student discourse comprises more than just student discussions. Students and teacher discourse in classroom play equally important role in successful learning. In a nutshell, in order to understand how teachers implement discourse in class, it is thus sensible to first know how they treat the role of it (Fimyar et al., 2014).

The experience of traditional approach shows that teacher's dominance in the classroom when giving information or teaching new concepts does not provide long-term results (Fimyar et al., 2014). It is known that students can read the material or learn about the information online or on their own in the library reading from the books. Traditional approach focuses on knowledge acquisition and theory. However, gaining skills and practice along with the theory is of equal importance and can happen only in classroom. Having been a student, I can say we drilled theory and practiced doing written exercises given in textbooks on the English lessons. As a result, we had language barrier. We rarely

asked and answered questions to each other. Our lessons were constructed on lecture format.

Student discourse starts with initiating a culture of discussion within the classroom between students where they build on each other's ideas providing constructive feedback to each other's comments and learn. When students learn from each other adding to their knowledge discourse is considered productive (Nystrand, 2006).

It is thought that until recently teachers in Kazakhstan had been applying a teacher dominating approach focusing on the academic discipline rather than dialogic teaching or student-centered approach. Traditionally, dialogue was meant a pair work between students with no feedback from the teacher or student (Fimyar et al., 2014). However, dialogic approach implies dialogue between teacher and students, student to student, and as a whole-class because student discourse can create an environment where students are able to learn more. According to Edward-Groves (2018) the most abundant type of discourse that takes place in classrooms is "IRE" strategy (Initiate-respond-evaluate) between teacher and one student when a teacher poses a question (Initiate), a student replies (Respond) and the teacher provides feedback (Evaluate) (p. 4). Students must be encouraged to form deeper conversations by themselves in which different opinions are shared in order for learning to be improved (Nystrand, Wu, Gamoran, Zeiser & Long, 2003).

Many language teachers in Kazakhstan might be unconsciously using student discourse practices effectively without knowing the existence of those studies. In this research study I want to identify how teachers in a selective school in Nur-Sultan perceive the role of student discourse and implement discourse techniques.

### **Purpose of the Study**

The purpose of the study is to explore the perceptions of two English and two Kazakh language teachers in a selective school in Nur-Sultan on student discourse and the ways they implement student discourse in their classrooms. The research also attempts to compare those English and Kazakh language teachers' perceptions and practices of student discourse. Therefore, the study will focus on a) how the teachers perceive the role of student discourse b) what elements of student discourse they implement in their classrooms.

### **Research Questions**

According to Creswell (2014) the research questions are broad questions that highlight the central phenomenon or concept in a study. In accordance with the purpose of this study, the following question(s) are addressed:

- 1) What is student discourse and what are the teachers' perceptions of student discourse in a selective school in Nur-Sultan?
- 2) How do teachers of English and Kazakh language implement student discourse in their classes?
- 3) In what ways does the student discourse facilitate learning?

### **Significance of the Study**

On the one hand, the concept "student discourse" is new in our education system. On the other hand, teachers who have relevant experience of teaching in a selective school<sup>1</sup> might be already effectively implementing it in their practices.

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<sup>1</sup> Selective schools – schools that were created as an experimental platform for educational research-based innovations. Both teachers and students are selected through specially-designed testing system. In fact, these types of schools were the first to implement criteria-based system and transfer their experience to mainstream schools.

Thus, this study will be extremely helpful to identify the awareness of student discourse role among Kazakhstani teachers. Therefore, this study will contribute to the body of knowledge by highlighting the student discourse techniques and create awareness of the concept in general.

A vast majority of studies emphasize the importance and benefits of productive student discourse for critical thinking and acquiring the information, and most importantly supporting social skills, if implemented accordingly. Consequently, teachers who access this study will start reflecting on their own practice and start to improve their practices as well. Teachers will learn to provide a good quality feedback as to their students and even to their colleagues.

In addition, I as an educator, will greatly benefit from the findings, too. It will help me to effectively implement student discourse techniques and share my experience with my colleagues. Therefore, it would greatly contribute to the professional development in our school because it can build into Lesson study project in our school. The results of the research could be useful for all teachers regardless of the discipline they teach, and school they work in.

## **Conclusion**

This chapter presented an introduction to the thesis, the research problem and the purpose of the study, research questions and its significance. The topic of student discourse is not only a very helpful tool in teaching a language, but also it is an integral part of student-centered approach.

## **Chapter 2: Literature Review**

### **Introduction**

This chapter will highlight the overview of various studies that have been done regarding teachers' perceptions of student discourse, how teachers implement student discourse and how student discourse facilitates learning by addressing the following research questions: (1) What is student discourse and what are the teachers' perceptions of student discourse in a selective school in Nur-Sultan? (2) How do teachers of English and Kazakh language implement student discourse in their classes? (3) In what ways does the student discourse facilitate learning?

The chapter will be organized in the following way: the first part will define the term "student discourse" and teachers' perceptions of it in general, the second part will discuss the implementation of student discourse in practice, the third part will investigate how student discourse enhances learning from a teacher's perspective.

### **Student Discourse**

Basically, all the activities are done through classroom discourse, especially teacher discourse. Policastro (2016) states that "classroom discourse typically refers to the language that students and teachers use to communicate with each other, including talking, discussions, conversations, and debates" (p. 4). However, Benham and Yassamin (2009) define classroom discourse as the "unequal power relationships, turn-taking at speaking, patterns of interaction and more" (p. 118). Gee (2001) defines discourse as ways of combining words, values, thoughts, deeds to achieve an understanding. It shows that not only talk in the classroom can be regarded as "discourse" but also the culture of discussion can refer to "discourse".

Similar to Policastro (2016), Fisher and Frey (2014) consider student discourse to be when students discuss the academic topic being taught and enhances student

engagement and the learning process. Opposite to Fisher and Frey (2014), Hattie, Fisher, Frey, Gojak, Moore and Mellman (2016) true discourse occurs without teacher's participation when students talk about the topic of their interest and have an honest, raw conversation.

Fisher and Frey further develop the concept of talk as being an indispensable part of learning. Learners talk in order to express their opinion and ask questions to each other, develop arguments. In fact, all students love to talk especially about their experience. This is also "discourse". Teachers engage in discourse as well. When there is a balance between teacher's and students' discourse, learning is usually productive (Fisher & Frey, 2014).

There are different formats of classroom discourse, such as small and large group, pair work and team work which turn into a whole-class conversation. These types of discourse create opportunity for authentic formative assessment as the teacher can listen to the questions and answers and note some common mistakes which can later serve as a material for the detailed feedback (Policastro, 2017). Another interesting definition of discourse is given by Rudell and Unrau (2004) who explain that "classroom discourse is about creating oral texts that teachers and students interpret" (p. 4). While interpreting it is very important that they mention the source of the message and ensure the correctness of the message (Policastro, 2017). It adds to the definition of discourse which is also when students interpret each other's as well as the teacher's ideas.

### **Teachers' Perceptions of Student Discourse**

Discourse is usually controlled through given assessment criteria by teachers in the classroom. However, if teachers leave it for students and listen carefully what they are talking about, this is when "true discourse" occurs (Hattie et al., 2016). Sometimes hearing students talk naturally about their life, environment, things they are interested in or know about, helps to reveal "raw" language without instructions. Mostly, children are involved

in teacher-instructed discourse through guided readings, discussions, dialogues and writing. If teacher does not want their students lose this natural interest and instinct, they need to learn to step back and allow students language or discourse unfold naturally (Policastro, McTague & Mazeski, 2015). This defines teacher's role in discourse as a facilitator and monitor.

Teachers undermine the importance of student discourse in the classroom. The vast majority of teachers understand classroom discourse as a brief dialogue between teacher and students. This is a typical and widely spread form of dialogue in classroom when the teacher asks a question, the student gives an answer which teacher evaluates by replying commenting the answer (Lemke, 1990). This type of interaction does not stimulate cognitive process except recall and limits the communication to a teacher and a student (Zaccarelli, Schindler, Borko & Osborne, 2018). Most studies show that practicing teachers are not familiar with "discourse" and are not prepared to use it in classroom effectively (Policastro et al., 2015). It is concluded as per the fact that teachers tend to stick to teacher-centered traditional approach in teaching.

In a dialogic teaching teacher asks open, thought-provoking questions which make students think and provoke other questions (Alexander, 2006). If teachers want a productive discourse, they need to step back from the instructional talk (Tolmie, Thurston, Topping, Christie & Livingston, 2007; Webb, 2009). Many researchers state that students discourse lacks effectiveness due to: a) the information presented by the teacher is unequivocal (Duschl, 1990; Weiss, Pasley, Smith, Banilower & Heck, 2003); b) information presented in the textbook lacks argumentative texts (Penney, Norris, Phillips & Clark, 2003); c) authoritative discourse dominates in the classroom (Newton, Driver & Osborne, 1999; Weiss et al. 2003);

Teachers' misperception of their role in student discourse is formed as a result of weak pedagogical training that rarely supports productive classroom discourse (Mercer & Dawes, 2014). That is why teacher professional development is an essential way for teachers to learn and develop the skills how to use it. Video recording own lessons is one the most effective ways supported in teacher professional development. It helps to examine your own lesson and reflect on it. Recent findings showed that teachers who took part in teacher professional development training and video-recorded their lessons implemented much more successful student discourse (van der Veen, de Mey, van Kruistum & van Oers, 2017). However, these findings cannot be generalized because teachers do not have the same conditions.

### **Implementation of Student Discourse in the Classroom**

Meyer and Turner (2002) highlight two types of instructions used by teachers: scaffolded and unscaffolded. Scaffolded instructions are divided into three categories (p. 20):

- a. Linking theory to practice. For example, if the teacher is explaining about types of angles, then teacher asks students to measure the angles;
- b. Transfers the responsibility to students;
- c. Setting a positive classroom atmosphere for learning through raising students' intrinsic motivation, supporting emotional well-being and peer collaboration.

Scholars suggest that teachers provide social support to students as part of student-teacher interaction. In order to do so, teacher needs to listen to student's voice. Non-scaffolded instruction is also divided into two categories: teacher-controlled and non-supportive motivational or socioemotional responses. It is a very typical case when teacher refers to textbooks as a primary source of authority and students rarely question the information in them. Teacher's words are never questioned or when a teacher asks closed



questions to which students provide factual answers. This type refers to the first category which non-scaffolded instruction (Meyer & Turner, 2002).

Teacher's non-supportive motivational statement includes teacher's comments on student's low performance or when a teacher uses boring, too difficult, long activities that do not require critical thinking but mostly factual knowledge or good memory. Teacher's sarcastic or negative comments on student's abilities in front of the whole class or when a teacher compares students creating unhealthy competitive atmosphere are also coded as non-supportive forms of teacher-student interactions. In other words, emotion-related comments are coded as non-supportive form of interaction (Meyer and Turner, 2002).

Current findings demonstrate that classroom discourse should be taken seriously and become indispensable part of learning in classrooms (Alexander, 2005; Mercer and Dawes, 2014; Resnick, Asterhan & Clarke, 2015). Alexander (2006) states that "spoken language should play a central role in teaching, since it provides an opportunity to influence thought processes through their involvement in classroom discourse" (p. 41). In many empirical studies that explore the impact of the teacher development on student discourse have shown that teachers need more support (Mercer, 2008; Pimentel & McNeill, 2013) and that we lack the adequate understanding of what difficulties teachers face (Vescio, Ross & Adams, 2008). Even after the teacher professional development sessions teachers used only one part of student discourse, but were still experiencing difficulties while asking open questions and fostering student elaboration (van der Veen et al., 2017; Wilkinson et al., 2017).

The way teachers organize pair work identifies the impact on learning. Storch (2000, 2001b) elicited four distinct patterns of collaborative work. They are:

- collaborative;
- dominant/dominant;
- dominant/passive;
- expert/novice.

Also, Storch emphasized two criteria for dyadic interactions:

- equality (authority over the task)
- mutuality (level of contribution in the task).

Storch (2000, 2001b) suggests the following descriptions of the mentioned patterns (pp. 185-200):

**Table 1. Patterns of Collaborative Work**

Collaborative pattern	Dominant/dominant	Dominant/ passive	Expert/ novice
When two students equally contribute to the fulfillment of the task and reach a common solution	Both students contribute to the task. Assistance is often rejected because both students want to dominate	One student dominates over the other and allows no assistance or contribution from him/her.	Assistance is provided mostly by the dominant student who is an expert, and the other student usually happily accepts it.

In many cases practicing teachers do not pay due attention on the nature of peer assistance and organize pair work without differentiating students. As seen in the table above, dominant/dominant and dominant/passive patterns provide little opportunities and show no transfer of knowledge as in the first case both of them tend to control whereas in the second one there is a lost opportunity for the passive student to learn. On the other hand, collaborative and expert/novice pairs show more of a knowledge transfer and opportunities to learn (Swain, Brooks & Tocalli-Beller, 2002). To sum up, pairs benefit when there is a high equality and mutuality as well as more language-related episodes, scaffolded assistance. Collaborative pattern found to be the most effective among all four patterns as they have suggested more evidence of knowledge transfer (Storch, 2000).

In addition to the abovementioned researchers, Policastro (2017) sees the main problem in the lack of culture of collaboration and discussion in the classroom. Prior to setting the rules, teachers need to appreciate culture of collaboration and instill the sense of

respect in students. Before any format of discourse, students should be introduced to the common rules of behavior. Discourse should be done in a safe place and atmosphere. For discourse to be successful, teacher should create a culture of discourse and shared talk (Policastro, 2017). Children should know that they are safe and their voices are heard, valued and respected. Neither should students be afraid to express their opinion. There should be safe, healthy atmosphere for discourse. Students should learn how to provide honest, constructive feedback to each other because classroom is a place where they come to learn. Teachers need to create the conditions for discourse. Policastro (2017) suggests using the checklist below to implement successful classroom discourse (p. 10):

**Table 2. Productive Classroom Discourse Checklist**

Classroom Environment & Agreement Checklist
<ul style="list-style-type: none"> <li>• Seating arrangement</li> <li>• Eye contact</li> <li>• Noise levels</li> <li>• Quiet spaces</li> </ul>

### **Student Discourse Facilitates Learning**

When students openly discuss about a very important issue in the world, express their opinion and think critically to give possible solutions, they learn a lot from each other even more than from the text. Then students can also reflect on their progress, what they have learnt and what they would like to learn about, what was difficult. Teachers can collect valuable formative assessment data which would help to provide effective feedback for their further improvement (Policastro, 2017). This shows that these student reflections can be used for the improvement of teacher's own practice.

Talk is an important aspect of learning and language development. When students share their thoughts or communicate with each other it becomes a "shared talk". Shared

talk needs both a speaker and listener. While listening to each other and later providing arguments to each other, they need to remember what was said. As we talk and at the same time listen, we are trying to create meaning and analyzing our own response (Policastro, 2017). Shared talk stimulates thinking, improves memory and increases literacy.

Shared talk in a whole-class discussion is also helpful in viewing their own and others' behavior and personality in a group and learn (Pantaleo, 2007). Sometimes listening to valuable ideas or ways of interpretation, students either build confidence or grow and improve trying to imitate higher-ability students. They learn from their peers and create their own style. This is how learning takes place. Similar to Policastro (2017) Godinho (2007) shared the same view on the importance of collaborative culture. Classroom should be an area in which students have fun, learn and feel safe. It is highly important that discourse does not turn into an aggressive competition. The difference between discussions from other formats of learning is that they are collaborative and not competitive because every student's opinion is respected and not put under question at the same time having a purpose (Godinho, 2007).

Classroom discussions stimulate students to think deeper, developing arguments and opinions from the text. Students disagree and agree with each other, ask questions to clarify and as a result, understand the topic. In others words, discourse provokes higher order thinking and critical questioning skills. Moreover, students learn from each other through student discourse (Policastro et al., 2015). Research shows talk has always been humankind's means of communication and dialogic talk is irreplaceable in developing thinking and understanding (Alexander, 2006). The studies have revealed that nowadays children prefer to text rather than speak face-to-face which means that student discourse would help to bring back that culture of communication and empathy. Scholars express a concern that technology has discouraged normal real-life conversation (Denby, 2016). Due

to technology students stopped reading books or even when they read them, they easily forget the content because there has been no discourse done after reading.

Rymes (2015) emphasizes the importance of analyzing classroom talk after the lesson (p. 1):

- Discourse analysis enhances mutual understanding between teachers and students. Analyzing the talk helps to reveal the misunderstandings between different social groups, even between teacher and students.
- Reflecting on classroom discourse, teachers are able to understand local differences and go beyond cultural differences.
- Discourse analysis improves students' academic results.
- Analyzing classroom discourse increases teachers' interest and motivation to teach.
- Discourse analysis allows to understand silent or problem students.

Policastro (2017) thinks that discourse is most effective when discourse is applied to foster all four skills. Discourse can be carried out through speaking, reading, writing and even listening. Discourse through reading can be supported in providing the texts with critical and reflective questions. Students will use this time to construct their ideas and learn new meanings (Policastro, 2017). When students read and write independently, they usually self-reflect. This is called "self-talk" which also refers to discourse. The teacher can ask students read independently and then reflect on it in a written way (Policastro, 2017). Policastro (2017) suggests that students may start their independent writing with "While I was writing in my journal ... While I was reading this book, I thought to myself ..." (p. 9). Afterwards, students can share their reflections with each other. They can either read or write or just discuss about their reflections. In other words, self-talk/ self-reflections can transform into shared-talk/ whole-class reflections.

### **Vygotskiy's Theory**

Peer-dialogue is known to be a very important tool in teaching a foreign language. It is a sociocultural process which involves other cognitive processes such as attention, problem-solving and voluntary memory (Vygotskiy, 1978). Vygotskiy's social development theory argues that social learning precedes development whereas Jean Piaget believed that development precedes learning. Vygotskiy further explained his theory stating that every child in their life goes through the following 2 processes: first on the social level, then on the individual level. Children work socialize and learn from each other, or by cooperating with each other (interpsychological) which later will affect individual behavior and mental processes (intrapyschological). His theory served as a basis for further studies that directly affected the field of education. Vigotskiy developed the theory of "the zone of proximal development" (ZPD) which is the distance between the ability of the student to perform a task under a guidance of an expert/teacher/higher-ability peer and the student's ability to solve the problem independently (Vigotskiy, 1978). He believed that learning occurs in this zone. The learning that happens during this gap identifies the progress, development and success according to Vigotskiy. This theory has inspired and supported other scholars' studies in respect to peer-discourse and dialogic teaching. Swain (1997) calls this process "a collaborative dialogue" in which "learners work together to solve linguistic problems and co-construct language or knowledge about language" (p. 116). Language is a tool that facilitates this cognitive process to manage making and communicate (Swain, 1997). Wells states that dialogic teaching in language can be divided into 2 parts such as "what was said" and "saying" (Wells, 2000). Learners learn from each other in the process of questioning, offering possible solutions, agreeing/disagreeing, repeating, giving/ receiving feedback, participating in activities and managing own behavior (Dicamilla &Anton, 1997; Donato, 1994; Ohta, 2001; Swain & Lapkin,

1998; Swain et al., 2002). Swain (1998) emphasizes that learning happens not “as a result” but “in interaction”. Studies show that collaborative dialogue is more effective in combination with other skills, especially writing (Swain, 1998). Analyzing students’ writing allowed the researchers to assess the impact of talk on language learning (Lantolf, 2000; Swain, 1998).

### **Studies on the Effectiveness of Student Discourse on Learning a Foreign Language**

Swain and Lapkin (1998) carried out a microgenetic analyses of the dialogue of two 8<sup>th</sup> grade French immersion classes who wrote a story. Swain, Brooks and Tocalli-Beller (2002) describe that “Swain and Lapkin used “language-related episodes” (LREs) as their unit of analyses” (p. 173). LREs are episodes of dialogue in which students are discussing the process of learning a language. In the process of discussion, students may correct themselves and each other, question the use of certain language patterns. Swain and Lapkin argued that LREs provide opportunities for learning language. In fact, pre-and posttest data they analyzed showed that they were indeed useful in learning, even serving as the site of learning (Swain et al., 2002).

Moreover, Spielman Davidson (2000) carried out a study in which 8<sup>th</sup> grade students studying French who were taught present conditional. Davidson tape-recorded, observed and tested the learning of four pairs of students, during 4 weeks (16 hours) who worked together in pairs. The students were involved the writing activities: writing the draft, editing, correcting the content-related dictogloss. The pre and post close tests were also taken to check the progress, as well as interviews and a paragraph writing exercise. The tests were based on the content of the peer-peer dialogue of each pair. The post tests were given at the end of 4 weeks and again 11 weeks later. As a result, the study group showed better results than before the intervention (Davidson, 2000). This study needs

further detailed analyses. However, such studies indicate that peer-learning and pair work is effective in learning language rather than doing it independently.

In addition, De Guerrero and Villamil (2000) conducted another study which collaborative peer revision of writing with adult learners of Spanish language as their second language. The given study identified the impact of peer revision on the final version of writing. They assessed two types of writing: narrative and persuasive. The scholars audiotaped pair interactions and later found out that most of the revisions (74%) discussed during the pair work, were included in the final drafts of the writing task. It was noticed that while reviewing the narrative mode, students focused on grammar and content (31 and 27%) whereas checking the persuasive mode, they only focused on grammar (38% of revisions). More importantly, it was observed that peer discussions prior to writing facilitated further revisions and even continued after the sessions transforming into self-revisions. This shows that peer learning promotes self-regulation (De Guerrero & Villamil, 2000).

They further developed the study and adopted a microgenetic approach by analyzing 16 episodes of interaction. They divided the roles as “reader” and “writer”. The student whose role was the “reader” provided instructions and even gave mini-lessons which as Swain et al. (2002) explain “is a type of scaffolding mechanism by which students exteriorize their expertise and offer each other knowledge about language” (p. 175). The “writer” in their turn, took the revisions into account and made due corrections, even in some cases, further self-revised. As the research demonstrates, prior peer discussions before writing allow both reader and writer benefit (De Guerrero & Villamil, 2000). This research proves that peer-feedback needs to be considered an important tool in teaching English as second language (ESL) writing classes. Tang and Tithecott (1999) explored the effect of peer-review groups on the writing skill of ESL learners in a small



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university college and observed that "students saw the benefits of the peer response model used in the study but had concerns as well" (p. 30). The concerns included the discomfort to give honest feedback and criticism in assessing someone else's work (Tang & Tithecott, 1999). This study reveals the necessity of training students to provide good quality feedback and setting the culture of constructive criticism for common reciprocity. In general, most studies point out the benefit of peer feedback. Students learn to see their mistakes and even increase self-confidence and self-regulation. In addition, it saves more time to teacher.

Storch (1999, 2000, 2001a, 2001b) conducted a series of studies as part of her doctoral dissertation to explore the nature of peer-assistance and its impact on learning. The study involved intermediate and advanced level ESL learners. The students were asked to complete grammar exercises which consisted of three tasks: solving cloze tests, a text reconstruction and writing a short composition. The students completed the same tasks first, independently and then in pairs or in small groups. As a result of the collaborative work, when solving grammar cloze tests, the students improved their results from 58 to 78%, in particular showed dramatic increase in morphology-related tasks which plummeted from 35 to 84%; when reconstructing texts, they increased from 63 to 72%; with regard to the composition, the students made fewer errors when written in collaboration (7.75) and a greater proportion of error-free clauses (61% vs. 47%) whereas written individually ones demonstrate more errors (13.6). This brings us to the conclusion that collaborative work generates metatalk and has a positive impact on grammar accuracy and students' writing (Storch, 1999, 2000, 2001a, 2001b).

Paulus (1999) studied the impact of peer and teacher feedback on students' writing. She analyzed 11 ESL students who took part in peer review sessions to provide each other feedback on their writing. She compared the student revisions to three drafts of a

persuasive essay. She then compared them to changes resulting from teacher feedback. The results showed that students used both peer and teacher feedback. Interestingly, the majority of revisions belonged neither to peers nor to the teacher but influenced by some unknown resource. The study findings showed that students take their peers' feedback seriously and incorporate them in their writing.

However, the overall result showed that teacher feedback used more than peer feedback which indicates that students should be trained in how to provide high-quality feedback to their peers (Paulus, 1999; Tang and Tithecott, 1999). In counterpart to the researchers, Berg (1999) compared the results of revisions on students' writing made by the trained students (university-based Intensive English Program) to the revisions made by the students who received no training. Trained peer response resulted in much more significant content changes as well as higher writing scores (Berg, 1999). This study confirms that students trained students provide more effective peer feedback (Paulus, 1999; Tang & Tithecott, 1999; Berg, 1999).

Face-to-face interaction is very helpful in language learning. The study by Lynch and Maclean (2001) showed that peer-peer dialogue is effective in improving language performance. The researchers explored the effects of successive cycles on students' speaking skill. Students practiced "poster carousel" in which they worked in groups. Each group had to present their poster to other groups. One host from each group had to explain and answer the questions of other group members. Groups visited posters in different cycles which means students needed to repeat their presentation over and over answering various questions. As a result, high-proficiency students became experts of their texts and in a way their language improved whereas less proficient learners improved their syntax, phonology and lexis. This activity supports the interaction between the hosts and visitors (Lynch & Maclean, 2001).

In another study of peer-peer interaction, Lynch (2001) asked four pairs of students to transcribe a 90-120 second recorded role-play they had performed in front of the class. After transcribing their role-plays, the pairs were asked to check their own verbatim for mistakes or allowed to make changes where necessary. The students in pairs made changes to their original scripts. At this stage 81 changes out of 112 were made for the improvement of their role-plays. After that, the teacher paraphrased the revised scripts, correcting grammar mistakes and replacing some words and handed them out to the pairs. At the final stage, students compared their own revisions to the revisions made by the teacher and discussed in pairs and then as a whole-class. In this activity, feedback in the form of self-correction, peer-feedback and teacher intervention helped the improvement of language learning (Lynch, 2001).

### **Conclusion**

In this chapter I reviewed the literature on teachers' perceptions of student discourse, their practices of implementation of student discourse and how student discourse facilitates learning. The literature showed that in most cases teachers do not effectively use discourse practices and need training. The studies conducted on student discourse also reveal that effective student discourse in the form of peer assistance, shared talk, peer feedback, dialogic teaching is very helpful in teaching and learning a language.

### **Chapter 3: Methodology**

#### **Introduction**

My study attempted to seek for the answers for the following research questions:

- 1) What is student discourse and how do teachers perceive its role?
- 2) How do teachers of English and Kazakh language implement student discourse in their classes?
- 3) In what ways does the student discourse facilitate learning?

In order to find answers for them I employed a qualitative case study approach. This chapter presents research methodology. In particular, the chapter contains the information about research design, site and sampling procedures, data collection and instruments, data analysis procedures and ethics of the study.

I start the chapter with the introduction. The second section explains why the research design was applied. The third section introduces the site on which a study was conducted and justify the reason why it has been chosen by the researcher, as well as selection of participants for the study. The fourth section covers data collection information and describes the instruments that have been used to collect the data. The fifth section presents how the data was analyzed. And the last sixth section describes the ethical considerations for conducting study.

#### **Research Design**

As explained by Creswell (2014) that in order “to establish the meaning of a phenomenon from the view of the participants” (p. 30), the Qualitative Research method is employed. The purpose of this study was to explore the practice of student discourse from the view of the participants and how these groups of teachers actually implement it. The Quantitative Research Method cannot be applied in order to identify teachers' perceptions on the role of student discourse due to the fact that it needs a larger sample of participants

TEACHERS' PERCEPTIONS AND PRACTICES OF IMPLEMENTATION OF STUDENT DISCOURSE and looks at concepts as variables whereas in Qualitative Research Method the researcher looks at “settings and people holistically rather than just “variables” and thus viewed as a whole” (Taylor, Bogdan & DeVault, 2015, p. 9).

Within the qualitative research method Case Study approach was employed because there was a need to obtain an in-depth study of how teachers perceive and implement student discourse in their own practice in real-life context (Crowe et al., 2011). Also, a selective school in Nur-Sultan was chosen which means the researcher bases on the experiences of the particular teachers of the specific school. As a researcher I focused on a small group of teachers in a selective school in Nur-Sultan which can be considered a special ‘case’ (Yin, 2014). The Qualitative Research Method allowed me to investigate how a small group of teachers perceive student discourse and implement it in their practice in depth. The data obtained from the study helped to discover the participants’ knowledge and views on the topic as well as understand a central phenomenon (Creswell, 2014).

First of all, I developed a research topic/ problem which was about student discourse practice in Kazakhstan. Basically, the term “research problem” is different from the problem that we normally think, for the researchers it’s a field of interest to investigate (Booth, Colom & Williams, 2008). Prior to identifying how teachers implement student discourse in their teaching practice, as a researcher it was important for me first to find out how the local teachers perceive its role and only after compare their words with their actions. Once my research problem was identified, I had to narrow it down from ‘teachers in Kazakhstan’ to ‘teachers in a selective school in Nur-Sultan’ to make my study more feasible. Later my topic led to the design of the research questions which sounded as “what is student discourse and how teachers perceive its role in learning? How do teachers of English and Kazakh language implement student discourse in their classes? In what ways

does the student discourse facilitate learning? Further, I developed the instruments to find the answers to my research questions.

### **Site and Sampling Selection**

This section describes the reasons why and how the site and the participants were chosen for the study, with due listing the steps taken during the stage. When it came to the choice of the site for my study, I did not hesitate for a moment. Firstly, I worked in that school which meant it would be easier to get access to the school and participants which meant I did not need a gatekeeper. Glesne (2011) warns that negotiating with a gatekeeper might be troublesome and time-consuming and not necessarily successful (p.39).

Secondly, the choice of the school where I worked made it more convenient for me to collect the data. Teachers feel more comfortable to be interviewed by their colleague rather than an external expert. Another thing is lesson observation. When teachers are informed about being observed by an external expert, they tend to panic and act unnatural which in its turn, put the credibility of the data under question.

In addition, it is believed that teachers in this school have upgraded their qualifications as the school approves and initiates teachers' professional development sending them to various conferences and courses either within the country or abroad. In a mainstream school it is rarely possible that teachers are sent to the training programs or courses abroad or within a country presented by the international experts.

Also, teachers in this selective school are believed to use modern teaching and assessment approaches and might implement student discourse whereas in mainstream schools criteria-based assessment is only being introduced. Teachers in mainstream schools are facing some challenges with shifting from the traditional assessment to criteria-based assessment. Thus, teachers in the selective school have better chances of hearing and using student discourse in their teaching practice effectively.

Before starting my research, I had to go through due formal procedures required by NUGSE Research Committee. After getting ethics approval from NUGSE Research Committee, I sent an e-mail to the Principal of the school to make an appointment to meet with briefly mentioning the purpose of my study. Then I met with the Principal of the school and discussed all the details of the research such as the purpose, procedure, potential risks and benefits and participants' rights. I then submitted the Principal the letter of support from NUGSE. After granting me his permission, the Principal forwarded me the Vice Principal on Scientific and Methodical Work to spread awareness to keep him informed on the matter. Then, I turned to the Vice Principal, who briefly looked through my Support letter and consent form and signed on the document to show his approval of the research. So, I was granted two approvals to conduct my research in the school.

First, I had to select the participants for my study. The participants were selected with the help of purposeful sampling (Patton, 2002). Purposeful sampling is used to identify and select individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). Patton (2002) defines criterion sampling as follows "it involves selecting cases that meet some predetermined criterion of importance" (p. 238). Criterion purposeful sampling allowed me to increase the efficiency and validity of my research. According to this type of sampling, I needed to design specific criteria.

As per the first criterion, I selected two English language teachers and two Kazakh language teachers. The English language teachers were selected due to the reason that as they may have more access to international literature and have more opportunities for professional development including student discourse, while the teachers of Kazakh language may or may not have access to international research literature on student

discourse, but they might be using it in their practice unconsciously. Hence, it was interesting to compare and contrast the teachers of these two subjects.

The second criterion for selecting participants was to have at least 4 years of teaching experience in this school. Experienced teachers usually provide rich source of data and possess relevant knowledge and skills whereas novice or younger teachers would have less idea of student discourse. Also, within at least four years of experience any teacher in this school goes through the “attestation process” which implies that a teacher has published at least 1 article, attended some seminars, shared experience with their colleagues and showed good students’ academic results.

The third criterion was the completion of the courses for upgrading qualification. When the school was just opened, the vast majority of teachers were required to complete the Professional Development Program (PDP) which introduced all participant teachers from mainstream schools with the criteria-based assessment, modern approaches in education and preparing students for 21<sup>st</sup> century skills. Teachers who upgrade their qualification by any means, tend to combine theory with practice and experiment with their students.

According to these criteria, I selected two teachers of English and two teachers of Kazakh language. Then, I emailed these four teachers individually with the brief explanation of the purpose and topic of the research and asked them to email the available time for them to meet. As per this schedule I met with teacher individually and explained the sampling criteria and gave the overview of the research. I then, handed them an informed consent which they carefully read and each of them agreed and gave their permission to participate in this study. Then, we appointed the date and place convenient for both of us. The dates were assigned with 1-week interval between each interview to have enough time to transcribe. Glesne (2011) warns that scheduling interviews back-to-



back results in low quality data as well as causing anxiety for the interviewer (p. 114). It is advised to have time to reflect and journal about each interview (Glesne, 2011). Before each individual interview I asked them to sign the informed consent form and their permission to record the whole interview for transcribing purposes (see Appendix A). I also warned the interviewees of the possible interview length. Audio-recording allows the researcher gather rather detailed and deep analyses (Creswell, 2014). One of the teachers asked me to share the verbatim with her later to which I consented readily to improve her practice. At that moment I realized the importance of my research for teachers and educators. It showed the significance of my research and accomplished its goal. Interviews took place in their rooms (formally assigned to them) and available rooms which we locked. A couple of interviews took place during holidays in the afternoon with no students at school and a couple of them were taken during the gap hours when these teachers and the researcher were available and had no lessons in order not to disrupt teaching process. One of the challenges was receiving very brief answers from a teacher, so I had to ask plenty of follow-up questions.

**Table 3. The list of participants**

<b>Individual interviews</b>			
<b>No.</b>	<b>Pseudonym</b>	<b>Subject</b>	<b>Years of experience</b>
1	Aigul	English	30 years
2	Alina	English	More than 5
3	Kadisha	Kazakh	20 years
4	Adiya	Kazakh	More than 5

### **Data Collection Methods**

This section provides information on how the data was collected and describes the instruments that were used to collect the data. The qualitative data can be gathered by means of interview, observation, questionnaires, documents and audio-visual methods (Creswell, 2014). In my case study, I used individual interviews and lesson observation.

**Interviews.** Creswell (2014) describes:

The most time-consuming and costly approach is to conduct individual interviews. A popular approach in educational research, the one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (p. 218).

Creswell (2014) highlights these steps of interviewing (p. 220-221):

- Identify the interviewees;
- Determine the type of interview you will use;
- During the interview, audiotape the questions and responses;
- Take brief notes during the interview;
- Locate a quiet, suitable place for conducting the interview;
- Obtain consent from the interviewee to participate in the study;
- Have a plan, but be flexible;
- Use probes to obtain additional information;
- Be courteous and professional when the interview is over.

As explained in the third section above, the interviewees were identified and selected by means of criterion purposeful sampling. I identified two teachers of English and two teachers of Kazakh language.

I applied one-on-one interviews. According to Creswell (2014) one-on-one interviews are perfect for the participants who are willing to speak and share their ideas comfortably (p. 218). Before the interview, the researcher needs to prepare the questions. Creswell (2014) suggests asking open-ended questions so that the “participants can best voice their experiences” unaffected by the researcher’s perspectives (p. 218). I developed 10 open-ended questions that would explore my research questions (see Appendix B).

I audiotaped all interviews from the beginning till the end in order to transcribe the information into words for analysis.

Notes are useful in case of malfunctions of the taper. Fortunately, the quality of the sound and my taper were satisfactory, so I did not take any notes even though I kept the interview protocol for the record as suggested by Creswell (2014, p. 221). Also, I wanted to keep eye contact with my participants and it is difficult to write, listen and ask questions at the same time.

The interviews took place in the rooms assigned to the teachers which we locked to prevent distractions. The locations were chosen by the participants as they felt comfortable in their rooms.

After selecting the participants, as described in the third section above, before each interview, I obtained the consent from each interviewee. Each participant carefully read the consent form and signed it.

During the interviews I tried to stick to the questions I had prepared beforehand, did not interrupt and finished the interview within the prescribed time with due respect of the participant's time.

During the interview one participant was giving short answers so I had to ask additional follow-up questions that were not in the list of the beforehand prepared questions. In order to get insightful responses, I asked sub questions to some questions.

When the interview was over, I thanked each participant for their time spent and effort. I once more assured of the anonymity and confidentiality of their persona and responses, then offered to share the verbatim to check if the responses are unchanged. Only 1 participant initiated to be shared with the verbatim before being asked for the improvement and self-reflection of her teaching practice.

### **Observations**

I used a non-participatory type of observation. Creswell (2014) describes this type of observation as the least obtrusive method (p. 215). I tried to act "like a fly on the wall"

and came 5 min earlier to show respect for the teacher and students. Creswell (2014) outlines the following stages of the qualitative method of observation (p. 215-218):

My focus was seeing the student discourse so in order to understand the central phenomenon the best was to see how the teachers actually implement it in their classes. As I observed the lesson, the observation took place in the classrooms in which the teacher taught the lesson. Right after the interview I agreed the teacher on the date and time to observe and also obtained their permission.

I decided to get the general view of the site first and take limited notes. I started with writing the name of the class, date and time.

I was mostly observing student discourse of any form in the classroom such as student discussion, dialogue, teacher's questions and instructions.

From the beginning of my research I had decided that it would be non-participatory observation in order to avoid all types of inconveniences. I was sitting at the last desk in the back of the classroom and as quiet as possible. In most cases students were not paying attention at me at all.

Student discourse takes place during the whole lesson so I realized that I had the limited time and tried to capture all the important moments of student discourse.

In two observations I used my notebook to draw the sketches by hand. My field notes also included descriptive and analytic notes. I divided the paper into 2 columns: Descriptive and Analytic (see Appendix C). Descriptive notes include factual information, normally everything that takes place whereas Analytic notes contain all the details, our feelings that are related to those facts (Glesne, 2011). In the other 2 observations I did not draw the sketches having realized it takes time and I miss other important details during drawing. However, I brought my laptop and taking analytic and descriptive notes in the Microsoft Word document.

Before the lesson started I introduced myself as the teacher's colleague. Lesson observation was part of school practice in that school so students felt free and comfortable. I remained quiet and tried to not pay much attention to them being less noticeable.

After the lesson observation, I thanked the teacher and students. Two Kazakh language teachers, in fact, asked for my feedback as an outside observer. They also noted that my feedback was useful and would help them to improve their practice.

### **Data Analysis Procedures**

This section presents the information about the procedures of data analysis. During the interviews I was recording the conversation to the recorder with the participants' permission. I then copied all the recorded interviews into my laptop. Then I started transcribing the interview.

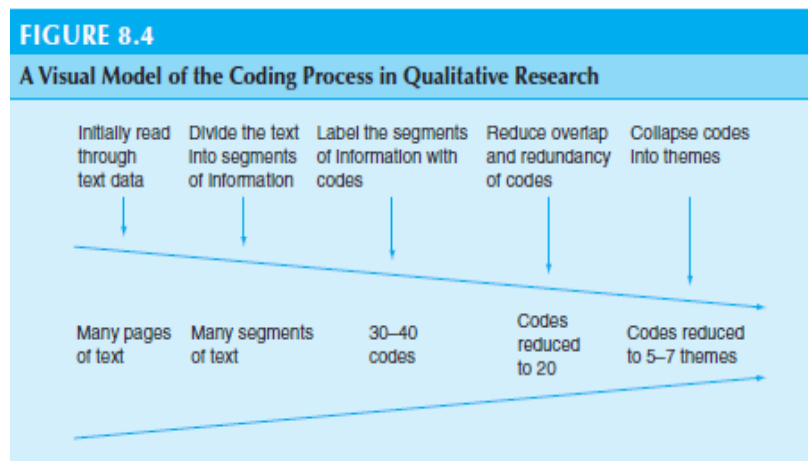
Transcription is the way of turning the recorded conversation into the text data (Creswell, 2014). As expected, this was one of the most difficult parts of the research that I have ever faced. Ten minutes of the interview took an hour and each interview lasted about 40 minutes. I had to transcribe each interview by hand due to lack of software that were able to transcribe my interviews because of its length and inability to understand Kazakh language. I tried to capture every word because this word might have had importance for coding. In average, one interview verbatim was 15 pages long (see Appendix D).

After the transcription, Creswell (2014) suggests carefully reading the transcribed interview and divide the text into segments of information (p. 244). While reading I underlined every phrase or word, or sometimes the whole sentence that carried a certain idea that I later changed to codes. My supervisor suggested writing the date, time and location of the interview in order not to confuse with other verbatim notes (Shamatov, 2019, personal communication). After that I created a table, divided it into two columns: in one column I copied the interviewee's responses and on the other I wrote the codes related

to that response. I created the list of the codes. At a final step, I united the codes under separate categories/themes (see Appendix E). As a result, 15 codes reduced to 5 themes.

During the whole data analysis procedure, I followed the coding process developed by Creswell (2014) described in the figure 1 below:

**Figure 1. Coding Process** (borrowed from Creswell, 2014, p. 244)



### Ethical Considerations

Before collecting the data, I thoroughly analyzed all potential risks to the research site and participants of the study. I then took measures to minimize or eliminate all risks and obtained the permission and approval from NUGSE Research Committee.

In order to provide the anonymity to the research site, the schools' name was not revealed and instead labelled as "a selective school". There are many school that use a selective system for employing teachers and enrolment of students. This was done to protect the school's good reputation and avoid criticism and prejudice towards this school within local and international communities.

Moreover, the participants were given pseudonyms. Their real names and age remained confidential. Only their teaching experience was revealed for research purposes.

All the interviews and observations were conducted with the consent of the teachers on a voluntarily basis. Also, the participants were aware of all possible risks and their right

to withdraw from the study at any time. I avoided taking pictures with the participants as well.

There were some minor risks of my research such as taking teachers' personal time for individual interviews. I avoided taking their time when teachers were busy with their job-related tasks. Instead, I asked them when they could afford to give time for my interviews. I made sure my research and my presence did not disrupt the school routine. Creswell (2014) mentioned of possible disruptions due to the presence of a researcher during lesson observations. In order to prevent the cause of slight inconveniences for teachers and students during my observation, I individually talked to the teachers explaining about the anonymity of the school and participants and confidentiality of the data. I also used non-participant observation which is considered the least obtrusive method.

All data including interviews, the documentation and materials (audio) were kept in my personal computer, to which only I had the access. They were locked and protected with a password. After the interview was transcribed, all the recordings were immediately deleted.

## **Conclusion**

In this chapter I introduced the methodology of my research. I described and justified research design, selection of participants, data collection and analysis based on literature. The final chapter presented ethical considerations on ensuring anonymity and confidentiality of the research site and participants.

### **Chapter 4: Findings**

The chapter presents findings of the study on teachers' perceptions of student discourse and their implementation practices of student discourse in a selective school in Nur-Sultan. The findings were analyzed in accordance with three research questions of the study: (1) What is student discourse and how do teachers perceive its roles? (2) How do teachers of English and Kazakh language implement student discourse in their classes? (3) In what ways does student discourse facilitate learning? The following findings were identified after the data analysis: (1) Teachers have positive perceptions of student discourse (2) Teachers' perceptions of teacher's role in student discourse are similar (3) Teachers' experience plays an important role in the effectiveness of practices of implementation of student discourse (4) There is no difference between Kazakh and English language teachers in the practices of implementation of student discourse (5) Commitment to profession is more important than completion of professional development programmes (PDP) (6) Influence of student discourse on teacher's practices.

#### **Teachers' Perceptions of Student Discourse**

Two out of four participants were familiar with the term 'student discourse'. They heard it before but were not certain of its definition. However, they assumed it was about students talking or synonym of "discussion". One participant was fully aware of the term and came across the term when she was conducting research whereas the other participant with more than 5 years of teaching experience has never heard of the term. All participants unequivocally agreed that it is very important that students talk on the topic every lesson as it is the language discipline. According to Aigul it is an integral part of student-centered approach:

I think that, of course, it is very important because especially nowadays because we focus more on a student-centered approach that's why we make different efforts,



think about different methods where we can inspire students to speak and we prefer we organize the environment where our students speak mostly.

Whereas for Alina it is useful because it boosts academic achievement:

Speaking is very essential on the lesson. It helps to recall the vocabulary to practice the new vocabulary. It helps them to become more confident in front of the class, in front of their partners, it helps them to practice grammar while speaking. Maybe we do not pay attention, but it happens every lesson.

Kadisha developed the topic because her lessons focus on student research. If students talk without purpose, just express their opinion, there is hardly any use of discussion. Instead, if discourse is tied with independent research aimed to obtain the final product, then student gain ample benefits such as overcoming fear of public speech, learning to ask questions, learn to accept criticism, learns to assess his peers, providing relevant answers etc. She also emphasized the peculiarity of her research-based lessons:

Nowadays the lessons should be built on student-centered approach and self-study. In the past, of course, there was little information and teachers had to provide all the necessary information to students. Nowadays you cannot surprise students with fresh information, they can read it online. So, through interactive activities teachers should make students study and find the answers.

Adiya point is quite similar to Alina and Aigul, discussions stimulate students to think and deeper understand the new topic, new content:

Nowadays there are many resources to help teachers improve and make their lessons more interesting. It is very important that students talk and express their opinion on the new topic. I ask tricky questions, kind of use the detectives' interrogation technique. "Why? Why do you think so? What made you say that? You disagree? Why? She says... but then is it not contradicting? And so on and so forth. I fire questions back to back. In that way students do not even realize how they are actually talking and expressing their opinion on the topic and passive students speak, too and learn from others. It helps to step in a new topic and develop it, I think.

The findings reveal that all participants realize and acknowledge the importance of student discourse in the classroom. They also confirmed that it is irreplaceable part of student-centered approach.

### **Teachers' Perceptions of Teacher's Role in Student Discourse**

The implementation of discourse practices is often identified by teachers' perception of their own role in leading class discussions. Most participants see teacher's role as an organizer, monitor, director and facilitator but never a participator in the discussion. Interestingly, Kadisha's philosophy in seeing teacher's role in discussions is a bit different. According to her, teacher should 'turn on' their 'inner child' and be curious to learn. In other words, take on the role of peer. Only when students feel that they are talking to their equal peer, they will open up:

As soon as students get the measure of teacher's superiority over students, that teacher's opinion prevail over students, they will never express their sincere, raw, honest opinion ever again. First of all, we need to acknowledge the child especially when he expresses his opinion. When you hear a valuable opinion, you should say "Wow! What a wise opinion at this young age! Even at my age have I never thought of something similar. You are so smart and wise!" By saying this, I am lowering my position, my point of view.

During the observation of her lesson, Kadisha's actions totally matched her words. She praised the students and gave freedom for them in doing the task. She did not interfere and asked questions and agreed with the opinion of each student.

Other participants' thoughts on negative impact of teacher dominance is similar. Adiya, Kazakh language teacher, thinks similar:

Teacher should never dominate discussions, just direct students by asking questions. Otherwise, teacher will impose his/her subjective opinion on students. That is not right. Then it will prevent students from openly expressing their opinion in front of others.

On lesson observation Adiya, in fact, asked a lot of questions for clarification and tried not to dominate the discussion. Aigul and Alina shared similar vision of teacher's role. Aigul thinks the main role and responsibility is to organize the discussion well and use it accordingly as formative assessment:

The role of teacher is, first of all, to organize this discussion in an appropriate way. Also, when all the students manage to express their ideas teacher should monitor the process of discussing trying to involve everyone be aware that there shouldn't

be students who are left, and monitor assess even, for example, identify what they are strong at, for example presenting the statement or identify their weak sides, e.g. for students difficult to justify to that sort of formative assessment will allow teacher then to create another lesson.

The observed lesson entirely coincided with her words. The teacher acted like a fly on the wall and students dominated from the beginning till the end of the lesson. Teacher did not exceed her authority or impose her opinion. She gave a brief feedback on their discussion at the end and thanked her students. Aigul has come to this conclusion after videotaping her own lesson with the focus on student discussion. She noticed that even though teachers are aware of their role in student discussions, due to the specificity of their profession, they still dominate by the main part of the lesson. After that, she learnt to step back. It is seen that she really learnt on her experience. Moreover, Aigul was the only participant who took the role of the teacher very seriously:

If there some students who couldn't manage to understand my subject or topic, I usually not blame, but accept it as my fault. Why? Because they are very different but they are the students who can manage to study. Maybe we should think of different approaches towards these students. My experience has persuaded me yes it is so. Everything depends on the teachers. There are no bad students, there are bad teachers.

Alina sees teacher's role more as a facilitator:

Teacher has to be a facilitator I think or just monitor or show them maybe the way, change the way they are speaking but do not interrupt or speak them while speaking. So, the teacher should just observe but before speaking students have to get lots of knowledge so that there is some input of new information that they can use or apply while speaking.

On Alina's lesson it was observed that she really just monitored her students' talk. She did not impose her opinion, nor did she exceed her role. However, the teacher did not facilitate their dialogue or discussion, or comment their speech, or even ask questions. It shows she misunderstands her role in student discourse.

In general, three participants out of four have relevant understanding of teacher's role in student discourse.

### **Teachers' Experience and Student Discourse**

In this case, the years of experience played a significant impact on the variety of approaches and methods teachers apply in their classes. Understandably, teachers with rich experience use various approaches to vary their lessons and also improve students' academic progress whereas teachers with less teaching experience stick to tested "samples" and "tables". Adiya, Kazakh language teacher with less than 10 years of experience, lacks theoretical background, and thus relies on western resources translating them into Kazakh which according to her words, is mostly effective in teaching and learning:

Sometimes students work individually, sometimes in pairs, sometimes in groups, it depends. I mean these are the types of discussion, i.e. in order to deepen the concept, you should study and learn more methods, I think. Well, I completed the school course on child giftedness and there we were given various schemes with variety of tasks and activities. I use them as a sample. They help to initiate discussion, improve critical and creative thinking. I don't know. They're helpful.

Adiya, who has completed school-based and online courses and upgraded qualification and in constant search for improving her teaching, is very successful in using modern student-centered approach and techniques. She does not hesitate to admit her mistakes and learn from them. She shared that one of her colleagues inspired her to study questioning technique deeper:

One of our colleague's professional development goal is about questioning. It shows how important questioning technique is. Once she sent me the link, I was interested and read through it because we usually divide questions into two categories: open-ended and closed. That's it. I discovered the method called "Big question". I translated it as per my understanding but the concept is easy. It is about identifying a problem in the text and asking open-ended thought-provoking questions and finding solutions to them.

However, participants with less teaching experience tend to use non-scaffolded instructions within teacher discourse. Adiya mostly uses questioning technique to lead students to a deeper understanding of the content and concept. On the observation she was constantly asking question after the question. For example,

*What is globalization?  
 Can you give example?  
 What are you wearing right now?  
 Where is it made?  
 Have we used the term "ethnicity"? When?  
 Is it good or bad?*

In fact, Adiya was the only one who conducted the whole lesson using the dialogic teaching through questioning technique. Her lesson was the introduction to a new unit and the whole lesson was built on classroom discussion. However, she used IRE (initiation-response-evaluation) strategy in which teacher dominated.

Dialogue 1:

*Teacher: "So what is globalization?"  
 A student: "It is when all countries are connected"  
 Teacher: "Have we used the term "ethnicity"?"  
 Another student: Yes.  
 Teacher: When?*

No response. Teacher then started to hint herself. It is a typical form of teacher-dominating approach of questioning with no feedback from the teacher. In this type of discussion students had limited opportunity to think critically and learn from each other. Students then discussed the question in pairs. Adiya approached few pairs. However, I noticed that two students of Russian origin were speaking Russian the whole time except answering a question once in Kazakh. "Think-pair-share" method was applied. While some students were expressing their opinion in whole class discussion, others (not all) were not listening to them, one student was lying on the desk. The teacher was guiding students through her questions all the time. She also asked other student to comment on the answer of a weaker student. In conclusion, Adiya makes a great attempt to implement discourse patterns and has the interest to improve. However, the culture of discussion and collaboration has not yet been set and dialogues as well as pair, group work is used ineffectively.

Alina, an English teacher, with five years of teaching experience, only listed traditional forms of student discussion:

Types of.... it can be individual speaking when each student has to provide to their own ideas, opinions; it can be pair discussion or group discussion when everyone tries to provide arguments on the given topic. So, I think it can be just argumentative or maybe non-argumentative when they have just to agree or disagree with the topic.

She even admitted that because of using the same traditional teacher-dominating approach of student discourse, students are bored:

I mean the activities that we use so they are the same. We do not vary the activities. The only activities that we use are that they all have to stay in their places and they have to speak to the person who is next to them. Maybe they have to mingle around the class to find someone who is also interested in this topic, I don't know, so we just during the lesson try to save time, so we do not pay much attention to speaking.

Alina' observed lesson was also the introduction lesson to the new unit and the objective was to learn new words. Teacher was guiding through the PowerPoint presentation and student worked in pairs and as a final product describe a place/ city to their partners.

Dialogue 2:

*Teacher: What is in the picture?*

*Random students: different students*

*Teacher: Yes. What are we going to do on the lesson?*

*Class: Talk about different countries and cultures.*

*Teacher: Right. Guess the cities and then write down the new words in your vocabularies.*

*Class: OK.*

The teacher uses traditional teacher-dominating approach and in which students have to follow teacher's instructions. IRE pattern is used. The objective was to drill new words and it was achieved. Students worked in pairs but teacher did not comment their speech. Students then were asked to discuss in pairs without teacher's control or monitoring. Teacher strictly followed the lesson plan but student discourse was not implemented effectively. Students did not look enthusiastic about the lesson. Students learnt new words but it is hard to judge if it had a long-term effect. Students did not receive feedback neither from the teacher not from each other.

Opposite to the colleagues with less teaching experience, older and more experienced teachers gave a full and detailed answer. Especially, Aigul, English teacher with 30 years of experience, was very excited to share her experience:

Different types of approach I use at my lessons, the most widely used is asking questions, different types of questions, open questions, mostly open questions, or they're, sometimes they are provided a controversial statement just to discuss, express their opinions, they are provided articles, reading passages after which they like to express their opinions, different approaches. I try to do it very often, especially in the senior groups .....because I usually get their feedbacks, their reflections of the lessons and we ask then what would you suggest me organising next lesson.

She even talked about transferring responsibility to students for their discussion:

My students like debates mostly and I know that they like it very much due to their reflections. They help me to identify the type of discussion, I usually organise these, not even I, now I manage to involve students into organising it. For example, I appoint the students, "You will for the next time...for example you will! So I identify the leaders who will lead and organise the debates. They are so responsible! Also, my students like er..the discussion organised in the format of Socratic seminars, very good, especially the 12th-grade students, they like it very much!

Among all teachers Aigul showed several discourse techniques. She asked higher-order questions, asked students to give examples from real life, organized debates in a whole-class level. The teacher also gave overall feedback at the end. Her lesson was organized in the form the debates. One group of students talked about the benefits of self-study whereas the second group discussed about the benefits of class study. Both groups asked and answered each other's' questions and commented where necessary. The teacher asked a question in the beginning "Why do we think self-studies are a better way to learn?". The discussion was very engaging and interesting. However, few students were passive and did not speak at all. Also, one student noticed me and non-verbally called others to speak up. At the end, the teacher showed the studies and findings by scholars and asked their opinion on that. The teacher did not dominate, took the role of a monitor. It shows that her words coincide with her practice. So, teacher perceives student discourse as a very effective tool and her role as a passive monitor putting students in the center. However, one of omissions

is the organization of the space and desks. Sometimes students did not face each other as it should be on debates and some students were more active than others.

Kazakh language teacher, with 20 years of experience, thinks it is important to focus on the final product. Her teaching philosophy is very different from other participants and is based on her principles and values. The most important component of her teaching is mutual respect and freedom of speech:

I give absolute freedom. I do not care if a student making grammar mistakes while speaking. I never stop to correct. First of all, I help students to get rid of the inner complex that make them think their opinion or speech is wrong. We appreciate all opinions and ideas.

In other words, it is clear that this teacher has set collaborative culture of discussion based on common values and it works. She added:

If student's opinion differs and according to "some teachers' standards" is wrong, I say "Whose opinion is similar to hers? Whose opinion is different from hers?" I do not say "Why is her opinion wrong?" Opinion is just an opinion and it cannot be wrong.

Her answer is the proof that the culture of discussion takes place in all her classes because students do not just shout, or express their opinion, instead they politely agree and disagree using certain phrases and expressions such as "My opinion is different because ..." instead of "She is wrong because ...", trained by their teacher. She also disagrees with the well-known "think-pair-share" technique according to which students first think individually, then discuss in pairs and only after that share their ideas with the class. She thinks it is wrong:

It may work with old methods but if teacher is testing a new method, topic, it is more sensible to first discuss as a class, students listen to each other and learn the way how discussion goes. And then only to proceed with pair work, after the discussion, for sure, students have a lot to share with each other. Only after that students build up their own theory.

On her observed lesson Kadisha used questioning technique, work in groups, peer assessment. Her lesson was based on research and self-study by students. It is obvious that



teacher had set the culture of collaboration. Students sat in groups and desks were organized accordingly. Students were free to mingle around the classroom. They also worked with the posters and graphic organizers. Teacher was monitoring them and guiding. One group presented their findings. They had the task in which they had to analyze the piece of literature in Kazakh. At the end of their presentation, the teacher asked which student was the most helpful team member. Teacher asked students to write their questions and opinions to the presenting group. Teacher ended the lesson by thanking the students and a whole class clap. This lesson observation was the proof that the teacher really focuses her lessons on research and group work and effectively implements student discourse practices. However, among five people in the group of students, only three were chosen to speak and only one student was actively answering the questions from the audience.

This finding shows that practice makes perfect. The theory may sound perfect, but only in practice and through gaining experience do we refine skills. What is more, Kadisha has worked out her own backwards method of “think-pair-share” for discussions. In her case, it is “share-pair-think” because a student deduces meaning only after discussing the issue as a whole class and then in pairs.

The topic starts with a whole-class discussion. It depends on your planning, but my practice shows that the most effective type of discussion is when you start brainstorming in a class, then discuss their thoughts and ideas in small groups, from group to pairs and then individually come up with a final product. Only discussing as whole class, then in groups, they analyze “This is what discussion is”. Then they work in groups, share their experience, assess each other in groups, and only after that start working in groups. Then working in pairs, they learn from each other and are more experienced. But if you start from individually, gradually working as a whole class, the learning process can take longer.

### **Kazakh and English Language Teachers and Student Discourse**

The data gathered from interviews and observation showed that teaching experience plays huge role in practices of implementation of student discourse. However, teachers of

English and Kazakh have a similar understanding and knowledge of student discourse practices regardless of subject they teach. Aigul, an English teacher, uses various formats of student discourse such as questioning technique, pair words, classroom discussions, debates, group discussions, student reflections. Moreover, she interrelates spoken discourse with other skills, especially writing. She uses student reflections to construct her lessons. She gives individual comments to each student.

The same techniques are used by Kadisha, a Kazakh language teacher, who has successfully set the culture of collaboration in her classes, transfers responsibility to students for their learning, constructs her lessons on research and self-study. She also practices peer dialogue, peer assessment, group assessment and is clearly aware of her role in classroom and student discourse. What makes her teacher discourse effective is the fact that she understands the role of student discourse in student-centered approach and is focused on teaching skills rather than factual knowledge. Therefore, she achieves this through various activities and methods.

Even though all the resources are in English, a Kazakh language teacher, Adiya, translates necessary teaching materials into Kazakh. She is familiar with many types of classroom and teacher discourse. She poses open questions, uses critical reading schemes, initiates pair and group discussions. What is important, she admits her mistakes and is eager to learn. Even though non-scaffolded instructions prevail in her teaching practice, she recognized the necessity of teacher training on student discourse.

Alina knows the following types of student discourse: monologue, dialogue, group work and class discussions. She also uses differentiation when a weak student works with stronger one. In all discussions organized by her, students are always seated on one place and do not move. She also rarely reflects on her practice as, according to her words, she lacks time for it.

This finding proves that efficacy of student discourse depends on the teacher, not the subject. It can productively be used in any lesson. However, the finding cannot be generalized and is applicable only to this selective school where professional requirements are equal to all teachers. All teachers take part in Action Research and Lesson Study projects and other courses where teachers of different subjects share their experience with each other.

### **Commitment to Profession vs Completion of PDP**

In the course of interview and lesson observation it was found out that Alina does not practice student discourse effectively. She mentioned:

I mean the activities that we use so they are the same. We do not vary the activities. The only activities that we use are that they all have to stay in their places and they have to speak to the person who is next to them. Maybe they have to mingle around the class to find someone who is also interested in this topic, I don't know, so we just during the lesson try to save time, so we do not pay much attention to speaking.

Despite the fact that Alina has completed a year-programme for preparing teachers to work in selective school and has been working in the school since it has opened, she seems to have little idea of the possibility to vary the speaking activities and the fact that students indeed can mingle in the classroom. When asked about what types of questions she usually asks in her lessons, she replied:

It can be lower-order questions in Bloom's taxonomy, for example, "What for example, is stress? What do you know about it? What are the factors of stress? So it makes them think. How for example, stress can be relieved?"

Opposite to Alina, Adiya, being a teacher of Kazakh language teacher, both with the same amount of teaching experience, has more curiosity and motivation. She even uses the help of both local and international colleagues. She uses the foreign sites to vary her teaching methods which she translates with the help of Google translate. The findings show that personal interest and desire to grow and develop is of utmost importance in the professional growth.

## **Influence of Student Discourse on Teacher's Practices**

### **Helps to deal with silent/problem students**

It is known that student discourse is merely only about student talking about a topic or student discussion, it is about engaging all students in the class. If applied effectively, it allows to boost the academic progress of passive and silent students. When asked about engaging passive students, Alina explained that she uses differentiation by abilities:

In every class, there are some students. It is really difficult to involve them in the discussion. I usually, in the beginning of the lesson I try to pair only, for example, a strong student with a weaker one, and then for example, strong students with strong and weaker ones. First of all, they get the knowledge from a stronger one the information and after that, they feel a little bit confident and they can discuss the topic with the student of the same level whether it's correct or not.

Adiya thinks it is better not to focus all the attention on weak and passive students. Having consulted with psychologists, she has concluded that extra attention on passive students causes inconvenience and psychological pressure on the student:

It is best not to label them as "passive" or "difficult" ones. I just try to give differentiated tasks and interesting questions to make them speak. Also, I carefully read their reflections.

Kadisha thinks it takes months and years to come with the verdict which student is A-student, which student is average and which student is 'weak'. Only after that, she uses differentiation method. She groups them as per their activeness. And then hands out tasks accordingly (differentiation by tasks). She says the purpose is not 100% engagement of passive students into the discussion but just raising their interest and motivate them to speak and express any opinion.

The most unusual experience had Aigul which she shared:

I noticed he was just lazy. I gave him "3" but he wanted good marks, but I insisted on my mark. Later I understood I was too strict. Next term I started to praise him; praise for some little achievements and you know it worked. And I always tried to involve these students even to help me to do something. "You ask me?" "Yes!" it helps. And they have the chance to speak to me, to be with me outside of the classroom. "Can you come today and help me to put some shelves on the wall?"

“Me??” ...Involve them in extra-curricular activities where they can relax, give them the chance to present their good sides and even just to communicate out of classes out of topics I invite them to help me with my classroom even just to bring one staff from one place to another, especially I try to ask those students whom I have conflicts with.

All of the mentioned participants effectively used and still use differentiation method to some extent. But according to Aigul, the concept of differentiation is misunderstood by teachers and it is the core of many conflicts:

Maybe not clear understanding of differentiation. Teachers understand it as different-leveled tasks. But we can give different types of final product on the topic. You should represent something on the topic. It is up to you whether you are going to present it orally, whether you are going to write an essay, or maybe you will draw a picture. And there are the students who hate to write, they will draw. They would like to speak about their drawing, essay, believe me. Maybe not so well-prepared but they will talk about it. They will explain what they wanted to express.

She also highlighted the importance of varying the format of the task every lesson. Not every student should write, someone wants to draw, someone wants to talk. Teacher should identify their strength and use it to improve their gaps.

### **Deeper Understanding of the Concept and Content**

All participants emphasized the advantages of student discourse and its positive impact on student achievement. Alina thinks it leads to a deeper understanding of a new topic:

Yeah, it makes them think, sometimes not all students realize what is behind the question, but after discussion with the class, some students have a clear understanding what the question means, how to answer them because all of them have different background of knowledge which helps them to speak on the topic, in some cases it helps them to see what the possible answers would be for example.

Whereas Aigul supports Vygotskiy's theory of proximity according to each student better learn from each other:

I think that it's a chance first of all, to listen to each other points of view, e.g. imagine that there are 12 students and if everyone is listening to each of the opinions, they of course, can e.g. broaden their knowledge, compare their ideas with the ideas of their peers and also even learn the words, learn the expressions, and even maybe somebody's evidence, examples, justification can help even to change their point of view, the attitude towards the topic. I think that this is very significant one when they are sharing ideas and discussing them.

Adiya believes it stimulates thinking and develops problem-solving skills:

Well, even when students ask and answer each other's questions, they acquire the new topic, somehow learn from each other. But it is more effective when students rely on some rules or 'sample'. This way they speak with a purpose and direction. And it leads to understand the topic deeper.

Kadisha shared a similar view:

Students, first of all, learn from each other. Undoubtedly, it is easier for a teacher to organize the lesson in a way that students learn from a teacher. However, it takes more effort to organize the series of lessons when students learn on their own and from each other. It is much more effective.

### **Increases Students' Motivation and Responsibility**

Kadisha emphasized the importance of discourse on boosting students' motivation and inspiration to study and research. It affects students' meta-cognition.

Student discourse first of all, is a helpful tool in acquiring a new topic. I start a new topic with discussion. For example, we had a topic "biodiversity". We start it with the discussion "What is "bio"? What is "diversity"? Why does "biodiversity" consist of these two words? We then research the term. They compare their guesses and answers with various resources. The first lesson starts with discussion. I think the traditional format of the lesson when a teacher gives a text, asks students to read and retell, does not work nowadays. It is becoming irrelevant. The child will be excited and inspired when s/he finds an answer to the question on their own.

Aigul's students also enjoy discussions:

I usually get their feedbacks, their reflections of the lessons and we ask then what would you suggest me organising next lesson and if you look through all the reflections, you will find that they suggest to organise different types of discussions and it helps me to understand that they like this activity.

Aigul thinks that reflecting and analyzing her own practice allowed her to transfer responsibility to her students for their learning. She often asks them to organize classrooms discussion being in the role of a teacher:

Now I manage to involve students into organising it. For example, I appoint the students, "You will for the next time...for example you will! So I identify the leaders who will lead and organise the debates. They are so responsible! Also, my students like er..the discussion organised in the format of Socratic seminars, very good, especially the 12th-grade students, they like it very much! They often ask "Let's do it!" and they organise it, yes.

Kadisha also adheres to the position that students are responsible for their learning:

All in all, in 10 lessons students are required to find an answer to a question. For example, “Is Altynsarin a writer or an enlightener?” During these series of lessons, students do their own research. It is up to them how they find an answer, but by lesson 10, they come up with their finding.

### **Overcome the Fear of Public speech**

According to Kadisha, the culture of collaboration helped her students to overcome the fear of speaking in front of other students making grammar mistakes:

I never interrupt a student and correct their grammar mistake. It is important for me first to release all of my students from their complexes. I focus on their ideas. There is no wrong answer. Instead I use the term “different from”. For example, “How different is her opinion from his?” Then the discussion occurs.

According to her, with the help of collaborative discourse, her students learnt to receive and provide constructive feedback because they respect each other and aim to learn.

Moreover, they learn to present their ideas in front of the whole class and ask questions.

In conclusion, according to the participants' words, student discourse leads students to a deeper understanding of new content, boosts their motivation to study and research, transfers responsibility for own learning and through the culture of collaboration fights complexes.

### **Conclusion**

In this chapter I presented the findings of the interviews with the participants. In general, participants refer to “student discourse” only through student discussions.

Teachers with more years of teaching experience have a better understanding of student discourse practices and use it very effectively even though they seem to lack theoretical knowledge on it. Also, there was no difference in the perception and practices of

implementation of student discourse between English and Kazakh language teachers. On the other hand, younger teachers also use it but still feel unconfident to experiment and risk to use collaborative learning culture. Moreover, the findings reveal that teachers'

commitment to profession is more important than completion of PDP and teachers find student discourse a very effective tool in their teaching practice.



## Chapter 5. Discussion

In the previous chapter, I presented the findings of the analyzed data. In this chapter I will present the findings in reference to the literature. The purpose of this chapter is to explore teachers' perceptions of student discourse and how they implement student discourse in their practice, also the ways it facilitates learning.

### **Teachers' Perceptions of Student Discourse are Positive**

The term "discourse" has become the central problem of linguistics only in the beginning of XXI century (Gorbunov, 2013). Consequently, all three participants happened to be familiar with the term "student discourse". The participant with more than 20 years of experience, was the only one who was fully aware of the term because she conducted research in her field and read about it. The other participant with nearly 30 years of teaching experience has heard of the term but was not confident about the meaning. Only Adiya, Kazakh language teacher, happened to have no clue what the term means. It is known that "discourse" is an academic term. That is why, most school teachers might not be familiar with it (Policastro et al., 2015). It shows that there is a high possibility that teachers unless being involved in research work, are not familiar with the term 'discourse'.

Two participants out of four confirmed the point that student discourse is an indispensable part of student-centered approach. Many studies have proved that student discourse plays an important role in learning (Alexander, 2005; Mercer & Dawes, 2014; Resnick et al., 2015). Consequently, the participants' words coincided with the studies. There are different formats of classroom discourse, such as small and large group, pair work and team work which turn into a whole-class conversation (Policastro, 2017). All participants mentioned these types of student discourse. Two participants' words also support the authors' studies that while listening to their speech, teachers can use it as

formative assessment and later give detailed feedback to students (Hattie et al., 2016, Policastro, 2017).

One participant viewed student discourse to be the process which should have a clear purpose (Godinho, 2007) and a tool that stimulates students to think deeper, develop arguments and opinions (Policastro et al., 2015). The other participant perceives it as speaking as important aspect of learning (Policastro, 2017) and an opportunity for students to practice new vocabulary and correct each other's mistakes (Swain & Lapkin, 2002). The finding contradicts the authors' statement that teachers undermine the importance of student discourse in the classroom and understand classroom discourse as a brief dialogue between teacher and students (Policastro et al., 2015; Lemke, 1990).

### **Teachers' Perceptions of Teacher's Role are Similar**

An interesting opinion was suggested by Kadisha who perceives her role in the classroom as her students' peer. Scholars suggest that teachers provide social and emotional support to students as part of student-teacher interaction. To provide that support, teacher needs to listen to student's voice and put themselves on student's position (Meyer & Turner, 2002). In addition, the other three participants perceive their role as a facilitator, monitor and organizer. Policastro et al. (2015) support the idea that in order to keep students' natural instinct and interest, teachers need to learn to step back and allow natural discourse take place among students.

### **Teachers with Considerable Experience Implement Student Discourse More**

#### **Effectively**

The findings reveal that teachers with more than 20 years of teaching experience implement student discourse more effectively than younger teachers regardless of the subject they teach. Even though teachers with rich teaching experience are not fully aware of theoretical background about student discourse, they use student discourse more

effectively. In their experience they have tried and tested many methods and approaches and have built up their own style of teaching. An experienced English teacher, Aigul, pays a great attention to her students' needs and wishes and varies her approach accordingly. As suggested by Policastro (2017), teachers can collect student reflections for their further improvement. Another teacher of Kazakh language, with more than 20 years of experience, transfers responsibility for learning to students and focuses her lessons on research.

One of the participants with considerable experience uses questioning technique as part of her dialogic teaching practice. She prefers to ask open questions as thought-provoking questions make students think and provoke other questions (Alexander, 2006). Two participants with valid experience also practice transferring responsibility to their students for their learning as they ask them to organize classroom discussions and become teachers. It allows students to be responsible and increases their motivation to study (Meyer & Turner, 2002). One of the participants with 30 years of experience asks students to give example from their real life. Linking theory to practice is part of effective teacher discourse and promotes problem-solving skills (Meyer & Turner, 2002). However, during the discussions on the lessons of the experienced teachers seating and space was not arranged accordingly. Policastro (2017) emphasizes the importance of seating arrangements for collaborative discourse (p. 10). It is advisable for our participants to pay attention to space and desk arrangement so that students face each other. The other experienced participant organized group work in the class. Each group had to present their findings. During the group work weaker students asked stronger peers' advice on the topic. This proves Vygotskiy's theory (1978) that claims that learning happens when students work together and add to their existing knowledge. The participant also often praises her students and never shows her authority over her students. It helps her to set a positive

atmosphere for learning, increases their motivation and supports their emotional well-being (Meyer & Turner, 2002).

In spite of the fact that less experienced teachers use elements of student and teacher discourse, they still dominate in student discussions. By asking all of the questions in a row, Adiya led students to deduce and analyse their thoughts and find answers to their own questions. She is one of many teachers who use dialogic teaching in their classes. However, she used the dominant form of dialogue in classroom when the teacher asks a question, the student gives an answer which teacher evaluates by replying commenting the answer (Lemke, 1990). This type of interaction does not stimulate cognitive process except recall and limits the communication to a teacher and a student (Zaccarelli et al., 2018).

Alina implements dialogue as pair work, individual and discussing the questions as a whole class. She also pointed out using differentiation when she pairs a weaker student with a stronger one when she sees a weaker student is not coping. After learning from a stronger student, the weaker student feels more comfortable and repaired again with the peer s/he prefers. She also prefers setting an example for the whole class. She first asks a question and asks a higher-ability student to reply and the rest of the class learns from her answer of how to speak correctly. According to the studies, listening to valuable ideas or ways of interpretation, students either build confidence or grow and improve trying to imitate higher-ability students. They learn from their peers and create their own style (Godinho, 2007). As an example of the group work, she divides the class into two groups when each group is given a set of tasks. For example, group 1 has to discuss the factors and group 2 talks about the ways to cope with stress. However, due to the lack of knowledge or qualification, the teacher misunderstands the purpose of student discourse and there was little interaction between her students, teachers' voice was monotonous and students

looked bored and unwilling to pair up. Students stayed in one place during the whole lesson. However, in order for discourse to be successful, teacher should create a culture of discourse and shared talk (Policastro, 2017). Interestingly, the participant mentioned asking lower-order questions in Bloom's taxonomy, not higher-order ones. For example, "What for example, is stress? What do you know about it? Such kind of instructional talk prevents productive classroom discourse (Howe 2010; Webb 2009). Such typical dialogues are boring for students because teachers do not vary the activities. Her response is the evidence that most practicing teachers are not prepared to use it in classroom effectively and need training on classroom discourse (Policastro et al., 2015).

### **Influence of Student Discourse on Teachers' Practices**

#### **Helps to deal with silent/problem students**

Two of the participants highlighted that they had silent/ difficult students in their classes. Using scaffolded instructions of teacher discourse such as praising those students, providing emotional support helped to solve fill the void in relationship between teacher and student. In other words, analysis of classroom discourse allowed the participants understand such students and remove the label "problem student" (Rymes, 2015).

#### **Collaborative Discourse Enables Differentiation**

Two participants out of four (with more than 20 years of experience) apply differentiation by tasks whereas the other two participants use differentiation by peers. The participants are paired as follows: a higher-ability (expert) student with a low-ability student (novice). Collaborative and expert/novice pairs show more of a knowledge transfer and opportunities to learn (Swain et al., 2002). To sum up, pairs benefit when there is a high equality and mutuality as well as more LREs, scaffolded assistance.

### **Deeper Understanding of the Concept and Content**

All participants highlighted the positive effect of student discourse on students' academic achievement. Many empirical studies show that peer assistance and peer feedback (between students) help the improvement of language learning both spoken and written language (Paulus, 1999; Tang & Tithecott, 1999; Lynch & Maclean, 2001). In the process of interaction students usually correct each other and themselves, ask difficult questions and answer them in a student-friendly language and as a result, learn.

### **Increases Students' Motivation**

The participants' responses showed that students enjoy discussions and like to talk about things that are related to their life (Fisher and Frey, 2014). In teacher-centered approach in which teacher refers to textbooks as a primary source of authority and teacher's words are never questioned or when a teacher asks closed questions to which students provide factual answers, learning does not take place or it can have short-term effect (Meyer and Turner, 2002). Studies show that students are bored and irritated (Ambitious Science Teaching, 2015).

### **Conclusion**

This chapter described the findings in regards to the literature. To conclude, all participants highlight the importance of student discourse. The more experienced teachers understand and implement student discourse effectively whereas less experienced teachers use teacher-dominant non-scaffolded type of instructions as part of classroom instructions regardless of subject they teach (English or Kazakh). All participants confirmed that student discourse enhances learning and student achievement.

## **Chapter 6: Conclusion and Implications**

The previous chapter discussed the findings with regard to international literature on student discourse. The purpose of this qualitative study is to explore teachers' perceptions and implementation practices of student discourse in a selective school in Nur-Sultan. In this chapter, conclusions are drawn based on the gathered data. This chapter combines the results of the present study in the context of three research questions placing emphasis on limitations, recommendations for further research and implications.

### **Teachers' Perceptions of Student Discourse**

Student discourse is an academic term for all types of talk and conversation that take place in classroom. Discourse in classroom can be conducted in the form of pair work, small or large groups, debates, roundtable discussion, dialogue, classroom discussions. Spoken discourse can successfully be linked to writing, listening and reading tasks. Discourse can as well include peer assessment, peer feedback and questioning or dialogic teaching because they stimulate discussions. Two teachers of English and two teachers of Kazakh in a selective school in Nur-Sultan were interviewed and their lessons were observed in order to find out how they perceive student discourse and implement it in their practice. In general, participants realize the role of student discourse in teaching English and Kazakh languages. In other words, they perceive its role as indispensable and vital. They were familiar with the term "discussion", but have heard of "student discourse" except for one participant. They also were aware of many forms and types of student discourse.

### **Teachers' Practice of Student Discourse**

Most of the participants, especially ones with more teaching experience use discourse techniques effectively in their practice. The participants with more than 20 years of experience are also expert teachers which explains their motivation and aspiration to

refine their art of teaching. Each of them has their own philosophy of teaching but in general, are similar in their attitude towards pedagogy and students. One of the participants (20 years of experience) effectively implements discourse practices to develop research skill in students whereas the other expert teacher successfully practices discourse techniques in order to increase students' academic achievement. The only omission of both expert teachers was negligence of noise levels, space and seating arrangements which is very important for productive classroom discourse. It was noticed that students were not facing each other and listening as attentively as they should. The other participant (Kazakh language teacher) with less teaching experience is informed of various discourse types however used questioning technique in her lesson. Due to lack of experience, she used non-scaffolded instructions and IRE strategy (initiation-response-evaluation). However, her motivation to learn and improve was quite high considering the fact she is in constant search of foreign recourses and tools and translates them from English to Kazakh. Only one participant was unable to implement student discourse effectively, provided non-scaffolded instructions. The participant organized dialogue between students but in a traditional approach with no control and feedback. This participant was unfamiliar with collaborative culture even though she has completed a one-year professional development programme before working in the mentioned selective school. As mentioned in the precious chapter, it was concluded that intrinsic motivation to improve and learn is higher than age, completion of professional development programmes or subject taught. Moreover, there was no difference between English and Kazakh language teachers in implementation practices of student discourse.

### **Student Discourse Facilitates Learning**

All four participants highlighted the benefits of student discourse on student achievement. They emphasized how student discourse methods stimulate critical thinking,



research, questioning skills. It also helps to build trust between students and teacher. In addition, it contributes to the improvement of teacher's practice. One of the participants also mentioned that discourse allows to transfer responsibility to students for their learning because collaborative culture allows to students to organize their own discussions. It makes lessons more exciting and interesting. Peer assessment and feedback is another helpful method in teaching English and Kazakh languages. As a result, from the respondents' words and based on international studies, it can be concluded that student discourse methods are an extremely helpful instrument in teaching language.

### **Limitations of the Study**

The study showed some important findings about teachers' perceptions of student discourse and how they implement these practices. However, it has some limitations. The first limitation is the small number of participants due to which the findings cannot be generalized for all teachers of English and Kazakh in this school.

The second limitation is the research site which is one of the selective schools in Nur-Sultan. The requirements and conditions for teacher professional development cannot be the same as in mainstream schools. Therefore, the findings are applicable only to this selective school and cannot be generalized to all schools in Nur-Sultan.

### **Implications of the Study**

This section narrates implications of the study for me as a researcher and other Parties.

#### **Implications for Me as a Researcher**

Being involved in a research of this scale was a valuable and important experience for me. With due study of international literature on research and consultation with my thesis supervisor, I created the initial plan with timeline. Conducting research implied obtaining the official permission from the school administration and participants. After the

first interview I realized that I had to change some questions to receive more specific and relevant data. Also, there were some unforeseen circumstances such as postponing the dates due to the busy schedule of participants. One of my initially agreed participants changed her position and was promoted so there was the need to urgently replace her. The new participant who replaced her was involved in various projects and had a hectic schedule. She cancelled the interview twice and postponed the observation three times due to her meetings and matters of great urgency. As a result, I had to conduct the same interview several times because of substitution of the participants and lost a lot of time waiting for suitable time for the participant. Apart from these cases, other procedures went on accordingly. I learnt ample knowledge about student discourse, too. I think the research skills and knowledge on my focus topic will enable me to conduct research in the field of education.

### **Implications for the Participants**

Of great importance is the benefits for the participants. All of the participants were surprised after the interview saying that they never thought of their practice before. Nor did they ever understand the importance of classroom talk. In fact, one of the participants found the interview questions very informative and interesting and asked me to send the verbatim to her email. It shows that after the interview participants started to reflect on their practice and consider student discourse as an effective tool in teaching and learning.

### **Contribution to the Body of Knowledge**

As mentioned earlier, the term “student discourse” is new in our country and each format is studied separately. For example, debates or dialogue. In my study, the concept “student discourse” is covered as a whole approach with due consideration of all forms of work that refer to student discourse. Therefore, it will be very useful for all educators

regardless of the discipline they teach to learn and improve their teaching methods.

Moreover, this study will throw light on topic of discourse in teaching for further research.

### **Areas for Further Research**

It would be very useful and interesting to engage students to this research, along with teachers. The researcher would have opportunity to explore students' perceptions, too. The findings would be even more useful as they would enable to consider the issue from students' perspectives which can vary from teachers. In addition, I would recommend narrowing down the topic, maybe from student discourse to only pair work or classroom discussions.

### **Conclusion**

In conclusion, this chapter summarized the information on the findings in reference to teachers' perceptions on student discourse, their practices of discourse implementation and how student discourse facilitates learning. In general, teachers of English and Kazakh are familiar with the term to some extent. They perceive student discourse as inextricable part of teaching and learning. Experienced teachers implement discourse practices effectively whereas on less experienced teachers' lessons traditional way of teaching prevails and student discourse does not take place as successfully. Also, the awareness of student discourse methods among Kazakh and English language teachers is the same. For the future, it is recommended to implement the culture of collaboration in classroom for all teachers and educators in Kazakhstan.

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## Appendix A

### INFORMED CONSENT LETTER TO A PRIMARY PARTICIPANT

Dear \_\_\_\_\_,

By this informed consent letter, I am kindly asking your permission to participate in my research study. I am a 2<sup>nd</sup> year student of Master's Program in Educational Leadership at Graduate School of Education of Nazarbayev University (NUGSE) who is conducting a research study on the topic **“Teachers’ perceptions and practices of implementation of student discourse in a selective school in Astana”**.

Due to the reason that your school is believed to serve as an experimental platform for educational reforms and innovations and aimed at transferring its experience to other schools of Kazakhstan, thus it emphasizes teachers’ professional development and initiates upgrading their qualification. Therefore, teachers in this school are believed to have completed professional development programmes and tend to use modern teaching and assessment approaches and might implement student discourse. The findings might be very useful for educators in general and the participants in particular who will start reflecting on their practice.

The research study will consist of individual interviews and non-participatory observations. All in all, 8 individual interviews are being planned to conduct with 2 teachers of English and 2 teachers of Kazakh language. Individual interviews will be conducted with each of the four teachers individually. The participants will choose the time and place for interviews. I will conduct two interviews with each participant, and I will conduct the third follow up interview with them if needed. Each interview will be recorded only with the participants’ consent. During the interview I will ask questions about how teachers perceive the role of student discourse and how they implement student discourse on their lessons.

In addition, I will also observe the same teachers’ lessons with the help of non-participatory observation in order to see how teachers use student discourse in their classes. Overall, 8 lessons of the mentioned teachers will be observed.

Your participation in the interview will take approximately 40-60 min.

All the interviews and observations will be conducted with the consent of the teachers, but no one except me will know about the details of these as well as data that I gather. All the participants will be selected on a voluntarily basis. All the names and the school will stay anonymous. I will use various pseudonyms for teachers. I will avoid taking pictures with the participants as well.

All data including interviews, the documentation and materials (audio) will be kept in my personal computer, to which only I have the access. They will be locked and protected with a password. After the interview is transcribed, all the recordings will be immediately deleted.

There are some minor risks of my research such as taking teachers’ personal time for individual interviews. I will avoid taking their time when teachers are busy with their job related tasks. Instead, I will ask them when they can afford to give time for my interviews. I will make sure my research and my presence will not disrupt the school

routine. In addition, my presence though passive in the classroom during the observation might potentially cause slight inconveniences for teachers and students. However, be confident that the anonymity of the school and participants and confidentiality of the data are guaranteed. I will also use non-participant observation which is the least obtrusive method.

If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, (name, e-mail, phone number).

If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_

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

**The extra copy of this signed and dated consent form is for you to keep.**

**ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**

Құрметті \_\_\_\_\_,

Аталмыш зерттеу жұмысының келісім ақпараттық хаты арқылы мен сіздерден менің зерттеу жұмысыма қатысуларыңызға рұқсат сұраймын. Мен, Назарбаев Университетінің Жоғары білім беру мектебінің екінші курс білімгері болғандықтан, **«Астана қаласындағы іріктеуші мектебіндегі мұғалімдердің оқушылардың талқылауына деген көзқарасы және қолдану тәжірибесі»** тақырыбында зерттеу жүргізіп жүрмін.

Сіздердің мектептеріңіз білім беру саласындағы реформалар мен жаңартуларға тәжірибелік платформасы болып табылып, сонымен қатар өз тәжірибесін Қазақстан Республикасындағы басқа мектептерге тарату мақсатын көздегеннен кейін, өз мұғалімдерінің кәсіби дамуына аса көңіл бөліп, біліктілігін арттыруын қолдайды. Соған орай, аталған мұғалімдер кәсіби даму бағдарламаларын тәмамдап, заманауи оқыту және бағалау әдістерін, сонымен қатар талқылау әдісін қолданады деп саналады. Зерттеу нәтижелері білім беру саласында жұмыс атқаратын оқытушыларға, әсіресе қатысушыларға пайдасы зор. Себебі, олар өз тәжірибелеріне рефлексия жасап, мән беретін болады.

Зерттеу жеке сұхбат пен бақылаудан тұратын болады. Барлығы, екі ағылшын тілі пәні, екі қазақ тілі пәні мұғалімімен сегіз жеке сұхбат өткізу жоспарланып отыр. Төрт мұғалімнің әрқайсысымен жеке сұхбат өткізіледі. Қатысушылар сұхбат өтетін жер мен уақытын өздері таңдайды. Әр қатысушымен екі сұхбат өткізуді көздеп отырмын, егер қажет болса, үшінші сұхбат өткіземін. Әр сұхбат тек қатысушының рұқсатымен ғана диктофонға жазылатын болады. Сұхбат барысында мұғалімдердің оқушылардың талқылауының маңыздылығы жайлы ойы және оны өз тәжірибелерінде қалай қолданатыны туралы сұрақтар қойылады.

Сонымен қатар, аталған мұғалімдердің сабақ барысында талқылауды қалай қолданатынын көру үшін сабағына қатысу жоспарланып отыр. Барлығы, сіздердің рұқсаттарыңызбен шамамен сегіз сабаққа қатысамын.

Сіздің қатысуыңыз шамамен 40-60 минут уақытыңызды алады.

Барлық сұхбаттар мен бақылаулар сіздердің келісімдеріңізбен жүзеге асырылады, және менен басқа ешкім мен жинаған мәліметтерге қолжетімді болмайды. Барлық қатысушылар өз еркімен таңдалады. Қатысушылардың есімдері мен мектеп аты анонимді болып қалады. Мұғалімдерге әр түрлі псевдонимдерді қолданамын. Қатысушыларды суретке түсіруден аулақ боламын.

Барлық деректер, сұхбат, құжаттама және материалдар (аудио) менің жеке компьютерімде сақталады, оған тек мен қолжетімді боламын. Менің жеке компьютерім өшірулі болады және де құпия сөзбен қорғалады. Сұхбаттан кейін барлық жазбалар дереу жойылады.

Алайда, менің зерттеу жұмысымда мұғалімнің жеке уақытын алу сияқты аздаған қауіптері бар. Ол үшін сұхбатты сіздің жұмысыңызға кедергі жасамайтын өзіңізге ыңғайлы бос уақытыңызда алуға тырысамын. Сонымен қатар, менің сабаққа

қатысуым пассивті болғанымен, сіздер мен оқушыларға ыңғайсыздық тудыруы мүмкін. Алайда, барлық мәліметтердің құпиялығы мен мектеп әрі қатысушылардың аттары анонимді болатынына жүз пайыз кепіл беремін.

Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, **қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар.** Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы менің Зерттеу супервайзеріммен хабарласуыңызға болады: **(аты, эл.поштасы, тел.номері).**

Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

**Аталған келісімнің артық копиясын өзіңізге алып қалсаңыз болады.**



**Appendix B**  
INTERVIEW PROTOCOL

Date:

Place:

Time:

Interviewee:

Interview components:

- Greeting the participant
- Informing about the confidentiality and anonymity of research and duration of the interview;
- Ask the permission for audio-recording;
- Giving the hard copy of the consent form, having it signed by the participant;
- Allow the participant to comment on the interview/ get feedback;
- Interview;
- Thanking the participant and saying goodbye;

The semi-structured interview sample questions for individual interviews

- 1) How important is students' talking on a topic on the lesson?
- 2) How do you engage students in discussions during the lesson?
- 3) What is the role of the teacher in student discussion?
- 4) How do the student discussions lead to deeper understanding of the concept and content?
- 5) When do you give feedback on your lessons?
- 6) To what extent is teacher's questioning important on the lesson?
- 7) What kind of student discussions do you usually organize?
- 8) How do you involve passive students in the discussion?
- 9) What can you say about teacher talking time while student discussion?
- 10) What is the role of teacher reflection in teaching?

**Appendix C**  
**OBSERVATIONAL PROTOCOL**

Title: "Teachers' perceptions and practices of implementation of student discourse in a selective school in Astana"

Topic: \_\_\_\_\_

Length of observation: 40 minutes

Date:

Participant:

Subject:

Grade:

<b>Descriptive notes</b>	<b>Reflective notes</b>

**Source: Creswell, 2014**

## Appendix D

### SAMPLE OF INTERVIEW TRANSCRIPT

Date: 30.11.2018

Place: classroom

Time: 11.00

Q: So, my first question would be “How important is students’ talking on a topic on the lesson?”

A: “I think that, of course, it is very important because especially nowadays because we focus more on a student-centered approach that’s why we make different efforts, think about different methods where we can inspire students to speak and we prefer we organise the environment where our students speak mostly.

Q: “How do you engage students in discussions during the lesson?”

A: “Different types of approach I use at my lessons, the most widely used is asking questions, different types of questions, open questions, mostly open questions, or they’re, sometimes they are provided a controversial statement just to discuss, express their opinions, they are provided articles, reading passages after which they like to express their opinions, different approaches.

Q: “What is the role of the teacher in student discussion?”

A: “The role of teacher is first of all to organise this discussion in an appropriate way. Also, when all the students manage to express their ideas teacher should monitor the process of discussing trying to involve everyone be aware that there shouldn’t be students who are left, and monitor assess even, for example, identify what they are strong at, for example presenting the statement or identify their weak sides, e.g. for students difficult to justify to that sort of formative assessment will allow teacher then to create another lesson they should take it into account, of course, go back to this topic and teach these students to justify or e.g. usually, yeah, I think that monitor he should monitor their discussions, also provide feedback and also organise pose discussion activities it is very important some sort of reflection to what extent it was useful or discussion even for the teacher. Was it organised in a way where students learn something, it is important to know.”

Q: “Have you ever heard of the term “student discourse”?”

A: “Student Discourse? Yes, I heard but really I forgot what it means. Discourse? Maybe it relates to the .. what speaking of the students of the lesson? To encourage them to speak more during the whole lesson.

Q: “How do the students’ discussion lead to deeper understanding of the concept and content?”

A: “I think that it’s a chance first of all, to listen to each other points of view, e.g. imagine that there are 12 students and if everyone is listening to each of the opinions, they of course, can e.g. broaden their knowledge, compare their ideas with the ideas of their peers and also even learn the words, learn the expressions, and even maybe somebody’s evidence, examples, justification can help even to change their point of view, the attitude towards the topic. I think that this is very significant one when they are sharing ideas and discussing them.”

Q: How often do you organise discussions? Discussions can be like, roundtable discussions or debates, e.g.?"

A: "I try to do it very often, especially in the senior groups even maybe twice a week we have such lesson, we have because senior students, the students of 11th and 12th grades, first of all, they like because I usually get their feedbacks, their reflections of the lessons and we ask then what would you suggest me organising next lesson and if you look through all the reflections, you will find that they suggest to organise different types of discussions and it helps me to understand that they like this activity. Of course, I try to vary the types of discussions, but I know they like it, but with the students of 8th and 9th grades, I do it not very often as I organise it with the students of the senior grades because I think that students of 9th grades are just gaining the knowledge of the vocabularies, the structure of the sentence, but we do some a term, maybe once or twice a term with these students".

Q: "When do you give feedback on the lessons?"

A: "I give a feedback after each activity I organise the lesson but of course I provide different types, I use different types of feedback, e.g. when students are completing tasks I monitor, it doesn't mean that I'm just doing, of course, I help the students, if there is a necessity, but also I do it just for me to understand what they are good at, what we should work on, and after their completion of some tasks, I organise some sort of feedback, e.g. I tell "So, wow! I found some good ideas, and present. I found that you can justify you love the word "example, for instance" mhm, and ...I can write some sentences or the words on the board, say "So how do we use it and I stop here and say "So we should know how to use it", I don't ignore, I don't leave any activity without giving feedback. I do it always."

Q: So you find it very helpful?

A: Very helpful. Yes.

Q: OK. To what extent is teacher's questioning important on the lesson?

A: Yes, of course. I think the teacher should ask a lot of questions starting from the beginning of the lesson till the end of the classes. For example, asking the questions attracts students' attention and eh, helps teacher to understand do they understand the topic they are discussing and also asking questions help teacher understand to what extent they comprehend and aware of the topic of the lesson and also questions help teacher to think whether to go further or just stop to identify at what level they are at the moment. Yes, very helpful.

Q: What kind of student of student discussions do you usually organise?

A: My students like debates mostly and I know that they like it very much due to their reflections. They help me to identify the type of discussion, I usually organise these, not even I, now I manage to involve students into organising it. For example, I appoint the students, "You will for the next time...for example you will! So I identify the leaders who will lead and organise the debates. They are so responsible! Also, my students like er..the discussion organised in the format of Socratic seminars, very good, especially the 12th-

**Appendix E**

## Manually coding the interview

Date: 30.11.2018,

Time: 11:00

Location:

Interviewee:

Interview transcripts	Codes
<p>JA: So, my first question would be “How important is students’ talking on a topic on the lesson?”</p> <p>ET1: “I think that, of course, it is very important because especially nowadays because we focus more on a student-centered approach that’s why we make different efforts, think about different methods where we can inspire students to speak and we prefer we organise the environment where our students speak mostly.</p> <p>JA: “How do you engage students in discussions during the lesson?”</p> <p>ET1: “Different types of approach I use at my lessons, the most widely used is asking questions, different types of questions, open questions, mostly open questions, or they’re, sometimes they are provided a controversial statement just to discuss, express their opinions, they are provided articles, reading passages after which they like to express their opinions, different approaches.</p> <p>JA: “What is the role of the teacher in student discussion?”</p> <p>ET1: “The role of teacher is first of all to organise this discussion in an appropriate way. Also, when all the students manage to express their ideas teacher should monitor the process of discussing trying to involve everyone be aware that there shouldn’t be students who are left, and monitor assess even, for example, identify what they are strong at, for example presenting the statement or identify their weak sides, e.g. for students difficult to justify to that sort of formative assessment will allow teacher then to create another lesson they should take it into account, of course, go back to this topic and teach these students to justify or e.g. usually, yeah, I think that monitor he should monitor their discussions, also provide feedback and also organise pose discussion activities it is very important some sort of reflection to what extent it was useful or discussion even for the teacher. Was it organised in a way where students learn something, it is important to know.”</p> <p>JA: “Have you ever heard of the term “student discourse”?”</p> <p>ET1: “Student Discourse? Yes, I heard but really I forgot what it means. Discourse? Maybe it relates to the .. what speaking of the students of the lesson? To encourage them to speak more during the whole lesson.</p> <p>JA: “How do the students’ discussion lead to deeper understanding of the concept and content?”</p> <p>ET1: “I think that it’s a chance first of all, to listen to each other points of view, e.g. imagine that there are 12 students and if everyone is listening to each of the opinions, they of course, can e.g. broaden their</p>	<p>Code 1: Student-centered approach</p> <p>Code 2: Different types of approach</p> <p>Code 3: Teacher’s role in discussions</p> <p>Code 4: sort of formative assessment</p> <p>Code 5: Broaden</p>

<p>knowledge, compare their ideas with the ideas of their peers and also even learn the words, learn the expressions, and even maybe somebody's evidence, examples, justification can help even to change their point of view, the attitude towards the topic. I think that this is very significant one when they are sharing ideas and discussing them."</p> <p>JA: "Thank you. How often do you organise discussions? Discussions can be like, roundtable discussions or debates, e.g.?"</p> <p>ET: "I try to do it very often, especially in the senior groups even maybe twice a week we have such lesson, we have because senior students, the students of 11th and 12th grades, first of all, they like because I usually get their feedbacks, their reflections of the lessons and we ask then what would you suggest me organising next lesson and if you look through all the reflections, you will find that they suggest to organise different types of discussions and it helps me to understand that they like this activity. Of course, I try to vary the types of discussions, but I know they like it, but with the students of 8th and 9th grades, I do it not very often as I organise it with the students of the senior grades because I think that students of 9th grades are just gaining the knowledge of the vocabularies, the structure of the sentence, but we do some a term, maybe once or twice a term with these students".</p> <p>JA: "Ok, Thank you."</p> <p>JA: "When do you give feedback on the lessons?" ET1: "I give a feedback after each activity I organise the lesson but of course I provide different types, I use different types of feedback, e.g. when students are completing tasks I monitor, it doesn't mean that I'm just doing, of course, I help the students, if there is a necessity, but also I do it just for me to understand what they are good at, what we should work on, and after their completion of some tasks, I organise some sort of feedback, e.g. I tell "So, wow! I found some differentiation in the class?"</p>	<p>their knowledge</p> <p>Code 6: Senior students like discussions</p>
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### List of codes

- CODE 1: Student-centered approach
- CODE 2: Different types of approach
- CODE 3: Teacher's role in discussions
- CODE 4: sort of formative assessment
- CODE 5: Broaden their knowledge
- CODE 6: Senior students like discussions
- CODE 7: Feedback after each activity
- CODE 8: Questioning is helpful
- CODE 9: My students like debates
- CODE 10: My students organize discussions
- CODE 11: tight relation between writing and speaking
- CODE 12: Passive students as leaders
- CODE 13: Teacher talking time
- CODE 14: Teacher's role in discussions
- CODE 15: The importance of teacher reflection
- CODE 16: Individual comments
- CODE 17: students are waiting for comments
- CODE 18: Simplify the content
- CODE 19: I am an actor
- CODE 20: Silent students
- CODE 21: The method of carrots and stick
- CODE 22: Praise students
- CODE 23: extraordinary meetings
- CODE 24: extra-curricular activities
- CODE 25: "There are no bad students, there are bad teachers"
- CODE 26: understanding of differentiation
- CODE 27: Give them choice
- CODE 28: identify their strength

### Themes / categories

- **Significance of student discourse**
  - CODE 1: Student-centered approach
  - CODE 2: Different types of approach
  - CODE 4: sort of formative assessment
  - CODE 5: Broaden their knowledge
  - CODE 6: Senior students like discussions
  - CODE 8: Questioning is helpful
  - CODE 12: Passive students as leaders

- **Teacher's perceptions and implementation practices of student discourse**
  - CODE 7: Feedback after each activity
  - CODE 10: My students organize discussions
  - CODE 11: tight relation between writing and speaking
  - CODE 15: The importance of teacher reflection
  - CODE 16: Individual comments
  - CODE 17: students are waiting for comments
  - CODE 18: Simplify the content
  - CODE 20: Silent students
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  - CODE 22: Praise students
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  - CODE 24: extra-curricular activities
  - CODE 25: "There are no bad students, there are bad teachers"
  - CODE 26: understanding of differentiation
  
- **Teacher's role in student discourse**
  - CODE 3: Teacher's role in discussions
  - CODE 13: Teacher talking time
  - CODE 14: Teacher's role in discussions
  - CODE 19: I am an actor
  - CODE 27: Give them choice
  - CODE 28: identify their strength

**Source:** Creswell, 2014