**2010 ve 2019 Yılları Arasında Türkiye’de Yabancı Dil Olarak İngilizce Öğretimi
Sınıflarındaki Söylem Üzerine Yayımlanmış Makalelerin ve Tezlerin Analizi**

*Analysis of Articles and Theses on Discourse of English as a Foreign Language Classrooms
Published Between the Years of 2010 and 2019 in Turkey*

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Abstract: In recent years, the increasing importance of English in education has grabbed researchers’ attention to the discourse of English as a foreign language (EFL) classes. However, there are not many studies focusing on classroom discourse of EFL classes in the Turkish context even though there are a number of studies conducted abroad. This study aims to compile the research articles and M.A. and PhD theses published between years of 2010 and 2019 written on the issue of EFL classroom discourse to know the scope of the related literature and to light the way for further studies. For this purpose, 27 articles and 24 theses were examined in terms of publication year, numbers of writers, research designs, data collection methods, characteristics of samples, data analysis methods, topics they study and the numbers of references. Databases, namely The Turkish Academic Network and Information Centre (ULAKBİM), Educational Resources Information Center (ERIC) and Council of Higher Education Thesis Center were used to collect data and the results were given in frequency and percentage tables. It was found out that the number of studies about discourse increased between 2012 and 2016 and articles tended to be written with one or two authors. The number of qualitative studies in which descriptive statistics used outnumbered the other studies. In this regard, interviews and video recording were commonly used for data collection. The number of studies whose participants were mostly teachers and

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Cite as/ Atıf: Aykut, C. & İnan Karagül, B & Ulu, B. (2020). 2010 ve 2019 yılları arasında Türkiye’de yabancı dil olarak İngilizce öğretimi sınıflarındaki söylem üzerine yayımlanmış makalelerin ve tezlerin analizi, *Turkish Studies - Education*, 15(1), 1-13 <https://dx.doi.org/10.29228/TurkishStudies.39599>

Received/Geliş: 04 November/Kasım 2019

Accepted/Kabul: 25 February/Şubat 2020

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Published/Yayın: 29 February/Şubat 2020

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university students outnumbered the other studies. Finally, code-switching was the trend topic among examined studies.

Structured Abstract: English has been playing a crucial role in education in almost all parts of the world. Therefore, the dynamics of classroom discourse in second language learning classes have gained importance, which makes the field as a focus of interest in recent years. Supportingly, Stubbs (1976) claimed that teacher and student dialogues compose a remarkable amount of classroom discourse. Tsui (2008) stated that information processing approach which was based on the cycle of input-interaction-output (IIO) was popular until the mid of the 1990s. However, social aspects of language were ignored in information processing approach, which was criticized by several researchers. (Lantolf & Appel, 1994; Lantolf, 2000, Block, 2003) Indeed, collaboration is highly needed for the establishment of a healthy classroom discourse and production of output. (Swain, 2000, 2008; Tsui, 2008). Contextual and interactional dynamics of classroom discourse, namely collaboration and negotiation, also called social turn in SLA, are essential parts of the process of meaning making which should not be ignored in the construction of classroom discourse (Donato, 2004).

Classroom discourse has been studied from many aspects in the world and understanding the dynamics of the EFL classroom is essential to foster both teaching and learning. However, there have been few studies about this field in Turkey. As there is a need for more studies investigating English classrooms in Turkey and it is important to know what already existing studies say, this study presented a compilation of articles and theses on the topic of EFL classroom discourse. In this study articles and theses written about EFL classroom discourse between 2010 and 2019 were collected through identified databases and they were examined in terms of their features such as research methods, participants, research designs, topics, and references. Thus, the current study was designed to investigate the following research questions:

- 1- What is the distribution of articles and theses about the discourse of EFL classes by year?
- 2- What are the features of articles and theses in terms of authors' number, research design, data collection tools, participants, method of analysis and references used?
- 3- What are the common topics studied in the articles and theses written in the field of EFL classroom discourse?

This study has aimed to compile articles and theses written on the discourse of English language classrooms in Turkey and analyze them in terms of their features such as research design, data collection tools, and topics. Hence, by using databases, The Turkish Academic Network and Information Centre) ULAKBİM, Educational Resources Information Center (ERIC) and Council of Higher Education Thesis Center, 27 research articles and 24 M.A. and PhD theses were collected. An examination form developed by Sözbilir and Kutu (2008) and revised by Ozan and Köse (2012) was used to analyze this compilation of articles and theses. Slight modifications were made by the researchers. Through this examination form with minor changes, all articles and theses were analyzed in terms of different categories. The examined categories were as follow: The number of articles and theses published by the years, the number of writers, research designs, data collection tools, characteristics of participants, data analysis methods, the research focus of the studies and the number of references used in the studies. The results for these categories were given in the frequency and percentage tables.

The analysis indicated that the number of articles and theses on classroom discourse increased between the years 2012 and 2016 and most of the studies were published in 2016. However, a decrease in number especially in the last two years was observed. As expected, the number of articles studying discourse was higher than the number of theses. Most of these examined theses were at the master's level and the number of doctoral dissertations was insufficient. Considering the number of authors, it was found that Turkish researchers preferred conducting their studies themselves or with only two authors. These results supported the findings of Saracaoğlu, Gündoğdu, Altın, Aksu, Kozağaç, and Koç, (2013) and Ozan and Köse (2014). Nevertheless, it contradicts Al's study (2005) which presented a tendency to a joint publication among researchers in other countries. Another feature examined for the purpose of this study was data collection tools of articles and theses. Seven different tools were found to be common among studies. They are as follow from the most used to the least used ones; Semi-structured interviews, video recordings, observations, questionnaires, audio recordings, think-aloud sessions, stimulated recall sessions, reports, and students' diaries. The context and the

participants of the studies were also examined. Six different contexts were found as study context in articles and theses and they were as follow: primary schools, secondary schools, high schools, preparatory schools, undergraduate programs of universities and language schools. Most of the studies were conducted in undergraduate programs and preparatory schools of the universities. There were few articles and theses in other contexts. Teachers and students were the participants of the studies. However, the number of studies focused on teachers were higher in number. When it comes to the number of teachers and students in the studies, the ranges developed by Sözbilir and Kutu (2008) and revised by Ozan and Köse (2012) were used, and they were 1-10, 11-30, 31-100, 101-300 and 301-1000 respectively. The analysis indicated that the most preferred ranges were 11-30 and 31-100. There were a few studies that have more than 300 participants, which were mostly theses. Regarding data analysis, the analysis showed that most of the studies were analyzed descriptively and there were few studies that underwent inferential analysis. While no experimental studies were found, there was one quasi-experimental study. Another component analyzed was the topic studied in articles and theses and six topics were identified; code-switching, spoken discourse, teacher questions, student questions, revoicing and scaffolding. The most common topics in both articles and theses were L1 use and code-switching. There were few studies on other topics, namely teacher questions, student questions, revoicing and scaffolding. Lastly, the number of references in articles and theses was examined. Numbers revealed that references used in theses were higher than articles and a great majority of theses have more than seventy references. The number of references found in articles mostly tends to change between 10- 50.

Considering the fact that the results obtained from the analysis of articles and discourse and the number of published studies are insufficient, researchers can conduct more studies on the issue, which will enhance our understanding of English classrooms in Turkey. Collaboration with other researchers and a joint publication can be encouraged, which may contribute to the literature in many aspects. Along with interviews and observations, researchers can make use of other alternative tools such as reports, diaries, portfolios, structured grid, and think aloud or stimulated recall sessions can be encouraged more. Other than tertiary education, more discourse studies can be conducted in different contexts such as primary, secondary, and high schools. For a deeper understanding of EFL classrooms in Turkey, further studies are needed for the exploration of foreign language classroom discourse which are namely teacher questions, scaffolding, revoicing and modified input.

Keywords: Second language acquisition, Classroom discourse, Discourse analysis, Article, Thesis

Öz: İngilizce’nin eğitimdeki yeri ve öneminin yıllar içerisinde artması, araştırmacıların dikkatlerini yabancı dil olarak İngilizce öğretimi sınıflarındaki sınıfıçi söylem konusuna çekmiştir. Ancak bu konu yurt dışında oldukça fazla çalışılırken yerel bağlamda bu alanda yapılan çalışmaların sayısı oldukça azdır. Yeni yapılacak olan çalışmalara ışık tutması ve yerel bağlamda literatürde ne tür çalışmalar olduğunu göstermek amacıyla, bu çalışma Türkiye’de ikinci dil olarak İngilizce öğretimi sınıflarındaki sınıfıçi söylem konusunda 2010 ve 2019 yılları arasında yazılmış araştırma makaleleri ve tezlerin derlenmesiyle oluşturulmuştur. Bu kapsamda Ulusal Akademik Ağ ve Bilgi Merkezi (ULAKBİM), Eğitim Kaynakları Bilgi Merkezi (ERIC) ve Yüksek Öğretim Kurumu Ulusal Tez Merkezi’nden taranan toplam 24 adet tez ve 27 adet araştırma makalesi yayın yılı, yazar sayısı, araştırma deseni, veri toplama yöntemi, örneklem türü, veri analiz metodu, çalışılan konu ve kullanılan kaynaklar bakımından incelenmiştir ve sonuçlar sıklık ve yüzdelik bakımından sunulmuştur. Sonuçlar incelendiğinde, 2012-2016 yılları arasında sınıfıçi söylem çalışmalarında genel bir artış olduğu ve betimleyici istatistiklerin kullanıldığı nitel çalışmaların diğer türdeki çalışmalarla kıyaslandığında sayıca daha fazla olduğu görülmüştür. Bu sebeple, mülakat ve video kaydetme türündeki veri toplama araçları en yaygın olarak kullanılanlar arasındadır. Çalışmaların büyük çoğunluğu üniversitelerdeki öğretmenler ve öğrencilerin katılımıyla yürütülmüş ve en çok çalışılan konunun düzenek değiştirme olduğu sonucuna varılmıştır.

Anahtar Kelimeler: İkinci dil edinimi, Sınıf içi söylem, Söylem analizi, Makale, Tez

Introduction

English has been regarded as the global lingua franca in all around the world, which increases the importance of quality of education in second language (L2) learning classrooms. In this context,

second language classroom discourse has been the focus of interest, especially in recent years. Walsh (2006) characterizes this concept as “the ways in which teachers and learners jointly construct meanings through the talk that they produce” (p.216). Stubbs (1976) has stated that dialogues taking place between teachers and students are the actual educational process, at least most of the process. Therefore, second language classroom discourse analysis studies are of significance as interaction in classroom is the basis for every action and classroom practices happening. Until the mid of the 1990s, L2 classroom discourse studies were based on information processing approach in which input-interaction-output (IIO) cycle was focused (Tsui, 2008). In such an approach, social aspects of language were not taken into consideration. However, Block (2003) has indicated that classroom discourse is inseparable from social features of interaction such as appropriation, participation and collaboration which puts emphasis on the importance of social turn in SLA. Likewise, Tsui (2008) has stated that teachers and students are co-constructors of classroom discourse and the process of learning, rather than being just producer or passive receivers of input. Swain (2000) asserted that the notion of output is not just produced by students, actually, it is constructed mutually both by teachers and students with the help of negotiation contributing to their meaning-making process, which was an ignored aspect in input-output models. Accordingly, Sert (2015) has stated that meaning is made clear, questions are answered appropriately, problems are clarified, teaching is promoted and learning becomes a mutual construction thanks to the interaction between students and teachers in second language classrooms. Based on these point of views, Lantolf and Appel (1994) and Lantolf (2002) have criticized L2 classroom discourse analysis approaches based on input-output model because of their insufficient view of L2 learning which neglect social dimensions of second language classrooms. Lastly, Donato (2004) has argued that the notion of collaboration has been generally ignored in L2 classroom research and should be given importance. In brief, it can be indicated that contextual and interactional dynamics or namely social turn in SLA classes, are necessary components of L2 classroom discourse and need to be taken into account in related studies.

The increasing popularity of the field of L2 classroom discourse analysis has required an evaluation and compilation of the studies conducted in this field. Even if this field is highly investigated globally, it can be stated that there are not many studies on this field in Turkey. Moreover, it is a well-known fact that every new study is a new step in a particular research area. Thus, it is quite important to know what we have and need in the field of L2 classroom discourse analysis in order to add new studies and expand the rate of research. Therefore, this study aims to compile research articles and theses written in the field of L2 classroom discourse in Turkey and make a general evaluation of them by examining their features like research methods, participants, research designs, topics, and references. In order to meet the study’s purpose, the following research questions were addressed:

- 1- What is the distribution of articles and theses about the discourse of EFL classes by year?
- 2- What are the features of articles and theses in terms of authors’ number, research design, data collection tools, participants, method of analysis and references used?
- 3- What are the common topics studied in the articles and theses written in the field of EFL classroom discourse?

Methodology

Data Collection Method

Research articles and theses (M.A. and PhD) written between 2010 and 2019 were collected through the databases (The Turkish Academic Network and Information Centre) ULAKBİM and Educational Resources Information Center (ERIC). In total, 27 research articles and 24 M.A. and PhD theses were collected. All of the research articles and theses were generally about second

language learning classrooms and their topics were as follow in particular: teacher questions, student questions, scaffolding, teacher revoicing, and code-switching. Each category is crucial on its own because all of them play different roles in the establishment of an efficient and healthy learning environment through an effective classroom discourse.

Instrument

All of the theses and articles examined in this study were examined through the “Article Classification Form” which was developed by Sözbilir and Kutu (2008). For this study, the revised version of the form revised by Ozan and Köse (2012) has been used. Based on this form, the number of published studies each year has been determined in the first place. Then, eight different categories have been examined which are as follows: the number of authors, research design, data collection tools, range and type of sample, research design, data analysis method, topic and the number of references. For each study, a new form has been used and the appropriateness of the categories has been checked by all authors to ensure intercoder reliability. As the last step, all of the categorized data have been transferred to Microsoft Office Excel to calculate frequencies and percentages.

Data Analysis

The data acquired through “Article Classification Form” have been analyzed by using content analysis method. The reason why this method has been choosen is that it can provide readers with a whole picture of the field by gathering studies according to particular themes. Yıldırım and Şimşek (2016) state that this method also allows for an objective, systematic and quantitative examination of the data.

Findings

Table 1: Frequencies and percentages of articles and theses based on the publication year

Year	Article		Thesis		Total	
	f	%	f	%	f	%
2010	1	3.Tem	1	4.Şub	2	3.Eyl
2011	1	3.Tem	1	4.Şub	2	3.Eyl
2012	3	11.Oca	3	12.May	6	11.Ağu
2013	2	7.Nis	3	12.May	5	9.Ağu
2014	5	18.May	2	8.Mar	7	13.Tem
2015	2	7.Nis	4	16.Tem	6	11.Ağu
2016	7	25.Eyl	5	20.Ağu	12	23.May
2017	2	7.Nis	3	12.May	5	9.Ağu
2018	3	11.Oca	1	4.Şub	4	7.Ağu
2019	1	3.Tem	1	4.Şub	2	3.Eyl
Total	27	100	24	100	51	100

As shown in Table 1, each year at least one article and one thesis have been published in the field of classroom discourse and an increase can be observed in the number of both articles and theses published after 2012. While four articles were published in 2014, seven were published in 2016, which signals an increase in the number of publications. Similarly, out of 24 theses, four of them were published in 2015 and five of them were published in 2016. With seven articles and five theses constituting 23.5 % of total, 2016 has the highest publication rate. In the last two years, there has been a decrease in the frequency of publications, especially of theses. In total, six publications, four articles, and two theses were observed with 11.7% in the years 2018 and 2019.

Table 2: The number of M.A. and PhD theses by the years

Year	M.A. Theses	PhD Theses
	f	f
2010	1	0
2011	1	0
2012	2	1
2013	3	0
2014	2	0
2015	3	1
2016	5	0
2017	2	1
2018	1	0
2019	1	0
Total	21	3

The number of M.A. theses tended to increase after 2012 and reached its peak in 2016 with 5 theses. After 2016, it can be stated that the number of M.A. theses started to decrease. There have been three doctoral theses which were published in 2012, 2015 and 2017, respectively.

The information showing the number of authors of the articles analysed through the databases of (The Turkish Academic Network and Information Centre) ULAKBİM and Educational Resources Information Center (ERIC) has been presented in the Table 3:

Table 3: Frequencies and percentages for the number of article authors

The number of authors	f	%
1 author	16	59.3
2 authors	11	40.7
Total	27	100

Out of 27 articles, 16 of them were published by one author and 11 of them were published by two authors. Based on the data in Table 3, it can be inferred that most authors preferred writing articles on their own instead of working with other researchers. No articles with more than two authors were found.

Table 4: Research designs of theses and articles

Research Design	Articles		Theses		Total	
	f	%	f	%	f	%
Qualitative	14	51.8	11	45.8	25	49
Quantitative	7	25.9	4	16.6	11	21.5

Mixed	6	22.2	9	37.5	15	29.4
Total	27	100	24	100	51	100

It seems that qualitative studies are dominant in the field of second language classroom discourse with 49%. Almost half of the theses and articles have been conducted in line with the framework of qualitative research design. The other common research design was mixed method in which both qualitative and quantitative methods are used. Quantitative research design was found to be the least used approach with 21.5%.

Table 5: Frequencies and percentages of data collection tools

Data collection tool		Articles		Theses	
		f	%	f	%
Interview	Semi structured	11	21.May	8	18.Haz
	Structured	2	3.Eyl	0	0
Questionnaire	Open ended	0	0	1	2.Mar
	Multiple choice	1	1.Eyl	0	0
	Likert	9	17.Haz	7	16.Şub
Observation		9	17.Haz	9	20.Eyl
Video recording		11	21.May	10	23.Şub
Audio recording		5	9.Ağu	5	11.Haz
Think aloud		1	1.Eyl	1	2.Mar
Stimulated recall		0	0	2	4.Haz
Reports		1	1.Eyl	0	0
Students diaries		1	1.Eyl	0	0
Total		51	100	43	100

As Table 7 shows, nine different types of tools were used to collect data in analysed articles and theses. The most common data collection tools for both articles and theses were video recordings and semi-structured interviews, with 18.6% and 23.2% respectively. Other most preferred tools were observation and Likert scale type of questionnaire with almost the same frequency. While total numbers were being interpreted, it should be taken into consideration that some of articles and theses involved the use of more than one data collection tool. It was observed that the general tendency was the use of a mixture of semi-structured interviews, observation and video recordings altogether.

Table 6: Frequencies and percentages of teacher and students as the study group

Level	Articles		Theses	
	Teacher	Student	Teacher	Student
	f	f	f	f

Pre school	0	0	0	0
Primary school	2	0	1	1
Secondary school	1	1	3	3
High school	0	2	0	0
Preparatory school	1	3	2	2
University	14	8	8	9
Language school	1	1	1	0
Total	19	15	15	15

In terms of the analysis of the participants and the context of the articles, it can be observed that in-service university teachers ($f=20$) and undergraduate students ($f=17$) were preferred as the study group. Regarding articles, the number of studies done with teachers ($f=14$) is higher than the ones with students ($f=8$). However, in theses such a difference is not found as the number of theses studying teachers and students is equal. Any article and thesis studying discourse of preschool classrooms was not found. Also, it can be inferred from the table 8 that a great majority of discourse studies have been done in the context of university while a few studies focused on teachers and students from different school contexts.

Table 7: The frequencies and percentages of sample range

Sample Range	Articles		Theses		Total	
	f	%	f	%	f	%
1.Eki	7	26.Eyl	5	20.Ağu	12	23.May
Kas.30	9	34.6	7	29.Şub	16	31.Mar
31-100	8	30.Tem	7	29.Şub	15	29.Nis
101-300	2	7.Tem	3	12.May	5	9.Ağu
301-1000	1	3.Ağu	2	8.Mar	3	5.Ağu

31.3 % of all analysed articles' and theses' sample number ranged from 11 to 30. Following this range, it can be seen that the number of participants changes from 31 to 100 in 15 of them. The third most common range was 1-10 which was chosen in 12 of articles and theses. The least preferred sample sizes were 101-300 and 301-100 with 9.8% and 5.8%. Indeed, 11-30 range has the highest percentage with 34.6% and 301-1000 range is the least preferred type with 3.8%. Regarding theses, both 11-30 and 31-100 were used in seven theses. As expected, the number of theses using more than one hundred participants is higher than those of articles. The sample size of three theses was in 101-300 range. In only two theses, more than 300 people participated in the studies.

Table 8: Data analysis methods of the examined studies

Data Analysis Method	Articles		Theses		Total	
	f	%	f	%	f	%
Descriptive	20	74.4	20	83.3	40	78.4
Inferential	4	14.8	2	8.3	6	11.7
Experimental	0	0	0	0	0	0
Quasi-experimental	0	0	1	4.1	1	1.9
Mixed (Descriptive and Inferential)	3	11.1	1	4.1	4	7.8
Total	27	100	24	100	51	100

It can be stated that descriptive studies outnumbered the other types of studies both in theses and articles. 40 out of 51 studies were found to be descriptive. The second most preferred data analysis method was inferential method with 11.1%. While there was no experimental study observed, only one quasi-experimental study was found under the category of theses.

Table 9: The frequencies and percentages of chosen topics

Topic	Articles		Theses	
	f	%	f	%
Code switching	19	70.3	15	62.5
Spoken discourse	3	11.0	4	16.6
Teacher questions	2	7.7	2	8.3
Student questions	1	3.7	1	4.2
Revoicing	1	3.7	1	4.2
Scaffolding	1	3.7	1	4.2
Total	27	100	24	100

The table indicates the topics studied in the published articles and theses between the years of 2010 and 2019 and six topics related to discourse were identified. The most common topic Turkish researchers investigated was code-switching in second language classrooms with 70.3 % in articles and 62.5% in theses. The second studied topic, spoken discourse, has 11.1 and 16.6 percentage in articles and theses, respectively. It was followed by another subject, teacher questions, whose number is equal in both types of study. It was also found that there were only one article and one thesis about other three topics, namely student questions, revoicing and, scaffolding.

Table 10: The number of references used in the examined studies

References	Articles		Theses		Total	
	f	%	f	%	f	%
Eki.30	10	37	0	0	10	19.6
31-50	11	40	1	4.1	12	23.5
51-70	3	11.1	4	16.6	7	13.7
71+	3	11.1	19	79.1	22	43.1

Based on the number of references used in the examined studies, it can be stated that 40% of the articles in this study have references changing in number between 31-50. Articles using more than 51 references are quite a few. When it comes to theses, it can be observed that 79.1% of all theses in this study used more than 71 references. There is no thesis using fewer than 30 references. Overall, it can be inferred from the tables that most articles were found to include references changing in number between 31 and 50 while most theses were found to include more than 71 references.

Discussion and Conclusion

Compilation of studies about a particular topic can contribute to researchers interested in the same topics and can expand the level of knowledge about the literature as they provide a general picture of the whole research area, which can be a good reference point for further studies. On this basis, this study intends to analyse research articles and theses written on the issue of discourse of EFL classrooms in Turkey in terms of their research methods, research designs, participants, topics focused on, and references. For the purpose of this study, the articles and theses were obtained from

the databases, namely The Turkish Academic Network and Information Center (ULAKBİM), Educational Resources Information Center (ERIC) and Council of Higher Education Thesis Center. Accordingly, 27 articles and 24 theses published from 2010 to present-day were examined and some inferences have been made based on the analyses.

Regarding the publication year, it was observed that there was an increase between the years 2012 and 2016. 2016 was the year when the publication rate reached its peak with seven research articles and five theses in total. However, the publication rate for both research articles and theses has been inclined to decrease in recent years. The reason for this tendency may be because of the fact that classroom discourse studies require lots of time, effort, energy and resources. Collecting data from real classrooms by video or audio recording the lessons and conducting interviews with participants take too much time, which can be a factor that researchers want to avoid.

In the analysis, it was revealed that the number of articles was higher than theses. It can be quite natural because theses are detailed studies, requiring a lot of time and resources. Among 24 examined theses in this study, 21 of them were at master's degree level while three of them were doctoral dissertation. When the period between the years 2010 and 2019, it is clear that the quantity of PhD theses studying discourse in language classrooms in Turkey is insufficient and there is a need for more doctoral dissertations, which can shed light on the nature of discourse of EFL classrooms in Turkey.

When it comes to the researchers, authors of the articles and theses, it is a well-known fact that a thesis is supposed to be written by only one author; however, it is not the case for research articles. When articles used within the scope of this study were analysed for this purpose, it was found out that the majority of articles have only one writer and there were not any articles written by more than two authors. This finding is in line with the studies of Saracaoğlu, Gündoğdu, Altın, Aksu, Kozağaç, and Koç, (2013) and Ozan and Köse (2014) who pointed out that plenty of studies about the education programs and teaching have either one or two writers. One reason for such an inclination can be the need for publications for themselves because of the worry about designation and promotion criteria. However, Al (2005) asserts that unlike Turkey, researchers around the world have shown a tendency to a joint publication. Therefore, it is seen necessary to encourage teamwork while writing academic articles, which can be beneficial for both researchers themselves and the quality of papers.

Considering research design, qualitative research design was the most commonly preferred one in both articles and theses. Qualitative research design was followed by mixed method and quantitative research design, respectively. One possible explanation for such a finding can be the research area itself. Classroom discourse studies mostly require natural classroom data which can be obtained through qualitative data collection procedures including video recordings or interviews.

Another feature of studies analysed for this study was the data collection tools of articles and theses. Findings showed that seven different tools were mainly used to collect data which are as follows: Semi-structured interviews, video recordings, observations, questionnaires, audio recordings, think- aloud sessions, stimulated recall sessions, reports and students' diaries. The most used tools were semi- structured interviews and video-recordings which are of significance, especially for discourse studies. They were followed by observation and Likert scale questionnaires, which are mostly used to obtain information about perceptions and attitudes of participants. The least used ones were think-aloud sessions, stimulated recall sessions, reports and students' diaries. Following Walsh's (2013) suggestion, multi-methods is essential for a better understanding of classroom discourse and therefore certain tools such as reports, diaries, portfolios, structured grids can be preferred as complementary methods together with observations or interviews. These findings also indicated that think aloud or stimulated recall sessions can be encouraged more as data collection techniques.

In terms of the context in which studies were conducted, six different contexts were identified in articles and theses and they were as follows: primary schools, secondary schools, high schools, preparatory schools, undergraduate programs of universities and language schools. A great majority of studies were conducted in undergraduate programs of universities. Correspondingly, the second one was preparatory schools in universities. In other contexts, there were a few studies but still, there is a need for more discourse studies to be conducted in contexts other than tertiary education. There was not any study conducted on the discourse of pre-school EFL classrooms. Regarding participants of the studies, teachers and students were chosen as participants of research articles and theses as expected. There are some studies only examining teachers’ or students’ discourse such as teacher and student questions studies. When all the studies are considered, it was observed that teachers were found to be preferred slightly more than students as the participants of the studies. Not only was the identity of participants examined, but also their number was analysed. The ranges for the number of participants developed by Sözbilir and Kutu (2008) and revised by Ozan and Köse (2012) were used. The ranges were 1-10, 11-30, 31-100, 101-300 and 301-1000 respectively. Based on these ranges, it was found that in great majority of studies researchers preferred using participants changing in numbers between eleven to one hundred. There were only a few studies whose sample size is more than three hundred and most of these studies were M.A. or PhD theses. The reason for this can be that it is quite necessary to ensure reliability for comprehensive studies like theses and the bigger the sample is, the more reliable the results are, which can foster the generalizability of the results as well.

When it comes to data analysis, most of the examined studies were analysed descriptively. This was not an unexpected result as discourse studies mostly describe classroom discourse and inform researchers and readers about what is going on behind the doors of classrooms. Besides, it is quite normal to observe more descriptive studies than experiential ones because of the fact that classroom discourse is a relatively new research area in Turkey. Therefore, previous studies tended to define the phenomenon of classroom discourse and give a general picture of the EFL classrooms. The second most preferred data analysis method was inferential method which could be used for making inferences about the numerical data collected from written or spoken discourse of Turkish EFL classrooms. Only one quasi-experimental study was found under the category of theses which was used to study the impact of scaffolding on student writing. However, there was no experimental study observed, which can be seen as a lack of the research field. It is a well-known fact that experiential studies required more time, resource and effort, which is the general reason why they are not preferred most of the time. However, it seems that number of descriptive studies reach to some extent and can be taken as a reference point so that more experiential studies can be promoted in this field.

Regarding the topic choice of articles and theses, six topics were found to be studied, namely code-switching, spoken discourse, teacher questions, student questions, revoicing and scaffolding. The most popular topic related to discourse in both articles and theses was L1 use and code-switching in language classrooms and studies regarding perceptions of both teachers and students were found to be prominent. The popularity of L1 use as research interest can be because of the fact that Turkish is commonly used by both teachers and students in classroom settings and it is among the most controversial issue of most EFL classrooms in Turkey. However, there are not many studies conducted on other aspects of classroom discourse such as teacher questions, scaffolding and revoicing. Thus, these areas need further studies to understand the dynamics of Turkish EFL classes better.

The last analysis was done for the number of references examined studies. As expected, theses have more references than articles and a vast majority of them have over seventy references. There was not found any theses using less than thirty references. The reason for this is that theses are comprehensive studies including deep knowledge and lots of details of the target area. Therefore, it is a must for writers to use more references while writing their theses.

Limitations of the Study

Considering the results obtained from the analysis of articles and theses the biggest limitation of the study was the insufficient number of studies conducted in the field of foreign language classroom discourse in Turkey. While foreign language classroom discourse studies are higher in number in global context, the number of these studies is only 51 for a 9-years-long period, which is not enough for a field of science to develop. Fortunately, the numbers of studies have started to increase especially for the last couple of years. Another limitation is that no comparison between other countries or contexts has been done. When the case in Turkey and other countries is compared, more general and all-encompassing results can be acquired.

Suggestions for Further Studies

As for suggestions, more studies are needed on the field of foreign language classroom discourse in Turkey. Likewise, regarding the number of studies conducted by more than one author, collaboration with other authors should be promoted. With the contribution of other authors, more productive and efficient results can be yielded. In this study, it was concluded that interviews and observations were found to be the most used ones. Other methods of data collection such as reports, diaries, portfolios, structured grid and think aloud and stimulated recall technique should be encouraged so that more comprehensive data could be acquired. As another suggestion, foreign classroom discourse studies can be focused on other grade levels other than tertiary education because it was found out that primary and secondary levels were neglected more. Lastly, as for the focus of studies, topic choice of the studies can be varied. It was concluded that most of the foreign language classroom discourse studies were on the topics of L1 use and code-switching. However, other dynamics of a language class such as teacher and student questions, scaffolding, revoicing and modified input need to be studied more to develop the field of foreign language classroom discourse in Turkey.

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