

Examining EFL Pre-service Teachers' Use of Classroom Discourse Moves and Factors Affecting Their Choices

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Abstract

Many factors affect a teacher's classroom behavior. What these effects depend on, where they come from, and how they affect the teacher are closely related to the teacher's personal characteristics. This mixed-method descriptive case study aimed to examine the classroom behaviors of twelve Turkish EFL pre-service teachers at a Western state university and to understand their thoughts about what the classroom discourse moves that they use depend on. With this aim, the classroom behaviors of EFL pre-service teachers were examined through observation and interviews, complementary to each other. The frequencies of selected classroom discourse moves, which are "eliciting, extending, facilitating, clarifying, supporting, and omitting" were observed, and the most frequently used moves were revealed. The pre-service teachers' opinions evident in their extracts from interviews pointed out the effect of personal and social factors on their behaviors in the classroom and their views on the classroom discourse moves. As a result of the research study, it was found that the pre-service teachers frequently used the facilitating and clarifying discourse moves, and the factor that most affected them was their prior teachers and university education.

Keywords: *Classroom Discourse Moves, Classroom Behaviors, Discourse Factors, Pre-service EFL Teachers*

INTRODUCTION

Classroom activities of teachers can be affected by many factors. Teachers' roles, behaviors, relationships with students, perspectives on their profession, and other factors affect how they teach and behave in the classroom. The teachers own preferred ways of thinking, acting, and seeing the world (Groundwater & Cornu, 2002). They also differ in their teaching experience (Anderson, 1991). Teachers' teaching methods are also influenced by their personalities, which contribute to developing their teaching styles (Cheruiyot, 2018; Nasibi & Kioo, 2005). As teachers program activities, and build relationships with children, they consciously and unconsciously integrate all they know and feel in the classroom, thus developing a personal teaching style (Cheruiyot, 2018).

While previous studies have explored the factors influencing teachers' behaviors, such as the availability of teaching/learning materials, children's age, content mastery, experience, motivation, and school locality (Altunova & Kalman, 2020; Cheruiyot, 2018), limited research has specifically conducted regarding the effects of these factors on classroom discourse moves. Classroom discourse is an increasingly relevant area of research in foreign language teaching

and learning, aiming to understand the interactional dynamics within language classrooms (Gardner, 2013; Huth, 2011).

In the field of education, classroom discourse moves have gained attention as teachers' strategies for eliciting students' ideas, developing their questioning and answering skills, and transforming their thinking (Chen, 2011; Harris et al., 2012; Sefhedi, 2019). These moves provide opportunities for students to participate actively in classroom discussions and take ownership of their learning. By employing discourse moves, teachers aim to facilitate students' application of acquired knowledge in diverse and potentially challenging learning contexts. Understanding the correlation between classroom behaviors, influenced by various factors, and the use of discourse moves can provide valuable insights into effective teaching practices.

Discourse, both small "d" and big "D" Discourses, plays a significant role in understanding how individuals communicate and construct identities within social contexts. Small "d" discourse refers to linguistic characteristics, while big "D" Discourses encompass broader means of doing, relating, valuing, thinking, believing, speaking, and engaging in reading and writing practices (Gee, 2008). These Discourses shape individuals' performances, influence the meanings attributed to texts, and shape their worldviews. Identities and Discourses are context-dependent and enacted through language, as individuals compare or contrast themselves with others to project desired identities (Stevens, 2016). It is crucial for individuals, especially teachers, to be aware of the various Discourses they are engaged in, as they influence their decisions, behaviors, and interactions with others. In using teacher discourse moves, the teacher accords students the opportunity to share control of the classroom talk that is within the students' capacity (Sefhedi, 2019). The aim of using it is to help transform students' ways and levels of thinking and their ways of applying acquired knowledge in different and maybe challenging and complex learning contexts (Chen, 2011).

In the Turkish context, several studies have explored discourse moves used by teachers in classrooms. Ege et al. (2022) focused on discourse strategy use and found that a range of moves, including fillers, rephrasing, and code-switching, served to address linguistic issues and enhance students' comprehension. Gümüşok and Balıkcı (2020) concluded that discourse moves in the classroom aimed to promote increased student participation. Other studies have investigated the meanings and formats of discourse moves (Soysal, 2020), linguistic patterns within moves (Alkış-Küçükaydın, 2019), and teachers' use of discourse markers (Okan & Zorluel-Özer, 2018).

Multiple studies have investigated various factors impacting teacher behaviors. For instance, Cheruiyot (2018) conducted a descriptive survey research with 252 teachers and identified factors such as the availability of teaching/learning materials, children's age, content mastery, teachers' experience and motivation, number of students, and school locality as influential in shaping teachers' choice of teaching methods. Moreover, Altunova and Kalman (2020) studied with 72 primary school teachers and conducted a qualitative case study on factors affecting teachers' classroom performance. They categorized the factors into three perspectives: macro-level (education system), meso-level (school), and micro-level (personal and classroom). These studies highlight a range of factors that affect teachers, including personal factors like professional values, beliefs, and perceptions, as well as contextual factors such as the school environment (Altunova & Kalman, 2020).

Teachers are influenced by various external, internal, social, and socio-economic factors. Furthermore, teachers with less experience are often influenced by their previous training and

practices, relying on what they have learned or observed rather than asserting their own agency (Gardner et al., 2011). Pre-service teachers face specific concerns, such as classroom management competencies and self-efficacy, which are particularly challenging for beginners (Davis, 2018). The attitudes of pre-service teachers towards the teaching profession play a crucial role in guiding their behaviors (Temizkan, 2008), and positive attitudes have a favorable impact on their future vocational experiences (Senemoğlu & Özçelik, 1989).

While some researchers have examined the language use of educators in terms of certain patterns, most researchers have classified the discourse moves and formed groups. For example, Sefhedi (2019) included modeling, marking, summarizing, prompting, and challenging as teacher discourse moves, while Borden (2022) examined six discourse moves that high-achieving language teachers use in their classes, which are facilitating, creating a classroom discourse community, guiding learners, focusing on form, focusing on cultural practices, and providing oral corrective feedback. Moreover, Onrubia et al. (2022) analyzed productive teacher collaborative discourse strategies such as building on others' ideas, offering different perspectives, investigating challenges, providing reasoning, and lastly, connecting specific instances of classroom practice to general principles. Wei et al. (2018) found 12 types of teacher discourse moves and highlighted their functions in small-group discussions in their study. Boyd (2023) explored teacher talk in terms of three discourse markers, identifying partial markers of dialogic instructional stance: language of possibility, response-able practices, and dialogic local space. Planas and Pimm (2024) also contribute to this discourse by connecting interaction and mathematics and language learning with instructional designing, gesturing, argumenting, and languaging.

Some researchers have categorized discourse moves used by teachers into groups, such as modeling, marking, summarizing, prompting, challenging, and various other strategies (Borden, 2022; Onrubia et al., 2022; Sefhedi, 2019; Wei et al., 2018). Majjala and Mutta (2023) evaluated and validated guide or mediator, motivator, and technical support as crucial discourse moves in their research, which aligns with the broader discourse on effective teacher talk practices. However, there is limited research specifically examining the relationship between teachers' in-classroom behaviors, influenced by various factors, and the use of discourse moves in the Turkish EFL context (Alkış-Küçükaydın, 2019; Ege et al., 2022; Gümüşok & Balıkçı, 2020; Okan & Zorluel-Özer, 2018; Soysal, 2020). Therefore, this study aims to fill this research gap and provide insights into the correlation between classroom behaviors, affected by different factors, and the use of discourse moves.

Research questions

While existing research has explored the categorization of discourse moves and their functions, there is a gap in understanding the relationship between teachers' behaviors, influenced by various factors, and the use of discourse moves in the Turkish EFL context. Therefore, this research aims to understand which discourse moves the EFL pre-service teachers at a Turkish university use most and which personal and social factors affect their choices most. By drawing insights from the studies conducted by Majjala and Mutta (2023) and Yang and Yin (2022) on the use of discourse strategies to enhance teaching and by Cheruiyot (2018) on the factors influencing teaching methods such as educational background, personal experiences, and role models, in shaping teachers' instructional practices, the present study addresses the following research questions:

- Which discourse moves do Turkish EFL pre-service teachers use most often?

- What are the factors that they think influence the discourse moves they prefer to use? (The social context, education, prior teachers, “nativeness”, etc.)

METHODS

Research design

The study is a mixed-method case study which includes both a quantitative checklist which was used during the observation to count the frequencies of their classroom discourse factors and qualitative semi-structured interviews in which the pre-service teachers were asked to share their ideas on the factors that affect their views on teaching. According to Creswell (2007: 73), case study research is a qualitative approach in which the study of an issue is explored through one or more cases within a bounded system, and it involves multiple sources of information.

To examine the in-class activities of the pre-service teachers, six different discourse moves were determined using the thematic analysis which has been described by Braun and Clarke (2006) as a method for identifying, analyzing, and reporting themes within data. Recent studies investigating teachers' classroom discourse movements and measuring their behaviors have been examined, and the main titles about the teacher behaviors have been grouped, as a result which classroom discourse moves to be examined in this study have been revealed: eliciting, extending, facilitating, clarifying, supporting, and omitting (see Table 1).

Table 1. Classroom Discourse Moves and Their Descriptions

Purpose of Move	Discourse Strategy	Description	Similar Move(s) in the Literature
Eliciting	Eliciting students' ideas Canvassing opinions Highlighting similarities	To elicit students' prior knowledge To validate students' critical thinking To provide background knowledge	Instructing (Wei et al., 2018) Connecting (Onrubia et al., 2022) Response-able talk practices (Boyd, 2023) Instructional Designing (Planas & Pimm, 2024)
Extending	Eliciting students' reasoning Challenging Providing information	To demand explanation and justification To push students to move beyond general information	Challenging (Wei et al., 2018) Asking for information (Onrubia et al., 2022) Dialogic local space (Boyd, 2023) Argumenting (Planas & Pimm, 2024)
Facilitating	Facilitating student actions Asking for clarification Comprehension check	To facilitate students' responses To check students' understanding	Checking (Wei et al., 2018) Controlling, checking comprehension (Onrubia et al., 2022) Guide or mediator (Maijala & Mutta, 2023) Gesturing (Planas & Pimm, 2024)

Clarifying	Rephrasing Restructuring Repair Repetition	To clarify their language/explanations To give them thinking time	Self-rephrasing (Ege et al., 2022) Clarifying (Wei et al., 2018) Language of possibility (Boyd, 2023) Evaluating and Validating (Maijala & Mutta, 2023)
Supporting	Re-directing Scaffolding Steering Giving feedback	To move the discourse in a particular direction To steer the discourse back when it is irrelevant or incorrect To provide feedback	Debriefing (Wei et al., 2018) Presenting a new problem (Onrubia et al., 2022) Motivator (Maijala & Mutta, 2023) Languaging (Planas & Pimm, 2024)
Omitting	Omission Approximation Message Abandonment Foreignizing	To pass over or ignore particular topics To give up explaining due to their proficiency level/other factors	No content discourse (Seidel et al., 2015)

Research Participants and Sampling Procedures

The participants of the study were 12 senior teacher candidates studying at the English Language Teaching Program at a Turkish western state university, and they were practicing teaching at the same practicum school (a secondary school). As they were new to teaching, they tended to take their teachers as models, tried to put the theoretical knowledge they gained during their undergraduate courses into practice, and were more open to the influences of certain factors than the experienced teachers. Therefore, the pre-service teachers who were in the first stage of the profession were sampled purposively. The sample was also convenient as they were selected from the English Language Teaching Programme at a nearby state university.

The ages of 12 pre-service teachers, five of whom were male, ranged from 21-22. There were two secondary school classes where pre-service teachers conducted their language skills-based lessons during their practicum. The levels of their students ranged from A2 to B1. The pre-service teachers also received a course on teacher training, where they reflected on their teaching, in line with their practicum.

Data Collection

The observation was conducted through micro-lessons during their teacher training courses after the ethical permission procedures were followed and participants' consents were obtained. The pre-service teachers prepared and followed the lesson plans of these micro-courses for their practicum school to capture similar behaviors. The six discourse moves determined with the thematic analysis were turned into a checklist. The checklist was used to determine the frequency of the discourse moves used by the pre-service teachers in their 20-minute micro lessons. The pre-service teachers' use of discourse moves was observed to understand which moves they used more frequently than the others in the classroom. After the observation, the

preservice teachers were asked to give answers to the predetermined semi-structured interview questions.

Semi-structured interview questions were on the ways the pre-service teachers constructed their teacher identities and actions and the link between their thoughts and behaviors in the classroom. In the interviews, the pre-service teachers were asked questions about the factors affecting their behaviors while teaching such as background knowledge and education, their prior teachers, environments and so on. Then the findings of the observation checklists were presented to them, and they were asked to comment on the findings about their in-class behaviors.

Data Analysis

As a result of the observation of the pre-service teachers, the frequencies of six discourse moves were determined. A comparison was made based on relative frequencies. In addition, the answers given to the interview questions by the pre-service teachers were described, compared, and common points were found. These findings were linked with each other and with their answers to last questions of the interview where they were asked to share their opinions about the results of the classroom observation checklist.

Since the research aimed to analyze the extent to which the behaviors and thoughts of pre-service teachers matched and whether they reflected the changes in their thoughts caused by factors in the classroom, it was important to examine the classroom activities of pre-service teachers objectively and qualitatively through observation, to discuss these qualitative results with pre-service teachers and get their opinions in the face of these results. As qualitative data credibility is significant, according to Lincoln and Guba (1985) member checking is suggested for analyzing the data accurately. Therefore, in line with member checking, transcripts of interviews were returned to the pre-service teachers to ensure “the participants’ own meanings and perspectives are represented and not curtailed by the researchers’ own agenda and knowledge” (Tong et al., 2007, p. 356).

At the same time, it is important for pre-service teachers to share the factors affecting them more comfortably and easily, to get their opinions in a discussion environment where they can be more comfortable instead of a serious research environment, to create an environment where they can give answers without hesitation, and to convey their thoughts correctly. For this reason, focus group interviews with students were also followed. In order to anonymize the participants, acronyms such as PT1, PT2 and so on were used throughout the paper.

Trustworthiness

The observation focused on each student individually, in this way it was aimed to evaluate and observe each student equally. In addition, in order to understand whether the classroom behaviors in the observed lesson are different from the other lessons, the behaviors of the students were examined not only by considering a single lesson, but also by observing a few lessons throughout the semester, and it was seen that there was no significant difference between the observed lessons and their other lessons.

Reflexivity, which involves thinking about how our thinking came to be and how this in turn affects our research (Hibbert et al., 2010), was considered during the interview process. One of the researchers was the supervisor and educator of the pre-service teachers during the practicum course, and as an insider in the teaching context she had a chance to see the world observed through the eyes of the pre-service teachers, while both researchers paid attention to taking an

etic perspective and exploring the pre-service teachers' way of thinking during the interviews. Lastly, both mentors at the school and the supervisor, who observed pre-service teachers in each of their classes for two semesters, contributed to the reliability of the research by commenting on the observations and by observing the frequencies of behaviors in the micro lessons.

FINDINGS

Pre-service Teachers' Classroom Discourse Moves

The pre-service teachers' classroom behaviors were observed with the help of a pre-determined checklist which includes 6 different classroom discourse moves. Table 2 below shows the results obtained from the checklist, and the frequencies, relative frequencies, and percentages of the observed behaviors of the pre-service teachers.

Table 2. Relative Frequencies of Pre-service Teachers' Classroom Discourse Moves

Classroom discourse moves	Relative Frequencies											
	PT1	PT2	PT3	PT4	PT5	PT6	PT7	PT8	PT9	PT10	PT11	PT12
1. Facilitating	0.38	0.34	0.36	0.30	0.47	0.32	0.40	0.35	0.38	0.30	0.42	0.45
2. Clarifying	0.25	0.30	0.30	0.34	0.18	0.25	0.18	0.25	0.28	0.35	0.28	0.32
3. Extending	0.15	0.16	0.16	0.16	0.18	0.16	0.18	0.12	0.14	0.25	0.15	0.10
4. Supporting	0.12	0.16	0.10	0.14	0.12	0.19	0.14	0.16	0.12	0.08	0.07	0.06
5. Eliciting	0.10	0.04	0.08	0.06	0.05	0.08	0.10	0.12	0.08	0.02	0.08	0.07
6. Omitting	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Note. PT= Pre-service Teacher.

It was observed that the frequencies of the discourse moves used by the pre-service teachers were close to each other. They frequently employed the facilitating move and the clarifying move, with both being the most used classroom discourse moves. Extending and supporting were utilized at comparable percentages, while eliciting was employed less frequently. Notably, omitting was never used by any of the individuals. The total frequencies of moves are given in Table 3 below.

Table 3. Overall Percentages, Frequencies and Relative Frequencies of Discourse Moves

Classroom discourse moves	%	Frequency	Relative Frequency
1. Facilitating	37.25	447	4.47
2. Clarifying	27.33	328	3.28
3. Extending	15.91	191	1.91
4. Supporting	12.16	146	1.46
5. Eliciting	7.33	88	0.88
6. Omitting	0	0	0.00

As an answer to the first research question, which is about the frequency of the pre-service teachers' use of the classroom discourse moves, Table 1 shows the relative frequencies of all pre-service teachers' use of discourse moves in their lessons, and Table 2 displays the overall percentages, frequencies, and relative frequencies of all pre-service teachers' use of classroom discourse moves. It was determined that clarifying and facilitating moves were the discourse

moves that the pre-service teachers used the most in their classes. The least used move was eliciting. Omitting, which is ignoring a subject or not giving a grounded answer to the students, was not used at all by the teacher candidates. The same pattern was observed in the behavior of each of the pre-service teachers, while a few of them showed a change in order between extending and supporting, but no significant difference was found.

Factors Affecting the Pre-Service Teachers' Choices

Ten questions were prepared as semi-structured interview items, and two questions about the checklist were asked to 12 participants. Before the questions about the factors that affected them, short questions were asked to the prospective teachers to get their ideas about an ideal teacher, effective English language teaching, and the education system in Türkiye, an overview of which will also be shortly presented in the findings below.

The Effect of Their Prior Teachers

While describing the positive characteristics of their prior teachers, the pre-service teachers defined their ideal teachers. They also added that these teachers are role models, and they recognized the interests and needs of students and strived for them:

She was friends with her students, and she made an effort for us to be good in exams, she tried for us to be the best. I studied out of respect. I felt compelled to work. When the other party sees something in you, you think that you don't want to disappoint her, and you try hard. (PT1)

One of my teachers was like our friend. We were allowed to talk about our daily lives in class. She also taught the lesson very well, and we understood it very well. We also had another teacher, she taught everything to us, how to be disciplined and how to study better. I have always tried to be as disciplined and friendly as the teachers I mentioned. (PT2)

As the ideal teacher behaviors, the teacher candidates stated that they should be able to draw a boundary between love and respect and that they should be funny and entertaining, in a way the teacher should establish close relations with the students and be friendly, but at the same time, in a way this closeness should not exceed the limit of respect and not allow the students to see him as a friend rather than a teacher for them not to lose their respect. That is, they drew a picture of an ideal teacher being both authoritative and friendly, as the following extracts from the interviews display:

I think they should be someone who cares about what students want and about how students think about the lesson, who respects students' knowledge and needs, and who can make up for the deficiencies. (PT5)

Children should feel comfortable, and at the same time, they should know the limit. If they do something, it will have consequences; if they don't, it will have consequences; for example, children should not be afraid to ask questions, to have fun and laugh with the teacher, but they should not exceed the limit of respect either. (PT11)

The Effect of The Social Context

Only three of the prospective teachers wanted to be teachers, and all of them felt like they experienced burnout before even starting the profession. Each of them said the biggest reason

for this, emphasizing that the value given to teaching is decreasing day by day. At the same time, the facts that the allowance given to teachers in Turkey is low compared to the amount of labor, that due to the public personnel selection exam (KPSS) there are many teachers who cannot be appointed, and finally, that teaching is a profession that, they observed, is closed to self-development contrary to what is expected were the contextual factors that, they thought, affected their beliefs and aspirations for their occupation as the following statements clarify:

I don't think teachers are valued enough here. This is one of the reasons why I don't want to be a teacher. (PT7)

When older people ask what we are studying, they are surprised when we say English teaching. They say ah, how nice. When you hear this, you approach teaching more warmly, but teachers are not valued enough, they are a little on the side lines. (PT3)

The Effect of the Economic Situation

The pre-service teachers stated that the economic situation has an impact on learning English, and that generally, with the economic welfare bringing vision from this point of view, a person with a poor economic situation cannot allocate a budget to learning a language, while a person with a good economic situation will consider what else he can do for self-improvement and give more importance to learning English. The following extracts exemplify their views well:

I think it seems to me that when people have economic freedom, vision comes with them. (PT9)

I think the economic situation of people has a lot of influence on learning English. The opportunity to access a lot of things is available if the economic level is good. For example, when we are appointed to a MoNE school, there are schools without the internet. Materials on the internet that we learn at the university will be much more difficult to use in such an environment. (PT5)

The Effect of Gender

The pre-service teachers were asked about their thoughts on the perception of teaching as a female profession in our country, and it was examined whether they agreed on this stereotypical perception and whether they thought there would be any change in the educational practices, and their behaviors if the gender was different. According to the answers of the pre-service teachers, the male pre-service teachers mostly answered that the perception of teaching as a female profession is stereotypical and unreal, and that they had male teachers before. More than half of the female teacher candidates claimed that this point of view was valid in the following respects: the profession being stable and safe, the work hours usually not exceeding a certain number, and the holidays being more specific and longer than other professions as PT5 stated:

When men learn English, they can say that they already know English and use this to work in other areas. But I think it's a safe profession to be a teacher for women. That may be why. Because men are looking for a different thing to do, they can be more entrepreneurial. Women want to be more stable in this regard. (Female-PT5)

The pre-service teachers were divided on this issue: some of them thought that the profession is appropriate in terms of its characteristics, while some argued that the stereotypical understanding of teachers should end as PT8 pointed out:

I think this is a stereotype. There is always something that is said about women. There is no thought, no joke, that male teachers do this or that. Always talking about the stereotypical English teacher. Always joking about it. (Female-PT8)

The pre-service teachers' thoughts about attitudes and behaviors that will change according to gender are that female teachers approach their students more sincerely with a more maternal and protective attitude, and that male teachers are more self-confident despite their more superficial thinking. In the answers given, it was seen that although the male pre-service teachers thought that the gender factor would not make much difference, the female ones emphasized the motherly aspect of women which would definitely make a difference and argued that not only their own attitudes but also the attitudes of the students towards them would be different compared to male teachers as evident in the following extracts:

I don't think there will be much difference as long as my personality stays the same. (Male-PT2)

I like to be friends with my students. That's why I think I would be the same. (Male-PT7)

My attitude would be different. I think the behavior of the students would also change. (Female-PT5)

It would change according to gender. There are behaviors brought by gender, and I don't think we would be the same. If I was a man, I could be more confident. (Female-PT8)

The Effect of the Status Given to Learning/Knowing English

Teacher candidates were asked whether knowing the English language is associated with gaining an upper status in the society, and all of them emphasized that knowing a different language adds value to them, and not only knowing English but also being a teacher in this field is valuable, as it is thought that the level of English proficiency increases with being an expert in that field. In addition, the pre-service teachers stated that it is not enough just to know English, and that it is also necessary to learn extra skills and speak a different language fluently in this era as PT4 mentioned:

I think everyone can speak English, but not everyone can teach, which I think gives us a status. Someone who speaks English may not know exactly how to explain and teach, but English teachers know how to convey their message to the directed audience. (PT4)

The Effect of “Nativeness”

The pre-service teachers pointed out that they did not agree on a nativist point of view, clarifying that since English is as an international language, accents from all over the world should be brought to the classroom instead of certain accents and that students should primarily focus on their intelligible and fluent speech. At the same time, bringing various accents to the classroom, they suggested, will improve the hearing and listening skills of the students:

If you can express yourself clearly, I think there is nothing to think about. It would be very useful to use all accents in the lesson in terms of familiarity. (PT6)

One of our teachers said that you can never have a native accent. Pronunciation is a very important thing; I think it's more important than accent. Intelligibility should take precedence. (PT12)

The Effect of Language Education

The pre-service teachers asserted that approaches to language education in Türkiye is grammar-oriented, with strict and prescriptive rules and that it should be replaced by a speaking-oriented approach that encourages students to participate. Besides, while they believed that it is not necessary to focus on grammar, it is an indicator of the language level, and they argued that it is necessary to teach grammar knowledge to language learners until they reach a certain level, but again with a focus on the use of language. They also complained that studying English in Türkiye is for the sake of passing the exams which are grammar-oriented too, which is why they emphasised speaking could not be learned as PT12 asserted:

If you speak clearly and fluently while using your words properly, if the other party understands you, I think it's enough. However, I think it is difficult to teach without focusing on grammar, as the lessons are exam-based instead of speaking. (PT12)

The pre-service teachers stated that it is not reasonable to repeat the same 10 topics covered in the education program every year and that miscellaneous topics related to social, cultural, historical economic dimensions and power issues should be included in the curriculum as well. They argued that students are unconscious because they are exposed to too much and wrong information as a result of the social media and the internet and that they can close this gap and raise their awareness in the English class, which is one of the courses with more freedom in choosing a subject. PT9 exemplified it well:

Since children's own identities begin to form after a certain age, I think it is necessary to delve into socio-political issues a little more. These issues need to be discussed for a freer environment to be created in the future and for people to speak in a freer environment. They will not be able to learn life without learning them. (PT9)

The Effect of Their Undergraduate Courses

The pre-service teachers found their education at the university the most influential factor on their behaviors, thoughts about education, and teaching abilities. They felt that they gained most of their abilities through a course in which they implemented micro-lessons and the practicum practices. Although they stated that the courses at the university contribute to them in terms of knowledge and competence, they thought that the applied courses always come forward and are much more effective in improving themselves, as in the following extract:

We saw what we should do better especially in the applied lessons, and we realized how we should improve ourselves. We learned how to implement what we learned in the classroom- not a minute was wasted. (PT3)

The Pre-Service Teachers' Opinions on Their Use of Classroom Discourse Moves

While the preservice teachers were informed about the discourse moves observed during their practicum, it was shared that the pre-service teachers mostly used clarifying and facilitating moves in their lessons, while omitting was never used, and their opinions were sought on this subject. The pre-service teachers argued that their previous education had the greatest impact on their behavior, and they shared that they paid particular attention to the points in the courses they received at the university, as the importance of checking students' understanding, involving students constantly, and giving clear instructions was emphasized then as PT5 stated:

One of our instructors always said that we were lacking in this subject in our lessons, and he warned us a lot. I think we check understanding and give clear instructions and constantly repeat ourselves all the time as a habit from there. (PT5)

The Pre-Service Teachers' Ideas on The Ideal Discourse Move Use

The pre-service teachers emphasized that the discourse moves used in the classroom should be used in a balanced way by the teachers as all of them have a different importance and that the teacher should arrange the discourse moves according to the needs of the students. They stated that the omitting move is a behavior that should not be done in general and that if students get distracted from the lesson, it can be preferred to get their attention to the subject again. They also talked about the fact that they learned that teachers should adjust their behaviors according to the students during their university education and that they saw their own teachers do the same as well:

I think it should be balanced. All of them are very important in the student's understanding of the lesson. (PT12)

It must be tailored to the student. It also varies with age. For example, some students need feedback very much, especially at a young age. (PT4)

Discussion

The present research study aimed to investigate the frequency of pre-service teachers' use of classroom discourse moves and examine the factors that influence their behaviors in the classroom. The findings of this study align with previous research on discourse moves and teacher behaviors in various educational contexts (Borden, 2022; Boyd, 2023; Maijala & Mutta, 2023; Planas & Pimm, 2024; Sefhedi, 2019; Wu & Yang, 2022; Yang & Yin, 2022). In line with previous studies, this research explores the interplay between discourse moves and factors that shape teacher behaviors in the classroom. The findings indicate that pre-service teachers predominantly utilize clarifying and facilitating moves in their classroom interactions. This finding is consistent with studies that highlight the importance of these discourse moves in promoting student understanding and engagement (Borden, 2022; Yang & Yin, 2022). The high usage of these moves suggests that pre-service teachers prioritize promoting comprehension and creating an inclusive learning environment. These findings are consistent with prior research that highlights the importance of teacher education and the impact of teacher role models on shaping teaching practices (Veldman et al., 2017; Wubbels & Brekelmans, 2005). The pre-service teachers' reflections highlight the value they place on the knowledge and skills acquired through their university education, particularly through courses that involve practical teaching experiences (Sefhedi, 2019).

The identified discourse moves used by pre-service teachers align with the pedagogical principles and approaches emphasized in teacher education programs (Borden, 2022). The emphasis on clarifying and facilitating moves suggests that pre-service teachers recognize the

significance of checking student understanding, involving students actively, and providing clear instructions, which were likely emphasized in their university education (Wu & Yang, 2022). The participants identified their education at the university and the behaviors exhibited by their previous teachers as the primary factors shaping their own teaching practices. This aligns with research that emphasizes the pivotal role of teacher education programs in preparing pre-service teachers and providing them with models of effective teaching (Praetorius et al., 2012; Veldman et al., 2017). This finding also resonates with a study by Day¹ et al. (2020), which observed that pre-service teachers modify their behaviors based on feedback received after their teaching performances. Similarly, in this study, the pre-service teachers reported an increased use of the clarifying discourse move following feedback provided during their pre-practice lessons. This highlights the responsiveness of teacher candidates to feedback and their willingness to adapt their instructional approaches accordingly.

The impact of educational experiences on pre-service teachers' behaviors reflects the concept of teacher identity construction. The pre-service teachers in this study perceived their previous teachers as role models and ideal teachers, whose behaviors they aimed to emulate to become effective educators themselves. This finding supports the notion that teachers' professional identities are influenced by the interactions, observations, and experiences they encounter throughout their educational journey (Van der Lans, 2018; Wubbels & Brekelmans, 2005).

The findings of this study reveal additional factors that influence pre-service teachers' discourse moves and instructional practices. Socio-economic factors shape teachers' perspectives on language learning, with economic welfare being linked to a greater emphasis on English proficiency (Cheruiyot, 2018). Gender also emerges as a factor, with perceptions of teaching as a female-dominated profession influencing pre-service teachers' beliefs and expectations (Cheruiyot, 2018). Moreover, the sociopolitical status associated with learning and knowing English is highlighted, as pre-service teachers recognize the added value and opportunities that come with language proficiency (Yang & Yin, 2022). The effect of the sociopolitical environment on teachers' beliefs and aspirations highlights the interconnectedness between education and societal factors.

Considering these factors examined, it becomes evident that teachers' behaviors are influenced by a complex interplay of educational, socio-economic, socio-political, gender-related, and discursive factors. These findings align with studies emphasizing the multifaceted nature of teacher behavior and the need to consider the broader contextual influences on teaching practices (Altunova & Kalman, 2020; Boyd, 2023; Van der Lans, 2018). Recognizing and understanding these factors can inform teacher education programs and professional development initiatives, allowing for more comprehensive support and guidance in shaping effective teaching practices.

While this study provides valuable insights into the use of classroom discourse moves by pre-service teachers, it is important to acknowledge its limitations. The sample size of the study was relatively small, consisting of a limited number of pre-service teachers from a specific context. The study relied on self-report measures and the participants' perceptions of their own behaviors. This subjective nature of data collection may introduce potential biases and limitations in accurately capturing the actual behaviors and discourse moves used in the classroom. Another limitation is that the study primarily focused on the frequency and preferences of discourse moves used by pre-service teachers, without investigating the actual impact of these moves on student learning outcomes. By addressing these points, future research can build upon the findings of this study and provide a more comprehensive understanding of the use of classroom discourse moves by pre-service teachers.

Future research should continue to explore the interactions among these factors to gain a deeper understanding of their combined impact on teachers' behaviors and instructional decision-making. It would also be beneficial to investigate the specific strategies and instructional techniques employed by experienced and effective teachers in relation to discourse moves. Comparative studies between novice and experienced teachers can shed light on the differences in their use of discourse moves and provide guidance for pre-service teacher training programs on effective instructional practices.

Conclusion And Implications

The findings of the present research study indicate that the pre-service teachers' focus on their ideal teacher models, their education, and their ability to put students at the center of their instructional practices emerged as key factors in shaping their behaviors. They emphasized the importance of asking questions, constantly checking for understanding, and adopting a friendly demeanor to foster positive relationships with students. Additionally, the research identified various factors that impact the behaviors of pre-service teachers, including socio-economic conditions, gender perceptions about the teaching profession, the sociopolitical status associated with language proficiency, and the influence of the prescriptive teaching approach prevalent in the country.

These findings highlight the complex interplay of factors that influence pre-service teachers' behaviors and underscore the importance of comprehensive teacher education programs. By recognizing and addressing these factors, teacher education programs can better equip aspiring teachers with the necessary knowledge, skills, and dispositions to become effective educators. Furthermore, ongoing research should continue to explore the interactions among these factors to gain a more nuanced understanding of their collective impact on teacher behaviors and instructional decision-making. Ultimately, fostering a deeper understanding of the factors that shape teachers' behaviors will contribute to the ongoing enhancement of teacher education and professional development initiatives.

The theoretical implications of this study lie in expanding our understanding of the discourse moves employed by pre-service teachers and the factors influencing their behavior in the classroom, thus enriching the existing knowledge base on teacher communication. Additionally, the study contributes to the conceptual framework by highlighting the importance of teacher education and the role of ideal teacher behaviors in shaping pre-service teachers' instructional practices.

From a practical perspective, this study has several implications. First, it highlights the significance of incorporating discourse moves training in teacher education programs to enhance pre-service teachers' communication skills and instructional effectiveness. By emphasizing the use of facilitating and clarifying moves, teacher education programs can better prepare future educators for effective classroom discourse moves. Moreover, the findings highlight the influence of teachers as role models and the impact of previous educational experiences on pre-service teachers' behavior. This suggests the need for mentorship programs and opportunities for pre-service teachers to observe and learn from experienced educators, enabling them to develop a repertoire of effective discourse moves. Overall, the practical implications of this study advocate for the integration of discourse moves training, mentorship programs, and the creation of supportive classroom environments in teacher education and professional development initiatives, with the aim of enhancing instructional practices and promoting effective communication in educational settings.

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