66-The Implementation of awareness raising for pre-service teachers' management of classroom interaction with a focus on extended wait-time[1,2]

Cihat ATAR[3]

Abstract

This study investigates the effect of awareness raising on pre-service English teachers' utilization of extended wait-time in an English as a foreign language context in material and classroom context modes, and it considers the place of extended wait-time in increasing the prospects of interaction in classrooms. Utilizing extended wait-time is an indicator of Classroom Interactional Competence, and thus it is an essential skill for successful language teachers. Accordingly, this paper studies pre-service English teachers' extended wait-time use, and whether awareness raising gives way to teachers' more successful utilization of it. This study has a qualitative methodological design analyzing seven classroom video recordings and two feedback interviews with the pre-service teachers. The classroom video recordings were analyzed considering the sequential analysis, turn-taking and repair mechanism of Conversation Analysis, and the reflection interview sessions were analyzed via Descriptive Analysis focusing on the participants' views and perceptions about the implementation. The findings suggested that the training in the form of awareness raising improved the participants' efficient use of extended wait-time as a part of Classroom Interactional Competence, and it was also found to have beneficial effects on students' participation and self-selection. The study more specifically found that the development in Classroom Interactional Competence with regard to extended wait-time happens in a continuum. This study offers insights into management of classroom interaction, and it provides some suggestions for English language teacher training and development.

Keywords: Wait-time, classroom interactional competence, conversation analysis, awareness raising, English language teaching

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Öz

Bu çalışma farkındalık arttırmanın İngilizce öğretmen adaylarının sınıf ve materyal modlarında yabancı dil olarak İngilizce bağlamında uzatılmış bekleme zamanı kullanmasına etkisini araştırmaktadır ve uzatılmış bekleme zamanının sınıfta etkileşim ihtimallerini arttırmadaki yerini göz önünde bulundurmuştur. Uzatılmış bekleme zamanından faydalanmak Sınıf Etkileşimsel Edincinin bir göstergesidir ve dolayısıyla başarılı dil öğretmenleri için gerekli bir beceridir. Bu

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sebeple, bu çalışma öğretmen adaylarının uzatılmış bekleme zamanı kullanımını ve farkındalık arttırmanın daha başarılı bir kullanıma yol açıp açmadığını incelemektedir. Bu çalışma yedi sınıf video kaydı ve öğretmen adaylarıyla yapılan iki geri bildirim görüşmesini analiz eden nitel bir desene sahiptir. Sınıf video kayıtları Konuşma Çözümlemesinin dizi düzeni, söz sırası alma ve onarım yöntemleriyle incelenmiştir ve yansıtıcı görüşme oturumları katılımcıların uygulama hakkındaki görüş ve algılarına odaklanarak Betimsel Analiz ile analiz edilmiştir. Bulgular yapılan farkındalık arttırma eğitiminin katılımcıların uzatılmış bekleme zamanını Sınıf Etkileşimsel Edinç bağlamının bir parçası olarak etkin kullanımını geliştirdiğini göstermektedir, ve öğrencilerin katılım ve konuşmak için kendi kendini seçmesinde de faydalı etkileri olduğu bulunmuştur. Çalışma daha özel olarak uzatılmış bekleme zamanı açısından Sınıf Etkileşimsel Edincinin gelişiminin bir süreç halinde gerçekleştiğini tespit etmiştir. Bu çalışma sınıf etkileşiminin yönetimi hakkında içgörüler sunmaktadır ve İngilizce öğretmeni eğitim ve gelişimi için öneriler sunmaktadır.

Anahtar kelimeler: Bekleme zamanı, sınıf etkileşimsel edinci, konuşma çözümlemesi, farkındalık arttırma, İngiliz dili eğitimi

Introduction

Teachers have a significant role in classrooms, and their language use affects students' learning. Learning opportunities in classrooms are highly determined by teachers' language use (Walsh, 2002, 2006, 2011). The successful use of language in classrooms is vital, and it is considered as a competence (i.e. Classroom Interactional Competence). Classroom Interactional Competence (CIC) is defined as the ability to mediate and assist language learning in classrooms (Walsh, 2006). The term CIC is closely related to Interactional Competence, which can be briefly defined as interlocutors' use of linguistic and interactional resources in accordance with the contexts in which they are used (Pekarek Doehler, 2010; Young, 2008). In the earlier days of English language teaching, the focus was on formal skills (e.g. grammar), and the ability to communicate was often ignored. Via the communicative approaches, the significance of interaction was acknowledged, and the importance of Interactional Competence was underlined. As for CIC, it emerged as a result of a specific focus on the teaching of English as a second and foreign language. In this sense, CIC specifically focuses on classroom interaction in contrast to Interactional Competence which has a wider scope.

CIC includes a set of practices giving way to more engaging L2 classrooms such as maximizing interactional space, shaping learner contributions, using wait-time effectively and effective elicitation. Hence, the utilization of extended wait-time (EWT) is a part of CIC, and it is shown to be beneficial in various earlier studies (Alsaadi & Atar, 2019; Cullen, 1998; Rowe, 1986; Süt, 2019; Tsui, 1996; Walsh, 2002, 2006; Walsh & Li, 2013; Yaqubi & Rokni, 2012). The term wait-time basically refers to the pauses that separate teachers' and students' turns (Rowe, 1986), and extended wait-time is leaving a pause of 3-5 seconds for the other interlocutor(s) to respond. This study focuses on students' reaction wait-time which is the pause allocated for a student. Walsh (2006) suggests that according to Jefferson (1989), the average wait-time in most conversations is less than one second, and that there is evidence to argue that this is often carried over into the L2 classrooms. In fact, some studies (Gooding et al., 1984; Honea, 1982; Rowe, 1986; Swift & Gooding, 1983) found that teachers usually apply a wait-time of around 1 second. Accordingly, it is essential that teachers be aware of the value of EWT and manage the interaction in a way that EWT is utilized successfully. Therefore, it may be hypothesized that awareness raising for teachers regarding EWT is expected to be useful.

Considering the significance of increasing interaction, and thus language learning in classrooms, it is vital that teachers have a good command of skills to increase meaningful contributions. Teacher Language Awareness (Walsh, 2003) is a framework for teacher development, and it transforms theoretical aspects of awareness into beneficial skills which language teachers can develop gradually. In order to implement this, the IMDAT framework developed by Sert (2015) will be utilized. IMDAT is a micro-analytical and reflective teacher development framework based on the idea of CIC (Sert, 2015) and teacher language awareness. It consists of 5 steps that aim to increase teachers' interaction skills. These steps are: Interaction, Micro/initial teaching, Dialogic reflection, Another round of teaching and Teacher collaboration for peer feedback. It can be illustrated as follows (Sert, 2015).
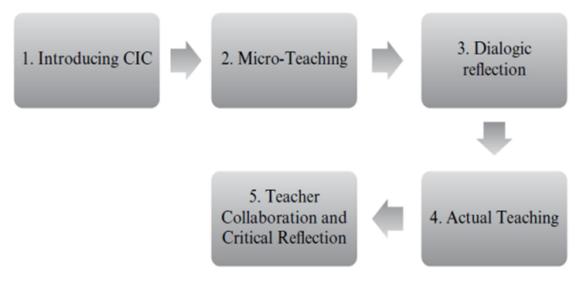

Figure 1 The 5 steps of IMDAT

In the introduction step, CIC is presented to participants and in micro-teaching experience, they undertake their first teaching. In dialogic reflection, they reflect upon their experiences via video-recorded teaching practices with the help of a mentor, supervisor or a trainer. Then, another round of teaching is undertaken. Finally, teacher collaboration for peer-feedback is undertaken. IMDAT is chosen for this study rather than other frameworks such as SETT (Walsh, 2006) as it enables undertaking longitudinal studies using CA with various forms of dialogic and written reflective practices depending on the analysis of classroom interaction, and as it is unique in incorporating multimodal (e.g. teacher gestures), epistemic and participatory aspects as well (Sert, 2019).

As for the justification of this study, studies on EWT are few in number, and a study that focuses on the development of pre-service English teachers' (hereafter PT) development of EWT via an implementation does not exist to the knowledge of the researcher. It was initially researched in the 1970s and 1980s, and most of the studies conducted on wait-time were based on subjects other than language learning (e.g. Anshutz, 1975; Atwood, 1991; Rowe, 1986). There are several studies in English learning/teaching contexts (Alsaadi & Atar, 2019; Barnette et al., 1995; Nunan, 1991, Stahl, 1994; Süt, 2019; Walsh 2006; Walsh & Li, 2013; Yaqubi & Rokni, 2012, Yatağanbaba & Yıldırım, 2016); however, there is no specific focus on the effects of awareness raising on teachers' and PTs' utilization of EWT in English learning/teaching contexts. Consequently, it was concluded that there is a gap in the literature and as improving EWT via language awareness raising for PTs can be very beneficial for increasing their competence in managing classroom interaction, this study was undertaken.

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Accordingly, this study set out to investigate whether awareness raising under the IMDAT framework (Sert, 2015) for PTs' utilization of EWT as a part of CIC can improve how they use language in material and classroom contexts modes (Walsh, 2006). In classroom context mode, the aim is to maximize learners' involvement in the lessons, and in the material mode the primary pedagogical goal is to have learners undertake a task and discuss it via some specific learning materials. In order to achieve the goal above, a qualitative research design was used in which data from two sources (classroom video recordings and interview sessions) were collected, and they were analyzed via Conversation Analysis and Descriptive Analysis to explicate the effect of the implementation of awareness raising. In accordance with this goal, the following research questions were formed:

1) What is the effect of the implementation of language awareness raising via the IMDAT framework with regard to extended wait-time?
   a) Do they apply extended wait-time more (in accordance with the task goals)?
   b) Does it lead to classroom interaction?
2) What do the pre-service teachers think about the effect of this implementation on their teaching?

Literature review

As mentioned above, EWT is one of the main interactional features mentioned in CIC (Walsh, 2006). It mainly refers to the pauses that separate teachers' and students' turns. Then, a teacher's EWT is the deliberate pause/silence that s/he provides after his/her turn for various purposes such as giving the students the time to think for an appropriate response or letting them come up with unique ideas and be creative to increase their contribution (Walsh, 2006). Rowe (1974, 1978) is the pioneer researcher who aimed to increase learning opportunities in classrooms (in her context, it is science classes) focusing on the utilization of EWT. Her studies suggested that teachers usually left a very brief pause after questions, and extending the wait-time to 3-5 seconds had significant impacts on the quantity and quality of students' contribution. She argued that the main reason for this is that EWT permits an adequate amount of time for students to think of possible answers. Rowe's studies were supported by later studies as well (Alsaadi & Atar, 2019; Barnette et al., 1995; Beyerbach, 1988a; Nunan, 1991; Stahl, 1994; Swift & Gooding, 1983; Tobin, 1980; Walsh, 2002, 2006). For instance, Tobin (1980) and Beyerbach (1988a) found that the utilization of EWT gives way to effective classroom interaction. Walsh (2006) demonstrated that successful utilization of EWT not only increases students' participation, but also their learning opportunities. Alsaadi and Atar (2019) also found that EWT contributed to classroom interaction. Barnette et al. (1995) observed that the teachers who applied EWT were likely to provide opportunities for the whole class in giving responses to their questions if they were not immediately answered by the first student.

There are also some studies which specifically discussed the effect of EWT on students' amount of contribution. Studies undertaken by Nunan (1991), Stahl (1994), Barnette et al. (1995) and Walsh (2002) suggested that students' number of responses increased after EWT use. On the other hand, Tobin (1986) and Walsh (2006) argued that EWT also increased the quality of students' responses. They tended to give elaborated responses after EWT. It may be argued that the thinking time can be a factor as students can think and develop their ideas. To summarize, the review of the literature on EWT in classrooms shows that it increases not only quantity but also the quality of students' participation.

As seen in the review above, it may be hypothesized that giving EWT has various beneficial outcomes. However, Heinze and Erhard (2006), Rowe (1986), Swift and Gooding (1983) and Walsh (2002) suggested that most teachers are inclined not to wait for three seconds after asking questions. Then, why do the teachers avoid giving EWT? The studies in the literature offered a few reasons. Beyerbach (1988b) found that teachers thought that they had many duties in their lessons, and they did not have time for applying EWT. In line with Beyerbach (1988b), White and Lightbown (1984) also found that time pressure was seen as the main factor by teachers, and they thought that EWT slowed down the pacing of lessons. Another reason is that unexperienced teachers may get anxious easily, and fearing that the students will not give an answer, they cut the EWT short and interrupt it (Honea, 1982). Tsui (1996) approached the phenomenon from students' perspective and argued that pauses of 3-5 seconds may make the students nervous during the EWT. This may be due to the fact that a long silence in the class can create a negative atmosphere as it may indicate that the students cannot provide an answer to the teacher's question.

Finally, the studies that aimed to improve EWT use or those that used the IMDAT framework just like the current study will be reviewed. Bozbıyık's (2017) dissertation is a study similar to the current one in that she utilizes IMDAT. This current study; on the other hand, specifically focuses on EWT out of the resources of CIC. Bozbıyık (2017) concluded that the awareness raising via IMDAT and technology resulted in teachers' improved use of interactional features and CIC. Sert and Bozbıyık (2017), on the other hand, acknowledged the importance of the IMDAT framework, and they suggested the integration of technology to improve L2 teacher training. One study that specifically aimed to increase teachers' (the participants are not English teachers, though) awareness with regard to EWT is Gooding et al. (1983). In this experimental study, it was concluded that awareness raising was beneficial in terms of teachers' utilization of EWT. They also found that EWT use led to students' extended responses and increased contribution.

To summarize this part, the goal of this study is to improve pre-service English teachers' CIC with regard to EWT. As argued above, studies that focused on implementations to improve PTs' language awareness and CIC are very rare, and to the knowledge of the researcher it is non-existent for pre-service English teachers specifically for EWT.

Methodology

This study has a combined qualitative methodological design consisting of video recordings of seven teaching sessions and two feedback interviews with the PTs, and it is designed as a case study. A case study aims to understand social phenomena within a single or small number of naturally occurring settings. The classroom video recordings were analyzed via CA, and the reflection interview sessions were analyzed via Descriptive Analysis. CA is a qualitative and inductive approach, and it is mainly the study of naturally occurring talk-in-interaction (Hutchby & Wooffitt, 1998; Liddicoat, 2011). Thanks to its deductive and emic approach, CA enables researchers to observe and find out patterns in the use of language. Considering the qualitative focus of this study, CA provides an appropriate analysis methodology as it can track how interlocutors manage interaction. In the literature, CA is acknowledged as a methodology which can provide satisfactory analysis on its own for relevant purposes; however, this study also has another qualitative tool, which is semi-structured interview reflection sessions. Via this triangulation, the study is expected to be more robust, and data from multiple sources can provide more insights regarding the goal of the study.

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The context and the participants

This study was undertaken in an English Language Teaching Department at a state university in Turkey in the academic year of 2019-2020. As mentioned in the IMDAT framework, Sert (2015) argued that this framework is suitable for small group of participants as this method is deeply qualitative, and it focuses on micro details. Accordingly, purposive sampling was utilized at a state university and two pre-service English teachers doing the final year practicum in primary and middle schools at public schools were chosen. In ELT departments in Turkey, PTs attend a two-semester teaching practice course in their final year in which they regularly observe and teach at schools under the supervision of the teachers and their supervisors from the universities.

The procedures and data collection tools

The data of this study consist of seven video recordings of English teaching sessions and two reflective feedback interviews. The video recordings were made by one video recorder. As the schools were state schools, it was difficult to get permission. As a result, only one recorder could be used in order not to disturb the students and teachers. As for the reflective feedback interviews, they were audio recorded by the researcher in his office. They were formed as a semi-structured interview, and in accordance with the IMDAT framework, the participants were asked to reflect upon the effect of the implementation on their teaching and the students. In these interviews, dialogic reflection was undertaken, and the participants were allowed to state their ideas. The following two questions were asked:

1) Did you use EWT more in your lessons after the implementation?
2) Do you think that using EWT increases students' participation and contribution?

As for the implementation of awareness raising procedures, the IMDAT framework developed by Sert (2015) was implemented. It consists of five stages which are Introduction, Micro/Initial teaching, Dialogic reflection, Another round of teaching and Teacher collaborate for peer feedback. There is a slight difference in this study. The last step (collaboration for peer feedback) had to be cancelled due to the sudden Covid-19 outbreak.

Data analysis

In accordance with the initial steps of conversation-analytical investigations (Seedhouse, 2004), the cases of EWT in the data were identified to form a collection of instances of EWTs. In forming the collection, the instances from material and classroom context modes were chosen, and those from managerial and skills and systems mode were excluded in order not to decrease the validity and reliability of the findings. The reason is that they often display different characteristics (Walsh, 2006). The instances were collected one by one by paying attention to sequential analysis (Schegloff, 2007), turn-taking practices and the repair mechanism (Liddicoat, 2011) and action formation (Liddicoat, 2011) to ensure that they are genuine instances that make an EWT relevant. Then, the extracts were transcribed according to CA transcription conventions of Jefferson (2004). It is important to have a systematic transcription as it improves reliability and validity, and also it helps readers and researchers to understand the extracts more easily. In the extracts, the titles of the extracts were organized in a systematic way to give information about a specific extract. The titles of the extracts start with the number of the extract (e.g. Extract 3) and in the parenthesis, the number of the lesson in

the data (e.g. the 3rd lesson) and the duration of the extract (e.g. 3.15-3.34) is mentioned. Then, a few words about the topic of that extract is given (e.g. Yalova). To exemplify, this is the title of the 3rd extract: "**Extract 3 (3_3.15-3.34). Yalova**".

As for the analysis of the data, as mentioned above, the video recordings were analyzed via Conversation Analysis, and the interviews were analyzed via Descriptive Analysis. Accordingly, Conversation Analysis and Descriptive Analysis will be introduced here briefly.CA is a qualitative and inductive approach that is used to study mainly spoken interaction. It is a naturalistic approach which aims to observe, describe, analyze and understand interaction as an essential part of human social behavior (Sidnell, 2010). It is based on micro details, and it offers an in-depth analysis of data. In accordance with the ideas of Sacks, Schegloff and Jefferson (1974), talk-in-interaction is considered as ordered, and it is significant to account for each detail in the data. Consequently, every detail may potentially be relevant for understanding the data, and every utterance is expected to make some contribution to the overall interaction. These main principles of CA were taken into consideration for the data analysis, and they shed light on how the data of this study were analyzed. Seedhouse (2004, p. 38-39) provided a systematic framework to analyze the organization of a phenomenon in accordance with CA. The steps are as follows:

-Unmotivated look at the data,

-An inductive search throughout the database to establish a collection of instances of the phenomenon,

-Establishing regularities and patterns in relation to the occurrences of the phenomenon to show that these instances are produced and oriented to by the participants as normative organization of the action,

-Finally, a more generalized account of how the phenomenon relates to interaction in the broader sense is produced.

In CA literature, the amount of data needed for a reliable and valid analysis is suggested to be five to ten hours of classroom data by Seedhouse (2004), and he stated that it is adequate for making generalizations and drawing conclusions from L2 classroom studies. Therefore, to ensure reliability and validity, seven classroom teaching sessions were recorded and analyzed. As for Descriptive Analysis, the data are interpreted according to the predefined subjects and reported according to the research question(s). Direct quotations from the respondents are frequently used while reporting the results (Yıldırım & Şimşek, 2008). The aim is to interpret and present the data in a systematic way. Based on participants' responses in their reflections, the interrelation between their teaching and reflection could be observed. Schön (1987) suggested that reporting on a topic by referring to the interaction emerges as a vital feature of the reflection on action in the self-assessment process. Hence, the feedback interviews were used to identify the emergent issues considering the focus of this study, which is EWT.

Here is the summary of the methodology of this study:

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Research Questions	Data Analysis	Units to Focus on
1) What is the effect of the implementation of language awareness raising via the IMDAT framework with regard to extended wait-time?	CA: Sequence Organization (Schegloff, 2007), Turn-taking and the repair mechanism (Liddicoat, 2011), steps of Seedhouse (2004).	What comes before, in-between and after the EWT? How is it realized and utilized?
2) What do the pre-service teachers think about the effect of this implementation on their teaching?	Descriptive Analysis	Do they think they use EWT more after the implementation? The effect of EWT use on students' participation.

Table 1. The summary of the methodology

Analysis and discussion

This section has two sub-sections in accordance with the research questions. The findings will be analyzed accordingly, and the discussion of the findings in relation to the literature will follow the analysis.

The effect of the implementation according to the analysis of classroom observation by Conversation Analysis

The results suggested that in line with the emic perspective of CA, it was observed that in the initial teachings of two sessions, the participants rarely utilized EWT, which was only once out of the five potential points where use of EWT could possibly be relevant. An instance of not applying EWT, and thus the opportunities for more classroom interaction and students' self-nominations, can be seen in the extract below.

In this extract, the class is doing a warm-up activity, and the PT is introducing some animals. While he is showing a picture of a snake, a student wants to share his experience mentioning a memory.

Extract 1 (1_6.27-6.35) Big one or small one?

1	S4	: siirtte gördük biz bi tane ((*English translation: We saw*
2		: *one in Siirt*))
3	PT	: really?
4 →		(0.4)
5 →	PT	: big one ((*opens arms*)) or a small one?
4		((*gets two hands closer*))
4	S4	: (0.3) small
5	PT	: small? (0.5) small. ((*nods*))

In line 1, S4 self-selected and mentioned that he saw a snake in Siirt (a city in Turkey). In line 3 PT responded with a referential question (really?), but then after a very short silence of 0.3 seconds, he provided a candidate response (big one or a small one?). S4 briefly chose small and in the final line, the PT confirmed it via a teacher echo (Walsh, 2006) and nodding.

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In this extract, S4 self-selected and initiated a turn in which he shared his experience about the picture (i.e. snakes). This self-selection was a very good opportunity as this moment was a classroom context mode and as S4 wanted to speak voluntarily. The teacher in fact asked a referential question which has the potential to create genuine and meaningful interaction (Long & Sato, 1986). However, after the referential question, the teacher did not apply EWT and offered a candidate answer. The student was able to respond correctly and in this sense, it may be argued that the teachers' move worked. However, if PT had given EWT, S4 could have possibly contributed more. In the extract above, he only choose the candidate answer "small" offered by the teacher. PT's candidate answer strictly narrowed down what S4 could say. If it were not for it, he might have talked about what he wanted to talk about, and he could have talked more rather than choosing one item from PT's two candidate answers.

This extract and the similar ones in the collection demonstrate how limited EWT blocks students from responding, and how it narrows down the responses. Tobin (1986) and Walsh (2006) suggested that students can take extended turns without being interrupted if they are provided with a sufficient amount of silence via EWTs. Self-selections are missed if teachers interrupt frequently as seen in the extract above. PT did not let him take the turn and talk and accordingly, he responded with a single word. The students could give an answer, but PT keeps breaking the EWT and interrupting students' thinking time in which they can prepare some responses. In this sense, the observations in Extract 1 are in line with Honea (1982) in that inexperienced teachers may get nervous fearing that the students will not respond. This is also similar to Gooding et al.'s (1984) study which concluded that it is difficult for novice teachers to wait for 3 or more seconds if they are not trained on this. Being under stress due to being new in teaching, PTs expect the exchanges between the teacher and students to be very smooth, and thus they may interpret late responses from students as a case of students' failure. As a result, they intervene and interrupt the EWT as observed in Extract 1 via providing a candidate answer, which is very common in the rest of the data as well.

After the Introduction stage, the participants undertook another teaching. The CA analysis demonstrated that they were able to use EWT more successfully which is evidenced by the pauses longer than 3 seconds and the elaborated turns of the students (see Extract 2 and 3 below). Overall, the analysis suggested that the participants utilized EWT around five times in each session, which equals to slightly more than half of the times when it was relevant (Nine points at which an EWT could be utilized were detected). This means that they started to utilize EWT in comparison to the teaching sessions they had taught before the implementation. This indicates that awareness raising improved their EWT use. The two following extracts demonstrate how they utilized EWT and what the outcomes were.

In Extract 2, the pedagogic goal is to have students talk about their daily routines. At this specific moment, PT asks the class to tell him when they go to sleep.

Extract 2 (5_9.29-9.48) When do you go to your bed?

1	PT	: when do you (0.7) go to your bed (.) sleepy?
2	SS?	: ()
3 →		(4.7)
4		((*a few students raise fingers*))
5	PT	: yes ()
6	S4	: i (0.4) <go to bed at> (1.3) nine (0.7) half-

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7			half [> past nine<
8	PT	:	[half past nine (.) o:kay ((*nods*))

In the first line, PT asks when they go to bed, and he uses the word (`sleepy`) to ensure that the students understand the question. After PT's question, some students utter a few incomprehensible words, but there is not a clear response. Then, a 4.7 second of silence follows. After that, a few students start to raise their fingers, and PT allocates the turn to S4 via the token (`yes`). S4 provides an answer in lines 6 and 7, and PT acknowledges the turn via repetition, okay and nodding in line 8.

This extract demonstrated how PT applied EWT successfully. Despite the relatively long pause of 4.7 second, he did not interrupt and waited silently looking at the students. The students were not very willing after PT's question in line 1; however, they started to raise their fingers to give an answer after several seconds. It may be argued that the EWT provided the thinking time (Walsh, 2006) for the students and although there were not willing students initially, a few of them self-nominated to contributed later. Hence, this extract shows that PT can now utilize EWT successfully in comparison to the previous recordings. Also, this extract shows that the EWT is followed by students' self-selection to respond and talk. Given that they did not volunteer in the initial 5-6 seconds, it may be argued that the EWT helped them prepare their answer. This finding is in line with the previous studies that also found that EWT increased students' participation (Nunan, 1991; Stahl, 1994; Barnette et al., 1995; Walsh, 2002, 2011). Swift and Gooding (1983) also suggested that students voluntarily participate when they are provided with EWT. The student's full sentence in the extract above (despite the slow pacing) may be considered as a positive contribution of EWT because their level in English is really low (i.e. beginner or at most elementary). Throughout the lessons with this class, it was observed that students including the one above could rarely form full sentences. S4's slow pacing and intermittent pauses (line 6) can also be seen as evidence that she had difficulties in forming a full sentence, but she was able to make a plan and form this sentence probably thanks to the EWT. Accordingly, this finding is in line with Tobin (1986) and Walsh (2006) who argued that EWTs increase the quality of students' responses, and they give elaborated responses.

Extract 3 is another instance that is found in the lessons after the implementation. This extract also shows how PT applies EWT and how it is oriented to by the students. In this extract, the class discusses the words and phrases written on the blackboard by the teacher as a warm-up activity. In this activity, PT wants the students to guess how those words and phrases might be related to himself (i.e. PT).

Extract 3 (3_3.15-3.34) Yalova

1	PT	: yalova () (.) just guess (.) what is the relationship?
2	S1	: ()
3	PT	: raise your hands.
4 →		: (3.7) ((*The PT walks around*))
5	PT	: just think (.) ya<u>lo</u>va
6 →		: (3.6)
7	PT	: yes?
8	S2	: you were born in yalova?
9	PT	: yes (.)< i (.) born (.) in yalova?>

In line 1, PT mentions the word Yalova (a city in Turkey) and asks them to guess how it is related to himself. In line 2, there is a broken response by S1, and PT warns them to raise their hands to speak in line 3. Then, a silence of 3.7 seconds follows and PT walks around the class. He urges them via (`just think (.) ya`<u>`lo`</u>`va`) in line 5, and again he provides an EWT of 3.6 seconds. In line 7, PT recognizes that S2 wants to answer the question and gives the turn to her via (*yes?*). In line 8, S2 states her guess which is confirmed by PT in line 9.

Similar to Extract 2, this extract demonstrates that PTs can now apply EWT successfully and also, the EWT is followed by students' responses and contribution. PT provides them EWTs of 3.7 and 3.6 seconds and at the same time, he does some scaffolding in line 5. After these long silences, S2 self-nominates and provides a relevant response in line 6. In this sense, PT does not need to nominate a student, but rather, the student uses this time to prepare a response in English, and she self-selects to respond. It may be argued here that from the view point of a student, there is a significant difference between being nominated by a teacher to respond versus self-selecting to respond. In the first case, especially if the student is not given thinking time via EWT, s/he may not give an answer as s/he does not know the answer or as s/he cannot prepare an answer. This will most probably have a negative effect on a student's attitude towards the lesson. For instance, Tsui (1996) suggested that students felt under more stress when they were not given EWT. In Extract 3, the EWT provided a convenient atmosphere in the lesson in which PT received a response and also, the students had the time to think and prepare. As will be mentioned in the interview data below, the level of this class was very low and PTs complained about this and their lack of participation. Consequently, the participation achieved by the EWT is very valuable, and it demonstrates that the students may indeed respond if they are given a sufficient EWT.

One final interesting finding is that PTs occasionally extended the wait-time but it is not as long as EWT and they still interrupt the EWT. Below is an extract that exemplifies this observation. In this extract, the class is talking about their daily routines and at this moment, the focus is on the dinner.

Extract 4 (5_7.50-8.09) When do you have your dinner?

1	PT	: when do you have your dinner?
2 →		: (2.1)
3 →	PT	: five o'clo:ck (.) quarter- quarter past five? (0.8) yes
4 →		: (1.0) (.) ((*laughs*))
5 →		: (1.6)
6	S5	: ()
7	PT	: six o'clock may be:?
8	S5	: (yes there is)
9	PT	: okay (.) six okay.

In line 1 PT asks when they have dinner. He then provides a wait-time of 2.1 second and provides candidate responses five o'clock and quarter past five. Then he waits for 1.6 second. There is an unclear answer from S5 in line 6, and PT provides another candidate answer as a confirmation check. S5 acknowledges this in line 8 which is confirmed by PT.

In these instances, PTs did not interrupt the wait-time directly. Rather, they wait for 1-2 seconds and then, they interrupt via repetitions, providing candidate answers and rephrasing just like the cases before the implementation, which again leads to missing the opportunities for increased interaction and students' self-selection. This case demonstrates that the development CIC in the case of EWTs is a gradual one which is also suggested by the literature (Sert, 2015; Walsh, 2003, 2006). PTs seem to gain it gradually. Extract 4 is a good demonstration of this observation, and it implies that the fact that knowing some resources of CIC are not sufficient for the successful utilization of them. In this sense, it may be suggested that the application and teaching aspects of IMDAT should be given more prominence so that they can put their theoretical knowledge (in the Introduction phase) into practice.

The effect of the implementation according to the reflection interviews

As for the interviews, the Descriptive Analysis showed that the participants thought that they both utilized EWT in their classes after the Introduction stage of IMDAT. This is in line with the CA analysis above in that they actually utilized EWT after the implementation (They used EWT slightly more than half of the time as mentioned above). The participants also thought that this implementation was beneficial, and both of them said that it helped them manage the interaction in classrooms better. PT1 agreed that using EWT worked while PT2 stated that it surely worked, but students sometimes still did not contribute. For example, PT2 says: "*Yes, sure sure. They respond more. They feel anxious. But, I can still say that it worked.*" PT2's mentioning anxiety is indeed supported by other studies. Tsui (1996) argued that EWT after a teacher's question can increase anxiety among students especially if they do not know the answer to the question. This may be due to the fact that a long silence in the class can create a negative atmosphere as it may indicate that the students cannot provide an answer to the teacher's question. However, it should also be noted that utilizing an EWT can give the students the time to think and prepare if they know the answer. This is the case as will be mentioned in the next finding.

The participants believed that using EWT when students did not talk helped increase students' contributions. PT2 put it as follows: "*As they speak little, I need to wait.*". This indicates that he acknowledged the importance of EWT and that it increased students' contributions. PT1 also agreed that utilizing EWT increased students' participation. Consequently, although the PTs were aware of the fact that EWT could lead to students' anxiety, they acknowledged the significance of EWTs as they gave the students the opportunity to prepare due to their low proficiency. Extract 4 also supports the point made here as it showed that the participants tried to apply EWT, but sometimes they might have gotten anxious due to inexperience (Honea, 1982) and intervened via repetition of the original questions, providing candidate responses and rephrases. This is also in line with Gooding et al.'s (1984) study who concluded that it is difficult for novice teachers to wait for 3 or more seconds if they are not trained on this. Also, in line with Mark (2011), it may be noted that EWT use decreases students' anxiety while limited EWT makes them more anxious as students are more likely to prepare and give an answer in the presence of EWT. Therefore, when students know the answer, EWT potentially decreases their anxiety as they have the time to think and prepare. However, when they do not know the answer or when the question is difficult, limited wait-time may lead to students' anxiety.

One final recurring theme in the reflection interviews is that the participants thought that students' level was very low and that they were anxious to speak in English. This may explain the cases exemplified in Extract 4. These instances are a good example that demonstrate that the participants were aware of the significance of EWT, and they lengthened their wait-time (generally not 3 seconds

though); however, they still interrupted and used repetition, candidate answers and rephrasing. Considering the combined analysis of CA and the Descriptive Analysis, it can be argued that the participants' beliefs, and the local environment and conditions (i.e. the students' very low proficiency level and PTs' inexperience) may affect their behavior considering their EWT use. It may be argued here that by interrupting EWT, PTs sacrificed prospects of students' more contribution in favor of ensuring that they understand the activity.

Conclusion

This study aimed to analyze the effect of reflective teacher training on pre-service English teachers' utilization of EWT in an English as a Foreign Language context in material and classroom context modes. The main goal was to understand whether the implementation under this framework was beneficial for PTs, and whether the use of EWT actually increased students' participation. In order to achieve these goals, a qualitative study was designed in which classroom observation and reflective interview sessions were analyzed. The results showed that the implementation increased the participants' application of EWT in comparison to the initial teaching sessions, and it was also demonstrated that the use of EWTs increased students' participation into the class. Students were observed to provide more elaborated responses, and they self-nominated. The study also demonstrated a significant case which suggested that the participants slowly move from not using EWT to utilizing it more. It can be argued that this finding is an indicator of a kind of PTs' development of CIC in which they use a CIC resource partially initially just like a learner learns a subject matter in steps and cycles. As for the participants' views regarding the effect of the awareness raising implementation, they agreed that the implementation was helpful for their teaching skills and that it increased students' participation as well. Accordingly, it may be argued that awareness raising for PTs seems to work according to the observation of the classrooms and the views of the participants. Then, given the fact that interaction is at the heart of learning, it may be argued that awareness raising for teachers can be beneficial.

As for the future directions, this study only analyzed a period of two semesters the second of which was interrupted by Covid-19. In further studies, longitudinal studies comprising of longer durations are needed. As underlined in the discussion around Extract 4, the analysis demonstrates that the implementation of EWT happens in stages. In this sense, a longitudinal study can unearth how teachers or PTs develop the use of EWT, which may have valuable implications for pre-service teacher training. Also, this study was undertaken with students' whose proficiency was very low. The result could vary in a group of more proficient learners.

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Appendix I. Jeffersonian (2004) Transcription Conventions

Transcription Conventions

A full discussion of CA transcription notation is available in Atkinson and Heritage (1984). Punctuation marks are used to capture characteristics of speech delivery, **not** to mark grammatical units.

[	indicates the point of overlap onset
]	indicates the point of overlap termination
=	a) turn continues below, at the next identical symbol b) if inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, it indicates that there is no gap at all between the two turns
(3.2)	an interval between utterances (3 seconds and 2 tenths in this case)
(.)	a very short untimed pause
word	underlining indicates speaker emphasis
e:r the:::	indicates lengthening of the preceding sound
-	a single dash indicates an abrupt cut-off
?	rising intonation, not necessarily a question
!	an animated or emphatic tone
,	a comma indicates low-rising intonation, suggesting continuation
.	a full stop (period) indicates falling (final) intonation
CAPITALS	especially loud sounds relative to surrounding talk
° °	utterances between degree signs are noticeably quieter than surrounding talk
↑ ↓	indicate marked shifts into higher or lower pitch in the utterance following the arrow
> <	indicate that the talk they surround is produced more quickly than neighbouring talk
( )	a stretch of unclear or unintelligible speech.

1

(guess)	indicates transcriber doubt about a word
.hh	speaker in-breath
hh	speaker out-breath
→	arrows in the left margin pick out features of especial interest

Additional symbols

(T shows picture)	non-verbal actions or editor's comments
ja ((tr: yes))	non-English words are italicised, and are followed by an English translation in double brackets.
[gibee]	in the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
[æ]	phonetic transcriptions of sounds are given in square brackets
< >	indicate that the talk they surround is produced slowly and deliberately (typical of teachers modelling forms)
X_____	the gaze of the speaker is marked above an utterance and that of the addressee below it. A line indicates that the party marked is gazing towards the other; absence indicates lack of gaze. Dots mark the transition from nongaze to gaze and the point where the gaze reaches the other is marked by X
T:	teacher
L:	unidentified learner
L1:	identified learner
LL:	several or all learners simultaneously

2