



(ISSN: 2602-4047)

Çakır Sarı, H. (2023). Engagement Strategies in Turkish Classrooms: An Appraisal Theory Perspective, *International Journal of Eurasian Education and Culture*, 8(23), 2300-2318.

DOI: <http://dx.doi.org/10.35826/ijoecc.767>

Article Type: Research Article

ENGAGEMENT STRATEGIES IN TURKISH CLASSROOMS: AN APPRAISAL THEORY PERSPECTIVE

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Received: 18.01.2023

Accepted: 13.09.2023

Published: 01.10.2023

ABSTRACT

Analyzing classroom discourse is important for understanding and implementing pedagogical practices that effectively engages students in deep learning. The evaluative discourse of teachers supports the interaction with students, thereby encouraging their active participation, achieving teaching objectives, and accomplishing a positive teacher-student relationship. This study aims to analyze the engagement resources in Turkish classrooms, an area that has been unexplored in the existing research on classroom discourse. The study uses the Appraisal Theory (Martin & White, 2005) which was developed within Systemic Functional Linguistics (Halliday, 1961, 1994). The Appraisal Theory covers three main aspects of language use: Engagement, Attitude, and Graduation. Within this framework, this study focuses on the evaluative language strategies used by educators teaching Turkish, aiming to examine how they employ certain linguistic resources in their classrooms. Additionally, it tries to explore the extent to which their evaluative discourse differs based on gender and teaching experience. The research includes eight participants, comprising four male and four female teachers who teach Turkish to 7th graders in different secondary schools. The results revealed that gender and teaching experience significantly influence the use of engagement resources in Turkish classrooms. Specifically, female teachers had a preference for heteroglossic resources, reflecting diverse linguistic styles and voices in their instruction, while male teachers tended to rely more on monoglossic resources, emphasizing factual information and authoritative communication. Furthermore, experienced teachers employed a higher frequency of heteroglossic resources, contributing to a more engaging classroom environment. These findings emphasize the importance of evaluative discourse strategies and have implications for improving educational practices.

Keywords: Appraisal Theory, Engagement System, Classroom discourse, Teacher talk

INTRODUCTION

Classroom language serves various functions such as instructing, questioning, answering, and providing feedback. These functions are realized through different linguistic resources and ensuring the effective utilization of classroom discourse plays an important role in encouraging student engagement and creating valuable learning opportunities (Christie, 2002). Classroom discourse distinct from other forms of conversation, involves the teacher taking the lead and adjusting different language elements to structure lessons, maintain order, impart specific subject matter (Sinclair & Brazil, 1982). It also aids students in constructing meanings through various forms of discourse and interactive patterns.

The language classroom is unique in that it presents opportunities for the teacher's practice in whole-class dialogue. Duschl and Osborne (2002) remind us that "normal classroom discourse is predominantly monologic" (p. 55). This discourse is based upon certain aspects of the language to organize lessons, maintain discipline, and teach certain subject matter (Sinclair & Brazil, 1982). Therefore, classroom discourse analysis focuses on understanding the teacher's interactions in science argumentation through dialogue with students, as the classroom community collectively develops an understanding of practice through consensus and critique (Alexander, 2020; Barak & Lefstein, 2022; Boyd, 2023). Thus, analyzing specifically teachers' language use can enhance engaging pedagogical communication for deep learning (Borg, 2003; Thornbury, 1996).

The teacher plays a key role in fostering dialogic interactions, as studies on teacher engagement discuss. These interactions help students move beyond their current level of thinking, as both critique and consensus serve as related and significant tools for sense-making in the construction of scientific knowledge. Opportunities for knowledge construction arise through repeated scaffolding, which assists students in rethinking and re-expressing their ideas in language (Alexander, 2020; Barak & Lefstein, 2022; Boyd, 2023). Teachers can enhance "active, engaged and dialogic learning environments" (Walsh, 2011, p. 47). Teacher talk is the way in which teachers reshape their language to be understood by their learners (Richards & Lockhart, 1996).

The purpose of this study is to add to the existing body of knowledge by performing a thorough assessment of engagement resources in Turkish classrooms, an area that has largely gone untouched in the present academic literature. Within this context, this study focuses on the evaluative language used by Turkish teachers, with the goal of investigating how they use the engagement system in their classrooms. It also intends to investigate the extent to which their evaluative discourse differs based on gender and experience. Although some research has been conducted on classroom discourse, further exploration is needed specifically in the area of engagement strategies within the Turkish educational context. While existing studies have touched upon aspects of classroom discourse and teacher-student interaction, there exists a noticeable gap in investigating the utilization of engagement strategies in Turkish classrooms. The understanding of how Turkish teachers effectively employ evaluative discourse to actively engage students in deep learning tasks remains limited. Thus, there is a need to address this research gap and acquire comprehensive insights into the specific

engagement strategies employed by Turkish teachers, as well as the factors influencing their implementation. By filling this gap, the study aims to contribute to the broader body of literature on classroom discourse and provide valuable insights for informing pedagogical practices that foster student engagement in the Turkish educational context.

Theoretical framework: Appraisal Theory

In order to analyze the evaluative discourse strategies employed by Turkish teachers, this study adopts the theoretical framework of the Appraisal Theory (Martin & White, 2005), which encompasses the domains of Engagement, Attitude, and Graduation.

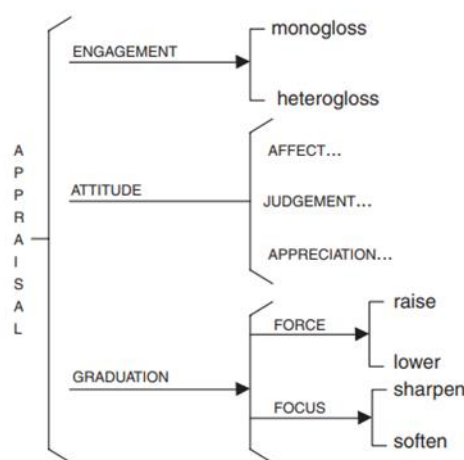


Figure 1. The domains of the Appraisal Theory (Martin & White, 2005, p.38)

The Appraisal theory centers on comprehending interpersonal language exchanges, including how individuals, in both spoken conversation and written communication, reflect their emotions and express their attitudes. It addresses questions regarding how individuals express their feelings, negotiate judgments of behavior, and evaluate various aspects within speech or written texts. As illustrated in Figure 1, within the framework of the Appraisal Theory, there are three broad areas of language use: Attitude, Graduation, and Engagement,

The concept of attitude encompasses our emotional reactions, judgments of behavior, and evaluations of things. It examines how individuals convey their personal feelings and opinions through language. Graduation involves the resources used to strengthen or weaken attitudes. It provides means for adjusting the intensity or "volume" of linguistic items.

Engagement explores the sourcing of attitudes and the interplay of different voices and opinions within discourse. It investigates how speakers or writers involve themselves and others in expressing attitudes and engaging in conversations (Martin & White, 2005). In this study, the analysis of teacher talk will utilize the

engagement system to identify the pedagogical practices of teachers as they involve their students in the learning task.

According to the Engagement system, utterances can be categorized as either 'monoglossic' or 'heteroglossic.' A monoglossic utterance refers to when no reference is made to other voices. Thus, monoglossic resources refer to language expressions that do not involve evaluative or attitudinal meanings. They involve informative statements, clarifications, or factual explanations without incorporating evaluative language. The sentence "Water boils at 100 degrees." can be given as an example of monoglossic resource. In contrast to monogloss, heterogloss emphasizes the inclusion of multiple voices and viewpoints through dialogic contraction and dialogic expansion. In other words, heteroglossic utterances, involve the presence of voices other than the speaker and they are classified as either contracting or expanding the dialogic space (Martin and White, 2005).

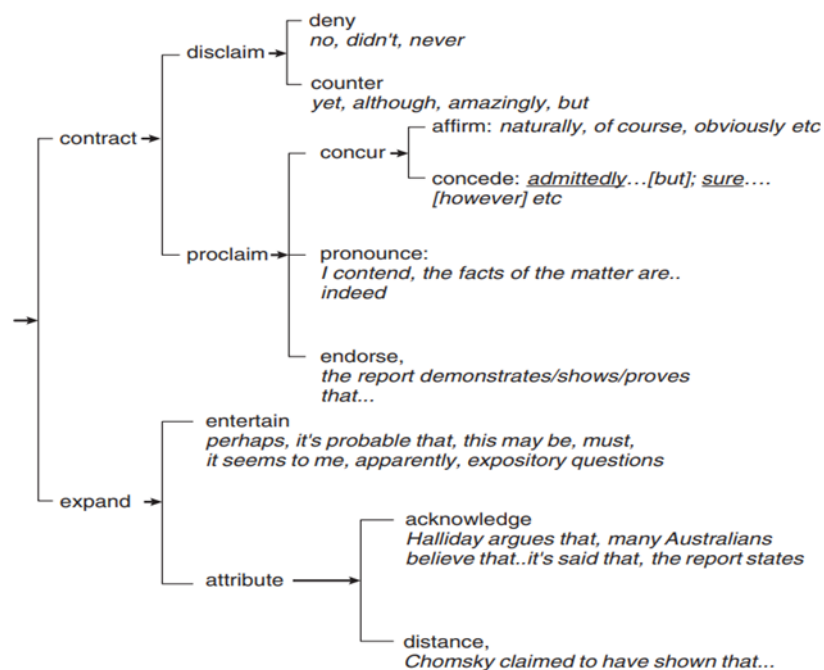


Figure 2. The Engagement system: heteroglossic resources (Martin & White, 2005, p.134)

When an utterance contracts the space, it acts to challenge, fend off, or restrict other alternative positions and voices. There are two broad categories for achieving the function of 'contracting the space,' namely 'disclaim' and 'proclaim.' Within the former category, more delicate options include 'deny' and 'counter' while the latter category encompasses 'concur', 'pronounce', and 'endorse'. When engaging in dialogic contraction, the disclaim move involves directly rejecting or refuting a contrary argument. On the other hand, the proclaim move presents a limited scope of alternative perspectives and voices. The concur resource demonstrates agreement, often expressed through phrases like "of course" or "naturally." In contrast, the pronounce resource presents the authorial voice as authoritative, using phrases such as "I contend that" Endorse serves as

a means of declaring the speaker or writer's approval of alternative voices. It can be expressed through phrases like "X demonstrates/shows/proves that" (Martin & White, 2005, p. 102).

In dialogic expansion, the focus is on opening up space for other voices. An utterance expands a space with entertain and attribute sources. The distinction between the options 'entertain' and 'attribute' lies in the fact that the former positions itself as one of the multiple possible positions, whereas the latter dissociates the proposition from the text's internal authorial voice by attributing it to an external source. The entertain resource allows for the consideration of alternative perspectives, often indicated by phrases like "perhaps" or "in my view/it seems to me." The resource attribute involves bringing in different viewpoints, either by direct quotes or integrating ideas from the text itself (Martin & White, 2005, p. 104–111). Through these resources of dialogic contraction and expansion, the discourse can include different perspectives and create a more inclusive and engaging conversation.

Literature review

Many research studies have examined the attitude and engagement resources in teacher talk within the framework of Appraisal Theory. In Yi's (2011) study, a single teacher and one English class were examined. The findings indicated that attitude resources were abundant in the teacher's talk. Li (2012) conducted a study focusing on the appraisal resources present in teacher talk. The analysis revealed a significant presence of appraisal resources, with an unbalanced distribution across the sub-systems of appraisal. Notably, attitudinal resources accounted for a substantial proportion, approximately 50% of the identified resources. Wang (2012) conducted a study involving five English classes, focusing on attitude and engagement resources. The study found that attitude resources comprised 526 instances, while engagement resources accounted for 693 instances. In a longitudinal study, Chu (2014) investigated teacher talk in a new arrivals classroom at a public primary school over a period of nine months. The findings revealed that the teacher primarily utilized the engagement resource of "entertain" when providing instructions to competent students, while her talk targeting new arrival students predominantly encoded the engagement meaning of "proclaim." Valladares and Roux (2015) investigated teachers' attitudes towards the Mexican National English Program for Basic Education using Appraisal Theory. Data from 12 focus group discussions involving 86 secondary school teachers and supervisors reveal negative attitudes primarily related to the dissemination of program information and the quality of teacher training. The study conducted by Badklang and Srinon (2018) focused on the analysis of attitudinal resources in an English as a Foreign Language (EFL) university classroom in Thailand. The results indicate that both teachers and students conveyed various forms of attitudes, including judgment, appreciation, and affect, with a notable prevalence of positive expressions. This alignment with the literature and the appraisal framework demonstrates a tendency toward positive attitudes within the classroom discourse.

Sun (2019) explored the classroom discourse of an Asian and western instructor. The analysis revealed that the Asian instructor's pedagogical approach aimed at enhancing authenticity and validity predominantly involved the deployment of negative Capacity and Composition resources. Conversely, the western instructor exhibited a distinct preference for fostering student engagement and promoting a multifaceted understanding of course concepts by primarily employing positive Reaction and Composition resources during class interactions. Cahyono and Pribady (2020) examined the classroom discourse of one teacher teaching narrative text to 32 EFL students focusing on engagement resources. The study's findings reveal that in classroom discourse, there is a predominant use of dialogic expansion (53%) over dialogic contraction (47%). This suggests that teachers often employ expansion to initiate dialogic opportunities for alternative perspectives rather than to dismiss or negate subsequent dialogue. Another study by Zhu (2023) involved five teachers and ten lessons, with a focus on attitude resources. The analysis of teacher talk demonstrated that attitude resources were widely distributed throughout the discourse. Among the attitude resources, appreciation was found to be the most prevalent, encouraging students to actively participate in class tasks.

The studies provide insights into the application of Appraisal Theory in examining attitude and engagement resources in teacher talk across different subject areas and educational contexts. The findings highlight the importance of positive appraisal, supportive feedback, effective use of evaluative language, and dialogic interactions in promoting student engagement, motivation, and critical thinking. These studies contribute to our understanding of how Appraisal Theory can inform pedagogical practices and enhance student engagement in classroom discourse. Along with the literature provided, more studies are required to examine classroom discourse. This study tries to fill this gap by applying the engagement system of the Appraisal theory to examine teacher talk, further contributing to the related Turkish literature on this topic. The study addresses the following research questions:

- How do Turkish teachers benefit from the engagement system in their classes?
- Do the evaluative discourse strategies of teachers differentiate depending on gender and teaching experience?

METHOD

Participants

The participants of the study consisted of eight teachers who were teaching Turkish to seventh-grade students. The choice of eight participants allowed for the incorporation of diversity within the sample. A crucial element of this diversity was the varying levels of teaching experience among the participants: four of them had less than ten years of teaching experience, while the other four had over ten years of teaching experience. This deliberate distinction was made to investigate potential differences in how engagement resources were utilized in teacher talk based on the teachers' varying levels of professional experience. Furthermore, a balanced gender representation within the study was also maintained with eight participants. Our sample

consisted of four male and four female teachers, a deliberate choice that aimed to promote gender diversity and ensure a fair representation of both genders among our participants.

The eight teachers volunteered willingly, and they did not receive any compensation for their participation in the research. The demographic information was collected through a personal information form, which included data such as their age, teaching experience, and gender. These teachers displayed variations in these demographic factors, making the sample quite diverse. Among the eight teachers, four were male, and the other four were female. Detailed information about the demographic characteristics of the teachers can be seen in Table 1 and Table 2.

Table 1. Demographic information regarding the age of the eight participants

Age of Teachers							
Teachers	Gender	N	Mean	Median	Standard Deviation	Minimum	Maximum
Turkish	M	4	39.500	35.500	11.210	31.000	56.000
Turkish	F	4	33.500	31.500	8.1854	26.000	45.000
Total		8	36.500	34.000	9.636	26.000	56.000

Table 1 provides an overview of the participants' demographic characteristics related to their age. The age of the teachers ranged from 26 to 56 years old. The average age was calculated to be 36.50 with a standard deviation of 9.64. Specifically, the male teachers (n=4) had ages ranging from 31 to 56, with an average age of 39.50 (SD=11.21). In contrast, the female teachers (n=4) were between 26 to 45, with an average age of 33.50 (SD=8.18).

Table 2. Demographic information concerning the experience of the eight participants.

Experience of Teachers							
Subject	Gender	N	Mean	Median	Standard Deviation	Minimum	Maximum
Turkish	M	4	15.750	13.000	9.912	7.000	30.000
Turkish	F	4	9.750	9.500	7.455	1.000	19.000
Total		8	12.750	12.000	8.731	1.000	30.000

The teachers' teaching experience, ranged from one year to thirty years. The teaching years were distributed as follows: 50% had 1 and 10 years of teaching experience, while the remaining 50% had 10 and 30 years of experience. The eight teachers had an average of 12.75 years of teaching experience, with a standard deviation of 8.73. When examining the gender differences, the male teachers (n=4) had an average of 15.75 years of teaching experience, with a standard deviation of 9.91. Conversely, the female teachers (n=4) had an average of 9.75 years of teaching experience, with a standard deviation of 7.45.

Research Design

The engagement analysis of teacher talk was conducted in secondary schools located in different districts of Nevşehir province in central Turkey. The research received permission from the Ministry of Education, and a

random selection of schools was made. These schools primarily represented families from lower socioeconomic backgrounds. After the researcher visited each school individually, a total of 8 teachers from different schools, who were teaching Turkish to 7th grade classes, volunteered to participate in the study.

Each classroom was observed during the introduction of new instructional material. To ensure consistency, all observations took place over a three-week period, with teachers covering identical units aligned with the Turkish national curriculum in different schools. These units emphasized similar topics in their Turkish language classes. The participating classes all utilized grade-level-appropriate Turkish textbooks. Importantly, teachers received no advance information about the research content to prevent any preparation bias in their lessons.

Data Collection Procedures

Video recording sessions were scheduled in advance with the teachers, and two 40-minute lessons during Turkish language classes were recorded both in video and audio formats. To facilitate documentation, two tripod-mounted digital cameras were used to record the lessons. Recognizing the challenges of recording all classroom speech with over 20 students, two additional digital audio recorders were added. These were placed in opposite corners, aligning with the camera positions. Although some limitations with the equipment meant that a few students were occasionally out of the cameras' field of view, the majority of students were consistently visible in all classrooms.

One camera was situated in the front corner, while the other was located in the rear corner of every classroom. Throughout the lessons, the investigator sat quietly in the back, near the camera, and took field notes. To minimize any potential influence of the investigator's presence and the recording equipment on the teachers and students, preliminary observation visits were conducted in each classroom before the recording sessions. Teachers were informed that the aim was to videotape a typical lesson, defined as the usual activities they would engage in if the class were not being recorded. Remarkably, teachers and students appeared to be largely unaffected by the investigators and cameras, paying minimal attention to their presence.

As a final confirmation, each teacher was asked, after the recording sessions, about their awareness of the investigator and the presence of the cameras and whether they noticed any differences in student behavior. All teachers reported no deviations from the norm and indicated that they were not consciously aware of the investigator or cameras during the lessons. Furthermore, the researcher did not observe any atypical behaviors from the students while taking field notes.

Data Analysis

The data of the study was derived from video and audio recordings of eight teachers. Two lessons were observed of each teacher. These recordings were transcribed verbatim using Conversation Analysis methodology (Du Bois et. al., 1993), resulting in comprehensive scripts. Each classroom interaction, lasting

approximately 80 minutes, was transcribed, resulting in a total of about 10 hours and 40 minutes of transcribed material from the Turkish lessons. The transcription format consisted of four columns: Non-verbal, Line, Speaker, and Verbal.

Table 3. Transcription of verbal and non-verbal classroom discourse

Non-verbal	Line	Speaker	Verbal
	306	Student	daha kolay geliyor (<i>It's easier this way.</i>)
	307	Teacher	tabi kolaylık bu (<i>Of course, this is easy</i>)
	308	Teacher	ama böyle olursa tabi okumayız işte (<i>But if it's like this, of course, we won't read.</i>)
	309	Teacher	okumayız o zaman (<i>Then we don't read</i>)
	310	Teacher	ansiklopedi okumuyoruz (<i>We don't read encyclopedia</i>)
	311	Teacher	sözlük okumuyoruz (<i>We don't read the dictionary</i>)
	312	Teacher	sözlük bakmıyoruz (<i>We don't check the dictionary</i>)
	313	Teacher	yazım klavuzuna bakmıyoruz (<i>We don't look at the writing guide</i>)
	314	Teacher	e canımız oku dediği zaman aklımıza gelen tek şey (<i>Well, when we're told to read, the only thing that comes to our minds</i>)
	315	Teacher	roman okumak (<i>is reading a novel</i>)

The Non-verbal column documented visible instances of students' non-verbal communication, such as raising hands, while the Line column provided consecutive reference numbers for each utterance. The Speaker column recorded the name or designation (e.g., Teacher, student's name) of the speaker on the same line. The Verbal column contained the transcribed utterances in standard orthography. In this column, the teachers' speech was coded as utterances. An utterance was defined as a conversational turn that encompassed one or more syntactic units and was typically preceded and followed by a pause (Huttenlocher et al., 2010). Subsequently, the transcripts were analyzed, and the teachers' utterances were coded as either monoglossic or heteroglossic as part of the analytical process. Teachers' utterances were then ascribed to the corresponding resources of the engagement system.

FINDINGS

This study examines the evaluative discourse strategies employed by Turkish teachers by focusing on the engagement system in their classrooms. The results from the study offer insights into the use of engagement resources by both female (F) and male (M) teachers in the context of classroom discourse analysis. The findings shed some light into the teacher talk in Turkish classrooms, specifically focusing on the analysis of engagement meanings.

Quantity of speech

In order to examine the participation and dominance of individuals in class conversations, as well as the potential influence of gender on participation, the number of utterances per participant was examined. To protect the teachers' privacy, pseudonyms (T1, T2, T3,...) were issued to each instructor. Table 4 shows the

amount of speech for each instructor, as well as their gender, teaching experience, age, and total number of utterances.

Table 4. Quantity of speech

Teacher	Gender	Experience	Age	Teacher Utterances
T1	F	1	26	1044
T2	F	8	30	1231
T3	F	11	33	912
T4	F	19	45	1693
T5	M	7	31	1040
T6	M	9	35	1066
T7	M	13	36	1159
T8	M	30	56	1675

The findings show that, while teachers encouraged engaging class discussions, they mostly controlled the conversation in their classrooms. Notably, no significant differences in the amount of speaking were found between female and male teachers. However, the analysis revealed variations in teacher experience. More experienced teachers had a larger number of utterances during instructional activities in the classroom, indicating a preference for more prolonged verbal exchanges.

These findings offer insight on the relationship between teacher experience and quantity of speech, implying that more experienced teachers produce a higher number of utterances during classroom teaching. This suggests that despite their efforts to encourage student participation, the teachers still maintained a dominant role in the student-teacher interaction.

Monoglossic and Heteroglossic resources

Monoglossic and heteroglossic resources used by female and male teachers demonstrate different discourse patterns.

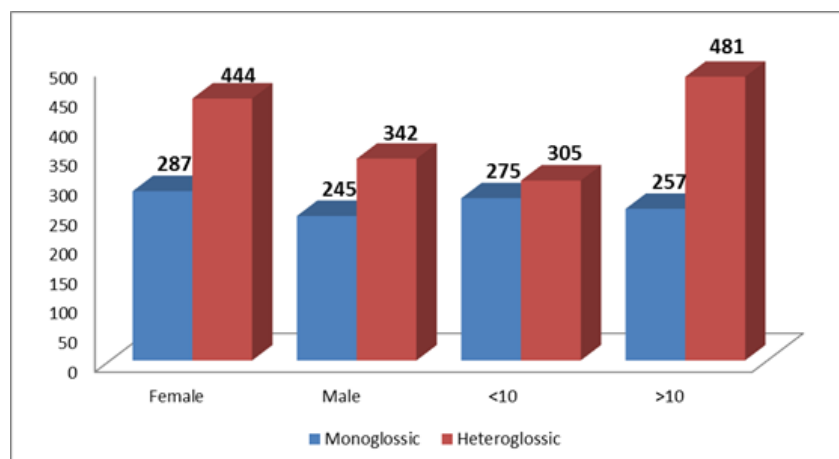


Figure 3. Monoglossic and heteroglossic instances

Female teachers employed monoglossic resources in their classroom discourse 39.26% (287 instances). Similarly, male teachers favored the monoglossic system which accounted for 36.19% (245 instances) of their classroom talk. These findings indicate that both female and male teachers used monoglossic resources during their interactions with students. In the context of teaching experience, it is noteworthy that teachers with less than 10 years of experience predominantly relied on monoglossic resources, constituting 47.37% (275 out of 580 instances). This observation suggests that early-career teachers often lean towards a singular language or communication style in their instructional practices. Conversely, among teachers with over 10 years of experience, a lower frequency of monoglossic resource usage was noted, amounting to 34.73% (257 out of 738 instances). The following utterances provide examples of how teachers employed monoglossic resources in their classroom interactions. As seen in the excerpts below, a teacher might assert a factual statement without inviting discussion or differing opinions, as exemplified by the statements.

- (1) Ek fiilin iki görevi vardır. (*The predicative verb has two functions.*)
- (2) Görevi aynı olan sözcük veya eklere redif denir. (*Words or suffixes that have the same function are called redif.*)
- (3) Öyküler bi olay yazısıdır. Öyküde olaylar 3 şekilde anlatılır. (*Stories are an event writing. The events are told in 3 ways in the story.*)
- (4) Evet yürürken destek aldıkları bir değnek çeşididir. (*Yes, it is a type of cane used for support while walking.*)
- (5) Kargaların da kendi içinde tabiiki çeşitleri var. (*Crows, of course, have their own varieties.*)

Regarding heteroglossic resources, which encompass the integration of a wide array of voices and perspectives in classroom discourse, the findings reveal that female teachers exhibited a higher proportion of heteroglossic resources, accounting for 60.74% (444 out of 731 instances). This observation suggests that female teachers have a greater inclination to integrate diverse linguistic resources into their instructional practices. Male teachers, on the other hand, employed heteroglossic resources at a rate of 50.52% (342 out of 677 instances), indicating a slightly lower yet still significant utilization of varied voices and viewpoints.

Furthermore, an examination of teaching experience revealed that among teachers with less than 10 years of experience, 52.59% (305 out of 580) demonstrated some usage of heteroglossic resources. Among teachers with more than 10 years of experience, an even higher percentage, 65.27% (481 out of 738), showed a greater frequency of using heteroglossic resources. This finding suggests that as teachers gain more experience, they become more proficient in integrating diverse voices and perspectives into their classroom discourse.

Heteroglossic Engagement : Contraction and expansion resources

In the context of Appraisal Theory, contraction resources close engagement while expansion resources open more space for negotiating with divergent viewpoints (Martin & White, 2005), which help students to think more and offer a broader platform for the students to show themselves. As seen in Figure 4, the data shows that both female and male teachers employ both types of resources, but the numbers vary. Female teachers

utilize more contraction resources, whereas male teachers use slightly more expansion resources. This distinction could suggest differences in their communicative styles or objectives.

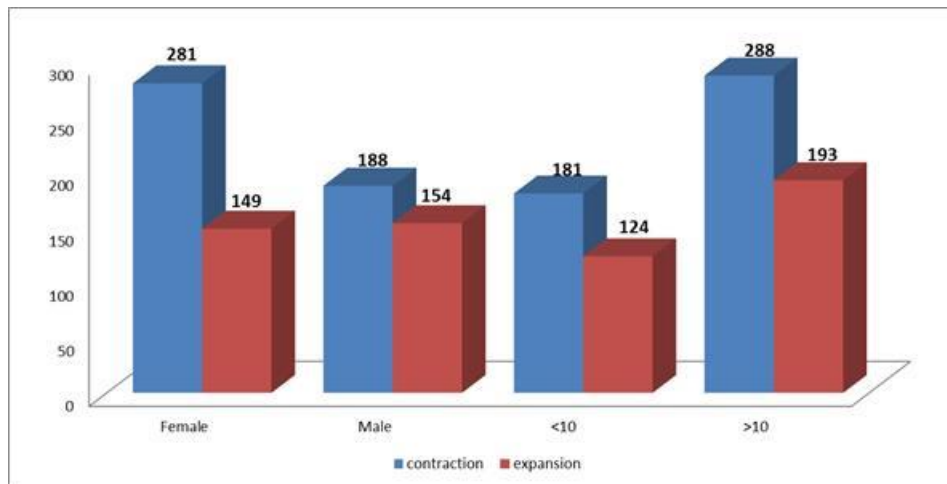


Figure 4. Contraction and expansion resources in teacher talk

Teachers with more than 10 years of experience demonstrate a higher usage of both contraction and expansion resources compared to those with less experience. The findings show that experienced teachers prefer using dialogic expansion resources to create a more open and interactive dialogue while engaging with their students. This tendency may be attributed their familiarity with diverse teaching practices and their ability to adjust their communication according to possible requirements within the classroom.

Heteroglossic Engagement Patterns

The present study examined the use of heteroglossic resources in teacher talk, with specific attention paid to the categories "Entertain," "Deny," "Counter," "Concur," "Pronounce," "Endorse," "Acknowledge," and "Distance." The results are presented in percentages to offer a clearer picture of how these resources are used in classroom interactions.

Table 5.The use of Heteroglossic resources

Teachers	deny	counter	concur	pronounce	endorse	entertain	acknowledge	distance
F1	18 (2.29%)	3 (0.38%)	0 (0.00%)	9 (1.15%)	3 (0.38%)	34 (4.33%)	4 (0.51%)	0 (0%)
F2	41 (5.22%)	8 (1.02%)	7 (0.89%)	5 (0.64%)	1 (0.13%)	25 (3.18%)	1 (0.13%)	0 (0%)
F3	31 (3.94%)	11 (1.40%)	3 (0.38%)	13 (1.65%)	1 (0.13%)	21 (2.67%)	4 (0.51%)	0 (0%)
F4	78 (9.92%)	22 (2.80%)	10 (1.27%)	12 (1.53%)	5 (0.64%)	69 (8.78%)	5 (0.64%)	0 (0%)
F-Total	168 (21.37%)	44 (5.60%)	20 (2.5%)	39 (4.96%)	10 (1.27%)	149 (18.95%)	14 (1.78%)	0
M1	32 (4.07%)	13 (1.65%)	1 (0.13%)	7 (0.89%)	0 (0.00%)	38 (4.84%)	3 (0.38%)	0 (0%)
M2	22 (2.80%)	5 (0.64%)	1 (0.13%)	5 (0.64%)	0 (0.00%)	18 (2.29%)	1 (0.13%)	0 (0%)
M3	31 (3.94%)	9 (1.14%)	6 (0.76%)	2 (0.25%)	1 (0.13%)	27 (3.44%)	3 (0.51%)	0 (0%)
M4	20 (2.54%)	11 (1.40%)	6 (0.76%)	8 (1.02%)	8 (1.02%)	63 (8.01%)	0 (0.00%)	0 (0%)
M-Total	105 (13.35%)	39 (4.96%)	14 (1,78%)	22 (2.80%)	9 (1.14%)	146 (18.57%)	7 (0.89%)	0
Total	273 (34,7%)	83 (10,5 %)	34 (4,28%)	61 (7,7%)	19 (2,4%)	295 (37,5%)	21 (2.67%)	0

Based on the results in Table 5, it is clear that teachers use heteroglossic resources to varied degrees in their classroom communication. There are 786 cases of heteroglossic resource utilization across all categories. Among these resources, *entertain* is the most frequently employed, accounting for 37.5% of the total usage. Comparing the usage between female and male teachers, we observe that *entertain* resources are prevalent among both female and male teachers. In the classroom context, the implementation of *entertain* resources involves the consideration of different viewpoints and the incorporation of alternative perspectives.

- (6) Ne istiyor olabilir? (*What might he want?*)
- (7) Burada bir eksiklik var diye düşünüyorum ben. (*I think there is a deficiency here.*)
- (8) Konuşma konunuz hakkında bilgi vermeniz lazım. (*You need to provide information about your speech topic.*)
- (9) Duygularını hayata geçirmek için yeni yerler görmek zorunda. (*To realize your feelings, you need to see new places.*)
- (10) Bence kendimiz de bunları çözebiliriz. (*I think we can solve these ourselves.*)

As seen in the examples above, by utilizing phrases such as "perhaps" or "in my view/it seems to me," teachers create an atmosphere that encourages students to think critically and explore various angles of a given topic. This pedagogical approach fosters open-mindedness and stimulates intellectual discourse among students.

The resource *deny* (no, didn't, never) follow closely the use of *entertain*, with percentages of 34.7%. The heteroglossic resource of *deny* is employed when a speaker expresses disagreement or refutation towards a particular statement or argument. This finding suggests that the teachers actively challenge ideas and present alternative perspectives, fostering critical thinking and debate in the classroom.

- (11) Doğal afetlerle ilgili şeyi söylemedin. (*You didn't mention anything about natural disasters.*)
- (12) Ansiklopedi okumuyoruz. (*We don't read encyclopedia.*)
- (13) Sözlük okumuyoruz (*We don't read the dictionary.*)
- (14) Yazım kılavuzuna bakmıyoruz. (*We don't look at the writing guide.*)
- (15) Kitap okumuyoruz. (*We don't read.*)
- (16) Kitap okumak zaten dinlenmek için yapılabilecek bi şey değil ki. (*Reading a book is not something you do just to relax.*)

Counter (yet, although, but) is employed 10.5% among teachers. This finding indicates a prevalent tendency among the teachers to accept students' initial viewpoint while providing an alternative understanding or analysis. The heteroglossic resource of *counter* is utilized in classroom discourse to present an alternative perspective or argument in response to a previously stated point. It allows the speaker to acknowledge some validity in the initial viewpoint while offering an opposing interpretation.

- (17) Bahar mevsimi gelmesine rağmen ayrılık yaşıyor Karacaoğlan. (*Despite the arrival of the spring season, Karacaoğlan is experiencing separation.*)
- (18) Ben sevmiyi olabilirim ama başkası çok seviyo olabilir. (*I might not love, but someone else might love very much.*)

- (19) Fakat türemiş fiil değil türemiş isimdir. (*However, it's not a derived verb; it's a derived noun.*)
(20) Ama insanların etkisi onu kıskançlığa yönlendiriyor. (*But people's influence leads him to jealousy.*)
(21) Affedilir ama içinde birazcık olsa da kırgınlık kalır. (*It is possible to forgive, but a lingering trace of resentment remains.*)

Other engagement resources are used less than 5%. When employing the heteroglossic resource of *concur* (of course, naturally, obviously), speakers express agreement or alignment with a specific viewpoint or interpretation.

- (22) Tabii ki öznel yargılar çok fazla. (*Of course, there are plenty of subjective judgments.*)
(23) Tabii dünyada ve ülkemizde çeşitli çevre örgütleri var. (*Of course, there are various environmental organizations worldwide and in our country.*)
(24) Elbette sana yanlışı doğruyu söylemiyo hayatım. (*Naturally, life doesn't always tell you right from wrong, my dear.*)
(25) Bu doğru bi şey değil tabii ki korsan kitap ama. (*This is, of course, not right, but it is a pirated book.*)
(26) Tabii kolaycılık bu. (*Of course this is simplism.*)

The heteroglossic resource of *pronounce* (I contend, indeed, really, I want you to) is utilized to make official declarations or assertions based on presented evidence or authority. In classroom discourse, it can be observed when a speaker declares a conclusion or announces an event. This declaration serves to establish the authoritative decision and communicate the confirmed scheduling of the event.

- (27) Bir araştırma yapmanızı istiyorum. (*I want you to conduct research.*)
(28) Hakkaten o şakımanın ustası. (*Truly, he's a master of that tune.*)
(29) Bunlar bahane mi gerçekten? (*Are these really excuses?*)
(30) Bunda da o yüzden istiyorum tekrar. (*That's why I want it here again.*)
(31) O emeğe de bi saygısızlık hakikaten. (*It's really disrespectful to that effort.*)

In classroom discourse, the heteroglossic resource of *endorse* (experts/the reports show/reveal/demonstrate that...) is employed when speakers express support or recommendation for a particular idea, concept, or object.

- (32) Araştırmalar gösteriyor ki bu doğrudur, yani bu bilgiler. (*Research show that this is true, so this information.*)
(33) Ama açıklamalar bunun aksini gösteriyor. (*But the explanations show otherwise.*)
(34) Buna göre, önceden çok yaygındı ama şu anda pek görmüyoruz. (*It shows that it was very common before, but we don't see it much now.*)
(35) Metin nasıl önlemler alınması gerektiğinden bahsetti de mi? (*The text did mention what precautions should be taken, didn't it?*)
(36) Bu araştırma diyo, Türkiye'de altı kişiye bir kitap düşüyor. (*This research reveals that there is one book for every six people in Turkey.*)
(37) Sayısal verilerle bize ispatlamış oldu. (*The resarch proved it to us with numerical data.*)

Additionally, *acknowledging* (It is said that; they say that; X argues/believes that,) resources within the classroom setting can be achieved through direct quotations or textual assimilations. Using phrases like "It is

said that," or "they say that," indicate a specific piece of information or viewpoint to a particular source. Additionally, the use of "X argues/believes that" sentences acknowledge the viewpoint of a notable scientist and integrates their words into the discussion, thereby enriching the discourse with external insights.

- (38) Bazı şeylerden kaçmak isteyenler için söylenmiş. (*It is said for those who want to escape from some things.*)
- (39) Nasreddin Hoca, insanın vermeye gönlü olmayınca, ipe un da serer demiş, değil mi? (*Nasreddin Hodja said, "When a person is unwilling to give, they would even spread flour on a laundry line," didn't he?*)
- (40) Walt Disney diyo ki 'onların peşinden gidecek cesaretiniz varsa bütün rüyalarınız gerçek olur'. (*Walt Disney says, 'If you have the courage to follow them, all your dreams will come true.'*)
- (41) Evliya Çelebi'nin Ürgüp'e geldiği rivayet edilir. (*It is rumored that Evliya Çelebi came to Ürgüp.*)

As illustrated in the examples from the corpus, by incorporating these external resources into classroom discussions, teachers provide students with a broader knowledge base and facilitate a deeper exploration of the subject matter.

Analyzing the individual teachers' usage patterns, we identify variations among them. For instance, F1 predominantly utilizes *entertain* resources, accounting for 44.68% of her total usage. On the other hand, F4 demonstrates a higher frequency of *deny* (48.57%) and *counter* (20.00%) resources among all the female teachers. These individual variations suggest that teachers adopt different strategies to create dialogue and engage students based on their preferences or instructional goals. Interestingly, the heteroglossic resource *distance*, which involves creating a sense of detachment or separation, was not observed in any of the teachers' utterances.

CONCLUSION and DISCUSSION

This study has applied the engagement system within the framework of the Appraisal theory to analyze teacher talk. The analysis of classroom discourse has proven to be valuable in revealing various characteristics of teacher talk. This study explored how Turkish teachers benefit from the engagement system in their classrooms and whether the discourse strategies of teachers differ based on gender and teaching experience. The findings highlight the diverse ways in which teachers engage with monoglossic and heteroglossic resources during classroom interactions. The monoglossic resources present information objectively or neutrally, without personal involvement or emotional bias; while heteroglossic resources allow for the inclusion of multiple perspectives and alternative viewpoints (Martin & White, 2005), promoting dialogue and critical thinking among students. The results indicate that both types of resources are employed by teachers in their instructional practices, however, with some variations based on gender and teaching experience. Heteroglossic resources are widely distributed in female teachers' talk. Female teachers demonstrated a greater inclination toward employing more heteroglossic resources while interacting with their students. This suggests that female teachers may be more inclined to include a variety of linguistic styles or voices in their classroom instruction. In

contrast, male teachers appeared to place more emphasis on reflecting the factual nature of their statements. This might be a choice among novice teachers to build their authority as subject area experts. They provide the lesson content objectively, stressing that they are delivering factual information without bias or personal opinions.

As for teaching experience, it is interesting to observe that both novice and experienced teachers use heteroglossic resources in their approaches to teaching. Teachers with more than ten years of experience, on the other hand, use heteroglossic materials more frequently than those with less experience. This shows that as teachers gain experience, they may be able to include additional perspectives and voices into their instruction, ultimately fostering a more inclusive classroom environment.

The findings from the examination of contraction and expansion heteroglossic resources provide important insights into how teachers use these resources in the classroom. Contraction resources close engagement while expansion resources open more space for negotiating with divergent viewpoints, which help students to think more and offer a broader platform for the students to show themselves. All of the teachers employed more frequently contraction resources in their classes. This finding contrasts with the results reported by Cahyono and Pribady (2020) in their classroom analysis. Their study revealed a prevailing tendency toward the use of dialogic expansion over dialogic contraction. These varying approaches shed light on the diversity of pedagogical strategies and their potential impact on student engagement. Among the teachers' contraction and expansion resources are relatively used more by the female and experienced teachers. Experienced teachers most frequently employed the dialogic expansion resources in their classes.

The distribution of the sub-systems of heterogloss varies. Among the dialogic expansion resources *entertain* resources are used most frequently. This finding is consistent with the results reported by Chu (2014) who identified the prevalent use of the engagement resource "entertain" especially when delivering instructions to competent students. Both Chu's (2014) study and the present research outcome reflect the significance of the "entertain" engagement resource in teacher talk. This suggests that teachers actively employ dialogic resources to enhance student engagement, participation, and critical thinking in the classroom. Overall, these findings emphasize the significance of *entertain* resources in promoting inclusive and enriching classroom environments.

The usage of resources such as "Deny," "Counter," and "Entertain" indicates teachers' efforts to facilitate critical thinking, challenge assumptions, and present diverse perspectives. Gaining insights into the utilization of heteroglossic resources deepens our understanding of how teachers facilitate dialogue, encourage diverse perspectives, and nurture an inclusive learning environment. It emphasizes the importance of providing instructors with pedagogical tools that foster active student interaction and a diverse range of opinions in the classroom. These findings provide useful insights that may be used to improve teaching practices and

contribute to the continuous improvement of successful instructional approaches. To create a dynamic and diverse learning atmosphere, teachers are advised to incorporate both monoglossic and heteroglossic elements into their conversations. Using a variety of linguistic styles and languages in the classroom may increase student engagement, stimulate active involvement, and create a wider range of ideas.

This study attempted to add to our understanding of the use of Appraisal Theory in exploring the engagement resources in teacher talk. The findings demonstrate the presence of engagement resources in classroom interactions, shedding light on teachers' evaluative language to foster student participation and engagement. While this study offers valuable observational data, it has certain limitations. Firstly, the sample size was relatively small, consisting of only eight participants. Additionally, the study focused exclusively on Turkish lessons within the 7th grade.

To gain a more comprehensive understanding of teacher classroom patterns and their impact on student achievement, future research should consider multidisciplinary approaches and longitudinal studies. It is imperative to conduct further studies in diverse contexts to facilitate the generalization of the engagement system's applicability to teacher communication. To support active, engaged learning, instructors and students must employ a variety of suitable interactional and linguistic tools. Despite its obvious relevance, until recently, little attention was paid to assisting instructors in understanding classroom interaction. While scholars have gone to great efforts to define the interactional processes that occur in the language classroom, few have used this information to assist instructors in improving their practices.

SUGGESTIONS

Teachers should be supported and trained to use both monoglossic and heteroglossic resources effectively in their classroom instruction. By employing a variety of linguistic styles and languages, educators can enhance student engagement, encourage active participation, and bring a broader range of perspectives into the classroom. Professional development programs can help instructors effectively integrate these materials into their teaching methods. Teachers can also benefit from education on engagement resources, facilitating constructive dialogues among students, to improve critical thinking. Longitudinal studies can assist in monitoring changes in teachers' resource utilization practices over time and evaluating their effect on student achievement and engagement. Such research can shed light on the long-term impacts of teacher discourse strategies. Collaborative research efforts involving linguists, educators, and psychologists can further explore the relationship between teacher talk and student learning outcomes. This multidisciplinary approach can lead to a deeper understanding of how discourse strategies influence student engagement and academic success.

ETHICAL TEXT

"In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author for any violations that may arise regarding the article." The data of this research were collected during the 2012-2013 school year. The classroom discourse corpus of the study is taken from our previous project supported by the Scientific and Technological Research Council of Turkey (TUBITAK, Project number: 112K300).

Author(s) Contribution Rate: The author's contribution rate is 100%.

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