

Dialogic teaching in Turkish courses: What the teachers say and what they do?

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Abstract

In this research, it is aimed to investigate in depth the thoughts and practices of primary teachers regarding the practice of dialogical teaching. This research is designed as a phenomenological. Within the scope of the study, the researcher examined the conditions under which the experiences of dialogic teaching in the learning-teaching process are realised, focusing on the phenomenon of dialogical teaching. Research data are gathered through interviews and observations. 11 primary teachers participated in the interviews as well as with the observations in the classroom of four teachers. In the analysis of the interview data, Moustakas data analysis technique is used. The findings of the interviews show that teachers care about interaction and try to regulate the learning environment accordingly. On the contrary, the findings obtained from the observations do not support the interviews. It is observed that the learning environment is monologue rather than dialogic.

Keywords: Dialogic teaching, primary teachers, interaction in class.

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1. Introduction

Changing values and paradigms lay the groundwork for revolutionary new quests in educational understanding (Demirel, 2016; Genc, 2017). Due to this change, new trends in the direction of education and teaching activities and in practice are noteworthy in order to meet the expectations and needs of today's children (Ates & Haspolat, 2017; Gurdogan, Goz & Bozkurt, 2014; Serbest, 2016). In particular, the deepening of constructivism theory, which is the theory of learning and meaning formation, contributed to the emergence of new teaching approaches aimed at raising individuals' questioning skills (Akinoglu, 2012; Kurt, 2016; Reznitskaya, 2012).

Dialogic teaching refers to a process in which all stakeholders in the classroom participate in the learning activity, co-supervise the activities, feedback is made and high-level thinking skills are demonstrated through open-ended questions (Reznitskaya, 2012). It also provides information about the cognitive capacity of the student (Alexander, 2006), because the basis of dialogic teaching is based on the link between speech and thought (Renshaw, 2004). Dialogic teaching is similar in this respect to social constructivist learning theory (Lyle, 2008; Renshaw, 2004; Reznitskaya, 2012). Vygotsky (1968), the founder of social constructivism, believes that learning is a social activity and that the connections between learners reinforce learning. According to this view, learners acquire new knowledge by teaching and sharing with peers (Ozden, 2009). Similar to social constructivism, which advocates that learners should communicate with each other, dialogic teaching also focuses on the relationship between speech and thought (Renshaw, 2004), because language is seen as the most powerful means of communication and acquiring knowledge using mental skills (Mercer & Dawes, 2001).

In the classroom where the dialogue is being taught, teachers and students act together in the production and evaluation of new interpretations to assess the world, themselves and each other in a more comprehensive way (Burbules, 1993). In contrast to the monologic teaching approach, the 'teacher has the right knowledge' situation is left to the 'teacher and the student to search for truth together' (Bakhtin, 1984). In this approach, students show their thoughts in detail (Alexander, 2008; Reznitskaya, 2012; Wegerif, 2006). This teaching approach also requires discussion and dialogue (Kennewell, Tanner, Jones & Beauchamp, 2008). Students are often asked to reflect on the 'Why' and 'How?' questions frequently asked in the dialogological teaching approach (Reznitskaya, 2012). In this way, learners obtain feedback on their own knowledge by evaluating both the process and the product (Burbules, 1993). Thus, learning becomes more effective and meaningful (Reznitskaya, 2012). Due to this information, it is understood that dialogic instruction encourages interaction using language in order to improve the quality of the learning-teaching process.

Despite the fact that there are many studies that demonstrate the benefits of dialogic teaching (Mercer & Littleton, 2007; Reznitskaya et al., 2009; Soter et al., 2008), the information obtained from the literature suggests that the students rarely have a dialogic teaching experience (Alexander, 2008; Galton, 2007; Nystrand, Wu, Gamoran, Zeiser & Long, 2003; Reznitskaya, 2012; Smith, Hardman, Wall & Mroz, 2004). This is known to be due to the difficulty of teachers to evaluate themselves systematically in terms of classroom practices (Adler, Rougle, Kaiser, & Caughlan, 2003; Smith, et al., 2004). Based on this information, it is understood that teachers need more opportunities to evaluate themselves and make teaching more dialogical.

It has been observed that studies on dialogic language teaching (Bakhtin, 2004; Boyd & Markarian, 2011; Chow, McBride-Chang, Cheung & Chow, 2006; Doyle & Bramwell, 2006; Maher, 2012; Reznitskaya, 2012; Reznitskaya & Gregory, 2013; Rogers, Marshall & Tyson, 2006) have been carried out in a small number of dialogic science teaching (Duschl & Osborne, 2002; Mercer, Dawes & Staarman, 2009; Scott, Mortimer & Aguiar, 2006) and dialogic maths teaching (Bakker, Smit & Wegerif, 2015; Hodgen, 2007) in the international scene. In Turkey, it is understood that the work on dialogic teaching is quite limited (Akis, 2012; Ates, Dogmeci, Guray & Gursoy, 2016; Baykal, 2014; Genc-Kumtepe & Sen-Ersoy, 2015; Kanadli & Saglam, 2012; Ozsoy & Kilinc, 2017; Ucak 2014). For example, Ozsoy and Kilinc (2017) applied the principles of dialogic teaching as well as argumentation

in the teaching of sociolinguistic subjects in science classes to fifth grade students. Kanadli and Saglam (2012) study shows that two science and technology teachers study classroom practices in terms of authoritarian and dialogical discourses. Similarly, it seems that Baykal (2014) also handled the analysis of classroom communication and interaction of teachers of science and technology lessons in terms of authoritarian and dialogical discussions. Demirbag (2017) examined the types of authoritarian and dialogical discourse in the General Physics Laboratory II course of pre-service science teachers. Akis (2012) revealed the expectations and beliefs of science and technology teachers who use authoritarian or dialogical discourse about teacher-student roles. In addition, Ates et al. (2016) analyses of in-class studies in Turkish and Social Studies courses have examined whether dialogues in the learning-teaching process are dialogical. Also, Genc-Kumtepe and Sen-Ersoy (2015) examined the situation of associate students' dialogue in English classes in their studies to determine the use of teaching dialects in the distance education environment. From this information, the studies in Turkey on dialogic teaching are often understood which focuses on science and science teachers. There are a limited number of studies on Turkish course (Ates et al., 2016). Moreover, when all these studies are evaluated in terms of their results, it is understood that in the science courses or in the other courses, mostly dialogic teaching does not take place. The information obtained is thought to be important in terms of making the learning process more effective and meaningful, aiming at educating students who can give feedback in their own learning process. In this study, which evaluates teachers' teaching activities in terms of dialogical teaching principles, not only the classroom learning environment was observed but also the opinions of the teachers about their own practices were also included in the process.

It is examined how primary school teachers use dialogic teaching in Turkish course in their class for the first time in Turkey. Thus, the teaching activities of classroom teachers in Turkish course were evaluated in terms of dialogic teaching principles and teachers' thoughts about this topic were determined through their own expressions. When international literature is examined, it is understood that studies on dialogic teaching often involve empirical studies and, together with this, focus on student views. However, it is understood that there are no studies in which teachers' opinions about themselves about the classroom learning environment are supported by observation data. It is thought that the research will contribute to the national and international literature. It is evaluated teachers' interest in the use of dialogical approach in their subsequent implementation of the evaluation of teaching activities in terms of teaching principles. However, it is thought that the researcher will shed light on the fact that it is an in-depth study of classroom practices in dialogic teaching.

In this respect, it is aimed to investigate the fourth grade Turkish course in terms of dialogical teaching in this research. When the curriculum of the Turkish lesson is examined, it is seen that the activities in the first three classes of primary school were designed to improve the reading-writing skills, while the fourth grade students are encouraged to think about high-level thinking. It was considered that this study should be considered as more appropriate for the fourth grade Turkish curriculum because dialogic teaching is related to thinking skills. The research questions are as follows:

- How do primary school teachers describe their teaching practices in Turkish course?
- What are the experiences of dialogic teaching in the fourth grade Turkish course in primary school?

2. Method

In this research, it is aimed to investigate in depth the thoughts and practices of primary teachers regarding the practice of dialogical teaching. Depending on this, it has been decided the qualitative research methodology, which enables teachers to acquire in-depth knowledge in order to learn their views and understand their practices (Creswell, 2007). This research is designed as a phenomenological. Within the scope of the study, the researcher examined the conditions under which the experiences of dialogic teaching in the learning-teaching process are realised, focusing on

the phenomenon of dialogical teaching. Thus, it is expected that teachers and students in the learning-teaching process will have a comprehensive knowledge of how the questions shape their teaching.

2.1. Participants

In this study, 11 primary school teachers, including five female and six male, participated in the interviews. According to Creswell (2007), all of the participants selected in phenomenological studies should have experience with the phenomenon. Based on this, it is thought that all of the teachers' experiences in this research related to dialogic teaching will be related to the professional experience. Also, when studying literature, it is seen that students' questions like 'why' or 'how' related to dialogic teaching are asked more in the last years of primary school in terms of their developmental characteristics. Due to fact that criterion sampling is used for purposeful sampling methods in determining the participants, the teachers' years of professional experience and the grade level they are studying are taken as criteria. It has been determined that the teachers have 15 years and more professional experience and they are studying fourth grade students. Observations are made in the class of four volunteer teachers attending the interviews.

2.2. Data collecting

Although this study is phenomenological and the primary data collection tool is interviews with teachers, observations are made in some of the interviewed classroom teachers in order to increase the reliability of the data (Ersoy, 2016). Information on the structuring of the interview and observation form is as follows

2.2.1. Teacher interview form

Interviews are held with classroom teachers to determine their knowledge and awareness about the practices of the classroom teaching in the Turkish courses. In this direction, first, a pool of questions about the dialogic teaching has been prepared. Then, the questions in the prepared question pool are presented to the experts of the field of primary education department to be evaluated in terms of relevance to the topic, number of questions, meaning and clarity. After the feedbacks from the experts, the interview form is given to the two primary teachers in order to get the opinion of the target group and they are asked to examine it in terms of meaning and clarity. After the feedback of the field expert and the target group, the semi-structured interview form is ready for implementation.

2.2.2. Observation form

An observation form is developed to evaluate the learning environment in terms of dialogic teaching principles. The scope of the observation form is determined by the dialogic teaching principles that Reznitskaya (2012) has identified. In this direction, the items in the interview form are discussed in the context of daily conversation, learning to speak, teaching to talk and classroom arrangement. Following the presentation of the first version in the form of observation, the experts of the field are consulted in order to evaluate them in terms of suitability to the subject. After the feedbacks from the experts, the interview form is prepared to apply.

The data were collected during the spring semester of 2017–2018 academic year among the fourth grade teachers who worked in the various primary schools in Marmara region after the completion of the necessary permissions from the Provincial Directorate of National Education. Participation in the research is based on the volunteerism of the teachers.

2.3. Data analysing

In the analysis of the interview data, Moustakas (1994) data analysis technique is used. In this direction, first, important expressions of teachers were determined in terms of dialogic teaching. Then, meaning clusters are formed by grouping expressions with similar characteristics. Finally, structural representations of what participants experienced and what they experienced in terms of dialogic teaching are combined (Ersoy, 2016). In this context, expressions that are important in terms of dialogic teaching are identified. Similar expressions are then put together to form meaning clusters, and finally, meaning clusters are combined to revealed categories. In the analysis of observational data, a deductive approach was followed. Findings obtained within teacher interviews are supported with the help of observations.

3. Results

In this part of the study, findings are presented that reached from observations and teacher interviews.

3.1. Findings from teacher interviews

In this part of the research, findings obtained from the experiences of primary school teachers in the field of dialogic teaching are presented. In this context, it is understood that findings from primary school teachers' experiences in dialogic teaching are gathered in two main categories (Figure 1).

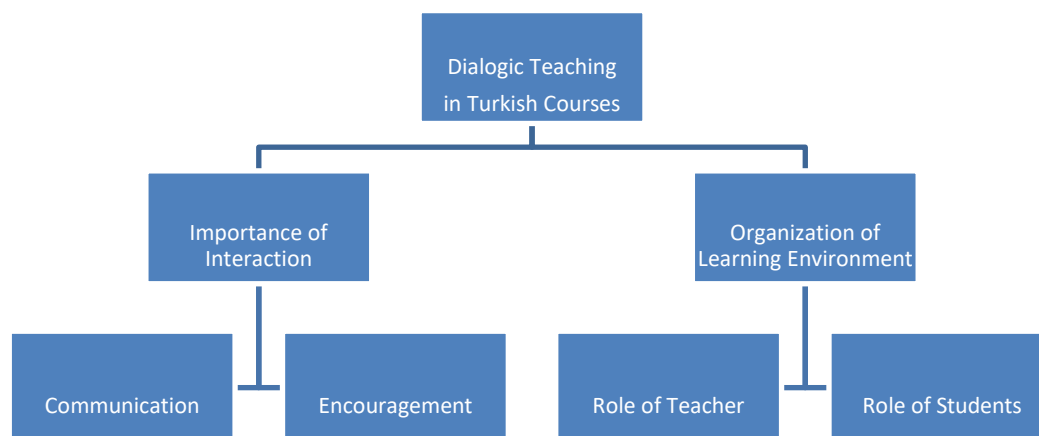


Figure 1. Experiences of primary school teachers in dialogic teaching

3.2. Importance of interaction

When the opinions of classroom teachers regarding the interaction of students with teachers and other students in the learning process are considered, it is seen that they attach importance to encourage students to value communication. For example, Teacher 1, Teacher 5 and Teacher 7 expressed that they interacted with Turkish course while Teacher 4 and Teacher 6 emphasised the relationship between communication, learning and achievement. Primary school teachers' expressions on dialogic teaching are as follow:

- Already our programme is an interactive programme, that is, a programme in which children can express themselves. We are also working on the same lesson by talking to them with activities, but we are paying attention to what we do while paying attention to each other, so we pay much attention to listening to each other (Teacher 1)
- All our lessons are interactive ... I just want to raise people who are questioning, questioning the surroundings and questioning your friend or even me (Teacher 5)
- Interaction now has to be good at interaction, and how well they are communicating with me and with their friends will be so successful in the lessons (Teacher 4)

When examined teachers' expressions in the context of interaction, it seems that all of the teachers are concerned about the interaction of the learning environment. For example, Teacher 1 stated that the Turkish curriculum allows interaction and allows students to express themselves. In addition, the Teacher 5 stated that he wanted to train questioning students, so that the courses were interactively processed. Teacher 4 also emphasised the importance of having a student interact with his/her friends and teacher. These explanations point out that the opinions of the teachers regarding the interactive processing of Turkish courses are positive.

Two important concepts draw attention when examined the data about the interaction in Turkish courses closely. These are communication and encouragement. When examining the data, it is understood that primary teachers are interested in communicating and making efforts to encourage their students to learn. For example, Teacher 3 said that body language is important, while teacher 9 states that it uses 'self' language. Teacher 4 stated that it is necessary to know the special needs of children and behave accordingly. When teachers are asked what kind of work they were doing to guide the students to the lesson, the teacher said that they encouraged them to teach them with the help of some interesting questions. Teacher 8 stated that he preferred applications that would attract attention. Teachers' opinions on communication and encouragement are as follows:

- mmm...this is you. I have the language of the event or it. I usually like this. I want to do this instead of doing like this, or would you like to do it like this. This would be better if you would prefer to use the language (Teacher 9)
- I try to talk to them at all times by touching, taking help from body language, and gesture when they do not attend classes or when they are distracted. I try to repeat them in that way (Teacher 3).
- I am especially aware of their individual situations. I am different according to him. Some ask difficult questions, some already raise their fingers and actively participate. I try to help those who do not participate (Teacher 4).
- We ask them to participate in the lessons by asking various questions about the lesson, asking questions about their areas of interest and asking them to participate in the lesson (Teacher 10).
- I am trying to attract the curiosity of the learners. I am trying to arouse the curiosity of the students. For example, if there is something about Turkish, I am curious. I wonder if anyone who has written a letter to me, I read the letter in Turkish, I try to attract my curiosity and then I go to learning. It becomes difficult to learn without motivation (Teacher 8).

Considering teachers' expressions on communication, it is understood that there are elements that they consider important in terms of communication in the classroom environment. For example, Teacher 9 stated that instead of telling the children what they wanted to do, they were questioned and encouraged to try to find answer on their own. It is understood that Teacher 3 tried to organise communication within the classroom by using expressions specific to body language such as gesture and mimic. It is seen that the teachers try to attract students to the lesson from the expressions about encouraging the students to teach the lesson. For example, Teacher 4 stated that each child asked questions from students' individual characteristics and Teacher 10 asked questions according to students' interests. It is understood that Teacher 8 encourages lessons with interesting applications instead of asking questions.

3.3. Organisation of learning environment

It is understood that the teachers' pay attention to various aspects when they examine the opinions of the teachers on the organisation of the learning environment for the dialogical processing of the Turkish course. For example, Teacher 10 defines learning environments as teacher-centred, Teacher 3 defines as student-centred and Teacher 6 defines as book-centred. Teacher views on the organisation of the learning environment are as follows:

- In the learning environment, we want to define students and self-centred students who want to say this, but unfortunately, it is a lie to say that teacher-centred education system, unfortunately, is such a smart book that teacher-centred teacher now knows that we are on smart boards ... book centred ... we cannot use the creativity of the student to create our own creativity, that is to say, to play that part of the story, we can do it in a very limited number of parts. (Teacher 6)
- Learning environment mmm have also seen a somewhat such mischievous children in the classroom that will do such a thing as I try to make as many of the students as possible the environment mmm is quiet environment as much as possible in class environment, for this reason thinks that the second role of the teacher in the learning environment is important, in terms of not boiling the important lesson of such children' s pupils are silent, so that the more the third class students control, the better the learning will be (Teacher 10)
- Student-centred, now the education system is also going to be the student-centred. Yes, I am reading or writing to be an example to them at first, but I usually read them as they are judges at their work. I have activities on the smart board they are doing themselves. I 'm just a guide to them, so we are always student centred (Student 3)

When the expressions of the teachers are examined, it seems that the Teacher 6 stated that textbooks limit the creativity of the learners and they do not allow enough dialogue to be established. Therefore, it is seen that the courses are done more book-centric rather than teacher or student centred. Teacher 10 has pointed out a teacher-centred learning environment by emphasising that it is important for students to listen to the teacher in a quiet manner. Contrary to these expressions, Teacher 3 stated that the education system is student-centred, and therefore they are learner-centred. In the organisation of the learning environment, it is understood that all of the teachers attach importance to the questions of the students. For example, the Teacher 5 stated that it is necessary to question the child who does not ask questions and in this way, Teacher 10 stated that the questioning of the child will open the horizon. Teachers' expressions on this subject are as follows:

- We need to question the child who does not care, ask what he wants. We also answer as many as we can, of course, we must give it anyway, if you cannot reach the child who does not already ask for it to reach (Teacher 5)
- The more questions our students ask, the more questions we can ask. We have already answered many questions. The better the question, the better the opportunity for the child to open the window of exploration to do his research to increase his knowledge and skill by asking his own questions (Teacher 10)

Teachers' expressions seem to value students' questions during the learning-teaching process. The Teacher 5 stated that it would be difficult to understand and reach the child who did not ask questions, and the questions asked by the student directed him/her. Teacher 10 also stated that asking questions to increase the child's knowledge and skills is a positive situation. From the information given by the teachers, it is understood that the questions of the students are important in the learning environment. In this respect, two elements are emerging while organising the learning environment. These are the questions the teacher asks the student and the questions the teacher asks the teacher and other friends. These questions play the role of the teacher and the student in the learning environment. The vast majority of the teachers who participated in the research expressed

their preference to ask open-ended questions to their students. However, just a teacher said that he asked closed-ended questions. Teachers' expressions are as follows:

- I often ask my pupils to think more about what they think, what is more interesting, what can be a different approach to approaching from different windows, that is to say, looking at different angles from one thing to another (Teacher 2).
- We often ask open-ended questions in the classroom, and we want to have the ability to express oneself. We try to see if the children can communicate a thought or not, while others can communicate with the correct word or vocabulary when using a sentence, or try to see if the main idea we are evaluating it is conveyed (Teacher 8).
- We do not ask open-ended questions because there is a certain limit in the subject of Turkish speaking lesson. Because of the limitedness of our subjects, there are certain patterns in the fashion of Turkish language. I am asking 5n1k questions in the subject, so I try to ask them very simply (Teacher 6).

It is understood that teachers prefer to ask open-ended questions in order to give their students the ability to express themselves and to think. He stated that they all preferred open-ended questions, except for a teacher who participated in the research. Teacher 2 stated that he asked open-ended questions for children to look at events from different windows. Teacher 8 stated that he used open-ended questions to give his students the ability to express themselves. However, contrary to the other, Teacher 6 stated that the questions to be asked should be open-ended, but he stated that the Turkish course is limited in this subject and does not allow going out of certain patterns, so he cannot go beyond 5N1K questions. Although teachers prefer open-ended questions, it is understood that students are more likely to ask questions at the level of knowledge. For example, Teacher 2 and Teacher 7 stated that the students asked questions about the lesson, while Teacher 6 asked them to ask creative questions. Teachers' expressions on this subject are as follows:

- In Turkish class, they usually ask questions about the words they do not know their meaning or they try to close their explanations by asking me what they cannot find in their dictionaries (Teacher 2).
- My students are asking me what kind of question they are asking me, that is, they may be a word they may not have heard first. There may be a definition and there is no limitation in the eagerness and willingness to learn all kinds of questions. Such a questionnaire can be asked as long as everyone knows their role in the class (Teacher 7).
- Our students actually ask very creative questions, although they are not related to the subject, they actually relate it to a place in the world of imagination. For example, I can remember my head as a candy girl now I have a piece of text: I ask very beautiful questions from them but they restrict the texts very much. The activities are so bad that we are so restricted that the activities were always as knowledgeable as we remembered in universities. I guess the information level is at the lowest level (Teacher 6).

It is understood that the statements of the teachers often ask questions at the level of knowledge on the subjects that are being studied. Teacher 7 stated that students were asking words that they did not know much about. Similarly, Teacher 2 stated that there was no limitation of the question, but stated that the students were asking for the meaning of a new word of hearing. Contrary to these expressions of Teacher 2 and Teacher 7, Teacher 6 stated that children generally ask creative questions but Turkish language course restricts students.

3.4. Findings from observations

Observations were made in order to evaluate the Turkish courses in a dialogical way by daily conversation, learning to speak, teaching to talk and taking into account classroom organisation. The most positive point that can be taken in observations is determined as five and the most negative point is 1. In this respect, the level of realisation of dialogic teaching has been graded from 1 to 5.

Observations were made in the classes of Teacher 3, Teacher 4, Teacher 7 and Teacher 10 where interviews were conducted. Thus, four primary school teachers were observed. Findings related to the observations are shown in Table 2.

Table 1. Dialogic evaluation criteria

		T3	T4	T7	T10
Daily conversation	1. Operational speech is being made.	2	4	4	4
	2. Explanatory speech is being made.	3	3	4	3
	3. Questions expressing the question are being set up.	3	4	4	3
	4. Talking to research is being done.	3	4	4	1
	5. Meaningful conversations are being made.	3	4	4	3
	6. Speaking about evaluation.	2	3	4	3
	7. The students are telling themselves.	3	4	5	2
	8. The students are explaining their thoughts.	3	4	5	2
	9. Students can analyse.	1	2	3	1
	10. Students can make predictions.	3	3	4	1
Learning to speak	11. Students can imagine.	1	2	4	2
	12. Students are doing research.	2	1	3	1
	13. Students can assess.	1	1	3	1
	14. Students can discuss.	1	1	3	1
	15. Students can defend their views.	1	1	3	1
	16. There may be cases where the students are right.	1	1	2	1
	17. Students can ask questions.	2	3	4	4
	18. The students are listening.	2	4	4	4
	19. Students think about what they hear.	2	4	4	1
	20. Students are given time to think.	3	4	4	1
Teaching to talk	21. Alternative aspects are respected.	1	1	4	1
	22. The teacher leads the students.	3	3	4	4
	23. The teacher asks questions about recall.	4	4	3	4
	24. Teacher gives children information about the content.	3	4	3	4
	25. Teacher gives information students and makes explanations.	3	4	4	4
	26. Discussions are being held.	1	1	3	2
	27. Discussions are being held with questions.	1	1	2	1
	28. The teacher gives feedback to the students.	3	4	4	3
	29. Lessons are in interaction.	2	3	3	2
	Classroom arrangement	30. All classes are taught.	4	4	4
31. Teacher-centred group work is being done.		1	1	1	1
32. Student-centred group work is being done.		1	1	1	1
33. Teachers and students can work individually.		1	1	1	1
34. Students can work one-by-one with other students.		1	1	1	1

In the course of Turkish lessons, it is observed that daily conversations were positive in terms of dialogic teaching when the findings were examined within the scope of the observations examined in terms of the teaching principles of the classroom in the classroom learning environment. This indicates that there are operational, meaningful and explanatory speeches in order to realise dialogue in Turkish courses. Especially, it is understood that the observations made in the classes of Teacher 4 and Teacher 7 made speeches about research and evaluation.

When findings on the learning to talk category are examined, it is understood that there is less talk in the classroom about discussing, analysing, evaluating, self-advocating and respecting alternative ideas. For example, in the class of Teacher 3, it is observed that the students answered the questions asked by the teacher rather than only asking the meaning of the unknown words to the teacher. When

the speeches in the class of Teacher 4 are closely examined, it is seen that Teacher 4 gives an opportunity to students to analyse, imagine, estimate and evaluate by asking questions such as 'What does your friend mean?', 'Do you know where to learn?' and 'What do you want to tell here?'. Unlike Teacher 4, Teacher 10 seems to ask questions such as 'What is this bald synonym?', 'How to use it in sentence' and 'What is the name of the houses on the terrace?'

When examining the data on the teaching to talk category, it is understood that the teachers are directed by the students and asked more questions about reminders; the teacher encourages students to speak. However, there is less attention to discussion and interaction in the lessons. For example, Teacher 3 asked pupils questions such as 'What is a national park?', 'Did you ever see a national park?', and Teacher 10 often asked 'What is it?'

When the classroom arrangement category is examined, it is seen that all of the teachers encourage all the students in the class to participate in the class. However, it is understood that neither teacher nor student-centred group studies have been conducted. In addition, no situation concerning the individual work of teachers and students has been observed.

4. Conclusion, discussion and suggestions

In this part of the research, the findings obtained from observations and interviews were discussed together. As a result of teacher interviews, two main categories emerged as the importance of interaction and organisation of the learning environment. Observations were also examined in four categories as daily conversation, learning to speak, teaching to talk and classroom arrangement. Since the data on the categories covered in the observation form both fall under the category of interaction importance and organisation of the learning environment, research is not discussed under the categories but on the whole. In this respect, it is understood from the interviews that the primary teachers pay attention to encourage the students' value communications when their views on the interaction of the students in the Turkish learning process are examined. However, in observations, it is seen that classroom interaction is weak. This situation indicates that although teachers believe in the importance of interaction, practice also creates a different situation. However, dialogic teaching provides an interaction that provides cognitive stimuli and broadens the boundaries of consciousness (Fisher, 2007). Therefore, it is expected that an effective teaching process will have dialogic features (Reznitskaya, 2012). Teacher gives an importance to students' all kinds of ideas in the classes in which the dialogic teaching is applied (Kanadli & Saglam, 2012). Such a learning environment plays a role in the development of high-level thinking skills (Ates et al., 2016). Because interaction is important for children to acquire basic mental skills of their own culture (Meiers, 2009), it is thought that classroom interaction is important in increasing the quality of teaching.

It is understood that teachers prefer to ask open-ended questions to their students because of the importance of the students expressing themselves in the statements of the teachers participating in the research. However, when the observations are evaluated in general, it is noteworthy that the teachers often ask the children the questions in the teachers' guidebook. Nevertheless, it is understood that a class of passive recipients is involved in the use of the lecture technique in the class, thus responding to the teacher's questions. While the teacher supports the students in sharing the ideas in the dialogical learning environment, the students also learn to compare different aspects (Scott et al., 2006). Because dialogic teaching encourages students to realise the importance of information (Arnett, 1992), the dialogic classes are common, mutual, supportive, cumulative and purposeful (Alexander, 2006). In this direction, it is expected that teachers and students in dialogic classes should be able to engage in exploratory discussions, ask questions based on cooperation and inquiry, and allow for possible corrections (Fisher, 2007). Taking into account the findings of this research, it appears that the teacher is in the forefront in the organisation of the learning environment. This indicates that the learning environment is teacher-centred. Considering the constructivism theory that plays an important role in the organisation of teaching programs in Turkey (Board of Education, 2015) and also located at the source of the dialogic teaching, it is seen that the

student-centred learning environment is suggested (Vygotsky, 1978). In this direction, it is understood that findings obtained as a result of observations are not compatible with both constructivist approach and dialogic teaching. It is understood that this finding is in parallel with similar studies in the field. For example, Dag (2016) stated that physical conditions of the class in Turkey were not designed according to the constructivist approach; therefore, this negatively affected students' interaction with each other. Similarly, Ates et al. (2016) emphasise that traditional classes that give importance to theoretical knowledge rather than practice limit the use of dialogic learning. Within the scope of this research, it is seen that the learning environment in Turkish classes is more monologue. As stated above, the researchers indicate that this situation arises from the fact that the teachers are not able to evaluate their own practices (Adler, et al., 2003; Smith, et al., 2004). Findings from this study also indicate that teachers cannot evaluate themselves effectively. Teachers' expressions in interviews indicate that they support dialogic teaching, whereas in observations it is observed that the learning environment is monologue. Therefore, it is considered that teacher and teacher candidates should be supported in this issue in order to make the learning-teaching process become dialogical. Because students' question types are shaped and developed according to the teacher's questions (Akyol, Yildirim, Ates & Cetinkaya, 2013; Gursoy, Guray, & Dogmeci, 2016), it is recommended to take into account the teacher profile, which leads students to ask for dialogic questions both in in-service training and teacher training. Thus, it is thought that the quality of the learning-teaching process will increase and the questions may be more dialogical.

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