KARADENIZ TECHNICAL UNIVERSITY*THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

ENGLISH LANGUAGE AND LITERATURE

THE EFFECTIVENESS OF AN ENGLISH AS AN INTERNATIONAL LANGUAGE (EIL)-ORIENTED GENERAL ENGLISH COURSE: THE PERSPECTIVE OF A PRACADEMIC

PhD THESIS

Şakire ERBAY ÇETİNKAYA

Thesis Advisor: Assoc. Prof. Dr. Mustafa Naci KAYAOĞLU

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TRABZON

ONAY

Şakire ERBAY ÇETİNKAYA tarafından hazırlanan *The Effectiveness of an English as an International Language (EIL)-oriented General English Course: The Perspective of a Pracademic* adlı bu çalışma 06.03.2017 tarihinde yapılan savunma sınavı sonucunda *oy birliği* ile başarılı bulunarak jürimiz tarafından *Batı Dilleri ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı* dalında **doktora tezi** olarak kabul edilmiştir.

Prof. Dr. Yasemin BAYYURT (Başkan)

Doç. Dr. Mustafa Naci KAYAOĞLU (Danışman)

Doç. Dr. Ferit KILIÇKAYA (Üye)

Doç. Dr. Mustafa Zeki ÇIRAKLI (Üye)

Yrd. Doç. Dr. Dilek İNAL (Üye)

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Prof. Dr. Yusuf SÜRMEN
Enstitü Müdürü

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Şakire ERBAY ÇETİNKAYA

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This thesis is dedicated to my beloved father,

MEHMET ERBAY

my brother

ABDUL HAMİT ERBAY

and my mother

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ABSTRACT

The changing sociolinguistic landscape of English with new users and uses merits attention as it complicates the current ELT traditionally constructing language as a static and monolithic entity. This complication has encouraged the re-examination of current ELT practices around the world. Among several initiatives to challenge Anglo-centric view of English and consequently ELT, equally well-documented is the paradigm of *English as an International Language*. As a response to the calls in this camp to question the Anglo-centric ELT and transform it into practice, the present study aimed at both investigating the possible effects of an original 10-week EIL-oriented General English classroom practice on learners' understanding and awareness of the sociolinguistic realities and complexity of English, their attitudes towards cultural and linguistic diversity in English and their language-related proficiency, and evaluating the whole process. To this end, using a convenience sampling strategy, a mixed-method study was conducted with 53 preparatory programme students. While the data on the possible outcomes were gathered via a pre and post-implementation questionnaire and focus-group interviews, the course was evaluated with retrospective interviews, weekly student reports, peer classroom observation, a final open-ended questionnaire and bi-weekly teacher field notes. Lending support to several earlier studies, the outcomes of the practice were found to be heightened understanding and awareness of the sociolinguistic realities and complexity of English, higher positive attitude towards EIL orientation and improvement in listening skill, interaction confidence and expressing themselves, culture-related performance, critical thinking and the use of communication strategies. However, still in general there was an Anglophone orientation towards language ownership, language diversity and instructional varieties, yet the participants seemed more tolerant of the inclusion of cultural diversity into their classes. In addition, the topics, activities, instructional materials, and assessment of the practice were found effective except for the use of Facebook as an education platform.

Keywords: EIL, diversity, culture, awareness, ELT, attitude

ÖZET

Gün geçtikçe yeni kullanımlar ve kullanıcılar edinen İngilizcenin değişen toplum dilbilimsel zemini, şu anki monolitik İngilizce eğitiminin küreselleşen dünyanın ihtiyaçlarını karşılamadaki yeterliliği konusunda pek çok soruya sebebiyet vermektedir. İngiliz veya Amerikan odaklı dil eğitimini sorgulayan pek çok girişim arasından *İngilizcenin Uluslararası Dil Olarak Öğretimi (EIL)* paradigması bu yeniliğin dil sınıflarına indirgenmesi münasebetiyle özellikle değerlidir. Var olan bu monolitik eğitimin sorgulanması çağrısına bir cevap mahiyetinde olan bu araştırma, çalışma kapsamında hazırlanan 10 haftalık bir EIL odaklı özgün genel İngilizce dersi sınıf uygulamasının, katılımcıların İngilizcenin değişen toplum dilbilimsel gerçekleri konusundaki farkındalıkları, dilsel ve kültürel çeşitlilik konusundaki tutumları ve dil becerileri üzerindeki olası etkilerini ölçmeyi ve bütün öğeleri ile bu sınıf uygulamasını değerlendirmeyi hedeflemektedir. Bu maksatla, 53 hazırlık programı öğrencisi ile bir karma yöntemli çalışma gerçekleştirilmiştir. Muhtemel uygulama çıktılarına yönelik veriler ön-son test ve odak grup mülakatları ile toplanırken, uygulama geriye dönük mülakatlar, haftalık katılımcı değerlendirme raporları, akran sınıf içi gözlemleri, açık uçlu genel değerlendirme anketi ve öğretmen saha notları ile değerlendirilmiştir. Alandaki mukaddem çalışmalara paralel olarak, katılımcıların İngilizcenin değişen ve karmaşıklaşan toplum dilbilimsel zemini konusundaki bilgi ve farkındalıklarının istatistikî olarak anlamlı derecede arttığı, dilsel ve kültürel çeşitliliğe karşı olumlu tutum geliştirdikleri ve dinleme, etkileşim ve eleştirel düşünme becerilerinde iyileşme sağlandığı gözlenmiştir. Ancak kültürel çeşitlilik konusundaki müsamahaya rağmen, İngilizce mülkiyeti, aksan çeşitliliği, eğitim değişkesi konularında İngiliz-Amerikan yöneliminin devam ettiği saptanmıştır. Ayrıca, bu özgün sınıf uygulaması Facebook sosyal medya ağının eğitim ortamı olarak kullanılması dışında tüm konuları, etkinlikleri, ders materyalleri ve değerlendirme yöntemleri ile etkili bulunmuştur.

Anahtar Kelimeler: EIL, çeşitlilik, kültür, farkındalık, İngilizce Dil Eğitimi, tutum

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LIST OF ABBREVIATIONS

CLT : Communicative Language Teaching

EFL : English as a Foreign Language

EIL : English as an International Language

ELF : English as a Lingua Franca

ELT : English Language Teaching

ESL : English as a Second Language

GA : General American

ICC : Intercultural Communicative Competence

ICE : International Corpus of English

IELTS : International English Language Testing System

L1 : First Language

L2 : Second Language

LFC : Lingua Franca English

MoNE : Ministry of National Education

NS : Native Speaker

NNS : Non-native Speaker

RP : Received Pronunciation

SE : Standard English

TEIL : Teaching English as an International Language

TOEFL : Test of English as a Foreign Language

WE : World Englishes

VOICE : Vienna-Oxford International Corpus of English

INTRODUCTION

Often is attention devoted to the consequences of English spread for the sociolinguistic landscape of English that covers the changing language demographics and structure with new uses and users. These, in turn, have been reported to complicate the English language teaching world guided by the Inner Circle countries including Britain, the USA, Australia and New Zealand. Today as the traditional assumptions are found impractical for the needs of language learners with instrumental motivation other than solely survival needs. This complication has encouraged the re-examination of current ELT practices around the world with questions regarding instructional variety to model, functions to teach, the identity of model English speaker, cultural content, ways to enhance student respect for others as well as protect their language rights, the role of the teacher as an imperialistic agent and the need to teach English.

In line with the changing sociolinguistic landscape of English there have occurred several initiatives to challenge Anglo-centric view of English and consequently ELT, including World Englishes, English as a Lingua Franca, Lingua Franca English, to list but a few. Equally well-documented is the paradigm of English as an International Language which should be understood as an attempt to empower those who have revised educational goals to communicate one's own ideas and culture to others. When the related literature has been analysed in depth, it was found that there are five common themes that have been frequently verbalised in the teaching English as a truly international language, i.e., TEIL: exposing learners to English diversity, adopting a broad culture view, fostering sensitivity and responsibility, being sensitive to local culture of learning, and equipping learners with communication strategies.

Upon an extensive exploration of the existing literature, it could be seen that scholars and practitioners around the world have suggested EIL-oriented pedagogical models for classroom instruction, materials development and teacher education. In addition

to these models at theoretical level, there are a number of actual classroom implementations within EIL framework and EIL-oriented instructional.

Turkish scholars have not shut their eyes to the changing landscape of English and its implications for ELT, and the rapidly increasing literature on EIL in Turkish context has contributed to the existing literature. Those concerns in the Turkish context related to the relevance of traditional Anglo-centric ELT for the changing needs of Turkish learners have also been transformed into practice, yet at limited level. Several studies have been conducted that highlight the changing needs, motivations and believes of Turkish learners and teachers, which form the basis for the need to change the existing ELT practices in Turkey.

Along these lines, the current study should be understood as a response to the calls of the scholars from the EIL camp, for it aims at designing a pluricentric General English course that embraces one of the newest suggested symmetrical orientation to English investigating its possible effects on learners' language awareness and understanding, attitudes, and language-related skills, and evaluating the whole process with all its strengths and weaknesses. To these aims, a mixed-method inquiry was conducted which required the use of both quantitative and qualitative data gathering instruments. While the programme outcomes were investigated with a self-designed pre and post-implementation questionnaire and focus-group interviews, the process was investigated with retrospective student interviews, weekly student reports, a final open-ended questionnaire, peer classroom observations and teacher field notes. The findings are provided with visual techniques, and they are discussed, taking the previous studies into consideration. The study ends with some related pedagogical implications that are expected to help those who need to understand how to apply the EIL orientation to actual classrooms in the best way.

CHAPTER ONE

1. STUDY FRAMEWORK

1.1. Introduction

With its estimated number of users between 1.1 billion and 1.8 billion (Crystal, 2003), English has become a truly international language. It has been growingly used within twelve major international domains, namely international organisations, scientific publications, international banking and trade, advertising, entertainment, international tourism, tertiary education, international safety, international law, interpretation and translation, technology, and the Internet (Graddol, 1997). In Seidlhofer's (2011: 2) own terms, "English is not only an international language, but *the* international language" (emphasis in original). This international status has been assured in two ways. While native speakers have exported English to various parts of the world via colonisation, people have imported it by learning it as a useful language. However, regarding the present-day English learning, McKay (2006) writes that the promotion of English by the Inner Circle countries is not what encourages individuals to learn that language nowadays. Rather, their own desire to reach scientific and technological information, to communicate with international organisations, to participate in global trade, and to have higher education encourages them to do so.

Whatever lies behind this march to current global status, Matsuda (2012a) draws attention to two consequences of English spread, namely the emergence of new English varieties and the changing demographics of English speakers. While the former may be enhanced only by the growing attention given to descriptive studies that help their legitimatisation, the latter refers to the growth of non-native speakers, which in turn, has ignited attempts to question English ownership. To Matsuda (2012a: 3), what merits attention in this changing sociolinguistic landscape is how it "complicates the way we approach English Language Teaching [ELT, hereafter], which traditionally constructed

English as a more static and monolithic entity". This complication has encouraged the re-examination of current ELT practices around the world with questions regarding instructional variety to model, functions to teach, the identity of model English speaker, cultural content, ways to enhance student respect for others as well as protect their language rights, the role of the teacher as an imperialistic agent, and the need to teach English.

Vouching for the re-examination of current ELT practices, Joseph and Ramani (2006) criticise the asymmetrical relation between reality and ELT profession. Today, English is practiced in multilingual contexts; however, the profession has a monolingual and apolitical orientation. Thus, they argue that the ELT profession needs to help an understanding of political issues such as the relationship between English and other languages, its impact on multilingualism, English hegemony, and so forth. In a different yet related way, Canagarajah (2013, cited in Jain, 2014: 491) argues that the existing monolingual orientation to ELT is regarded to be consistent with the ideologies of the 20th century rather than the realities of the 21st century, which Jain (2014: 491) terms as "deficit orientation". This orientation includes the teaching of only the so-called Standard British or American English, the use of Inner Circle-centric teaching materials, and the visualising English learners as non-natives who speak little or incorrect English and ignoring their exposure to other languages and different Englishes. On a similar note, Seidlhofer (2011: 14) calls for a re-orientation in ELT that moves from "correctness to appropriateness, from parochial domesticity and exclusive native speaker norms to global inclusiveness and egalitarian license to speak in ways that meet diverse local and situational needs".

The present study should be understood as a response to the calls of those scholars above, to list but a few, in that it aims at designing a pluricentric General English course that embraces one of the newest suggested symmetrical orientation to English, namely *English as an International Language* [EIL, hereafter], investigating its possible effects on learners' language awareness and understanding, attitudes, and language-related skills, and evaluating the whole process with all its strengths and weaknesses.

1.2. Background of the Study

Particularly after World War II, the popularity of English has increased due to international trade and the growth of media which, in turn, has created "the need for a practical command of English (…) rather than an academic mastery of language" (Richards, 2001: 24). Crystal (2003) estimates that while 329 million speaks English as their first language, the total of 430 million uses it as their second language. Although he cautions about the difficulty to estimate the exact number of English as foreign language speakers, he still estimates this number as 750 million.

The more English has spread all around the world with a higher number of learners/users and uses, the more it has changed. As Bolton (2012) notes, Englishes especially in the Caribbean, Africa, and Asia have started to be independent and what helped the establishment of an identity for these Englishes is their distinctive features regarding phonology (e.g., no distinction between long and short vowels, reduction of consonant clusters), lexis (e.g., code-mixed forms of words), and grammar (e.g., lack of plural marking, omission of third person singular –s, no distinction between countable/uncountable nouns, inversion in indirect questions, invariant question tags, and so forth). Given the fact that the demography, geography, and structures of English have changed (Sharifian, 2013b), several academic figures have questioned and problematised traditional ELT assumptions: its discourse, reliance on mono-cultural or mono-lingual native speaker, its teaching standards, its overemphasis on Western-devised methods, techniques, and coursebook industry, its terminologies, its identity concept, to list but a few. McKay (2009a) documents that the debate over the teaching of standards in ELT dates back to 1984, in which a conference was held for the 50th anniversary of the British Council. In this conference, Randolp Quirk and Braj Kachru as two important figures at the opposite ends of the continuum voiced their contrary opinions on ELT standards. Quirk (1985) argued against tolerance for English variation as "the relatively narrow range of purposes for which the non-native needs to use English (…) is arguably well catered for by a single monochrome standard form that looks as good on paper as it sounds in speech (cited in McKay, 2009a: 47). However, Kachru (1985) supported the attempts to question the traditional ELT assumptions as the changing demographics in favour of non-natives have created the need for "new paradigms and perspective for linguistic and pedagogical

research and for understanding the linguistic creativity in multilingual situations across cultures" (cited in McKay, 2009a: 47).

A thorough analysis of the existing literature has shown that there are several initiatives to challenge Anglo-centric view of English and consequently ELT, including *English as a Lingua Franca* [ELF, hereafter], *World Englishes* [WE, hereafter], *Lingua Franca English* [LFC, hereafter], and *EIL* (Canagarajah, 2007; House, 2012; Jenkins, 2002; Llurda, 2004; Saraceni, 2009). As House (2012) cautions, although these terms are all used in discussions regarding the global spread of English with its depth and range and attempts to challenge Anglo-centric ELT, they should be differentiated, which is done in the following chapter in detail.

Two well-documented initiatives are WE and ELF. To Saraceni (2009), these are two liberal views the past thirty years of applied linguistics have witnessed. Their commonality of focusing on the complexity of English roles has encouraged them to suggest a paradigm shift in ELT. Saraceni (2009) summarises six main points on which they have based their arguments: the increasing number of non-native speakers, the inappropriacy of ownership claims in the global world, the lack of native speaker varieties' potential to serve well as a relevant model for the whole world, the irrelevance of the distinction between native and non-native speaker, and the existence of global English stripped off Anglo-Saxon culture. Among these constructs ignited by the historical and economic spread of English (Jain, 2014), EIL merits much attention as it is the focus of the present study.

Equally well-documented is the paradigm of EIL which should be understood as "a pedagogical alternative to conventional Anglo-American English in educational contexts, as a possible option for those who seek a means of expertising themselves in international settings" (Hino 2012a: 28). This paradigm was originally proposed by Larry Smith in 1976, who brought the attention to the issue by arguing against the internationalisation of native speakers' cultural norms and voting for denationalising English ownership and revised educational goals to communicate one's own ideas and culture to others (cited in McKay, 2003a). Several scholars have attended to the discussion with different focus: linguistic imperialism of Robert Phillipson, WE focus of Braj Kacru, Andy Kirkpatrick's

attempts to promote Asian Englishes with corpus development, and so forth (Bolton, 2012). Later, this paradigm was converted into concrete ideas with the development of EIL Curriculum by Sandra Lee McKay in her ground-breaking book entitled as *Teaching English as an International Language: Rethinking Goals and Approaches* in 2002.

As outlined above, there have arisen some other perspectives that are sensitive to the diversified socio-political landscape of English such as WE and ELF. These three areas, including EIL, have various common areas of interests such as rejecting native speaker norms, raising awareness towards varieties, questioning West-based teaching methodologies and materials, the need to expose students to English varieties, and broadening cultural view of materials; however, there are several factors that distinguish them from each other. First, Hino (2012a, 2012c) clarifies that different from WE, EIL attaches equal importance to Englishes from all three circles rather than prioritising nativised varieties, and it draws attention to not only international but also intra-national English use. Second, Kubota (2012) criticises ELF as the pursuit of common cores and associates it with the mono-model ideology, which is totally contrary to pluralistic English concept. To complicate the matter even further, Holliday (2009: 22) accuses ELF movement as "a device to maintain centre dominance". In addition, Alsagoff (2012b) notes that EIL is different from ELF in that it is more inclusive than the latter which emphasizes mostly the use of English in the Expanding Circle, and EIL also includes native speakers in the paradigm.

In the present study, EIL is conceptualised in the way Matsuda and Friedrich (2011: 332), see it: "as a *function* of English as an international common language rather than a linguistic variety used uniformly in all international contexts". To them, the attempt to set such a variety with certain characteristics is not realistic, because it is hard to predict the linguistic and cultural backgrounds that come together in international communication situations. Furthermore, they remark that this function is not composed of solely linguistic/formal aspects. Rather, it includes several kinds of competencies and knowledge regarding language awareness, multiple English varieties, communicative strategies, and the politics of English.

Renandya (2012) lists a new set of roles that reflect EIL principles and require teachers to have a variety of skills: intercultural competence, awareness of other English varieties, promotion of multilingualism, being careful in instructional material selection and critical materials user, and adopting a socially and culturally appropriate teaching methodology, i.e., critical user of teaching methodology. An intercultural teacher should raise students' awareness of both home and world cultures, encourage them to respect them all, see cultural differences as richness, and raise awareness of potential cross-cultural misunderstanding and equip them with skills to avoid them. Regarding awareness of other English varieties, Renandya (2012) suggests that the EIL teacher should not only expose their students to a wide variety of Englishes but also help the development of more positive attitudes towards them. In addition, the EIL teacher should utilise L1 and encourage students to develop a high degree of proficiency in both of languages. Furthermore, the teacher should be a critical coursebook, i.e., instructional materials, user and question the appropriacy of its content. Lastly, the teacher should employ teaching methodologies and techniques compatible with the local culture of teaching and learning.

McKay's book inspired various scholars and practitioners around the world to suggest pedagogical alternative classroom implementations within EIL framework to lingua-centred ELT and devise syllabuses, curricula, instructional materials and establish programmes embracing the EIL perspective. For instance, Brown (2012), as one of the leading figures in the area of curriculum development, has suggested an EIL curriculum arguing against the traditional ELT assumptions. He attaches particular urgency to a break from traditions that support native-speaker dependency as model, the big C American or British culture as content, and Communicative Language Teaching as the best way to teach English. In the same vein, touching upon the dearth of research-informed pedagogical suggestions, Matsuda and Friedrich (2011) developed an EIL curriculum blueprint. The blueprint is formed around five basic components: selection of the instructional model(s), awareness of English varieties and exposure to them, enhancement of strategic competence, teaching of culture, and fostering sensitivity and responsibility. Furthermore, McKay (2012b) has devised the key principles for EIL materials development. In addition, Matsuda (2012b) has created criteria for evaluation teaching materials from EIL perspective and increasing sensitivity and awareness towards the fundamentally changing

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English landscape. In keeping with the above, Doğançay-Aktuna and Hardman (2012) have outlined a situated meta-praxis framework for teacher education for EIL.

Besides, especially the following recent EIL publications have contributed to the popularity of the EIL paradigm shift and encouraged EIL-oriented implications around the world with their both theoretical and field-tested suggestions: *Principles and Practices for Teaching English as an International Language* edited by Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, and Willy A. Renandya in 2012; *Principles and Practices of Teaching English as an International Language* edited by Aya Matsuda in 2012; *English as an International Language in Asia: Implications for Language Education* edited by Andy Kirkpatrick and Roland Sussex in 2012; and *English as an International Language: Perspectives and Pedagogical Issues* edited by Farzad Sharifian in 2009.

As a response to the calls to question the Anglo-centric ELT, instructional materials designers have started to incorporate EIL philosophy into their materials. Studies analysing materials' content regarding English dynamism and plurality have gained immense popularity among researchers (see for instance, Matsuda, 2012b; Vettorel & Lopriore, 2013). Teaching materials analysis studies show that recently EIL-sensitive instructional materials have been produced around the world. For instance, Lee K. (2012: 198) finds two internationally-distributed ELT coursebooks, namely *New English File* and *New Interchange*, sensitive to intercultural language teaching as their contents encourage learners to analyse their home culture and its global counterparts "from a 'third place' perspective". In other words, they encourage learners to take an objective stance and compare and contrast others' culture with their home culture. Matsuda (2012b) enlarges this list with coursebooks such as *English Across Cultures* by Honna, Kirkpatrick, and Gilbert (2011), which solely includes discussions of English spread, and *Crown English Series II* by Shimozaki et al. (2004) which has chapters on local Englishes (cited in Matsuda, 2012b: 174).

In addition to EIL suggestions and publications, there have been various pedagogical applications that implement this change. For instance, D'Angelo (2012) has applied a WE-EIL informed theory to the curriculum at Chukyo University in Japan in 2002. Similarly, Sharifian and Marlina (2012) established the department of EIL at

Monash University in Australia in 2005. This department has offered both Bachelors of Art and Masters EIL degree programmes. Doan (2012, 2013) analysed the programme curriculum constituents and constructs of EIL. He found out that these programmes are constructed around the pluricentric English view and address a wide variety of issues and implications related to EIL. In addition, in response to criticism regarding heavy dependence on American and British models, Lee H. (2012) initiated a WE program at Chukyo High School in Japan in 2009. Although it is possible to enlarge this list, what merits attentionare the positive outcomes of the programmes summarised by the developers above. The students were found to have developed confidence in using their own English, accept and appreciate linguistic and cultural diversity, be more willing to use more English among themselves, manage to express their own cultural identity and values, and compare and contrast local and international cultures, to list just a few.

Turkish scholars have not shut their eyes to the changing landscape of English and its implications for ELT, and the rapidly increasing literature on EIL in Turkish context has contributed to the existing literature. Alptekin (2002: 63) is one of the Turkish scholars to have raised similar concerns above, recommending that "successful bilinguals with intercultural insights" should be taken as role model. He also votes for a combination of both local and inter-cultural content and issues rather than enhancing the pervasive native-speakerism ideology. In keeping with Alptekin (2002), Bektaş-Çetinkaya (2012a) argues that familiarity with cultural and linguistic diversity is vital for international communication. To that end, both the pedagogy and instructional materials in Turkey taking monolingual native speakers as the norm should be adapted by taking both international status of English and Turkish students' needs into account. Besides, Coşkun (2010) draws attention to the recent adaptations in teaching and testing policies at the Turkish Higher Supreme Council of Education [YÖK] level. In the aim of the *Listening and Pronunciation II* course, YÖK underlines the importance of familiarising students with different English accents. In addition, English proficiency exams at universities include various interaction patterns with non-native speakers as listening materials due to the increasing number of foreign students with mobility programs such as Erasmus Exchange programme.

Those concerns in the Turkish context above have also been transformed into practice. For instance, inspired by the *Lingua Franca Core* of Jennifer Jenkins, Çelik (2008) devised a pronunciation teaching model with 8 rather than 23 phonemes for Turkish students. In addition, Coşkun (2010) suggests several applicable classroom activities that incorporate EIL on the basis of Matsuda's (2003) curriculum model. Most recently, Bayyurt and Altınmakas (2012) designed a one-semester WE-based English communication skills course at İstanbul Kültür University in 2009. In response to students' rigid attitudes towards English, they focused on stereotyping, concepts of multiculturalism and multilingualism, Standard English, exposure to various accents, and so forth. They explain how this course has encouraged the students to think open-mindedly towards varieties and understand the importance of mutual intelligibility. In addition to changes in students' perspective, the program has resulted in institutional policy change in that their institution reviewed their curricula, added courses such as World Englishes, and started a teacher training program to inform the department.

In addition to these practices outlined above, several attitude studies regarding believes, needs, orientations, and attitudes of "new" Turkish English language learners and teachers were conducted in Turkey (see, for instance, Altun-Evci, 2010; Bektaş-Çetinkaya, 2012; İnceçay & Akyel, 2014). All in all, these studies are worth mentioning as they highlight the changing needs, motivations and believes of Turkish learners and teachers, which form the basis for the need to change the existing ELT practices in Turkey.

1.3. Statement of the Problem

As noted by Creswell (2009), a research problem can originate from multiple sources including the experience of the researcher, debates in the related literature, and policy debates. The research problem of the present study originates from both the wealth of literature yielding insight into the ELT world "in transition" and my own queries concerning my experience as a language learner and a teacher at three levels namely primary, secondary, and tertiary education.

In this era of globalisation, it can be seen that the landscape of English has been radically changing regarding the demography, geography, and the structure of English

(Sharifian, 2013b). These changes have fuelled the discussion vis-à-vis the appropriateness of traditional ELT assumptions for current language education. As summarised above, a great number of scholars from various education contexts have called for the need to question the existing traditional ELT assumptions regarding the instructional variety to teach, cultural content, best teaching material, classroom methods and techniques, assessment practices, and so forth. Despite this changing landscape, "entity-English or citadel-English model" (Kirkpatrick & Sussex, 2012) that privileges native speaker in teaching aims, methods, cultures, content, and instructional materials still survives. To confront this dilemma, EIL paradigm shift which encourages epistemic break in areas such as teaching methods, content, instructional model, teaching material, research, teacher qualities, assessment, and so forth has been proposed (Kumaradivelu, 2012). The related literature on EIL practices around the world shows that when this paradigm is actually realised in practice, satisfactory outcomes are achieved (see, for example, Bayyurt & Altınmakas, 2012; D'Angelo, 2012; Sharifian & Marlina, 2012, to list but a few).

The dilemma above is a serious problem and source of much debate in the last two decades in Turkey, too. Turkish scholars argue that traditional ELT assumptions are not appropriate in Turkey where students have instrumental rather than integrative motivation and their future interlocutors are not limited to native speakers (e.g., Alptekin, 2002, 2010; Bayyurt & Altınmakas, 2012; Bektaş-Çetinkaya 2012; Coşkun, 2010; Çelik, 2008). Yet, there are limited number of field studies in the Turkish context, and thus with the hope of addressing this issue in an Expanding Circle country so as to remedy the deficiencies in the existing literature, the present study aiming at investigating the consequences of an EIL-oriented course in the field was designed.

On the other hand, problems regarding the success in language education in Turkey at both primary education (Vale et al., 2013) and higher education (West et al., 2015) justify the need for the present study. Ministry of National Education complains about the fact that "despite continual efforts at improving the effectiveness of language education in Turkey, a significant percentage of students leave school without the ability to interact successfully in an English-language medium" (Vale et al., 2013: 2). The implementation of EIL principles is hoped to "result in competent users of English who, aware of the great diversity of English today, are able to use English for international communication in ways

that respect the local culture and the local variety of English used" (McKay, 2012b: 82). Therefore, EIL can be suggested as a viable option for Turkey.

In addition to the literature about the EIL camp, my, i.e., the pracademic's in this case, observations during my studentship and teaching career have contributed to the problem of the present study. My students' firm attitudes about "genuine" English, their attempts to imitate so-called native speakers, their desire to learn about especially big C cultural aspects of the USA and UK, and their lack of self confidence in their speaking and listening skills made me feel uneasy. As a consequence, I decided to promote my students' understanding and awareness of the sociolinguistic realities and complexity of English, to familiarise them with the real English used in the world rather than ideal and utopian English, i.e., to raise familiarity and develop their receptive skills that will help them understand and be understood in the world, to help them learn about the concept of culture and details about a variety of cultures and develop deeper knowledge of their own culture, to encourage them to explore and challenge their own attitudes and bias towards English linguistic and cultural diversity, and to increase their self-confidence in speaking and listening and appreciate their own English.

1.4. Significance of the Study

The present study is believed to be significant for mainly two reasons. First, it meets the originality criteria suggested by Blaxter et al. (2006, 2010). Although there are a few attitudinal studies in Turkey (see, for instance, Altun-Evci, 2010; Bektaş-Çetinkaya, 2012; İnceçay & Akyel, 2014), there is only one actual EIL-based oral communication skills course implementation (see Bayyurt & Altinmakas, 2012). Thus, I will be the first one to try it out with an original General English course designed for preparatory programme students at a higher education institution in Turkey. Besides, as there does not exist a complete EIL questionnaire that serves well for the aims of the present study, the researcher has created her own data gathering instruments. In this way, it is expected that new information written for the first time will be provided, and this application portrayed in detail in the present study will serve as a forerunner for EIL classroom practice in Turkey and add up to the scanty literature in EIL camp in Turkey.

Second, designing an original EIL-oriented General English class and investigating the possible effects of the implementation on learners' understanding and awareness of the sociolinguistic realities and complexity of English, their tolerance to diversity in language and culture, their meta-cultural competence, perceptions of their own English and self-confidence in speaking and listening is believed to be a promising attempt in reforming foreign language instruction in Turkish higher education institutions. This report could throw light on possible areas that need supplementation and stimulate other researchers and teachers for future implementations. The field-tested suggestions provided in the dissertation are expected to serve as "eye-opener" and to better inform policy development and material evaluation and design as well as improve teaching practice in Turkey. In short, in no spirit of superior wisdom, I present the study in the hope that it may serve well for the clarification of EIL philosophy in real classroom applications.

1.5. Purpose of the Study

The intent of the present study is threefold. First, it aims at investigating the possible effects of an original EIL-oriented General English course on learners' understanding and awareness of the sociolinguistic realities and complexity of English, their attitudes towards cultural and linguistic diversity in English, and their speaking and listening proficiency. The focus of the present study is an answer to the calls for change in ELT in the existing literature. As Cavalheiro (2013) argues the mission of current ELT should be set as to develop agents with raised language awareness and effective intercultural communication skills. To this end, teachers need to distance themselves from fidelity to a single variety and coursebook content. Rather, by taking their students' levels, needs, and aims into consideration, they should make use of supplementary activities and materials.

Second, the present study is an attempt to add to the knowledge base by analysing and synthesising a wide range of sources from the EIL camp, designing an original course, implementing it, and reporting its possible effects. The findings are believed to contribute to the existing literature documenting only a relative handful of implementation studies (e.g., Bayyurt & Altinmakas, 2012; D'Angelo, 2012; Hino, 2009; Sharifian & Marlina,

2012) and will enable other scholars to compare and contrast their future studies with the findings of the present study.

Last, as there is so little empirical research on EIL-informed practices and pedagogical model implementations, providing pedagogical suggestions for future implementations is a major driver behind the impetus towards conducting such an empirical study. It is believed that these field-tested EIL-informed practice suggestions could remedy the empirical weakness and serve as "route map" for teachers, who want to adopt "a macro approach to English" (Modiano, 2001b: 340), which requires teachers to use a variety of teaching practices and to enlarge their culture view, which in the end, results in cultural equality and helps the refutation of the accusation that ELT teachers are domination agents. Hence, the present study is expected to serve as a guide for those who want to see in a very practical way how EIL philosophy that has been largely documented at theoretical level could be realised in actual language classrooms.

1.5.1. Research Questions

Based on a thorough related literature review starting from 1980s and her observations both as a student and an instructor, I have concluded that most of Turkish students favour mostly American and British English, are not aware of the sociolinguistic landscape of English, do not tolerate linguistic and cultural diversity in ELT, and feel insecure while speaking and listening to English due to their perfectionist desire to imitate so-called native speakers. Considering these, I hypothesised that with an EIL-oriented General English course, it could be possible to address all these weaknesses as the empirical studies in the related literature show that EIL implementations result in good language users with positive attitudes of EIL, deepened knowledge of English, and good language skills (see, for instance, Bayyurt & Altinmakas, 2012; D'Angelo, 2012; Hino, 2009; Sharifian & Marlina, 2012). Thus, the following research questions were formulated:

1. Does a suggested EIL-oriented General English Course make a change in students?
    1.1. Does student understanding of English language and culture deepen?

1.2. Do students develop more tolerant attitude towards linguistic and cultural diversity?

1.3. Do students make progress in speaking and listening skills?

2. Can a suggested EIL-oriented General English Course be a viable option for preparatory programme students at higher education?

2.1. What are the strengths of the suggested course?

2.2. What are the weaknesses of the suggested course?

2.3. How can the course be improved?

1.6. Research Design

Among three research categories, namely theoretical, pure or basic, and applied research (Ritchie, 2003), this study falls into the last one, i.e., applied one, in that the acquired knowledge is expected to contribute to the understanding of how EIL can be implemented in real classrooms and what effects it brings about in the field. A mixed method research design residing between qualitative and quantitative designs and should be understood as "different combinations of qualitative and quantitative research either at the data collection or at the analysis levels" (Dörnyei, 2007: 24) was opted for the current study. The study shows some salient features of quantitative research. First, analysis of the data gathered from pre and post questionnaires was centred on numbers. It uses statistics and the language of statistics in the analysis of the questionnaires. In addition, the quasi-experimental part of the study follows a standardised procedure in that it could be possible for other researchers to reach similar findings if they follow the standardised measures in the same way. The study also shows several core features of qualitative research. First, qualitative data gathered via focus-group interviews, retrospective interviews, weekly student reports, final open-ended questionnaire, some parts of the peer observation sessions and teacher field notes were transformed into textual form. Second, the research was conducted in a real classroom, i.e., the natural setting which was not manipulated. Third, the study aimed at reaching insider meaning in that it strives to investigate the feelings and experiences of the student participants with several techniques. In addition, a small sample size (N=53) was used (Dörnyei, 2007).

Convenience (or opportunity) sampling type, the most common non-probability sampling strategy in L2 research (Dörnyei & Taguchi, 2010) was used to select the 53 participants (F=41, M=12) of the current study studying at the preparatory programme of the Department of English Language and Literature, Karadeniz Technical University. The quantitative data were gathered with a one-group pretest-posttest research design. This design is one of the pre-experimental designs (one form of quasi-experiments) and in which one single group had an intervention and its performance was not compared or contrasted with an experimental group (Cohen et al. 2007; Neuman, 2014). A self-designed questionnaire was employed as both a pre and post-test to find out the possible effects of this 10-week implementation on the participants' understanding, attitudes, and language skills.

On the other hand, the qualitative data were gathered with a number of research techniques. As one special qualitative research technique focus-group interviews were held both before and after the treatment in order to triangulate the pre and post test findings. Besides, retrospective interviews and weekly retrospective student reports were used to examine the reactions of the participants in depth. In addition, an observational protocol including both qualitative and quantitative items was employed to find out what was actually happening in the classroom. I, i.e., the instructor in the current study, also kept bi-weekly field notes during this 10-week implementation. In the end, an open-ended qualitative questionnaire was conducted to find out the participants' satisfaction level with the course, to investigate the strengths and weaknesses of the implementation, and to note the suggestions of the participants to improve the course. Statistical Package for the Social Sciences [SPSS, hereafter], which is the most widely preferred statistical package programme in social sciences (Cohen et al., 2007), was used to analyse the quantitative data. In the analysis of the quantitative data both descriptive and inferential statistics were used. On the other hand, qualitative and quantitative content analysis was used to make valid inferences from the texts produced from focus group interviews, retrospective interviews and student reports, observation notes, field notes, and final open-ended questionnaire (Krippendorff, 2004).

1.7. Limitations of the Study

Some limitations that may have affected the findings of the present study and discouraged me as the researcher to generalise to larger populations should be noted. To begin with, the participants of the present study were chosen from only a preparatory programme of a single higher education institution, and thus the generalisability of the findings to all preparatory programme students in Turkey is inappropriate. However, it should be noted that the ultimate aim of the study is to add to the existing literature with an intensive analysis of a small case from an Expanding Circle country rather than to generalise to larger populations. The case itself was the object of interest, and I took an idiographic approach and conducted an in-depth elucidation rather than followed a nomothetic approach, which refers to "generating statements that apply regardless of time and place" (Bryman, 2004: 50). The researcher's case is what Bryman (2004: 51) calls "the exemplifying case". He argues that researchers frequently choose their case not because of their uniqueness but their potential to serve as an appropriate context for research questions. In the present study, I targeted my own classroom and traced the effects of the EIL philosophy, in the full knowledge that my classroom could not represent all tertiary level students attending preparatory programme.

In addition to the low number of the participants, the imbalance in the sample should be noted as another limitation, in that the number of the female participants exceeds the male ones. However, the results would not change even if the whole population, i.e., all language majoring students in Turkey, were included in the study as in Turkey female students tend to prefer English language teaching more than the males (Çakır, 2015).

Besides, the scope of the study is delimited to the role of an EIL-oriented course on learners' understanding, attitude, and language skills and the satisfaction level with the course. However, a holistic picture could have been drawn if lecturers had been included in the study. Thus, the stance and perceptions of lecturers could be uncovered in a further study.

Time should also be noted as another limitation of the current study. A more thorough understanding could have been reached and the participants' development could

have been traced if the data had been gathered over an extended period of time with a longitudinal study design (Cohen et al., 2007).

Overall, I opted for the current research design in the full knowledge that it cannot enable me to make law-like grand generalisations, yet petite ones. Still, a note of caution seems vital here. The delimitations and limitations of the present study are not the downside, but the hallmarks of the study. Of importance here is that these limitations could give ideas to researchers who aim at contributing to the ongoing academic dialogue by gaining further understanding with different samples and research designs in the future.

1.8. Operational Definitions

Operational definitions are vital to clarify terms in research. Providing an insight into the nature of these definitions, Fraenkel and Wallen (2006: 30) note that they "require the researchers specify the actions or operations necessary to measure or identify the term". Thus, for a common and complete understanding, the terms used in the study need to be realised in the way they are clarified as follows:

Attitude: Attitudes, as one of the most popular topics of contemporary social psychology and active research areas, could be conceptualised as "an evaluation of an object of thought" (Bohner & Dickel, 2011: 392).

Communicative Language Teaching (CLT): As one of the popular ELT methods it aims at enabling learners to communicate in the target language, which is seen both as a vehicle and object to study. The use of authentic language and activities with a communicative intent such as games, role-plays, and problem-solving tasks are encouraged. The teacher is expected to act as a facilitator, advisor, and a co-communicator while students are working with the target language at both discourse and supra-sentential levels (Larsen-Freeman & Anderson, 2011).

Culture: The concept culture is a dynamic one and has several aspects and thereby difficult to define (Bayyurt, 2006; Holliday et al., 2004; Risager, 2007). Yet, Peterson (2004: 17) defines culture as "the relatively stable set of inner values and beliefs generally

held by groups of people in countries or regions and the noticeable impact those values and beliefs have on the people's outward behaviours and environment". In a more concrete way, Adaskou et al. (1990, cited in Devrim & Bayyurt, 2010: 7) define culture as a multidimensional concept with four senses as "(i) the aesthetic sense (media, cinema, music and literature); (ii) the sociological sense (family, education, work and leisure, traditions); (iii) the semantic sense (conceptions and thought processes); (iv) the pragmatic (or sociolinguistic) sense ('appropriacy' in language use)".

Culture with Big C: It encompasses elements such as art, history, education, festivals, customs, etc. (Brown, 2012; Peterson, 2004).

Culture with Small c: It deals with less visible elements such as behaviours and attitudes, socio-cultural values, norms, beliefs, assumptions, to list but a few (Brown, 2012; Peterson, 2004).

English as an International Language (EIL): Matsuda and Friedrich (2011: 332) conceptualise EIL "as a *function* of English as an international common language rather than a linguistic variety used uniformly in all international contexts".

English as a Foreign Language (EFL): It refers to education contexts where learners have chance to encounter and use English, which is not relevant to their daily life, mostly in artificial classroom settings and learn it through language instruction (Brutt-Griffler, 2002; Laporte, 2012).

English as a Lingua Franca (ELF): Seidlhofer (2011: 7) prefers to describe ELF as "*any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option*" (emphasis in original).

English as a Second Language (ESL): It refers to education contexts where learners are intrinsically motivated to learn English, which is relevant to their life, in that they have chance to use it in their community (Brutt-Griffler, 2002; Krieger, 2012; Laporte, 2012).

Expanding Circle: It refers to places where English has the status of a foreign language without intra-national uses. Although it has no historical or governmental role, its spread is promoted via education, and it is used for international communication. Some of these countries include China, Japan, Indonesia, Thailand, South Korea, Vietnam, Burma (Myanmar), Taiwan, Cambodia, Russia, Egypt, and Laos (Bolton, 2008). Turkey falls in this category.

Familiarity: It should be understood as "a measure of how frequently a linguistic item is thought to be used, or the degree to which it is known" (Richards & Schmidt, 2010: 216).

General English (GE): It is "based on a conception of the kind of reality that the student has to deal with in English" (Holme, 1996, cited in Baştürkmen, 2010: 3). Dudley-Evans and John (1998: 9) define it as attempt of "teaching English as part of a broad educational process" rather than training/vocation.

Globalisation: Globalisation needs to be understood "as a process by which cultures influence one another and become more alike through trade, immigration, and the exchange of information and ideas" (Arnett, 2002: 774).

Global Language: It could be described as the one that "achieves a genuinely global status when it develops a special role that is recognized in every country" (Crystal, 2003: 3).

Inner Circle: It includes the United States, the United Kingdom, Canada, Australia, New Zealand, South Africa, and some parts of Caribbean, which determine language learning, use, and testing (Lowenberg, 2012). These "*Core English speaking countries*" (Phillipson, 1992: 17, emphasis in original) are believed to be home to native speakers and provide linguistic norms.

Intelligibility: It constitutes one of the three dimensions of understanding, namely intelligibility, comprehensibility and interpretability. While intelligibility refers to recognising words and utterances, comprehensibility is about finding out the meaning of

utterances. The last one, namely interpretability, should be understood as the degree to perceive the intention of these utterances (Smith, 2009).

Intercultural Communicative Competence (ICC): It is "a meta-level understanding of oneself and one's own culture while also facilitating successful communication and understanding of other cultures" and to develop critical thinking skills (Moeller & Osborn, 2014: 681). Hişmanoğlu (2011: 805) paraphrases ICC as "awareness of different values and behaviours of the others as well as skills to deal with them in a non-judgemental way".

Lingua Franca Core (LFC): It is an alternative pronunciation syllabus proposed by Jenkins (2002) based on a three-year empirical research, in which she and her research group collected field data in her classrooms and social settings (non-native speaker-non-native speaker interactions) for over three years and analysed them to see which phonological and phonetic features result in miscommunication. The model consists of core and non-core features. While the core items are crucial for intelligibility and thus need to be taught, non-core items do not cause communication problems and they are mostly unteachable. She lists the following five core item categories: (1) the consonant sounds except for /θ/, /∂/, and the allophone /ł/; (2) additional phonetic requirements such as aspiration /p/, /t/, /k/ and vowel shortening before voiced consonants; (3) consonant clusters; (4) vowel sounds; and (5) tonic (nuclear) stress. On the other hand, she identifies seven non-core items that are not critical for intelligibility: (1) the consonant sounds /θ/, /∂/, and the allophone /ł/; (2) vowel quality; (3) weak forms (schwa); (4) connected speech features; (5) pitch movements; (6) word stress; and (7) stressed-timed rhythm.

Native Speaker: The term is still "rich in ambiguity" (Davies, 2003: 2). Yet, overall the concept is defined as "a person who speaks a language as their first language and has not learned it as a foreign language" (Oxford Advanced Learner's Dictionary, 2000:781). Richards and Schmidt (2010: 386) define the concept as "a person who learns a language as a child and continues to use it fluently as a dominant language" and "use a language grammatically, fluently and appropriately, to identify with a community where it is spoken, and to have clear intuitions about what is considered grammatical or ungrammatical in the language".

Non-native Speaker: The concept is defined as "someone who has learned a particular language as a child or adult rather than as a baby" (Cambridge Dictionary Online, 2016). Richards and Schmidt (2010: 397) define the concept as "a language user for whom a language is not their first language".

Outer Circle: It includes India, Philippines, Pakistan, Nepal, Malaysia, Bangladesh, Hong Kong, Singapore, Sri Lanka, Brunei, and Bhutan, and so forth. In these countries English is used as a second language and an important communication means. These countries were mostly intra-national British colonies, except for Philippines as a US colony, and once they gained their independence, English has become important for government, low and education. In addition, these countries have English-language print media, literary tradition, and radio and television channels (Bolton, 2008). Inter-language switching is quite common in this context (Sussex, 2012).

Standard English: McArthur (2003) characterizes Standard English as "the variety most widely accepted, understood, and perhaps valued within an English speaking country" (cited in Farrell & Martin, 2009: 3). McArthur (2003) claims that Standard English has three characteristics: "1) It is easiest to recognize in print because written conventions are similar worldwide. 2) It is usually used by news presenters. 3) Its usage relates to the speaker's social class and education" (cited in Farrell & Martin, 2009: 2).

World Englishes: WE, a 20-year-older paradigm than ELF, emphasises the pluricentric nature of English and aims at further understanding of the sociolinguistic landscape with range and depth of English particularly in the Outer Circle countries. WE refers to nativised English varieties that have a colonial history and serve important legal, administrative, and educational functions as a second language (House, 2012; Pakir, 2009). These English varieties in the Outer Circle take various names in the related literature, including *non-native Englishes*, *new Englishes*, *indigenised Englishes*, *localised, regionalised and domesticated Englishes*, *nativised Englishes*, and *second language Englishes* (Anchimbe, 2009). There are a wide variety of new Englishes such as Singaporean English, Malaysian English, Brunei English, Philippino English, to add but a few.

1.9. Outline of the Dissertation

The dissertation is offered in six chapters as follows:

Chapter 1, *Study Framework***,** grabs attention by introducing the topic of the current study and prepares the readers with a brief background, summarising the thorough analysis of the existing literature. Later, it clarifies where the study originated from and why it is important for the academic circle. The intent of the study is explained in detail, and the research questions formulated to reach the aims of the research were listed. The chapter also makes room for delimitations and limitations, for they are possible to affect the research findings. Then the terms frequently used in the dissertation are clarified so as to arrive at a common understanding of the researched phenomenon. Lastly, the chapter ends with a section summarising the five chapters of the dissertation.

Chapter 2, *Literature Review***,** sets out to summarise the wealth of literature starting from the 1970s using the works of the oft-cited figures from traditional ELT and EIL camps. Culling related information from a wide variety of sources, it opens with the changing demography, geography, and structure of English, which all have brought about initiatives to challenge the Anglo-centric ELT. Later, EIL paradigm shift is conceptualised in depth. EIL practices and pedagogical models including curriculum, classroom practices, initiatives of ministries of education around the world, degree programmes, and EIL-sensitive instructional materials are documented. The next part is devoted to the Turkish context with intra and international roles of English in the present-day Turkey, the changing ELT trends, and EIL-related suggestions and practices. The chapter ends with a detailed account of the existing research on EIL to create a context for the readers to understand the untouched or rarely touched areas.

Chapter 3, *Methodology***,** is entirely devoted to the research design of the study. It glances at the nature of the study, the setting and the participants, data collection instruments, procedure, data analysis, quality issues, and ethical considerations. The procedure is provided step by step and the rationales for the chosen data gathering techniques are justified with the related theoretical commentaries.

Chapter 4, *Findings and Discussion,* glances at the findings of the present mixed method research broadly. The analysis of the data is followed closely behind by a comprehensive discussion of the findings in the light of the related theoretical commentaries and the other earlier empirical studies of the kind from the EIL camp. Lastly, possible explanations for the findings are provided in the hope of enabling a true understanding of the issue.

Conclusion is entirely devoted to an overview of the study, pedagogical implications for a wide range of education parties to understand the process, limitations and delimitations of the study, and suggestions for further research attempts.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

This chapter looks at the EIL paradigm shift through the prism of both theory and research, and the wealth of literature starting from the 1970s is summarised using the works of the oft-cited figures from traditional ELT and EIL camps. To these ends, it first sets the setting by elaborating on the changing demography, geography, and structure of English. Then the implications of this change for traditional ELT assumptions are discussed. Later, initiatives to challenge Anglo-centric English and current ELT are summarised. Since EIL, as the researched phenomenon in the present study, merits most of the attention, much of the chapter is devoted to conceptualising EIL paradigm shift, following its historical traces, and explaining its key tenets. The chapter also documents EIL practices and pedagogical models including curriculum, classroom practices, initiatives of ministries of education around the world, degree programmes, and EIL-sensitive instructional materials. Later, the chapter delves into the Turkish context. Intra and international roles of English in the present-day Turkey, the changing ELT trends, and EIL-related suggestions and practices are discussed in-depth. Lastly, the existing research conducted by the EIL camp both abroad and in Turkey is outlined.

2.2. English Spread around the World

The current status of English could be encapsulated with its uses and users. English has penetrated into twelve major international domains, namely international organisations, scientific publications, international banking and trade, advertising, entertainment, international tourism, tertiary education, international safety, international law, interpretation and translation, technology, and the Internet (Graddol, 1997). Based on the *UNESCO Statistical Yearbook*, *The Encyclopaedia Britannica Yearbook*, *Ethnologue:*

Languages of the World and several other census data, Crystal (2003) attempts to make an appropriate estimate of the numbers of English speakers in the world. He states that one in four of the world's population can use English to communicate their ideas, express and meet their needs. He provides statistical backing that the number of native speakers is less than their non-native counterparts today. While 329 million speak English as their first language, the total of 430 million uses it as their second language. He maintains that it is difficult to estimate the exact number of English as foreign language speakers, for there is not a certain English command degree that can help a speaker be counted as an English speaker. Still, he estimates this number as 750 million.

2.2.1. Globalisation and English Boom

Central to a thorough understanding of English spread lays the term globalisation. The concept of globalisation is very much in vogue in today's academic and popular discourse, and most of languages have it in cognate form such as *gurobarizeshon* in Japanese, *globalizacion* in Spanish (Block & Cameron, 2002), and *globalleşme* in Turkish. Despite the popularity of the concept, Block and Cameron (2002) draw attention to uncertainties and debates on when it started, whether it represents reality, how the relationship between the global and the local is, whether it is a positive or negative phenomenon, to list but a few concerns.

What is missing in the related camp is a clear picture of the concept. For instance, to Kubota (2002: 13), globalisation refers to "increased local diversity influenced by human contact across cultural boundaries as well as speedy exchange of commodities and information". She asserts that on the face of it, globalisation seems to imply diversity; however, it actually emphasises homogenisation due to standard economic activities and commodities "from the centre to the periphery" (Kubota, 2002: 13). While the centre is mostly the USA, the periphery refers to the Outer and Expanding Circles (see the details below). Yet, Kubota (2002) argues that globalisation is a paradoxical phenomenon as it also brings about the growth of nationalism. For instance, in Japan despite the prevalence of English through education reforms that equates the concept of foreign language with only English, there are a great number of Japanese who adhere to their Japanese identity and resist this Anglicization as they associate it with self-colonisation. However, Graddol

(1997: 33) argues against thinking globalisation as a means of imposing global values upon local ones. Rather, he describes the relationship between global and local as interconnected, complex, and unpredictable: "Rather than a process which leads to uniformity and homogeneity, globalisation seems to create new, hybrid forms of culture, language and political organisations: the results of global influences meeting local traditions, values and social contexts". Kumaravadivelu (2012) also remarks that globalisation has brought about the end of traditional space, time, and borders, which facilitates quick and easy movement of people, goods, and ideas. In this process, particularly the Internet has accelerated the flow of cultures in the world.

Along similar lines, Arnett (2002) states that one of the psychological consequences of globalisation is the creation of bicultural identities, which refers to the combination of local identity with global awareness. These bicultural identities prove the changing meaning of integrative motivation. Similarly, Lamb (2004) points that English has been associated with word cultures rather than particular Anglophone cultures and learners identify themselves with fluent local users of English rather than integrate into the target language community. Thus, this changing meaning of integrative motivation requires complementing native speaker models with fluent local users since the beginning of language learning.

On the relationship between globalisation and English spread, Gray (2002) assumes that globalisation and English are connected in three ways: transnational corporations, world organisations, and the Internet. First, the headquarters of transnational corporations all around the world mostly use English as the common language in their electronic contact. They also use English to communicate with local companies, and this in turn oils the wheels of production of business and legal documents in English, attempts to improve the communicative competence of staff, new policies of local tourism industry, and a boom in ELT industry in local context. Second, most of the world organisations including associations, academia, banking, tourism, law, to list just a few, employ English as their working language. Lastly, English is the predominant language of the Internet, and its use around the world encourages language spread and eases the flow of cultures. Besides, Prodromou (2006) notes that globalisation has two major consequences for English at a linguistic level. While the first one is the creation of regional English varieties, the second

one should be understood as divergences from English as a Native Language (ENL, hereafter).

2.2.2. Reasons for English Growth

There are two forms of language spread, as categorised by Brutt-Griffler (2002). The first form of language spread involves migration of speakers of a language to another place. For instance, English speaking people in England moved to Australia in the nineteenth and early twentieth century. As this particular language spreads to other speech communities, Brutt-Griffler (2002: 11) entitles it as "*speaker migration*" (emphasis in original). However, the second form of language spread refers to second language acquisition by speech communities. Entitling it as "macroacquisition", Brutt-Griffler (2002: 11) explains that here speech communities themselves acquire the language, and its speakers appropriate this language.

In the same vein, Crystal (2003), associates the growth of English with two kinds of reasons: geographical-historical and socio-cultural. The former helps understand how English has reached its position. English was brought to England from northern Europe in the fifth century, and then it started to be introduced to other parts of the world basically with voyages: America, Canada, the Caribbean, Australia, New Zealand, South Africa, and South Asia. Especially the colonial movement of Britain in the nineteenth century oiled the wheels of this spread around the world. In the 20th century, though, the USA with its 100 million population and fast growing economy started to play a key role in English promotion. These geographical-historical reasons of Crystal (2003) fall in the first language spread category of Brutt-Griffler (2002).

However, Crystal (2003) asserts that it is socio-cultural reasons that answer the question why English remains as the most powerful and sole global language in the world today. These reasons fall in the second form of language spread category of Brutt-Griffler (2002). Crystal (2003) lists six categories that explain current English growth: international relations, the media, international travel, international safety, education, and communications.

Regarding international relations, Crystal (2003: 89) states that English serves as "the chief auxiliary language" for international gatherings from a number of domains including politics (for example, *the European Union, the North Atlantic Treaty Organisation*, *the Commonwealth*), science (for example, *the European Academy of Facial Surgery, the African Association of Science Editors, the Cairo Demographic Centre*, and Baltic *Marine Biologists*), and sport (for example, *the African Hockey Federation, the Asian Amateur Association*). In addition to international relations, the media including the press, advertising, broadcasting, cinema, and popular music contributes to the prestigious status of English in the world. English serves as the medium of several papers, periodicals, magazines, comics, scholarly journals and so forth. In addition to press, the growth of international markets has increased the importance of English advertisements targeted for "'outdoor media'" (Crystal, 2003: 94). English-language broadcasting including radio and television has also oiled the wheels of English boom in the world. BBC programmes could exemplify the role of broadcasting in this growth. Furthermore, the USA manages 85% of the world film industry market, and English-language movies play a key role in this spread. Similarly, modern popular music in English has eased this growth and enabled frequent exposure to the language. Concerning international travel, Crystal (2003) states that people travel abroad for a number of reasons such as business gatherings, holidays, academic meetings, religious duties, sport competitions, and military occupations. What makes transportation and accommodation during these events is English. Especially tourism industry plays a key role in English boom as shopping signs and restaurant menus are mostly in English, and credit card facilities are provided in this lingua franca. Similarly, English is vital for international safety in that international water and air transport facilities are all in English. Concerning communications, Crystal (2003: 114) asserts that this area is one of the most important factors which make a language "a truly international medium". Especially the dominance of English on the Internet contributes to this growth. He shares some statistics that show the lingua franca role of English on the Internet, writing that while three quarters of the world's population exchange email in English, English is the language of the 80% of all electronically stored and shared information. The fact that more than half of websites are owned by the USA definitely contributes to this epidemic use (Warschauer et al., 2010).

Education could be listed as another crucial factor triggering English spread. Crystal (2003) states that English serves as the medium of knowledge production and dissemination especially in science and technology. Thus, people who want to keep up with the latest research in these areas need English. The high proportion of English use in scientific journals including fields such as biology, physics, mathematics, chemistry, computer science, and linguistics can prove the role of English in the world's knowledge. In addition, Crystal (2003) draws attention to the fact that English has been used as the medium of instruction in higher education since the 1960s, and this has contributed to its spread in countries where English does not have an official status. Lastly, he entitles ELT as "one of the major growing industries around the world in the past half-century" (Crystal, 2003: 112). Especially the attempts of the British Council to help cultural, educational, technical developments and examinations with its vast network in over 100 countries have contributed to global English spread. For instance, today many developing Asian countries, including Hong Kong, China, Singapore, Taiwan, Philippines, Thailand, Malaysia, to list but a few, and Russia all value high English language competency, thus emphasise the importance of English language education (David & Govindasamy, 2005; Pennycook, 2009, Proshina, 2010, 2012; Xu, 2010).

The rise of English in the second half of the 20th century is associated with the rise of the USA as a superpower, though. With its 260 million inhabitants, the USA is the third most crowded country, and it houses a large number of native English speakers. In addition, the leading role of the USA in technology and finance since World War II has contributed to the rise of English. With its population and power, the USA helps English not only be dominant in the production of scientific and technical knowledge but also determine consumer culture (Graddol, 2006).

Whatever lies in the roots of this growth, English today has achieved the status of a global language. Crystal (2003) elaborates on this special role, arguing that mother tongue users are not the ones who make a language global. Rather, a language needs to be used by other countries to have a global status. He lists two ways of using a language: second and foreign language. Countries may give a language an official status to use it in several domains, including government, law, the media, and education. He states that there are over seventy countries that use English as a second language. On the other hand, countries

may give a language a privileged status by making it the most important language in their education system. Children start to learn this language as early as possible in school, and it is offered as the most available language to adults. In addition, it mostly replaces other languages in education systems. Crystal (2003) explains that English has this kind of privileged status in over 100 countries, including Turkey.

This unstoppable English growth and its pervasive global status have caused mixed reactions. Kachru (2009) explains English domination in administration, education, literature, and business with the metaphor of Aladdin's lamp in that English proficiency makes everybody's dreams come true. On the other hand, to refer to the too much success of English, Swales (1997: 374) devised the term "English as *Tyrannosaurus rex*" (emphasis in original), likening English to "a powerful carnivore gobbling up the other denizens of the academic linguistic grazing grounds". On a similar note, Phillipson (1992: 47) associates the current spread of English with linguistic imperialism, in which "*the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages*" (emphasis in original). He maintains that these inequalities are legitimatised through two mechanisms, namely anglocentricity and professionalism, in educational language planning. The term anglocentricity refers to making English forms and functions norms that should be followed in all other language teaching and evaluation activities. Similarly, the term professionalism stands for "seeing methods, techniques, and procedures followed in ELT, including the theories of language learning and teaching adhered to, as sufficient for understanding and analysing language learning" (Phillipson, 1992: 48). Thus, core speaking English countries have marketed their ELT around the world.

A similarly negative position is taken by Rubdy (2009), who summarises the key issues of concern that the spread of English has caused with three *D*'s: *dominance*, *divisiveness*, and *difference*. *Dominance* refers to the powerful position of English that threatens other languages and cultures. However, she argues that this first *D* is paradoxical in nature as the more dominant English becomes and turns into a threat for other languages, the more it is encouraged to be learned especially by parents. *Divisiveness*, on the other hand, should be understood as the role of English mastery in generating economic and social inequality. While the ones with this knowledge can enjoy its educational,

financial, and economic advantages, the ones who lack this mastery severely suffer. Rubdy (2009: 158) draws attention to social injustice ignited particularly by the link between education and English when she puts, "[w]here access to English is linked to access to good education, as is frequently the case in an elitist money-driven society, this will, in turn, generate more injustice, as only those who are well educated, are IT proficient and can speak English well can progress". The last *D*, i.e., *difference*, also acts negatively as it privileges native speaker in both pedagogy and teacher recruitment, which will be discussed in depth below.

2.2.3. Uses and Users of English

The spread of English has lead to attempts to differentiate between different uses and users of English. In an attempt to categorise World Englishes based on their similarities and differences, a range of frameworks have been offered. As summarised by Schneider (2010), these fall into two categories: categorical models and cyclic models. Categorical models comprise Braj Kachru's *Three-Circle Model*, and T. McArthur's *ENL-ESL-EFL Model*. While Kachru's model emphasises English plurality without implying a hierarchy, McArthur's model depicts English as a Native Speaker [ENL] as superior to ESL and EFL. Cyclic models include Moag's (1992), Llamzon's (1986), and Schmied's models (1991, all cited in Schneider, 2010: 380) that describe characteristic developmental processes of specific Englishes. Schneider's (2010) own *Dynamic Model* also belongs to this category. Different from those cyclic models, he focuses on describing five uniform evolutionary steps that can apply to all postcolonial Englishes as follows: foundation, exonormative stabilisation, nativisation, endonormative stabilisation, and differentiation.

As is clear from the name, Braj Kachru's *Three-Circle Model* has three circles, namely Inner Circle, Outer Circle, and Expanding Circle. The Inner Circle is used to refer to the historical and sociolinguistic roots of English, and it includes the United States, the United Kingdom, Canada, Australia, New Zealand, South Africa, and some parts of Caribbean. Mostly, the United States and the United Kingdom determine language learning, use, and testing (Lowenberg, 2012). These "*Core English speaking countries*" (Phillipson, 1992: 17, emphasis in original) are believed to be home to native speakers and provide linguistic norms. The Outer Circle, on the other hand, includes countries such as

India, Phillipines, Pakistan, Nepal, Nigeria, Malaysia, Bangladesh, Hong Kong, Singapore, Sri Lanka, Brunei, and Bhutan, and so forth, where English is used as a second language and an important communication means. These countries used to be mostly intra-national British colonies, except for Philippines as a US colony, and once they gained their independence, English has become important for government, low, and education in these contexts. In addition, these countries have English-language print media, literary tradition, and radio and television channels (Bolton, 2008). Lastly, the Expanding Circle refers to places where English has the status of a foreign language without intranational uses. Although it has no historical or governmental role, its spread is promoted via education, and it is used for international communication. Some of these countries include China, Japan, Indonesia, Thailand, South Korea, Vietnam, Burma (Myanmar), Taiwan, Cambodia, Russia, Egypt, and Laos (Bolton, 2008). Phillipson (1992: 17) uses the core-periphery metaphor to differentiate these circles. "*Core English speaking countries*" (emphasis in original), including Britain, the USA, Canada, Australia, and New Zealand, are home to native speakers and provide linguistic norms. On the other hand, "*periphery-English countries*" are the ones which conform to the rules of the former group. They are divided into two as those which use English for intranational aims such as India and Nigeria and those which need English for international purposes such as Scandinavia and Japan. Similarly, Bhatt (2005) draws attention to these antinomies, including Self-Other, West-East, Center-Periphery, and Global-Local, particularly in the legitimation of the new Englishes in the Outer Circle.

Kachru's *Three-Circle Model* has been frequently referred in describing English spread since 1984 (Bruthiaux, 2003). Schnitzer (1995) states that Kachru's model illustrating the position of English around the world is valued on several accounts. First, it helps people avoid the use of the problematic native-non-native dichotomy. Second, it clearly shows the demographics of English and increases people's awareness of numerical weight and where English is expanding. This awareness, in turn, leads to questions regarding "the arbiters of linguistic appropriacy" (Schnitzer, 1995: 228). It is what ignites the paradigm shift entitled as EIL.

Though being referred widely, it has not gone unchallenged in that the existing literature shows that there are several alternatives to the Kachruvian geography-based

model due to the difficulty to describe the concept of native speaker and demographic changes ignited by immigrants and residents in business and education sectors (Yano, 2009). For instance, while Pennycook proposes a 3-dimensional transidiomatic model based on language resources, language contexts, and speaker location, Yano (2009) proposes a three-dimensional cylindrical model showing the EGP, ESP, and EIL proficiency levels of those in three circles. However, as Schneider (2010) notes, none of these models have been as influential as that of Braj B. Kachru.

The changing demography of English is hard to overlook. Crystal (2003) draws attention to the contrast in the distribution of English users in these circles. While the number of English speakers in the Inner Circle is 320-380 million (about 20%), this number is 300-500 million in Outer Circle (about 26%). However, the number of users in Expanding Circle is 500-1000 million (about 53%), which is more than half of all English users. To illustrate this demography contrast, Kachru (2009) explains that the number of English bilinguals from China and India (533 million users) is the same with the total L1 speaker population in the Inner Circle countries, including the USA, UK, Australia, and Canada. What is worth mentioning is that these changing demographics of English have deterritorialised English language in that "English has gained a life beyond its land of origins, acquiring an identity and currency in new geographical and social domains, as it gets localized for diverse settings and purposes" (Canagarajah, 2005: xxiii). Drawing attention to the plurality of English at not only national and regional (i.e., institutionalised English varieties) and English vernaculars but also functional (i.e., specific Englishes such as business and computer-mediated English) levels, Kirkpatrick (2010: 13) entitles the current period of the world as "a post-Anglophone period", where the number of multilingual English users overtakes their monolingual counterparts. These changing demographics show that it is these multilinguals rather than monolinguals who will determine the future of this language and offer pedagogical models.

This change, in turn, has consequences for the present-day English learning. McKay (2006) maintains that the promotion of English by the Inner Circle countries is not what encourages individuals to learn that language nowadays. Rather, their own desire to reach scientific and technological information, to communicate with international organisations, to participate in global trade, and to have higher education encourages them

to do so. As Matsuda (2012a) argues, the growth of non-native speakers has ignited questioning of English ownership and re-examing current ELT practices regarding instructional variety to model, functions to teach, the identity of model English speaker, cultural content, ways to enhance student respect for others as well as protect their language rights, the role of the teacher as an imperialistic agent, and the need to teach English. Similarly, Friedrich (2012: 45) draws attention to the far-reaching consequences of the current "increasingly fluid language environments", stating that it encourages a re-examination of teacher roles and qualities. Teachers are not solely supposed to promote learners' communication skills in terms of linguistic forms. Rather, it is of prime importance to foster intercultural awareness and sensitivity as well as develop communicative competence with strategies.

2.3. Problematising Traditional ELT Assumptions, Discourse and Practices

There are basically two approaches or points of views about English: a linguacentred and international one. While the former emphasises Standard British or American English, the latter broadens this scope to include global English diversity. These two approaches stand on the opposite ends of the English teaching continuum (Guerra, 2005). On a similar note, Sifakis (2004) refers to the continuum of teaching English with two opposite ends, namely the N-bound and the C-bound perspectives. While the former needs to be understood as the norm-bound perspective that "emphasises matters of regularity, codification and standardness", the letter "C" in the latter stands for communication, comprehension, and culture as the perspective "prioritises the process of cross-cultural comprehensibility between learners as a communicative goal in itself rather than on notions of accuracy and standards" (Sifakis, 2004: 239).

Drawing attention to the educational planning attempts of the Centre for undeveloped countries, Phillipson (1992) states that ELT priorities were implicitly determined in the Commonwealth Conference on the Teaching of English as a Second Language at Makerere, Uganda in 1961. There were representatives of 23 countries, the British ELT world, and three American linguists. The aim was to exchange ideas and experiences and help the newly independent countries. Phillipson (1992: 185) provides five ELT tenets that are implicitly supported in the *Makerere Report* as follows:

- English is best taught monolingually.
- The ideal teacher of English is a native speaker.
- The earlier English is taught, the better the results.
- The more English is taught, the better the results.
- If other languages are used much, standards of English will drop.

The current literature has documented several attempts to problematise these and some parallel traditional ELT assumptions that underlie ELT practices around the world. Saraceni (2009) associates the current attempts of questioning the basic tenets of ELT and developing alternative pedagogies to the Anglo-centric English view with the concept of paradigm shift, which was coined by Kuhn (1962, cited in Saraceni, 2009: 176). It refers to the situation where changes happen in scientific world when people question the basic assumptions, and naturally a crisis arises in search of a change at both idea and methods level.

2.3.1. Background of the Debate

Providing the historical background of the current English debate, Bolton (2012) conveys that it dates back to the 1960s when Halliday, McIntosh, and Strevens (1964) argue against the Anglophone ownership of English that allows no freedom for diverse English varieties:

> English is no longer the possession of the British, or even the British and the Americans, but an international language which increasing number of people adopt for at least some of their purposes. […] In West Africa, in the West Indies, and in Pakistan and India […] it is no longer accepted by the majority that the English of England, with RP as its accents, are the only possible models of English to be set before the young […] this one language, English, exists in an increasingly large number of different varieties (cited in Bolton, 2012: 14).

Bolton (2012) goes on documenting that twelve years later Larry Smith, who argued against the dichotomy of foreign and second language, offered the term *English as an International Auxiliary Language* [*EIAL*] to refer to its global status with diverse users and usages. Later, this has been converted into a paradigm shift with the works of several linguists including Braj Kachru and Larry Smith. In addition, scholarly research and publications in academic journals *English Today*, *English World-Wide*, and *World*

Englishes, books specialised in WEs, and new literatures in English from writers such as V.S. Naipaul, Salman Rushdie, Ben Okri, Michael Ondaatie, to list but a few, have all contributed to its development. Some such as Robert Phillipson approach the issue from an imperialistic perspective, and particularly Phillipson's stance has inspired applied linguists such as Suresh Canagarajah and Alastair Pennycook to question the existing practices including testing. Bolton (2012) draws attention to the fact that from the late 1990s, English in Expanding Circle caught much interest. The attempts of linguists such as Jennifer Jenkins and Barbara Seidlehofer and to develop the model of *English as a Lingua Franca Core* as common language of education and business can exemplify this interest (see the details below).

The traditional ELT assumptions have been started to be challenged as they do not belong to the postmodern world, where there have occured several demographical and sociolinguistic changes in English. Graddol (2006) lists three phases in human history: premodern, modern, and postmodern. Focusing on their linguistic aspects, he notes that in premodern period, people used to learn languages through contact, and every single language had a distinct purpose. Furthermore, these languages were not standardised and codified. Later, starting in Europe during the Renaissance, modernity became dominant around the world. Languages were standardised and used to unify national identities. Nations marginalised local languages within their borders and promoted modern national languages. The concepts of *native speaker* and *foreign language* belong to modernity. However, globalisation, new communication technologies and new demographic pattern of the world brought the end of modernity and started postmodern period. Multilingualism has become one of the key concepts of this period. As English is no longer seen the property of native English speakers, it is not learned as a foreign language anymore. Graddol (2006: 21) tends to see modernity "not as a radically new phenomenon but simply as a return to more ancient values", as this period is characterised with "the erosion of national boundaries, greater multilingualism, and fluidity of identity". English and ELT are in a transitional period, for their traditional assumptions the roots of which are in the late 19th century when Berlitz started the first language schools, have been started to be questioned.

In keeping with Crystal (2003), Graddol (1997) draws attention to the demographic distinctions in the numbers of three kinds of English speakers. There are approximately equal numbers of L1 and L2 English speakers, i.e., 375 million. However, the number of EFL speakers, 750 million, exceeds the combined total of the former two groups. Based on this demographic authority, Graddol (1997) concludes that it is ESL and EFL speakers who will determine the future of English. What is more, he observes that there are shifts in the status of English in that several EFL countries such as Argentina, Belgium, Denmark, Norway, Sweden, and United Arab Emirates are shifting towards ESL countries, thereby changing the centre of gravity to the Outer Circle.

It could be seen that all these changes have fuelled the discussions about the relevance of these traditional tenets for the current ELT in the postmodern world. As rigtly put by Guerra (2005: 266), "[a]s the role of English language in the world evolves, the facts and truth of the past become challenges of the future". Thus, traditional ELT assumptions may not suit well in meeting the needs of current English learners. To Brutt-Griffler (2002), some second language acquisition theories in the form of assumptions/propositions are used to justify the centrality of the Inner Circle in ELT. These assumptions regarding the best language learning environment, methodology, teacher, and content, however, do not have strong empirical supports. Similarly, to describe the ELT teachers who closely follow the traditional ELT tenets, Modiano (2001a: 170) uses the metaphor of "cultural ambassadors, exposing students to the language and the culture much like a museum curate provides philanthropists with a personal tour".

2.3.2. The Prestige of Native Speaker

Taking up an imperialistic stance, Phillipson (1992) has redesigned the key tenets in the ELT profession as five fallacies: *the monolingual fallacy*, *the native speaker fallacy*, *the early start fallacy*, *the maximum exposure fallacy*, and *the subtractive fallacy*. These are explored in depth under relevant titles below. Regarding the second tenet of ELT, i.e., the native speaker debate always standing at the crux of intense debates, Phillipson (1992) states that a native speaker is argued to be the ideal English teacher, for they speak it fluently, use idioms and structures correctly, and have cultural knowledge. The fact that these qualities cannot be gained by teacher training strengthens their position. He assumes

that this fallacy is the result of associating language teaching with culture teaching. However, native-speaker model as a yardstick and target started to be challenged in the 1980s on the grounds that one cannot achieve this target, and the so-called native speaker is an unclear concept (Byram, 2008). Phillipson (1992) argues against this over-reliance, stating that it lacks scientific validity. Sharing the same linguistic and cultural background with students helps them understand the needs and wants of their learners, thereby empowering them. Draws a striking analogy between valuing native speakers and *Stockholm Syndrome,* Llurda (2009) notes that in 1973, a few bank robbers held a group of people as hostage for six days. However, after these people were rescued, they tended to help and defend their captors as they had been emotionally attached to these strong people. Llurda (2009) argues that this psychological identification could be applied to the situation of non-native speaker teachers who try to identify themselves with NSs by regarding them as authority that provide norms. Non-native English speaking teachers admire this authority although it offers them little freedom in their pedagogy. Llurda (2009) claims that this admiration brings about self-hatred in the root of which lies lack of self-confidence in using English due to non-nativeness.

The origin of the NNS movement dates back to 1970s, as Braine (2013) documents, when the two well-known linguists Braj Kachru and Larry Smith drew attention to the changing sociolinguistic landscape of English. Furthermore, the book of Robert Phillipson, *Linguistic Imperialism*, on native speaker fallacy raised teachers' awareness. Later, in 1996, Braine (2013) organised a colloquium at the annual *TESOL Convention* in 1996 and invited well-known NNS scholars to help their voice heard. Then in 1998, they established *The Non-Native English Speakers in TESOL* caucus and had their first meeting at the TESOL convention in 1999. Their aim was to ensure a non-discriminatory ELT profession, encourage NNSs to participate in TESOL and several other conferences, and promote research and publications in ESL and EFL contexts. Later in 2008, the caucus was given the status of a fully-fledged research area. Braine (2013) lists the achievements of this movement as follows: self-esteem of NNSs and NNS teachers has risen; the number of research and publications on NNS issues has increased; and NNSs have started to become in charge of applied linguistics and ELT.

The concept of the native speaker has been frequently discussed in the field of applied linguistics in terms of several aspects, namely psycholinguistics, linguistics, sociolinguistics, lingualism, communicative competence, intelligibility, identity, and assessment. No matter how long it has been on the agenda, as Davies (2003: 2) states, the term is still "rich in ambiguity". This much diversity in the definition of native speaker has fuelled the discussion, thereby justifying those who discourage its setting as a goal in language teaching. For instance, Cook (1999: 186) characterises native speakers as the ones who "are not necessarily aware of their knowledge in a formal sense, nor could they explain how they ride a bicycle". He also notes that it is beyond doubt that learning a language first makes a person a native speaker. Accepting the lack of an entirely satisfactory definition, he finds the total abandonment of native speaker naïve and thus provides some suggestions that can help "go beyond the native speaker" (Cook, 1999: 185). First, appropriate goals for L2 users need to be set. In this process, students can be encouraged to actively take part by negotiating the syllabus. Second, language situations depicting L2 usages should be included. In addition, key non-native role models such as Marie Curie, Mohandas Gandhi could be presented in teaching materials to draw attention to the existence of these users in the world. Third, teaching methods that encourage students' L1 as a facilitating factor could be used. It could be useful especially while presenting meaning and communicating during classroom activities. In addition, teaching materials such as dictionaries and grammar books could be based on corpus including both successful L2 usages and native-speaker descriptions. Cook (1999: 204) concludes that teachers and students should enjoy their bilingual status, for setting the goal to reach an idealised native speaker by imitation does harm students. In his own words:

> If students and teachers see L2 learning as a battle that they are fated never to win, little wonder they become dispirited and give up. L2 learners' battle to become native speakers is lost before it has begun. If students are convinced of the benefits of learning an L2 and recognise their unique status as standing between two worlds and two cultures, more students may go on higher levels of L2 use: those who do give up may feel more satisfied with the level of L2 use they achieve.

Reliance on mono-cultural or monolingual native speaker in teaching English has been also criticised by Alptekin (2010), who has been drawing attention to the paradigm shift in second and foreign language pedagogy since 1990s. He keeps with Cook (1999), who argues against Chomsky's focus on approximation to idealised monolingual native

speaker in language competence. Cook (1999: 190) tends to see L2 learner as multi-competent rather than deficient language user and conceptualises multi-competence as a term that "covers the total language knowledge of a person who knows more than one language, including both L1 competence and L2 interlanguage". However, Alptekin (2010) suggests redefining this conceptualisation limited to mostly linguistic and cognitive level as sociocultural factors need to be emphasised in learning process. He sees language development as a challenging process in which learners need to develop intercultural competence to avoid or solve communication problems. This competence requires learners to develop the knowledge of not only other cultures, be it target or world cultures, but also their own one. Thus, he finds it problematic to rely on mono-cultural or monolingual native speaker in teaching English as a truly international language.

Adding to the discussion above, Graddol (2006) notes that native speakers of English have been enjoying an international prestige as they are regarded as language authorities and the best teachers. However, this picture is nowadays changing, for native speakers are seen as a hindrance to the development of global English. Graddol (2006: 114) elaborates on the native speaker problem as follows:

> In the new, rapidly emerging climate, native speakers may increasingly be identified as part of the problem rather than the source of a solution. They may be seen as bringing with them cultural baggage in which learners wanting to use English primarily as an international language are not interested; or as "gold plating'' the teaching process, making it more expensive and difficult to train teachers and equip classrooms. Native speaker accents may seem too remote from the people that learners expect to communicate with; and as teachers, native speakers may not possess some the skills required by bilingual speakers, such as those of translation and interpreting.

As is seen in the quotation, the overdependence on native speakers brings about serious pedagogical problems and turns the process of learning into a struggle. What is more, this dependence results in waste of skills and sources that could make the process easy otherwise. From yet another complementary angle, Docherty (2010) notes that studies conducted in the past twenty years clearly point to the phonological variation across English vernaculars in Britain. This innovation leads to intelligibility problems even among native speakers, and thus this challenge would be greater for English users who are not exposed to these innovations in their daily life. In addition to the discussion above, the terms used to describe language learners are criticised. The concept of interlanguage

associated with native speakers is used in the description of English language levels of multilingual users. However, Canagarajah (2007: 927-928) argues against setting native speaker as a norm to conform to and expresses the rationale for his position when he puts:

> Multilingual speakers are not moving toward someone else's target; they are constructing their own norms. It is meaningless to measure the distance of LFE speakers from the language of Anglo-American speakers as LFE has no relevance to their variety. Besides, we have to question the assumption in the interlanguage concept that there are gradations, a linear progression, an endpoint to be achieved in language learning. We have seen that each LFE interaction is a unique context; raising its own challenges for negotiation. It may not be the case that one communicative act contributes to the other and so on, leading to a cumulative line of a progression. Because the contexts are so variable and unpredictable, it is not possible to say that a target can be reached for perfect or competent LFE proficiency.

In other words, as learning process shows differences in a wide variety of contexts and it is not a linear process, labelling learners with that continuum of others that serves well for their own context otherwise is impossible. In a related way, Bhatt (2005) finds it problematic to use the label non-native, which does nothing but contributes to the primacy, i.e., supremacy, of native speaker. He suggests that new labels need to be devised to classify English language users which are "based purely on relative levels of proficiency, without employing markers of ethnicity, nationality, or race, and overtones of ownership over the language" (Bhatt, 2005: 48).

2.3.3. Early English Introduction and Long Exposure

The third tenet of Phillipson (1992) holds that better results can be achieved if language instruction starts earlier. Its supporters base their argument upon young learners' capacity to learn languages. As Graddol (2006) conveys, governments have not only educational but also political and economical motivation for lowering this starting age, and most importantly, they desire to create a bilingual society. However, Phillipson (1992) asserts that this early start may end in failure if some other important factors such as linguistic and social goals, learner status, and relevant languages are not taken into account. To him, the early start fallacy does nothing but marginalises other languages, increases dependence on the core English-speaking countries, creates a language barrier for students in primary education, and creates job inequalities between English and other language teachers. In keeping with Phillipson (1992), Kirkpatrick (2012) argues against

securing the position of English in Asia through its integration into curriculum as a compulsory subject and early introduction to primary school curriculum. He finds it detrimental not only for the survival of local languages but also for the development of English proficiency. He associates this early introduction with three traditional English language learning assumptions: better results are achieved if English is introduced earlier, used as a medium of instruction, and is taught by adopting an English-only policy. However, when students are forced to learn a language before they have literacy and fluency in their mother tongue, they have poor English achievement and ignore their mother tongue. Thus, Kirkpatrick (2012) argues that its introduction should be delayed at least until the beginning of secondary school.

In a different yet related manner, Cameron (2003: 105) argues that lowering the starting age of foreign language instruction, i.e., the expansion of Teaching English to Young Learners [TEYL], has "knock-on effects" for the ELT world in general and teachers of secondary level education in particular. These challenges include mixed levels of students starting secondary education and maintaining their motivation. The individual construction of language experiences and English exposure through information technology are what ignite differences in exit skills and knowledge of primary school students. To complicate the matter even further, as there is reliance on oral rather than written language, it becomes difficult to test their level before starting secondary education. The second challenge, on the other hand, refers to the difficulty in maintaining the motivation of students who have been learning English for a long time (starting at the age of 5/6 until 10/11). Thus, varied activities, different techniques, and new topics are expected to help maintain or restore students' motivation. Baldauf et al. (2010) draw attention to the growing popularity of English language education in the early years of primary education, ignited by parental pressure who see English as a way to create opportunities for their children. However, in their own words, none of global problems "can be solved by the introduction of education and literacy in any language and that the promotion of English as a linguistic 'silver bullet' is a fiction" (Baldauf et al., 2010: 436).

The fourth tenet holds that better results are achieved if learners are exposed to language longer. However, Phillipson (1992) argues against this quantitative stance, stating that organisational factors and the nature of the linguistic input are more important than

quantity. On the other hand, the fifth tenet is about spoken and written English standards. It holds that these standards will drop if other languages are frequently used. To him, this is nothing more than the desire of the centre to back the superior position of English in the colonial days.

2.3.4. Standard English as the Instructional Variety

Standard English [SE, hereafter] has been problematised in the current ELT pedagogy. It is defined as "the variety most widely accepted, understood, and perhaps valued within an English speaking country" (McArthur, 2003, cited in Farrell & Martin, 2009: 3). SE refers to British and American English and is generally associated with Received Pronunciation accent and General American accent. McArthur claims that SE has three characteristics: "1) It is easiest to recognize in print because written conventions are similar worldwide. 2) It is usually used by news presenters. 3) Its usage relates to the speaker's social class and education" (cited in Farrell & Martin, 2009: 2). However, Britain (2010: 37) conceptualises SE as "a minority dialect in England", for there is a wide variety of non-standard grammatical usages across English vernaculars in Britain. These spoken variations are found in present tense verbs, past tense verbs, modal verbs, quotative verbs, imperatives, negation, adverbs, prepositions, plurality, pronouns, demonstratives, comparison, definite and indefinite articles, conjunctions, and question tags. To complicate the matter even further, Britain (2010) points to the frequency of the features in the country, writing that they are not exceptions, but rules.

The lack of an agreed-upon definition of SE is well-documented (Davies, 1999; Farrell & Martin, 2009), and this is partly due to the fact that "there is no world-recognized governing body that dictates what should and should not be included in such a *standard*" (Farrell & Martin, 2009: 2, emphasis in original). Regarding the lack of an authority in bounding SE, Gupta (2006: 97) contends that the concept is difficult to define as what establishes it is not governments or academics, but "a loose consensus of writers". Drawing attention to the distinction between SE in speech and writing, she writes that while it is weak in the former, it is stronger in the latter. In speech, there are high-prestige and low-prestige accents rather than standards, and these should not be contrasted at international level. In writing, although there are strict standards in orthography, and there

are choices in grammar and lexis. For instance, the use of present continuous in sentences expressing experiences is strictly forbidden and immediately treated as a mistake to be corrected in the Expanding Circles, yet it is actually used in the Inner Circle English. Thus, Gupta (2006) votes for calling these differences as variants rather than employ the dichotomy of standard-non-standard. She suggests that teachers should encourage learners to use standard forms; however, they need to expose them to real texts so that they can develop the sense of what to use and avoid. Also, they should not emphasise areas of disputed usage. With Gupta's (2006: 108) own words, "teachers should do their best to establish what they should correct firmly, what they should correct tentatively, and what they should accept as correct".

Exonormative native speaker models, namely British and American English, are highly preferred in the current ELT both in the Outer and Expanding Circle countries. As Kirkpatrick (2006) points out, an exonormative native speaker model is chosen for a number of reasons, namely codification, concerns of politicians and bureaucrats, power, and historical authority. First, codification enables the development of reference materials, dictionaries, corpus that include norms against which language learners are evaluated and tested. Second, politicians and bureaucrats who associate SE varieties with a hundred percent international comprehensibility want their people to learn them. Third, these standard varieties are thought to represent powerful interest of media, publishers, and ELT camp. Lastly, as these are associated with historical authority, they are regarded superior to the newly developed varieties. In addition to all these four factors, Kirkpatrick (2006) argues that this choice is a political and ideological one, and thus leads to linguistic imperialism. Furthermore, strong commercial worries of the ELT market result in the adoption of the NS model.

However, Kirkpatrick (2006) argues against these reasons, noting that only dead languages can be fully codified to create norms as they cannot change anymore. In addition, there are a great number of studies which show that these so-called standard varieties do not ensure intelligibility for users who have syllable-timed mother tongues. Furthermore, he notes that the adoption of such a model empowers only the ones who already speak that language, and disempowers both learners and NNS teachers. It makes learners to spend much effort and time to achieve what is impossible, and teachers try to

teach what they themselves cannot speak, thereby feeling inferior, insecure, less self-confident, and self-respected. Lastly, he argues that historical authority associated with codification does not prove existence. With Kirkpatrick's (2006: 75) own words, "This is a bit like demanding that people have a birth certificate before allowing that they are alive".

Another related problematised ELT discourse today is English ownership. As highlighted by Gupta (2006), starting in the 1970s and 1980s, the concept of English ownership has changed first in academic world and then in society and government. English belongs to not only the Inner Circle but also the Outer one, and "all of them need to express their own culture through an English adapted to their needs, and expressive of their geographical, national, and cultural identity" (Gupta, 2006: 95). Drawing attention to the restricted domains of English and scholastic learning settings in the Expanding Circle, Gupta (2006: 96) argues that adopting a monolithic model and favouring out-of-date, abstract and rare Received pronunciation [RP] is not realistic, and argues for "making some effort to move the teaching of English as a foreign language into the real world". Marlina (2013: 4) concurs, noting that "the view of English as a homogeneous language of the 'West' is anachronistic" due to the increasing number of bilingual/multilingual English speakers, the emergence of different varieties with their distinct cultural values, pragmatic norms and worldviews, and the shift on Applied Linguistics and TESOL towards teaching English as a pluricentric language. Additional support for this stance comes from Crystal (2003), who comments that English usage should not be limited to national borders. Rather, it needs to be regarded as a global property as the great population growth in second and foreign language countries and the accelerating English language learning trends show that the number of L2 speakers outnumbers their L1 counterparts, and this demographic change automatically brings about language change and attempts to question the existing pedagogy, in turn.

The use of standard varieties for assessment has been also criticised. For instance, Tomlinson (2010) claims that learners of English are marginalised and penalised when they are tested on British or American English which they will not use. However, he suggests that they should be tested on the varieties they are likely to need. In his attempt to list the features of good examination of English, he states that a good English test should use English varieties and topic content that make sense for all test takers, and it should

evaluate to what extent they can perform well in contextualised communication tasks that make sense for their own language learning objectives. He also meets objections regarding the possible risks of lowering teaching and testing standards when he states that examiners are supposed to test standardised and educated English variety used by local professionals.

Taking a step further, Canagarajah (2006: 233), devises the new meaning of proficiency in the postmodern context of communication as "the ability to shuttle between different varieties of English and different speech communities". Arguing that it is unwise to teach and measure proficiency in a single variety and impossible to do so in many varieties, he proposes revising the dominant assessment paradigms. Assessment needs to move from discrete-item tests on grammatical competence to performance and pragmatics, i.e., interactive, collaborative and performative tests. As he welcomes a "both and more" rather than "either-or" (Canagrajah, 2006: 233) orientation to testing, he writes that both international and local English tests could be employed based on aims, local contexts, and the community with which engagement is desired. However, what matters most is the inclusion of a battery of features, namely language awareness, sociolinguistic sensitivity, and negotiation skills, in assessment. These features require teaching and testing of negotiation skills, awareness of dialectal differences, identity, contextual constraints, cultural sensitivity, speech accommodation, interpersonal strategies, and attitudinal resources. Canagarajah (2006) goes so far as to argue that the so-called native speakers also need negotiation strategies to meet their transnational needs and be successful in their relationships in the currently globalised world.

2.3.5. Methodological Correctness

Another traditional ELT assumption is that English is best taught with the methods devised by the West. Prodromou and Mishan (2008: 194) attract much scholarly attention to this ideology of Methodological Correctness [MC, henceforth], which shapes all the developments in the global ELT market. With their own words, MC is:

> a set of beliefs derived from prestigious but incomplete academic research in the Anglo-phone centre that influence the decisions one makes regarding materials and methods in the classroom, even if those decisions are inconsistent with the local context and particular needs and wants of the students one is teaching.

They go on writing that this framework of Anglo-centric input and methodology was initiated by British publishers whose materials dominate language classrooms around the world. However, now it is strengthened by conference speakers, teacher training courses, ELT publishers, and materials editors. In particular, editing ELT materials to shape their final form requires speciality, and those who do it are mostly practitioners with a Master of Arts degree in Applied Linguistics who got it from Anglophone universities. However, these materials based on ELT assumptions and new trends under the framework of MC may not serve well for local classrooms which may need grammar and less group work, for instance.

Prodromou and Mishan (2008: 198) criticise one of the hallmarks of MC, i.e., authenticity, writing that the concept has an ambiguous nature regarding its owner and criteria, and to them, authenticity "does not stem solely from the originator – it is, to coin a phrase, 'in the eye of the beholder' ". They go on writing that:

> Many textbooks fail to take off with learners in EFL contexts because what is authentic to the L1 user immersed in UK/US culture is often obscure or trivial to the L2 user. Too much 'native-speaker' reality risks becoming unreal and irrelevant to the L2 user. The contexts in the textbook do not retain the pragmatic riches of the original interaction. When L1-L1 user authenticity is transplanted to the contexts of English as a Lingua Franca (ELF), all that is left is the form and shadow of the original meaning.

Offering a similar perspective, Canagarajah (2002: 135) likens the adoption of teaching methods and pedagogical paradigms devised by the West to traditional commercial activities, in the sense that the West markets its intellectual products to the less developed countries, and he regards this relationship as a monopoly of the "centre" over the "periphery" and argues that the latter suffers from the adverse consequences of this method trade:

> Greeting each new method that is shipped out of the centre with awe and bewilderment, periphery teachers and institutions spend their limited resources and purchasing the new teaching material. To learn to use these, periphery institutions have to spend more resources for getting the assistance of centre experts for re-training their teaching cadre. This becomes a vortex of professional dependence into which periphery communities get drawn ever deeper.

In much of the literature, it can be seen that language innovations in the form of "Western-thought package" (Marton, 2000, cited in Adamson & Davison, 2008: 21) are

likely to fail as they ignore local tradition of learning and educational structures and realities of that country. For instance, the implementation of a task-based methodology in Hong Kong primary schools was not a real success and different stakeholders reinterpreted it to their interest and realities.

The attempts of the West to spread Communicative Language Teaching [CLT, hereafter] with its two developments, i.e., Task-based Language Teaching and Content-based Language Learning (Mishan, 2013) as the best methodology to teach English are a reflection of MC. As one of the popular ELT methods, it aims at enabling learners to communicate in the target language, which is seen both as a vehicle and objet to study. The use of authentic language and activities with a communicative intent such as games, role-plays, and problem-solving tasks are encouraged. The teacher is expected to act as a facilitator, advisor, and a co-communicator while students are working with the target language at both discourse and suprasentential levels (Larsen-Freeman & Anderson, 2011).

However, it has not been welcome in a wide variety of educational contexts in Outer and Expanding Circles (Ha, 2008: Luk, 2005; Orafi & Borg, 2009). Based on the existing arguments about why CLT has not been welcome in several education contexts, Ha (2008) summarises basically three problems associated with this method that has colonised many professionals. First, CLT has been argued not to serve well for both teachers and students in exam-driven countries where success in exams is vital for academic advancements. Having fun with a variety of game-like activities is regarded to have little to do with real learning and success in exams. Second, CLT has been regarded time-consuming and challenging for non-native English language teachers with limited speaking ability and overloaded schedule. Third, CLT principles and pedagogical values have been believed to conflict with the ones in local settings. The communicative goals of the method are seen unrealistic for learners, and it is costly to have various materials and to design communicative activities. In addition, group work does not serve well in crowded classrooms. Besides, the CLT principles challenging the hierarchical teacher-student relationship face resistance in teacher-oriented educational contexts.

Taking the debate one step further, McKay (2012b) argues that especially two principles of CLT cannot be of real benefit in most of language contexts around the world:

activating language outside the classroom and using authentic materials. However, this activation is possible only for those who learn and use English in English-speaking countries including immigrants. Regarding authenticity, she argues that authentic texts such as menus, newspapers, pictures, videos and so forth lose their contextual use and communicative purpose when they are brought to classroom for educational purposes. What teacher does is using these materials in "an imaginary way" (McKay, 2012b: 80). She clarifies when she states that authentic language learning texts should be understood as "not those that served a non-pedagogic purpose with another community of users but rather those texts that particular groups engage with and create discourse around for the purpose of furthering their language learning" (McKay, 2012b: 80). In a different yet related way, Trabelski (2010) questions the classical view of authenticity as one of the most important dimension of CLT, maintaining that the new approach of authenticity should treat NS and NNS equally and put students in the centre. Authenticity needs to be associated not with NS but with EIL reality, NNS learners' profiles and needs, and potential future employer demands. Thus, he argues that materials should not be designed for global markets. Rather, materials should be locally designed so that they can be relevant for learners and engage them in language learning.

Devaluation of L1 in CLT could be associated with the first tenet of Phillipson, i.e., monolingual tendency, which holds the sole medium of teaching should be English, and it allows mother tongue only to check comprehension. Phillipson (1992) associates this monolingual tenet with the colonial period in which English was seen powerful, and other languages were limited to lower level functions. He questions the validity of this tenet on four accounts: colonial attitude, bilingualism, psycholinguistics, and practicality. Phillipson (1992: 189) argues that this colonial attitude denies "the child's most intense existential experience", and thus results in academic failure. He also states that this tenet is based on beliefs about bilingualism rather than scientific knowledge. Its supporters associate bilingualism with negative phenomena such as poverty, weakness, low social class, and they ignore this reality of Third World countries. Providing a further reason, he maintains that its supporters ignore psycholinguistic realities about the interdependence of L1 and L2 and the role of L1 cognitive development on successful L2 learning. Furthermore, this monolingual approach is impractical as the majority of teachers are non-native speakers, and it is naïve to expect them to use English like their native counterparts. Phillipson

(1992) argues that the monolingual tenet does nothing but promotes the centre as norm provider and pedagogy expert. Furthermore, it leads to economic imperialism by making monolingual instructional materials and teachers globally acceptable.

This method challenge in ELT could be associated with method resistance. Kumaravadivelu (2003) elaborates on three limitations of the concept of method. First, methods are top-down applications that are based on idealised learning contexts. With his own words, they are "largely guided one-size-fits-all, cookie-cutter approach that assumes a common clientele with common goals" (Kumaravadivelu, 2003: 28). However, there is a great diversity of needs, wants, and variables, and thus it is not possible to provide suggestions for all of them. Second, methods come into and go out of fashion, and these fashion swings cause ignorance or overemphasis of certain teaching and learning aspects such as grammar drills and error correction. Last, as multiple variables such as teacher mindset, learner attitudes, society, culture, politics, economy, and institutional demands all form a specific education context, a limited method cannot serve well for such a complexity.

Dissatisfaction with method has brought about post-method condition, which Kumaravadivelu (2003) bases on three attributes. First, it is not an alternative method but an attempt to find an alternative to method. Thus, it encourages teachers to produce new classroom-based strategies rather than rely on methods as products of top-down processes. Second, the post-method conditions encourage teacher autonomy as it values teachers' potential to teach, deal with institutional constraints, and reflect on their actions. Last, it is based on pragmatism that refers to teachers' own understanding and shaping of classroom. This own and subjective understanding is a combination of teachers' own experience as a learner and teacher, professional teacher education, and exchange of ideas between colleagues. Kumaravadivelu (2003: 318) shares Antonio Machado's poem to present the idea behind the postmethod pedagogy: "*Caminante, no hay camino, se hace el camino al andar* (Traveler, there are no roads. The road is created as we walk)" (emphasis added).

Post-method pedagogy has three pedagogical parameters, namely *particularity*, *practicality*, and *possibility*, the boundaries of which are blurred. The parameter of *particularity* requires that language teaching needs to be context-sensitive, taking local,

linguistic, socio-cultural, and political particularities into account. It argues against top-down theoretical principles and classroom practices. The parameter of *practicality*, on the other hand, encourages teachers to generate their own theory rather than related a generic set of theoretical principles. Lastly, the parameter of *possibility* requires the teacher to raise students' socio-political awareness so that they can construct their own identity, and the society is transformed (Kumaravadivelu, 2003).

Adopting a similar stance, Canagarajah (2002: 140) associates the resistance towards the West-based methods and paradigms, i.e., CLT in this case, with a "post method condition" in which the learning strategy approach takes the place of the centrally-developed methods. With his own words, "this approach encourages teachers and students to become more reflective and critically conscious of the strategies they themselves find useful according to a variety of contextual determinants" (Canagaraj, 2002: 148). He argues that this substitution empowers both teachers and students. Upon gaining their freedom, teachers turn into creative and democratic practitioners who provide students with various strategies and create their own expertise by negotiating with their students. Students are also empowered as they take the control of their learning by choosing the best strategy relevant to their needs.

All these attempts to challenge the traditional ELT assumptions outlined above could be best summarised with the desire to break dependency on the West. As one of the oft-cited figures in the related literature, Kumaravadivelu (2012) highlights the importance of Foucault's (1970) "*epistemic break*" (cited in Kumaravadivelu, 2012: 14, emphasis added) in responding to the challenges in the globalised world and forming a professional English language teaching community. He himself describes an epistemic break as an attempt of "a thorough re-conceptualization and thorough re-organization of knowledge systems" (Kumaravadivelu, 2012: 14). What is the climax of the matter is that the periphery should not welcome what the centre markets with open arms. To him, one of the most serious episteme that needs to be broken is native speaker dependency. He lists the following five areas where the existing epistemic dependency strengthens its power and therefore needs to be broken: (1) terminologies; (2) Western-knowledge production; (3) centre-based methods; (4) centre-based cultural competence; and (5) centre-based textbook industry. In the first area, Kumaravadivelu (2012) argues against the dissemination of

terminological labels such as ESL, EFL, EAL, to list just a few as they cannot go beyond enhancing the popularity of the native-speaker episteme and distracting the practitioners in the so-called periphery. Second, the western knowledge gained by second language acquisition studies in monolingual contexts cannot cover issues relevant to multilingual environments such as the role of first language and classroom input and interaction. Rather, its concepts such as interlanguage, fossilisation, and acculturation contribute to the native speaker episteme. As a solution he suggests "proactive research" (Kumaravdivelu, 2012: 17), in which local practitioners create their own field-tested original knowledge by researching their particular problems with appropriate methods and later apply them in their own classrooms. Third, in similar vein of thought, Kumaravadivelu (2012: 18-19) argues that the centre-based methods developed with "one-size-fits-all-cookie-cutter approach" should be replaced with "context-specific, locally-generated instructional strategies that take into account the particular, the practical, and the possible". Fourth, the Western concept of cultural competence that sets cultural assimilation as the target of learners with integrative motivation has no relevance for global language learners because they use English to communicate but not form a new cultural identity for themselves. Lastly, Kumaravadivelu (2012) asserts that the success of breaking the dependency on centre-based cultural competence depends on breaking the dependency of on the centre-based coursebook industry. To that end, he suggests designing local-sensitive teacher-generated materials through a systematic training. He finds this idea quite applicable in a world where the World Wide Web warmly welcomes user-generated content.

In line with Phillipson (1992), Kachru (1994, cited in Kachru, 2009: 184-185) lists six myths that refer to fallacies at theoretical, methodological, formal, functional, and attitudinal levels: the interlocutor myth, the monocultural myth, the exocentric norm myth, the interlanguage myth, the intelligibility myth, and the Cassandra myth. The interlocutor myth is about limiting the function of English to interacting with only native speakers; however, today there is much more interaction between non-native speakers. The monocultural myth refers to learning English to study only "the Judeo-Christian literary tradition", with the words of Kachru (1994, cited in Kachru, 2009: 184), including American and British culture, but English is also used to express native cultural values. The exocentric norm myth is about the tendency to set the two exocentric models of American or British English as teaching models; however, learners are more likely to be

exposed to endocentric models in their daily life outside the school. The interlanguage myth regards non-native varieties as interlanguage or fossilised Englishes, but the existing literature treats this as a limited way of thinking. The intelligibility myth is about ensurance that Inner Circle varieties are a hundred percent intelligible around the world; however, there are several empirical studies that show the opposite. Lastly, the Cassandra myth refers to seeing English variation as "linguistic decay" (Kachru, 1994, cited in Kachru, 2009: 185) that should be prevented by native speaking English teachers.

Echoing the sentiments above, Canagarajah (2005: xxv) tabulates the changing priorities in ELT in the globalised world as follows:

Figure 1: Shifts in Pedagogical Practice

FROM:	TO:
"target language"	repertoire
text and language as homogeneous	text and language as hybrid
joining a community	shuttling between communities
focus on rules and conventions	focus on strategies
correctness	negotiation
language and discourse as static	language and discourse as changing
language as context-bound	language as context-transforming
mastery of grammar rules	metalinguistic awareness
text and language as transparent and instrumental	text and language as representational
L1 or C1 as problem	L1 or C1 as resource

Source: Canagarajah, 2005: xxv

In the globalised world, it is of utmost importance to encourage learners to develop competence in more than one language or dialect so that they can shuttle between communities. Teachers need to be aware of the change in the notion of correctness in that what is standard in one context may not be so in another. Thus, learners need to be taught how to negotiate, i.e., use communication strategies. In addition, teachers should move away from conservative attitude and teach English as a changing rather than static world language. And in the process, learners' own language and culture need to be treated as a source rather than hindrance (Canagarajah, 2005). Along similar lines, Bayyurt and Sifakis (2015: 119) portray the current ELT as "increasingly post-EFL" as both the processes and

practices including curriculum, norms, assessment, attitudes, to list but a few, are no longer NS-oriented.

Summing up the problematised traditional ELT assumptions, McKay (2003a) focuses on the goal of language teaching, instructional variety, culture, and teaching methods and techniques. She argues that the current global status of English with a changing learner profile necessitates the development of a curriculum for English as an international language. The spread of English has resulted in broader learner aims that differ from the limited survival aims of immigrants, more frequent interaction with non-native speakers, and the desire to make one's own culture known by the others. She observes that the existing ELT cannot meet such broad needs, and to that end, McKay (2003a, 2003b) challenges three ELT assumptions that are often taken for granted: following a native speaker model, accepting the native speaker culture as the only cultural content source, and valuing CLT as the primary language teaching model. Instead, she suggests three basic assumptions that should inform ELT curriculum today. The first one is that today bilingual English users tend to use English in various ways, and thus setting a one-size-fits-all goal for all language learners is impractical. The second assumption is that many bilingual English users do not want to imitate native speakers anymore. The last assumption is that as English is a truly international language, its culture and teaching methodology cannot be associated with only one specific culture. Instead, cultural content diversity including the source culture should be encouraged on the grounds that it values learner experience, encourages learners to understand their own culture well so as to share with others, and makes things easy for teachers who do not have to teach a culture they are not familiar with. In addition, teaching methodology taking local culture of learning into account should be encouraged, and local teachers themselves need to take the ownership of their pedagogy choice that can bring productivity in their specific context.

2.4. A Paradoxical Picture of the Current ELT

The traditional ELT assumptions, discourses, and practices have been questioned in all circles. Yet, several figures have drawn attention to the asymmetrical relation between reality and ELT profession today. For instance, Joseph and Ramani (2006) criticise that English is practiced in multilingual contexts; however, the profession has a monolingual

and apolitical orientation. Similarly, McKay (2012) highlights the paradoxical nature of ELT, stating that although the majority of learners or users learn and use English in multilingual context, the centre-based ELT pedagogy sticks to an English-only policy. She identifies three problems with this policy, which is a basic tenet of CLT. First, teachers close the opportunity to employ learners' L1 as a linguistic source that can ease learning process. Second, the policy cannot work well in group works in EFL contexts where students commonly tend to use their L1. Lastly, it avoids the promotion of learner awareness of their multilingualism. She supports the use of code-switching as a learning strategy to make the meaning clear, help group planning, and compare and contrast L1 and English at both syntactic and lexical levels.

Though several scholars claim to adopt a culture-sensitive approach in language classroom, what they do cannot go beyond paying lip-service. For instance Flowerdew (1998) presents a paradoxical stance when she analyses group work applications in line with CLT in China from a cultural perspective. She argues that group work actually fits for Chinese culture of learning as it is in parallel with the Confucian value encouraging students to cooperate for the common good and support each other. However, she blames Confucian traditions of reluctance to challenge authority and modesty as "cultural constraints" (Flowerdew, 1998: 326) and "aspects which impair the learning process" (327) that need to be broken down. She states that while this reluctance discourages learners to give feedback to each other, their modesty does not allow realistic self-awareness.

Illustrating this paradoxical picture, Kirkpatrick and Sussex (2012: 1) present that although there is a rich diversity regarding English use in Asia, the conventional English view, "entity-English or citadel-English", with their own words, shapes English education there. The concept of the nation state that belongs to the 19th century is what lies in the roots of this view in that English is seen separate from other Englishes with its own identity. The citadel metaphor that refers to a castle on high ground shows that English stands as a prestigious target model.

Focusing on English language testing practices in Saudi Arabia, Khan (2009) draws a similarly paradoxical picture. Although learners are exposed to international English in

higher education by being taught by teachers from diverse countries and having the chance to use English with staff in restaurants, hospitals, travel agencies and so forth, TOEFL, which is based on Standard American English, is commonly used for placement and advancement purposes. However, Khan (2009) argues that TOEFL cannot serve well for the international communication needs of the local context. Rather, cultural and contextual realities of Saudi Arabia need to be integrated into assessment, and the ignorance of this point does nothing but leads to marginalising Arabic-English bilinguals who communicate successfully in multilingual forums although they do not use American norms. To her, locally-developed rather than imported tests should include international speakers and aim at promoting communication across differences. Otherwise, in her own words, "we as educators tacitly accept that the countries that develop these tests are the custodians of English and the rest of the world their 'clients'" (Khan, 2009: 203).

Korea could be listed as another representative example of this paradox. As an Expanding Circle country, Korea searches a way to equip its citizens with a working English proficiency, which is regarded vital in Korea's modernisation attempts and international competitiveness. To these ends, it started to establish *English Villages* that serve as immersion camps in which students between 5 and 19 learn the culture of English-speaking countries from native speakers. These simulated English-speaking societies also provide teacher training and family programmes. In addition to these villages, *the wild geese phenomenon* is common in Korea. This refers to the attempts of Korean mothers who are unsatisfied with English education in Korea and thus move abroad with their children. Fathers stay at home and earn money for the family. Furthermore, Koreans go further to have tongue surgery so as to produce English sounds like a native speaker. This is known as *lingua franectomy*, and its popularity is increasing day by day (Takeshita, 2010).

As a last example, Singapore is one of the Outer Circle countries where English is used as a second language. There is a diglossic situation there as locals use a non-standard informal English known as Singlish. Although the majority of its people use it commonly in everyday communication, it is disapproved by government and education authorities. They ban its use in media and set campaigns against its use (for instance, *Speak Good English Movement* starting in 2001) as they fear that Singlish would corrupt Standard

Singaporean English and marginalise Singaporeans in the international arena (Hung, 2009).

This paradoxical picture is the result of the attempts of Western figures. The current ELT pedagogy suffers from "[o]thering" discourse, in McKay's (2009a: 41) own words. This discourse refers to three problematic areas. The first is that it describes bilingual English learners and teachers as deficient language users when compared to native speakers. It also does not welcome the attempts of the Outer and Expanding Circle countries to nativise English to suit their local culture. Furthermore, this self-other discourse posits some learners from certain educational contexts such as Asia, incapable of using modern language teaching methods, namely CLT, which requires group work and critical thinking abilities. To complicate the matter even further, McKay (2009a) argues that this othering discourse is seen among not only Western scholars but also non-western ones. Their arguments in academic circles confirm the prejudiced attitudes of those Western figures towards the so-called periphery. Academic commentaries are not the only arena where the othering discourse survives. It is also evident in teaching materials. In coursebooks, where home culture seems to be integrated, local characters are depicted as the ones who emulate American traditions and feel sorry for their own culture.

2.5. Initiatives to Challenge Anglo-centric English and Current ELT

The historical and economic spread of English has brought about new constructs such as WE, global Englishes, ELF, EIL, and so forth that challenge Anglo-centric English and the current ELT (Jain, 2014, Seidlhofer, 2010; Seidlhofer & Widdowson, 2009). These anti-normative paradigms that have come out as the natural consequences of the changing demography and geography of English are presented in-depth below.

2.5.1. The Nature of Two Anti-normative Paradigms: WE and ELF

Focusing on ELT pedagogy, Kubota (2012) distinguishes between normative and anti-normative approaches to English, explaining that the former sets American and British varieties as ultimate goals whereas the latter requires adopting a pluralist and critical perspective in ELT. She lists five anti-normative paradigms as World Englishes, ELF,

linguistic imperialism, multicompetence, and hybridity. They respectively focus on describing and legitimising national varieties in the Outer Circle, investigating linguistic features vital for intelligibility among users with different linguistic and cultural backgrounds, approaching English spread as a hegemony from a political and ideological perspectives, emphasising strengths of non-native English speakers, and encouraging creative mixture of linguistic and cultural resources as well as identities to communicate messages in various interactions.

Although terms such as WE, ELF, and EIL all are sometimes used synonymously in discussions regarding the global spread of English with its depth and range and attempts to challenge Anglo-centric ELT, House (2012) argues that they should be differentiated. As the concepts WE and ELF are frequently used in the related literature, a deeper understanding merits attention. Bolton (2004) notes that the concept of "World Englishes" has basically three meanings. First, it is used as an umbrella term in the description and analysis of Englishes. A plethora of terminology has been used in this reference, including English as an international language, global English(es), new varieties of English, and so forth. Second, the term is used to refer to new Englishes in Caribbean, Africa, and Asia and studies investigating the areal characteristics of regional Englishes. Lastly, the term is used to refer to a wide-ranging approach to the study of English that highlights the importance of inclusivity and pluricentricity in a variety of areas including language description, discourse analysis, corpus linguistics, lexicography, pedagogy, pidgin and creole studies, and the sociology of language.

On the other hand, the word *lingua franca* has its origin in Arabic word *lisan al farang* which first referred to a contact language between Arabic speakers and Western European travellers and later turned into a language of commerce disfavouring individual variation (House, 2012). However, House (2012) asserts that this early meaning has little to offer for the term ELF today as it is functional flexibility that forms the backbone of the concept, and it welcomes foreign forms and various voices. House (2012: 187) describes it as "a special type of contact language and intercultural communication where each combination interactants, each discourse community, negotiates their own lingua franca use in terms of code-switching, discourse strategies, negotiating of forms and meanings". As her definition offers, ELF users do not come from the same linguistic and cultural

background. Taking up a similar stance, Seidlhofer (2011: 7) prefers to describe ELF as "*any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option*" (emphasis in original). In a paralel way, Jenkins (2009: 41) describes ELF as "a means of communication in English between speakers who have different first languages". She draws attention to the hot debate whether to include native speakers in this definition. Although the minority of scholars tend to exclude them, the majority do the opposite. However, even they are included, they have a quite different position than they have in EFL as "NNS no longer set the linguistic agenda and should not expect the non-native participants in the interaction to defer to NS norms" (Jenkins, 2009: 41). Similarly, Modiano (2009) criticises those who exclude native speakers of English in defining ELF on the grounds that they constitute 60 million English speakers in the European Union of the total 500 million English language users. To him, having an exclusive rather than an inclusive approach in ELF does not enable people to understand the realistic global function of English.

Providing an insight into the natures of these two well-known paradigms, Pakir (2009) explains that they have both similarities and differences in several aspects. WE, a 20-year-older paradigm than ELF, emphasises the pluricentric nature of English and aims at further understanding of the sociolinguistic landscape with range and depth of English particularly in the Outer Circle countries. To House (2012), too, WE refers to nativised English varieties that have a colonial history and serve important legal, administrative, and educational functions as a second language Yet, the basic tenet is to include all users from the three circles. On the other hand, ELF focuses on the connectivity and communication functions of the hybrid English used in Expanding Circle countries, and it aims at "finding the common features that serve to identify that variety of English which is used as a language of communication minus linguacultural minutiae" (Pakır, 2009: 234). ELF does not welcome lingua-culture from the Inner Circle countries, and it conceptualises pluricentric English only around its ELF core. While WE aims at enhancing English pluricentricity and bilingual creativity with its research and practice on the legitimisation of new Englishes, ELF aims at promoting a new English that can serve as a contact language for English users from various linguistic and cultural backgrounds. Naturally, the research and practice area of the latter includes attempts of describing and codifying distinctive features, i.e., cores, at the levels of phonology, lexicology, grammar, and

pragmatics. Still, these two paradigms, to Pakir (2009), have four commonalities: a pluricentric English view, the importance of recognising English diversity, language change and adaptation, and the importance of discourse strategies employed by bilingual English users.

To Saraceni (2009), WE and ELF are two liberal views that the past thirty years of applied linguistics have witnessed. Their commonality of focusing on the complexity of English roles has encouraged them to suggest a paradigm shift in ELT. Saraceni (2009) summarises six main points on which they have based their arguments in the existing literature: the increasing number of non-native speakers, the inappropriacy of ownership claims in the global world, the lack of native speaker varieties' potential to serve well as a relevant model for the whole world, the irrelevance of the distinction between native and non-native speaker, and the existence of global English stripped off Anglo-Saxon culture. Arguing in a similar vein, Matsuda (2015) notes that although there are several frameworks that come with different labels including *Teaching English as an International Language* [TEIL], *ELF-aware Pedagogy*, *Global Englishes Language Teaching*, *WE-informed ELT*, they should be seen more similar than different on two accounts. First, they acknowledge the "messiness" of the current ELT world with various learners, purposes, and methodologies. Second, they all argue for a revised ELT methodology that welcomes reality and prepare learners for this "messy" world. Similar to those, Galloway and Rose (2014) assert that global English-oriented pedagogical proposals highlight the need for basically four issues: more exposure to English diversity, high value for learners' multilingual background, exposure to ELF communication, and the development of communication strategies that ensure mutual intelligibility and understanding.

For a better understanding of the nature of ELF, Jenkins (2009) contrasts EFL and ELF as presented in the following table:

Table 1: The Differences between EFL and ELF

EFL	ELF
Part of modern foreign language	Part of World Englishes
Deviations from ENL are seen as deficiencies	Deviations from ENL are seen as legitimate differences
Described by metaphors of transfer, interference and fossilization	Described by metaphors of language contact and evolution
Code-switching is seen negatively as an attempt to compensate for gaps in knowledge of English	Code-switching is seen positively as a bilingual resource to promote
	Speaker identity, solidarity with interlocutors, and the like

Source: Jenkins, 2009: 42

As the foregoing suggests, the focus of ELF on language contact and change naturally brings about attempts to value deviations from English as native language rather than labelling them as mistakes. In addition, it regards L1 as a resource that should be exploited.

Language pedagogical alternatives on the basis of ELF have been suggested. Drawing attention to the changing demographics of English, Jenkins (2002) argues that this emergent sociolinguistic reality has implications for language teaching pedagogy. One of them is the need to develop new pronunciation models as the results of empirical studies rather than "intuition, laboratory experiment and corpora of NS speech" (Jenkins, 2002: 101). To that end, she collected field data in her classrooms and social settings for over three years and analysed them to see which phonological and phonetic features result in miscommunication. Based on this empirical research on NNS-NNS interactions, she proposed an alternative pronunciation syllabus, which she entitled as the *Lingua Franca Core* [LFC, hereafter]. The model consists of core and non-core features. While the core items are crucial for intelligibility and thus need to be taught, non-core items do not cause communication problems and they are mostly unteachable. She lists the following five core item categories: (1) the consonant sounds except for /θ/, /∂/, and the allophone /ł/; (2) additional phonetic requirements such as aspiration /p/, /t/, /k/ and vowel shortening before voiced consonants; (3) consonant clusters; (4) vowel sounds; and (5) tonic (nuclear) stress. On the other hand, she identifies seven non-core items that are not critical for intelligibility: (1) the consonant sounds /θ/, /∂/, and the allophone /ł/; (2) vowel quality; (3)

weak forms (schwa); (4) connected speech features; (5) pitch movements; (6) word stress; and (7) stressed-timed rhythm. Jenkins (2002) goes further to argue that as the aim of English learning is to integrate into international community rather than L2, the international target will require not only NNSs but also NSs to make adjustments in their speech to be accepted by the others with their intelligible phonology to their interlocutors. Arguing for the distinction between innovation and error, Jenkins (2006) assumes that ignoring core items which are essential for mutual intelligibility can lead to errors; however, non-core items need to be regarded as regional variation.

Providing insight into the language teaching and learning pedagogy on the basis of ELF, Seidlhofer (2011) lists several general principles as follows. First, conformity to native speaker norms is not needed for effective communication. Second, poor language learners measured by these norms can actually be good language users. Third, realistic objectives that are attainable and meet the needs of real language learners need to be set. In addition, the development of abilities required for effective use including exploiting the existing linguistic resources should be prioritised. Moreover, in this pedagogy, "learners are not learning a language, but learning to language" (Seidlhofer, 2011: 197). This means strategies are exploited to negotiate meaning, re-construct understanding, etc. Similarly, mother tongue is exploited as a facilitator and resource.

To describe spoken ELF interactions, Seidlhofer (2011) and her team compiled a corpus, entitled as the *Vienna-Oxford International Corpus of English* [VOICE, hereafter]. It contains natural interactions taken from conversations, interviews, meetings, conferences and so forth from various domains including education, business, science, and leisure. As Jenkins (2009) explains, they restricted the number of native speakers in VOICE corpora (maximum 10%) so that their presence would not urge NNSs to mimic their English. Drawing on VOICE, several scholars from the ELF camp have conducted linguistic analysis of naturally occurring NNS-NNS interactions to arrive at generalisations about the description of ELF. A representative example includes the empirical analysis of Breiteneder (2009), who analysed the morphological marking of present tense verb, i.e., 3rd person –s, in VOICE, and found that zero marking for 3rd person is quite common and regular in Europe as language users practically focus on meaning rather than sanctioned forms in communication.

2.5.2. Criticism of Anti-normative Paradigms

No matter how much excitement these new concepts paradigmatic attempts have created in the related camp, they have not always been welcome with equanimity. Drawing attention to the limitations of the concept WE, Saraceni (2009) problematises it on two grounds. First, creating country-based English varieties based on national borders such as Indian English, Nigerian English, Singaporean English, to name but a few, is both challenging and inappropriate. Linguistically speaking, he finds the concept *variety* problematic, and the existence of several areas in a country and uniform speech patterns make it challenging to describe a country-based phonologically, lexically and grammatically uniform variety within the Outer Circle countries, where English is in close contact with local languages. To complicate the matter even further, these attempts show a degree of simplification as these varieties are described on limited number of phonological, grammatical, and lexical items. However, as Saraceni (2009) argues, language identification is an artificial attempt, and it has political associations. Second, he finds the attempt of creating country-based varieties dangerous as it would lead to segregation among Englishes in these circles. He finds the segregation inappropriate for the WE acronym, and with Saraceni's (2009: 181) own words, "the notion of country-based Englishes may convey the idea of exclusion rather than inclusion, and the 'clubs of equals' could remain all but a fleeting illusion".

Regarding ELF, Holliday (2009: 21) goes further, claiming that ELF is "another play domination form the Center", for what it does is creating a reduced language that is expected to help communication between non-native speakers in international arena. However, this attempt ignores the need and wants of English learners who do not want to limit themselves with some preset linguistic features. Still, Holliday (2009) appreciates its attempt to liberate learners from native speaker norms, and tends to refer to it as a specific branch of the broader EIL paradigm. Guerra (2005) criticises Jenkin's model, writing that focusing on solely the phonological features of NNS-NNS interactions is a limited way of thinking in the EIL camp. Similarly, Saraceni (2009) problematises ELF on two grounds: epistemology and methodology. First, it is not clear whether the concept refers to a variety or a function. In addition, he feels irritated when the well-known figures from the ELF camp accuse the academicians who do not support them of being driven of impulsive

irrationality. However, these epistemological uncertainties have nothing to do with academicians whom Saraceni (2009) mostly finds open-minded. Second, as English has been rapidly evolving with a bottom-up process via the Internet and entertainment sector, it is naïve to expect an enthusiastic welcome for ELF, which tends to develop resistance to criticisms and attempts to impose a core from the above.

Along similar lines, Balteiro (2011) argues against setting ELF as a new pedagogical model on several accounts. First, she argues that "ELF approach derives from an erroneous premise" (Balteiro, 2011: 82) in that it assumes the language learners in Expanding Circle countries will not need to communicate with native English speakers as frequently as they will do with non-native ones. However, this assumption, to Balteiro (2011), ignores reality that people are moving to English-speaking countries, travelling there to do business and have holiday, and interacting native speakers around the world. Second, ELF assumes that non-natives will never have a full command of English. However, Balteiro (2011) argues that language mastery depends on not origin but personal, professional, educational and several other conditions. Third, she argues against ELF approach based on the need to distinguish between written and oral communication. Its employment for written communication would lead to serious problems such as being rejected by publishers, having bad impression and so forth. In addition, Balteiro (2011: 83) asserts that the ELF attempts of standardising English with a core are unnecessary as abandoning "the present and perfectly valid model" cannot be justified. Although she finds ELF approach "neither viable nor necessary or appropriate" (Balteiro, 2011: 84) for the time being, she finds it linguistically interesting to analyse discourse and communication to maintain intelligibility and take precaution against these possible problem areas. Similarly, to Ferguson (2009: 131), ELF has a long way to go to be "taught in its own right" as descriptive ELF research cannot answer all questions, and still its success depends on attitudes, for native speaker proficiency and conformity to Standard English have been regarded as "the most secure benchmark of achievement".

In order to help the improvement of ELF rather than reject it completely, Shirazizadeh and Momenian (2009) problematise it concerning its five dimensions: point of reference, culture, critical pedagogy, assessment, and public attitude. First, they remark that although ELF claims not to take native speaker as the point of reference, it describes

this emergent code at several linguistic levels based on an alternative native speaker. This "new" native speaker will naturally experience what the Anglophone native speaker experiences today. Therefore, to them this artificial model does nothing but adds to the paradoxical picture of the related camp. Second, they criticise the attempts of the camp to exclude American or British culture from ELF syllabus on the grounds that this leads to ignorance of individual needs and demotivates a great number of students who are interested in the culture and history of them. They argue that what develops intercultural understanding and home culture appreciation is not an exclusive policy but an inclusive one. Third, they write that although ELF seems to adhere to the critical pedagogy with its attempt to empower the marginalised ones, it loses two perspectives of empowerment, namely access and voice. As it is different from all local Englishes, it cannot give voice to any marginalised community, and despite the changes, its origin from England hampers its egalitarian nature. In addition, it does not meet the criteria of giving access as it is not the original language of the dominant. Furthermore, the codification attempts of ELF may ignite discrimination rather than equality. Shirazizadeh and Momenian (2009) also criticise ELF on the grounds of assessment. As its spoken and written construct has not been certainly described yet, language testers are in total dark. Lastly, they problematise ELF, writing that it needs more research on its attitudinal and sociolinguistic dimensions as it is the public attitude that either brings a code prestige and powers or limits it to only scholarly discussions. Shirazizadeh and Momenian (2009: 61) conclude that addressing these weak points will earn ELF a practical rather than a theoretical perspective, and to speak metaphorically their attempt is "as Nietzsche says, to warn the one who is fighting against the monster, lest he becomes a monster himself."

As Kachru and Smith (2009) believe in the plurality of English, they argue against the singular- whether the title is "global", "world", or "lingua franca" English. They claim that these attempts, including the LFC of Jenkins (2002), doom to fail. To quote Kachru and Smith (2009: 7):

> Unitary labels such as 'global English' seem to be attempts at standardization and futile gatekeeping. The motivations of big publishing houses and agencies with mandate to propagate English and British culture are understandable, but there is no academic or linguistic justification for such attempts. The Inner Circle varieties do not have a 'core' phonology or syntax, or conventions, as is clear from the corpus-based studies of these varieties; it is not clear what makes advocates of world/global/lingua franca English believe

that users of Outer and Expanding Circle varieties will be willing to adopt whatever 'core' is proposed.

Reading between the lines, attempts to create new cores for English are regarded as new ways of standardising, which are in turn contrary to what these anti-normative paradigms attempt to do basically. As these initiatives to determine the core cannot go beyond creating new limits and barriers for people, they believe that they will not be welcome by Outer and Expanding Cricles.

2.5.3. More Alternative Approaches

In addition to these two frequently-referred anti-normative paradigms, namely WE and ELF, some scholars in the related camp have proposed alternative approaches to Anglo-centric English and ELT. For instance, favouring for the fact that English introduction into school curriculum should be delayed at least until the beginning of secondary school, Kirkpatrick (2012: 30) proposes "a lingua franca approach" that can provide "a win-win solution for all". His *Lingua Franca Approach* has four main points. The first is that the aim is not to clone native speaker but use English effectively as a multilingual speaker. The second point stresses that the curriculum content should cover local and regional cultural topics and literatures. The third one is that critical cultural awareness should be developed so that they can discuss, compare and contrast their own and others' cultures. The last point emphasises that the curriculum needs to familiarise students with various speech styles and pronunciation. In addition to these four main points, Kirkpatrick (2012) argues that successful local multilingual teachers who know students' language and culture could serve as appropriate educators and role models. Also the use of linguistic resources available to learners should be encouraged to support language learning process. Similarly, Crystal (2003: 185) devises the term "*World Standard Spoken English* (WSSE)" (emphasis added) to refer to the role of English as a lingua franca in international arena. Although it is too early to talk about a common code with certain linguistic characters different from the SE for the time being, he argues that English users move towards WEES that could help them communicate their ideas to their international audience.

With a similar motivation, Canagarajah (2007) developed an alternative term which he entitled as *Lingua Franca English* (LFC). He associates English as a contact language with a virtual speech community where multilingual people with various linguistic and cultural backgrounds tend to share LFC as a common resource. Canagarajah (2007: 925) admires their "competence for cross-language contact and hybrid codes", which is developed due to their multilingual experiences. There is a continuous negotiation among users who observe their interlocutors carefully and tune their language, including grammar, phonology, lexicology, and pragmatics in order to understand and be understood by them. He also draws attention to the hybrid nature of LFC resulting from borrowings from each other. Although LFC is fluid in nature, users manage to communicate successfully through pragmatic strategies. Therefore, he tends to define the linguistic competence of an LFE speaker as a complex phenomenon with less emphasis on grammatical competence. Rather, he emphasises language awareness to make inferences and to cope with various grammars, strategies competence to negotiate successfully, and pragmatic competence to use appropriate communicative conventions. To reach such a holistic linguistic competence, Canagarajah (2007) suggests learner strategy training and language awareness as two important pedagogical processes. With the changing learner profile and aims, Anglo-centric English assessment has been questioned. Canagarajah (2007) argues that it is of paramount importance that the existing assessment practices should be gone through due to changing needs of multilingual users, complex communication situations, and changing norms. Rather than testing grammatical competence, educators need to focus on performance and pragmatics, and assessment instruments should aim at finding out whether learners can negotiate meaning meaningfully, use communicative strategies appropriately, and have language awareness that helps them cope with newly emerging structures during the interaction.

In Pennycook's (2010: 677) eyes, serious economic and political influences have serious implications for languages; however, he argues against "a zero-sum game". The economic growth of China will contribute to the learning of Chinese, yet its popularity will not result in less of English. Rather, to Pennycook (2010), English will survive as the most frequently used international language though both its roles and forms are changing. He argues that rather than focusing on distinct features of English varieties regarding syntax, morphology, phonology, pragmatics, and so on, one should develop an understanding of

"translingua franca English" (Pennycook, 2010: 684), which emphasises all uses of English and its interconnectedness and avoids a language stance with native speakers. Here what matters is how people with local realities interact with speakers around the world.

Pointing out the need for a paradigm shift in ELT responsive to the changing sociolinguistic landscape of English, Canagarajah (2013) lists a set of pedagogical priorities that are vital for postmodern communication: language awareness, sociolinguistic sensitivity, and negotiation skills. Concerning language awareness, he maintains that it is not rational to be proficient in only a single variety. Rather, the objective "to develop the cognitive abilities to negotiate multiple codes as one shuttles between communities" (Canagarajah, 2013: 8) should be set. In addition to language awareness, Canagarajah (2013) vouches for the necessity to foster sociolinguistic sensitivity in the classroom. Teachers need to increase learner awareness of the fact that inner-circle-dominated pragmatic conventions may not work in other contexts, and thus learners need to be aware of these dialectal differences, the concept of identity, context-related constraints, and cultural sensitivity. Lastly, he is for enhancing negotiation skills including code-switching, speech accommodation, interpersonal strategies, and attitudinal resources.

Problematising anti-normative paradigms, including WE, ELF, linguistic imperialism, multicompetence, and hybridity, Kubota (2012: 63) suggests adopting "pedagogy for border-crossing communication in and beyond English". This border-crossing communication has three key elements: critical awareness, open attitudes, and communicative skills. As the name speaks for itself, critical awareness refers to increasing learners' awareness of inequalities in language, race, economic status and so forth and encouraging them to confront these issues. The second element of this pedagogy, i.e. open attitudes, may be understood as willingness to interact with different interlocutors and develop mutual respect for each other. Teachers should stimulate interest in various languages, cultures, ethnic backgrounds and so on. Kubota (2012: 65) terms this open attitude as "cultural relativism" that refers to "a view that each culture is different but equally legitimate in its own right". The last element of this border-crossing communication is communicative skills. Teachers are advised to equip their students with communication strategies and accommodation skills.

2.6. EIL

The fact that non-native speaker outnumbers its native counterpart, and much of the interaction occurs between non-native speakers has oiled the wheels of questions regarding target model in language education. As Schnitzer (1995: 230) points out, "[F]orce of circumstance is moving us away the 'ideal native speaker' to the 'ideal EIL user' as the model for teaching, learning, and indeed use".

EIL was built on the works of Smith (1976, cited in McKay, 2003a: 33), who lists the three core features of an international language and EIL paradigm as follows:

1. learners of EIL do not need to internalize the cultural norms of native speakers of English;
2. the ownership of EIL has become 'de-nationalized';
3. the educational goal of EIL often is to enable learners to communicate their ideas and culture to others.

The development of EIL as a school of thought dates back to 1976 with Larry Smith's attempts. However, Hino (2009) points out that the first Japanese EIL attempt, though at hope level, was in 1928 when the lexicographer Hidezaburo Saito argued for the teaching of an original "Japanized" (cited in Hino, 2009: 107) English. Later, in 1970, Masao Kunihiro published a book proposing the de-Anglo-Americanisation of English that "more effectively communicates our [their] feelings and our [their] original patterns of thought" (cited in Hino, 2009: 262). One year later in 1971, Takao Suzuki predicted that a "Japlish" (cited in Hino, 2009: 108) version of English would come to stage when the Japanese achieved a complete mastery of English.

2.6.1. Conceptualisation of EIL

Guerra (2005: 55) uses the metaphor of "'patchwork quilt'" to describe EIL in that its various issues such as English varieties, language ownership, intelligibility and so on are all stitched together with the sewing thread of language user attitudes. A change in attitudes is what ensures "the beauty and functionality of the whole" (Guerra, 2005: 55). Thus, Guerra (2005) is assertive when he writes that non-native speakers should not let native ones patronise them, EFL speakers need to abstain from apologising for their so-

called inability to communicate correctly, and ESL speakers should not overemphasise achieving status for their English with all their codification attempts. Brutt-Grifler (2002) notes that it is not ELT that oils the wheels of linguistic and cultural imperialism but the way how this teaching is done: what kind of status is attached to it?, how should it be taught?, what should be taught?, who should teach it?, where should it be taught?, and so forth.

There is a myriad of EIL conceptualisations in the related literature. For instance, Alsagoff (2012a: 5) identifies the concept of EIL as "not a hapless consequence of the insidious hand of Western imperialism, but rather an expected outcome of the inevitable acceleration of globalization". House (2012) conceptualises EIL as a comprehensive and linguistically complex term that describes the use of English between L2 speakers with either the same or different linguistic and cultural background and between L2 and L1 English speakers. To her, the term "captures the vast formal and functional plurality of English indicating national, regional, local, cross-cultural variation, the distinct identities of these varieties, their degrees of acculturation and indigenization, and their embeddedness in a multilingual and multicultural context" (House, 2012: 187).

In an attempt to conceptualise EIL better, Modiano (2009) emphasises the overlap between the paradigms of EIL and WE. Both of them regard diverse English forms as indispensable consequences of globalisation and internationalisation, and thus fully acknowledge them as rich linguistic norms incorporating both local and global. Besides, both paradigms challenge Anglophile ELT tradition as it supports prescriptivism and refuses to integrate the changing sociolinguistic reality of English into pedagogy.

For Brown (2012), though, EIL could be understood in two ways: general and narrow EIL notions. What makes the former general is that it integrates various legitimate World Englishes into the curriculum. However, Brown (2012: 163) entitles the latter as "locally defined EIL" in that what truly matters is the local needs for English, and the context is mostly Expanding Circle countries. Modiano (2009) puts that although both EIL and ELF emphasise the use of English in multicultural arena, what EIL additionally does is to integrate the pragmatic aspect of communication into educational programmes as

situational adaptation is key to successful communication in multicultural forums. In a different yet related way, Gu (2012: 329) describes ideal EIL users as follows:

> Ultimately, ideal users are not only linguistically versatile and sociolinguistically appropriate, they are open-minded international citizens who remain patriotic but not parochial and who celebrate differences and welcome diversity. They are critically aware of the biases and inequalities embedded in English as a dominant world language, and use EIL as an empowerment tool for identifying themselves as who they really are. They use EIL to negotiate harmonious business or professional relationships and create international win-win communities where mutual benefit, respect, and understanding are the common goal.

From yet another complementary angle, Sharifian (2009) argues against conceptualising EIL as a variety to teach and notes that it should not be confused with the term "International English" that refers to a particular variety of English. Rather, EIL is "a paradigm for thinking, research and practice" (Sharifian, 2009: 2), and it emphasises intercultural communication. It should be understood as a paradigm shift in traditional ELT, SLA, and Applied Linguistics as complex relationships around the world due to English spread require a critical examination of the existing concepts and methodologies. In addition, Sharifian (2009) does not limit this terminology to any circle. Rather, he writes that EIL covers all Englishes from all circles as it is indispensable for the majority of English speakers, including native speakers of English, to be exposed to World Englishes. He also adds that this inclusive approach best shows how EIL focuses on true communication, not the speaker's nationality, identity, religion, colour, and so on.

Arguing in a similar vein, Matsuda and Friedrich (2012: 19) discuss the demerits of attempts to create an international variety of English that can serve well for every single context as follows:

> […], the quest for such an international variety of English may lead to the birth of a super-national variety, which seems inappropriate and unpractical. Proposing and teaching a 'standard' or 'core' variety of English in international contexts would create an additional layer in the English language hierarchy to which different people would have different degrees of access, and that, as a result, would generate greater inequality among speakers of different Englishes.

Matsuda (2012a: 7) justifies the current attempts of explaining the principles and practices of teaching EIL when she highlights the aim as "not to propose a one-size-fits-all curriculum that will work in every context", but as "to illustrate diverse approaches to

teaching English that recognize the linguistic and functional complexity of the language and its important role as an international lingua franca". Mamoru (2009: 73) prefers to add the adjective "auxiliary" to the term EIL as he wants to avoid the "power and assertiveness" of having an international/global language. To him, the term *English as an International Auxiliary Language* (EIAL) serves well to show that English is not the only option for international communication.

2.6.2. Key Themes of Teaching English as an International Language (TEIL)

The related literature shows that TEIL has some certain principles. For instance, as an inspiring scholar in EIL camp, McKay (2012: 42-43) sets the principles of a socio-culturally sensitive EIL pedagogy as follows:

- the promotion of multilingualism and multiculturalism;
- localised L2 language planning and policies;
- the development of an awareness of language variation and use for all students;
- a critical approach to the discourse surrounding the acquisition and use of English;
- equal access to English learning for all who desire it; and
- a re-examination of the concept of qualified teachers of English

Similarly, Trifonovitch (1981, cited in Guerra, 2005: 45-46) notes that basically four changes are central to teaching English as a truly international language: teaching not only native but also non-native cultures, encouraging learners to understand their own culture better and developing a positive attitude towards other cultures, exposing learners to diverse varieties, and encouraging learners to understand and accept that different cultures may have diverse spoken and written English styles. Guerra (2005) lists eight key ELT aspects related to EIL. The first is the existence of varieties of English, which emphasises the importance of exposure to diverse varieties and attitude change not to associate non-native English usage with the term interlanguage. The second aspect covers cultural issues. EIL has a broader culture vision with its focus on not only English-speaking cultures but also students' own and diverse world cultures. International role of English is the third aspect which emphasises the fact that EIL is different from ESL or EFL as cross-cultural communication forms its scope. The fourth aspect is language fluency which states that native English speaker communicative competence may not always work well for international contexts. The fifth is language ownership that does not see English as

the property of native speakers and thus encourages learners to use it to express one's own culture rather than imitate others' cultural norms. The sixth aspect is the role of non-native speakers in both teaching and international interactions. The seventh covers the role of native speakers. They need to have tolerance towards other Englishes and understand that non-native speakers do not need to sound like them to be effective communicators. Besides, they themselves need training in effective English use in international contexts. The last aspect is motivation that covers the fact that instrumental motivation rather than integrative one is what triggers ELT students today.

When the related literature has been analysed in depth, it was found that there are five common themes that have been frequently verbalised in the teaching English as a truly international language, i.e., TEIL: exposing learners to English diversity, adopting a broad culture view, fostering sensitivity and responsibility, being sensitive to local culture of learning, and equipping learners with communication strategies.

2.6.2.1. Exposure to English Diversity

Based on some statistical data regarding international travel movements, Graddol (2006) notes that the proportion of NNS-NNS encounters is 74% (three quarters), and thus the use of English as a lingua franca is increasing. This international role of English requires teachers to expose their students to English diversity. Smith (1988) maintains that familiarity with various Englishes enables language learners to develop the ability of interpretability (cited in Matsumoto, 2011: 107). Matsumoto (2011: 110) contends that integrating successful ELF interactions into teaching materials to familiarise learners with English diversity and raise their awareness of the global function of English is vital as this attempt "might allow us to project more pedagogically realistic and sociolinguistically relevant goals for ELT". Exposing learners to authentic NNS is regarded vital to give learners a sense of international intelligibility and real English use (Takahashi, 2014). However, Takahashi (2014) argues against the use of recordings created by NS actors who imitate accents. Takeshita (2010) suggests these attempts to raise awareness about English varieties, roles, and functions need to be started at primary school as this could ensure a successful and productive English use.

Lack of exposure to the diversity of English is observed as a key factor in changing learners' attitudes. Galloway (2013) notes that when they are exposed to solely native English, they tend to develop a positive attitude towards it and find it easy to understand. This, in turn, brings about "creating and perpetuating a false stereotype that acquisition of NE equates successful communication" (Galloway, 2013: 800). Therefore, Galloway (2013) suggests exposure to English diversity as a promising pedagogical step to increase learners' confidence and see themselves as successful bilinguals rather than deficient users compared with a native speaker continuum.

Stating in stronger terms, Schnitzer (1995: 235) argues that English language users and learners need to adopt the role of "internationalists" to understand others and be understood in the globalised world. To that end, they should be exposed to English varieties and be ready for contextual expectations. In addition, they should adjust their own language use at phonetic and pragmatic levels. They also need to be open to various world views. What merits most attention in this process is that EIL users, including native speakers, "must be prepared to clarify their messages, to paraphrase or otherwise simplify communication by being flexible with the language" (Schnitzer, 1995: 232). As Smith (2009) posits, exposure to other English varieties could serve well to promote three dimensions of understanding, namely intelligibility, comprehensibility, and interpretability. While intelligibility refers to recognising words and utterances, comprehensibility is about finding out the meaning of utterances. The last one, namely interpretability, should be understood as the degree to perceive the intention of these utterances. Smith (2009) provides readers with several striking examples from Asian English varieties that show that language users can only understand their meaning and intention if they learn them. For instance, "[i]n China the term barefoot doctor is surely intelligible to non-Chinese and those people may comprehend it as a physician without shoes, but it in fact refers to a poorly trained person who does health-related work in rural areas" (Smith, 2009: 22).

The existing literature on EIL provides teachers with several practical approaches to expose their students to multiple English varieties. For instance, Matsuda and Friedrich (2011) propose that teachers can expose them to this variety through the content of instructional materials, supplement the available ones with not only audio but also textual and visual variety samples, make use of media texts such as local English newspapers

around the world, help students communicate with English users from all three circles, meet local English users, use the Internet and social networking sites to interact with people from various cultural and linguistic backgrounds, bring the issue of world Englishes as a central focus to the language classroom with the aim of increasing their meta-knowledge about varieties. In order to expose students to English forms, uses, and users, Matsuda (2012b) suggests the use of materials for non-pedagogical purposes including movies, documentaries, local English-medium newspapers, to list but a few. Their textual, audio, and visual English variety samples can serve well to show learners that "English varieties are not only a matter of different pronunciation features or vocabulary, but rather a much more encompassing manifestation of cultural, linguistic, and other values" (Matsuda, 2012b: 174). Takahashi (2010) also suggests that YouTube could be utilised to expose learners to authentic NNS interactions. Especially online videos showing educated fluent NNSs such as Ban Ki-Moon, the Secretary-General of the United Nations, can help learners understand that fluent bilinguals with an accent can successfully communicate in English.

Besides, Ware et al. (2012) suggest digital media as an important means that presents ample opportunities for the promotion of global interaction and global literacy. A number of technologies such as Internet-based listening support sites (e.g., http://EnglishCentral.com), podcast services (e.g., ESLpod.com), telecolloboration which may be understood as collaboration of classes from different places via online exchanges can validate English varieties and uses. In these EIL classrooms, the focus is on the use of English for truly two-way communication rather than the mastery of skills, and learners are regarded as "global communicators, sharers of local cultures, arbiters of misunderstandings, and valued contributors to a growing global community" (Ware et al., 2012: 72). Particularly interactive listening tools such as podcasts, audioblog, voicemail, and voice bulletin boards enable students to record their ideas in their own accents, upload and make them available to the whole world. In these learner- centred environments that fill the gap between in-class and out-of-class learning, learners turn into "ambassadors of their local contexts", with the words of Ware et al. (2012: 78), contribute and get exposed to various accents and language uses. This combination of language and technology promotes their receptive and communicative competence.

From yet another complementary angle, Reppen (2011) highlights the central role of corpora in providing students with real written and spoken language samples they are likely to encounter in the real world. Taking student level, vocabulary load, and content into consideration, teachers can prepare their own corpus materials. Alternatively, if there is Internet access in the classroom, teachers can encourage their students to use web corpora to analyse differences between spoken and written registers. He provides readers with a list of useful corpora among which *International Corpus of English* (*ICE*, hereafter) and *Vienna-Oxford International Corpus of English* (*VOICE*, hereafter) could be of great benefits as they provide interactions in various English varieties. Similarly, Flowerdew (2012) maintains that the ICE (http://ice-corpora.net/ice/) is of prime importance for EIL camp as it provides data from both spoken and written varieties (though 60% spoken) gathered from over twenty countries in the Inner and Outer Circles. Similarly, Bokhorst-Heng (2012) points out that lexical innovation should be regarded as a natural occurrence for EIL as it is for all languages. The dynamic nature of EIL is especially felt when language users transform it at vocabulary level. Thus, she suggests the use of corpora, namely *ICE*, in teaching lexical items. Especially the emphasis of this corpus on spoken varieties can enable learners to see conversational English. They can also compare the use of English around the world and discuss its implications at linguistic, cultural, and political levels. It can also help them understand the development of their mother tongue. Furthermore, they can learn how negotiation strategies are used in conversational English.

As a further support, Kubota (2012) offers an example lesson to show how linguistic diversity is explained to 6th graders. In this lesson, she used photos of people with different linguistic and cultural backgrounds and world map. Her aims were to introduce various English-speaking countries from all circles, increase awareness of linguistic diversity in nation states including Japan and United States with statistics and show simple greetings that differ in local languages.

2.6.2.2. A Broad Culture View

Today, it becomes difficult to define cultural identities as boundaries of social groups have got blurred in open societies; thus, it is inappropriate to associate one language with one culture (Wintergerst & McVeigh, 2011). Clandfield (2008) puts that

today cross-cultural encounters are quite common due to technology, globalisation, population movement and immigration, and modern warfare and media coverage. While technological tools enable fast, cheap and far communication, globalisation helps various cultures contact for many business. In addition, people who move around or immigrate to other countries meet different cultures and probably face conflict. Lastly, modern warfare and media coverage narrows the concept of culture into dichotomies such as good/bad and right/wrong. Thus, Clandfield (2008) rightly points out that intercultural competence needs to be integrated into school curriculum to help successful negotiations in these interactions. With Clandfield's (2008: 6) own words:

> Becoming interculturally competent involves recognizing differences and variations within one's own culture and within other cultures. It's about occupying what is called "a third place", a principled and detached view across cultures. It means abandoning the idea that everybody sees the world in pretty much the same way.

Particularly focusing on EIL-oriented teaching materials, Matsuda (2012b) points that cultural content of EIL-sensitive coursebooks should come from basically three sources: global culture, diversity of world cultures, and home culture. Global culture including the common issues of the world such as peace, environment protection, world ecology, and so forth is valued as it "fosters the sense of global citizenship" (Matsuda, 2012b: 176). Although covering every single culture is not possible, a diversity of world cultures from several regions is favoured as it shows both geographical spread of English and various functions. Lastly, the inclusion of home-culture is valued, for it develops "the ability to perceive and analyze the familiar from an outsider's perspective" (Matsuda, 2012b: 177). However, similar to Brown (2012), Matsuda (2012b) argues against the stereotypical culture representation that limits content to big C culture. Rather, coursebooks should incorporate believes and practices regarding several domains such as school, family, and society into coursebooks. Although Aghagolzadeh and Davari (2014) do not associate their argument for the creation of counter-hegemonic teaching materials with the EIL paradigm, their suggestions for local materials writers in Iran touch the issue from another complementary angle. Given that ELT as not a purely pedagogical but as a socio-cultural, political, and ideological initiative highly contributes to the spread of English, they find it vital to use global issues, integrate local topics, and present source

culture as an asset in locally-written ELT coursebooks. This combination of local and global perspectives, in turn, helps expand the technical horizon of ELT.

Reflecting on one's own culture is vital in this process. To enhance this competence, Clandfield (2008: 6) states that the skills of "asking questions, listening and seeking clarification, negotiating and identifying common ground, and avoiding prejudging or stereotyping" need to be developed. Supporting a revised model of communication, Sharifian (2009a: 249) maintains that the skill that he himself terms as "*meta-cultural competence*" (emphasis in original) is of great significance in successful cross-cultural communication. This skill is what makes proficient language users "who have been exposed to, and show familiarity with, various systems of cultural conceptualizations, participating with flexibility in EIL communication and effectively articulating their cultural conceptualizations when their interlocutors need this to be done" (Sharifian, 2009a: 249). In other words, what characterises English varieties is not only grammatical, lexical, and phonological differences but also cultural conceptualisations. Even simple concepts such as friend and success may change from culture to culture. Thus, meta-cultural competence that requires users to minimise their assumptions that their interlocutors share the same cultural conceptualisations with them and explain them clearly to their interlocutors when they need is of utmost importance for effective intercultural communication. The development of this skill is associated with familiarity with diverse cultural conceptualisations possibly via exposure to English varieties and adoption of strategies including asking for clarification and viewing interaction as a cooperative initiative in which participants collaborate to negotiate meaning as the concepts of sender and receiver are not clear-cut in EIL.

Regarding the integration of local culture into language instruction, McKay (2012a) argues that language curriculum should promote cross-cultural awareness by making cross-cultural comparisons, which can lead to better understanding of one's own culture. She presents readers with a clear example for reading skill. While reading about American garage sales or holiday, the teacher should not adopt an information presentation approach and explain what Americans do with used items. Rather, students should be encouraged to research and think about what they themselves do with these items: Do they sell them?, If yes, where and how?, If not, what happens to them?, What are the similarities and

differences between the way Americans and they handle used items?, and what lies behind these differences and similarities? Similarly, Kumaravadivelu (2003) encourages teachers to promote cross-cultural understanding. For instance, while reading a text about Thanksgiving in the US, the teacher can ask students to think about its meaning and form in their own culture. They can collect information about this celebration in the US, their own country, and a third culture they choose and prepare posters to show their similarities and differences. They can also share their findings with brief oral presentations. Finally, they may be asked to write a reflective entry about their experience.

For a true understanding of culture in the language classroom, Kumaravadivelu (2003: 271) has developed the concept of "critical cultural consciousness" (emphasis in original). The concept centres on the basic truth that there is no best or worst culture. Instead, with his own words, "[a] very cultural community has virtues to be proud of, and every cultural community has vices to be ashamed of" (Kumaravadivelu, 2003: 271). He states that students can reach a variety of cultures via electronic media; however, they need to differentiate between ideas and ideologies. This requires a critical self-reflection that helps identify and understand the virtues and vices of both their own and other cultures. With Kumaravadivelu's (2003: 273) own words, "In understanding other cultures, we understand our own better; in understating our own, we understand other cultures better", and this brings about "real and meaningful cultural growth". Furthermore, using students' home culture in classroom activities will motivate and empower them.

This cultural principle of EIL could be associated with the concept Intercultural Communicative Competence (ICC hereafter). Hişmanoğlu (2011: 805) paraphrases ICC as "awareness of different values and behaviours of the others as well as skills to deal with them in a non-judgemental way". To Wintergerst and McVeigh (2011), intercultural or cross-cultural language teaching needs to be understood as a process in which students explore various issues about different cultures and learn about their own culture better. As EIL and Michael Byram's notion of ICC are united in their emphasis of the improvement of interaction skills with English users form a diversity of languages and culture, the latter could be integrated into EIL teaching practices (Mete, 2009). Intercultural communicative competence is regarded vital in the age of globalisation, and its integration into foreign language education curriculum and assessment practices starting from the very beginning

is suggested (Demircioğlu & Çakır, 2015; Sercu, 2004). Kackere et al. (2007) suggest a number of techniques and activities to plan and run intercultural-sensitive workshops/courses: brainstorming to help students map out their thoughts, short presentations to provide input for further discussions, critical incidents to raise awareness of cultural differences and their role in communication, role plays and simulations to help students experience communication with people from different cultures, project works and ethnographic tasks to learn about cultures via interviews and observations, quizzes to gain concrete information about cultures, and discussion to enable students to exchange ideas, talk about their experience, generate new ideas and clarify their attitudes.

An intercultural communicative competence approach to language teaching enables learners to become aware of their own culture first, and this awareness is seen as a prerequisite for "a greater knowledge, a change of attitudes and new skills" (Almarza et al., 2015: 75). They note that an ICC approach to language learning does not aim assimilation or acculturation, which encourages learners to resemble to native speakers and follow their culture. Rather, it helps them build awareness of their own cultural identity and the way how they are perceived by the others. They argue that this awareness ends in "a greater knowledge, a change of attitudes and new skills" (Almarza et al., 2015: 75). ICC activities in classrooms need to cover issues such as "behaviour and speech patterns, such as appropriate choices for conversation topics, opening and closing conversation, criticizing and complaining, stereotyping, reacting to cultural shock, personal space restrictions, and non-verbal communication" (Hişmanoğlu, 2011: 805). Two well-documented benefits of ICC that justify its integration into language curriculum are its potential to promote "a meta-level understanding of oneself and one's own culture while also facilitating successful communication and understanding of other cultures" and to develop critical thinking skills (Moeller & Osborn, 2014: 681).

With Corbett's own words (2003: 2), an intercultural approach to language teaching "trains learners to be 'diplomats', able to view different cultures from a perspective of informed understanding". Overall, this approach increases critical awareness of functions of languages, increases respect towards home culture and home language, and values non-native teachers who can "move between the home and target cultures" (Corbett, 2003: 4). While doing so, it redefines the aims of language teaching in that it replaces native speaker

proficiency with intercultural communicative competence. ICC activities in classrooms need to cover issues such as "behaviour and speech patterns, such as appropriate choices for conversation topics, opening and closing conversation, criticizing and complaining, stereotyping, reacting to cultural shock, personal space restrictions, and non-verbal communication" (Hişmanoğlu, 2011: 805). Activities such as role play, simulation, cultural comparison, drama, cultural capsules, cultural problem solving, cultural assimilators, cartoons, games, discussions, ethnographic tasks, projects, and personalising activities could be used to develop intercultural communicative competence (Hişmanoğlu, 2011).

Mason (2010) states that three factors, namely inquisitiveness, open-mindedness, and diplomatic skills, are the sine qua non of intercultural communicative competence development. He elaborates on their nature when he notes:

> Someone who is interculturally competent is someone who is inquisitive-wanting to learn about other cultures; someone who is also open-minded- willing to see issues from other peoples' perspectives; and someone who has diplomatic skills – being able to communicate other perspectives to people in their own culture, and their own perspectives to people in other cultures (Mason, 2010: 72).

Based on his two and half year-action research project with 12 university students at the Faculty of Arts and Humanities in Tunisia, Mason (2010) concludes that a variety of materials and activities including PowerPoint lectures, DVDs, student research, articles, jigsaw readings, debates, and brainstorming activities may encourage students to search for more information about various cultures, understand and accept different perspectives, and explain their cultures to others and others' culture to their own people.

From a complementary angle, as intercultural dimension of language teaching requires particular attention in the globalised world, Sarıçoban and Öz (2014: 530) draw attention to the importance of ICC training for both language learners and prospective ELT teachers. ICC training needs to be integrated into teacher education programmes "for enabling pre-service EFL teachers to gain more knowledge about sociocultural variation in language learning and teaching, for probing and foregrounding teachers' preconceived notions of various learner groups, and for evaluating the socio-cultural appropriateness of their proposed language teaching methodology for particular target learner groups".

2.6.2.3. Sensitivity/Awareness and Responsibility

One of the frequently referred EIL themes is awareness of language use and variation. EIL is argued to be introduced to English teaching materials at primary, secondary, and tertiary levels as a subject matter because in this way learner awareness about Englishes could be raised, and it is this awareness that enhances both one's solidarity and identity and linguistic and cultural sensitivity. Thus, introducing issues of EIL such as the importance of a mother tongue, the plurality of Englishes, NNS varieties, standard English, the role of English, and sociolinguistic aspects of language to coursebooks could serve well for this awareness (Mamoru, 2009). McKay (2012a) argues that teachers need to foster awareness of language use and variation through improving communication strategies and accommodation skills, encouraging them to see various uses of English for communication, and helping them realise and challenge language power that results in inequalities.

Collaterally, Byram (2008) discusses that language teachers should go beyond linguistic competence and help their students understand the world as language education has a political dimension. To that end, they should equip their learners with critical cultural awareness skill that enables learners to be active citizens who question, evaluate, and take action in the end. This is vital as the globalised and internalised world changes national and international identities, and it is language education that helps diverse people understand each other. However, this language education will not help learn high culture or develop the ability to communicate with native speakers. Rather, its usefulness comes from its political dimension that encourages learners to think about themselves and others.

Some pedagogues may argue against fostering sensitivity and responsibility on the ground of student level. However, Matsuda and Friedrich (2011) provide a solution, noting that all students are not expected to read and understand related scholarly books. Rather, teachers can adopt a finely-tuned approach. While they could encourage lower-level students to be aware of the variety they use, meet their needs through the successful use of English, and respect others, they can explicitly discuss issues such as language diversity, language policies, identity, power, the relationship between language and culture and so forth with advanced students.

Wallace (2012: 278) suggests the use of critical reading pedagogy as she senses it as "a pre-requisite for membership of international English language-using communities in a global age". In this pedagogy, reading has a socio-cultural rather than solely skill emphasis. It is based on the view that both the identity and dispositions of readers affect their interpretation of reading passages. This critical orientation to reading requires the teacher to handle the issues of power and ideology in texts as power can frame texts. To Wallace (2012), critical reading pedagogy could be used with both beginner and more advanced learners of English. Beginner students could be asked to take the role of literacy ethnographers and collect and analyse various texts in their environments. They can also identify gender stereotypes in global stories or texts and create their own versions, i.e. more egalitarian alternatives. Similarly, more advanced learners could be asked to do critical pre-reading, while-reading, and post-reading activities such as creating grids of text characters, rewriting text from another perspective, collecting some other texts with a different perspective aimed for different readers on the same topic discussed in the classroom, and so forth.

In addition to increasing learners' awareness of language use and variation, scholars in the EIL camp argue for the need to increase learners' resposibility feelings, which could be enhanced via global education. Global education, as a new approach to language education, "aims to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems" (Cates, 1990: 41). Cates (1990) highlights the fact that global education is needed as the planet faces serious problems such as terrorist activities, the suffering of refugees which affect the whole world, for the modern world is interdependent. To complicate the matter even further, many modern young people are not interested in what happens in the world, and the current education system that encourages individuals to memorise and learn passively, presses them with exams and discourages their critical thinking is inadequate to prepare them to cope with these issues. Cates (1990) argues that it is a must for language teachers to integrate global education into their teaching via content, materials, teaching methods, course designs, extracurricular activities, or teacher training. This integration could be justified as follows: (1) it is morally wrong to ignore world problems; (2) the teaching profession needs to have a moral social responsibility to be a real profession; and (3) the field of education is responsible to create

a better world. From ELT perspective, Maley (1992) explains the justification of this integration as follows:

> English language teaching has been bedevilled with three perennial problems: the gulf between classroom activities and real life; the separation of ELT from mainstream educational ideas; the lack of a content as its subject matter. By making Global Issues a central core of EFL, these problems would be to some extent resolved (cited in Cates, 1990: 41).

Thus, in this process, students need to be equipped with related knowledge to work for a better life, skills of communication, critical thinking, creativity and problem solving, global attitudes including respect, empathy, justice, and the desire to participate actively to solve global problems starting with the local ones (Cates, 1990).

2.6.2.4. Sensitivity to Local Culture of Learning

McKay (2012a) states that the local landscape should be taken as the point of reference in language pedagogy. It is of utmost importance to make pedagogical decisions by taking factors such as local linguistic landscape, learners' attitudes, local standards, learners' purposes, proficiency level and age, and local culture of learning into consideration. When non-native English language teachers are made to implement Western-based practices they are not familiar with and cannot adjust to their own contexts, they may tend to ignore them and go on what they have been doing. This brings about a gap between official policies and actual classroom implementations (Kırkgöz, 2008; Wendell, 2003).

For McKay (2003a: 41), the spread of CLT has resulted from both "the pedagogical imperialism on the part of Inner Circle educators" and educational guidelines and educators that strongly advocate the use of these methods in Outer and Expanding Circles. While the former refers to the attempts of Western specialists to introduce CLT as the best method with magic results, the latter is about ministries of education that urge teachers to use CLT in formal education-related documents. However, McKay (2003a) problematises its prevalence as its English-only policy may discourage learners to use their mother tongue productively and marginalise local language teacher as their autonomous attempts on the employment of curriculum and methods are not welcome.

Respect for local culture of learning is sine qua non of EIL paradigm. Hu (2010) cautions that if educational initiatives undertaken conflict with the education assumptions and believes of the local, they turn into counterproductive attempts. He clearly exemplifies this tenet of EIL, writing about the unsuccessful adoption of educational innovation in China. In China, a combination of the grammar-translation method and audio-lingualism has been successfully used as the most popular ELT approaches. However, at the late 1980s, a governmental reform was pushed through to keep pace with the modern developments by importing CLT. However, the reform has failed due to several reasons: crowded classrooms, lack of well-qualified teachers, examination pressure, lack of resources, to list but a few. Yet, Hu (2010) belives that cultural factors are the most serious constraints in the process. As the tenets and practices of ELT are incongruous with the Chinese conceptions of education, this educational innovation has met resistance. First, they have opposite philosophies about teaching and learning. While CLT is based on an interactive model which emphasises communicative competence, Chinese education assumptions highlight an epistemic model of accumulating rather than constructing and using knowledge. Second, there is a conflict in their teacher-student roles and responsibilities. CLT supports a learner-centred environment where there is an equal relationship between the parties, and the teacher is a co-communicator rather than an authority that encourages collaborative learning. However, the traditional Chinese education maintains "a hierarchical but harmonious relationship" (Hu, 2010: 98) in the classroom. While teachers are expected to transmit the content in an authoritative manner, students are expected to respect and imitate the teacher and get whatever is given. Third, CLT and traditional Chinese culture of learning encourage opposite learning strategies. CLT hold a holistic approach that avoids memorisation, encourages verbal activeness, promotes critical thinking and speculating and tolerate ambiguity. On the contrary, the traditional Chinese culture of learning is a combination of four *R*'s and *M*'s. While the R's stand for reception, repetition, review, and reproduction, the M's are meticulosity, memorisation, mental activeness, and mastery. Students are expected to receive the authoritative knowledge, study it repeatedly, review it for a deeper understanding and accurately reproduce it. In the process, ambiguity is not tolerated, and students are expected to learn the smallest details, memorise them with understanding rather than rote learning, get mentally active, and reach full mastery. Lastly, CLT and the Chinese culture of learning enhance different student qualities. While the former emphasises independence

and individuality, the latter values receptiveness and conformity. Hu (2010: 103) concludes that for a successful educational innovation, it is of utmost importance "to conduct an audit of the sociocultural factors at work in the language classroom and the philosophical assumptions underlying a pedagogical innovation of foreign origin so as to identify culturally proper points of interface".

Expanding on Tupa's (2004, cited in Rubdy, 2009: 159-162) model, Rubdy (2009) argues that devaluing the local, whether it is variety, pedagogy, or teacher, results in the formation of five cultures: the culture of inferiority, the culture of dependence, the culture of pragmatism, the culture of passivity, and the culture of elitism. The culture of inferiority refers to tendency to believe that one's English use and classroom dimensions including methodologies and materials are problematic, and this, in turn, results in self-hatred. The culture of dependence is feeling insecure about one's own practices and thus "continue to import solutions for local problems in ELT" (Rubdy, 2009: 160). The third one, i.e., culture of pragmatism, is the tendency to equip people with certain skills to function mechanically in economic and academic domain. The culture of passivity enhances teacher authority that models the correct language and thus kills creativity and innovation. Lastly, the culture of elitism is favouring certain languages, varieties, histories, and literatures and marginalising the rest.

2.6.2.5. Communication Strategies

The development of strategies for a healthy communication is also emphasised in EIL. McKay (2009b) challenges the integration of the native speaker model of pragmatics into the language curriculum and classroom on two accounts: First, due to the changing demographics of English, today there are more interactions between L2 speakers of English. Second, there is no homogenous native speaker community the pragmatic characteristics of which could serve as a model for language learner. Writing that it is not realistic to follow others' norms in deciding what is appropriate in language use in specific contexts, McKay (2009b) suggests a new pedagogical model for EIL pragmatics. This model was inspired by the results of several field studies aiming at the pragmatic characteristics of cultural ELF interactions. She argues that as the curriculum within this model aims at meeting learners' needs "to be flexibly competent in international

communication through the medium of the English language in as broad a spectrum of topics, themes, and purposes as possible" (McKay, 2009b: 239), that curriculum should develop at least three skills. First, repair strategies should be integrated into the curriculum. Strategies such as asking for clarification, repetition and rephrasing, and allowing for wait time help language users solve communication problems resulting from gaps in linguistic knowledge. Similarly, Gu (2012: 328) notes that negotiation strategies including "repair, rephrasing, clarification request, opening, and changing topic" are of practical benefit in intercultural communication. Second, various conversational gambits need to be integrated into the curriculum. Gambits such as "managing turn-taking, back-channelling, and initiating topics of conversation" (McKay, 2009b: 239) encourage learners to give up their habit of ignoring the topic and going on as they wish. Third, negotiation strategies involving "suggesting alternatives, arguing for a particular approach, and seeking consensus" (McKay, 2009b: 239) need to be developed as meaning negotiation is what constitutes pragmatics. McKay (2009b) also argues that L2/L1 and L2/L2 interactions should be integrated into teaching materials and students should be encouraged to identify interaction strategies and communication breakdowns and to discuss how to deal with these breakdowns and misunderstandings.

To solve intelligibility and comprehension problems, users of English from various backgrounds employ pragmatics and communication strategies. Thus, as Lee (2013) suggests, teachers should expose learners to various successful L2-L2 interactions and help them develop pragmatic and communication skills such as asking for clarifications and repetition, paraphrasing for clarity, utterance completion, and using backchanneling.

2.7. EIL-informed Pedagogical Models and Practices

The related literature includes both academic endeavour and actual classroom practices by the supporters of EIL camp. However, still the latter needs to be improved. Saraceni (2009) draws attention to the dearth of actual classroom practices despite the academic currency these paradigms have gained. Using the Kuhnian terminology, he claims that there is a serious crisis in applied linguistics in that the long-held ELT assumptions cannot serve well for the changing sociolinguistic realities of the global world, thereby leading to the development of this paradigm shift. However, this paradigm

shift has not been transferred to actual classrooms. To Saraceni (2009: 177), "[t]he distance between academic endeavour and the language classroom is unfortunate and paradoxical, considering that much of the former revolves precisely around pedagogical concerns". For Saraceni (2009: 184), what is *sine quo non* in the current language pedagogy is the concept of English "relocated from its ancestral roots" rather than search for an alternative ELT pedagogy. He finds the question "which English?" irrelevant as users have the power to shape the language. Rather, the question "how to relocate English?" needs to be asked to free learners from learning somebody else's language as a foreign language. He finds the question critical for a real paradigm shift in ELT. Saraceni (2009: 184) expresses his idea when he notes:

> The Kuhnian paradigm shift in ELT is something that can take place if people begin to see English not any more as a language which belongs to somebody else, is expression of somebody else's culture and is spoken better by somebody else, but as a language that is part of their own linguistic repertoire, is expression of their own culture and is spoken with a local flavour or international intelligibility according to the situation. The assumed superiority of Inner-Circle Englishes and of the 'native speaker' can only begin to be challenged when this relocation takes place in the classroom.

2.7.1. Pedagogical Models for Teaching EIL

There are several pedagogical model suggestions coming from various education backgrounds. For instance, concerned about the fact that Chinese language teachers cannot go beyond seeing EIL as a conceptual but not pedagogical issue due to the lack of feasible and concrete models for its integration, Qiufang (2012) proposes a pedagogical model for teaching EIL that consists of three main parts, including linguistic component, cultural component, and pragmatic component. For the linguistic component of the model, Qiufang (2012) states that three types of linguistic input, namely native varieties, non-native varieties, and localised features, need to be introduced by taking learners' proficiency level into consideration. Although native-like performance is not the ultimate aim, they should be first exposed to the native speaker varieties. This is because his core-peripheral EIL hypothesis regards British or American English as the common core shared by everybody and nativised features as the periphery of EIL. From the intermediate stage onwards, however, learners should be exposed to non-native varieties only for comprehension. Later, from the advanced stage onwards, the ability to describe and explain home culture to other speakers in English needs to be developed. The ultimate aim, though, is to develop

effective communication skills that phonologically require the production of intelligible rather than native-speaker accent, lexically necessitate the use of high-frequency ones and syntactically encourage learners to produce comprehensible sentences. Thus, he argues that teachers should examine task accomplishment rather than focus on phonological, lexical, and syntactical errors that do not cause misunderstanding.

For the cultural component, however, Quifang (2012) suggests that three types of culture, including target language culture, non-native cultures, and home-culture, should be introduced to learners in any preferred order. However, he cautions about taking the cognitive complexity of cultural content into consideration for young learners. The ultimate aim of intercultural competence requires fulfilling three sub-objectives, namely sensitivity, tolerance, and flexibility. Qiufang (2012) regards sensitivity to cultural differences as a precondition for the remaining two. He writes that sensitivity can be achieved through exposure to diverse cultures. However, as it is not practical to be exposed to all differences and have knowledge of all cultures in limited classroom time, teachers should start with analysing differences between two cultures. For the promotion of this sensitivity, listening ability should be developed. For tolerance, learners should be encouraged to develop empathy for differences that requires them to have an egalitarian attitude by distancing themselves from seeing their own culture as the most natural and reasonable one. For flexibility, he notes that learners need to be trained about how to evaluate the context and find solutions for conflicts via clarifying/negotiating strategies and their willingness to compromise.

For the pragmatic component, Qiufang (2012) maintains that three types of rules need to be taught: universal communicative rules, target language rules, and non-native communicative rules. Communicative rules devised by Grice (1978) as the "cooperative principle, the politeness principle and the principle of relevance" (cited in Qiufang, 2012: 90) forms the first group. Target language communicative rules such as avoiding age and salary-related questions in conversations with native speakers form the second group. The last group refers to non-native communicative rules; however, as it is not possible to teach all of them, awareness about their existence needs to be fostered, and they should be taught how to develop appropriate strategies that ensure successful communication in multilingual forums. Overall, Qiufang (2012) argues that his model is advantageous as it distances itself

from the traditional view that regards native variety as the sole norm and the radical view that takes successful non-native speaker which is difficult to describe as the model. Rather, he maintains that his model that distinguishes content and objectives serves well for both globalisation and nativisation.

Touching upon the dearth of research-informed pedagogical suggestions, Matsuda and Friedrich (2011) developed an EIL curriculum blueprint. The blueprint is formed around five basic components: selection of the instructional model(s), awareness of English varieties and exposure to them, enhancement of strategic competence, teaching of culture, and fostering sensitivity and responsibility. The first component of the above-mentioned EIL curriculum blueprint is the selection of the instructional model(s). Matsuda and Friedrich (2011) provide three alternatives with all their advantages and disadvantages: an/the international variety of English, one's own variety of English, and an established variety of English. An/the international variety of English refers to attempts of several linguists such as Tom McArthur (World Standard English), Jennifer Jenkins and Barbara Seidlhofer (English as a Lingua Franca), who aim at determining the particular characteristics of English that ensure intelligibility in all international contexts. However, they problematise these attempts, noting that setting a one-size-fits-all instructional variety is against the true nature of EIL and language change. Furthermore, they argue that this attempt would result in the birth of a "super-national variety" (Matsuda & Friedrich, 2011: 335), which they find both unrealistic and inappropriate. To complicate the matter even further, they contend that this kind of a core variety may distort language rights as it "would create an additional layer in the English language hierarchy to which different people would have different degree of access, and that, as a result, would generate greater inequality among speakers of different Englishes" (Matsuda & Friedrich, 2011: 335). Regarding the second alternative, i.e., students' own variety of English, they note that especially Expanding Circle varieties are not well-developed enough for the time being, and their functional range limited to a particular country may make it hard for students to use it in other circles. Lastly, the established varieties of English should be understood as all Inner Circle varieties and several mature Outer Circle varieties such as Indian English and Singaporean English. Matsuda and Friedrich (2011) regard the last one as a much more appropriate alternative; however, they caution about the possible reinforcement of the Inner Circle varieties. Thus, they suggest that teachers should raise awareness about

language ecosystem with various elements and politics of language. Presenting the audience with three different instruction variety options, Matsuda and Friedrich (2011) conclude that what is sine qua non in the selection of an instructional variety is making the decisions at local and individual level and paying attention to several issues such as the goal of the course, students' needs, teachers' background, availability of teaching materials, and local attitudes towards Englishes. Similarly, Kılıçkaya (2009) notes that the kind of English to teach depends on aims. The aim to use English to communicate across cultures requires increasing awareness of English varieties and tolerance to differences.

The second component of Matsuda's and Friedrich's (2011) EIL curriculum blueprint is awareness raising and exposure to other varieties. In their own words, "there is nothing wrong per se" (Matsuda & Friedrich, 2011: 337) with the variety chosen, even if it is one of the oft-preferred established varieties, i.e., American or British English. However, teachers should increase students' awareness of other English varieties by exposure at audio, textual, and visual levels. To them, this attempt ensures the accurate understanding of English and fosters positive attitudes towards various English varieties. The third component of Matsuda's and Friedrich's (2011) EIL curriculum blueprint is the enhancement of strategic competence. As successful communication goes beyond linguistic knowledge and it is a mutual process, students need to be equipped with the following strategies: using context to work out the meaning, developing paraphrasing abilities, circumlocuting and summarising, asking questions and asking for clarification, supporting verbal communication with non-verbal one, showing cultural sensitivity, and avoiding culturally specific expressions or using them with their explanations.

The fourth component of that EIL curriculum blueprint is the teaching of culture. Matsuda and Friedrich (2011) argue that culture teaching plays a much more vital role in EIL curriculum than in a traditional one due to the rich cultural content of EIL context that is difficult to cover and the need for a critical approach in its teaching for intercultural communication. They suggest that the cultural content of an EIL curriculum should prepare students for the global society by touching global issues such as peace, war, technology, health, environment, exposing students to a wide variety of cultures from all three circles, and encouraging them to express their own culture to outsiders. The last component of Matsuda and Friedrich's (2011) EIL curriculum blueprint is developing

sensitivity and responsibility among students. They suggest that students should be equipped with critical thinking abilities to use English successfully to meet their needs, respect others, become aware of issues such as language and power, the relationship between all English varieties, linguistic ecology, language policies, to list but a few.

Another EIL curriculum blueprint belongs to Brown (2012). Addressing seven issues, Brown (2012) compares the assumptions of traditional language curriculum development with the ones of EIL curriculum. First, they have different notions of target language, culture, and culture of learning. Traditional curriculum assumes British or American English as the target, and thus their culture serves as content. This cultural content mostly includes what Brown (2012: 148) calls "*almanac culture*" (emphasis in original) that deals with elements of *big C culture* such as literature, history, geography, art, music, and politics. Furthermore, it ignores local culture of learning in that it offers CLT as the most effective teaching method. However, EIL curriculum takes into account the changing sociolinguistic landscape of English with various uses in not only the Inner Circle countries but also the Outer and Expanding Circle countries. Therefore, EIL finds it unrealistic to limit the target language solely to these two varieties. In addition, it has a broader cultural content with elements of *small c culture* that deal with behaviours and attitudes. It integrates not only various world cultures but also one's home culture into the curriculum. Lastly, EIL curriculum is sensitive to local culture of learning as it emphasises the role of local educational assumptions in determining the best pedagogy rather than import West-based methods.

Second, the assumptions of traditional ELT curriculum and the ones of EIL differ in the goals they set for their students. Brown (2012: 149) employs the dichotomy of "global and local reasons" in explaining the difference. Traditional ELT curriculum developers set "lofty goals" (Brown, 2012: 149) for their students, and he states that English is regarded important to communicate with the world, enhance internationalism, ensure entry into higher education, and access information. However, Brown (2012: 49) emphasises five local reasons for learning English as follows: (1) "communicating locally with compatriots who speaks other mother tongues", (2) "working locally with foreign tourists", (3) "gaining advantage over other local people in business dealings", (4) speaking with friends and family members who speak English", and (5) "acquiring the prestige locally of

speaking English". Hence, he states that such local goals are set within EIL curriculum for people who learn English for their school and work requirements.

Third, the assumptions of these two curricula differ in the sources information included in the curriculum. Native speakers control traditional ELT curriculum with their internationally-distributed coursebooks, or they guide local curriculum developers in the process. However, EIL curriculum favours local bilingual teachers and administrators in curriculum development. Fourth, traditional ELT and EIL curriculum delimit course plan in a different way. Since the 1970s, ELT curriculum has used English for specific purposes (ESP) which can be divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), to delimit curriculum. However, EIL curriculum is delimited based on World Englishes, English as a Lingua Franca, and locally-defined EIL. While WE uses variant legitimate Englishes for course specifications, outcomes, teaching materials, resources, assessment, to name just a few, ELF delimits curriculum based on specific language needs that should and can be taught. The curriculum elements of the last one are, however, based on local needs. Yet, Brown (2012) states that all the three could also be combined to delimit the amount and type of English students need to learn for their local needs.

Fifth, Brown (2012) explains that these two curricula differ in their basic units of analysis. While traditional ELT curriculum uses syllabuses such as structural, situational, topical, and so forth, EIL curriculum is mostly based on phonological, structural, and pragmatic corpus analyses of ELF. However, the field is still developing and tasks, discourse, communicative strategies, and genres have started to serve as basic units of analysis. Yet, Brown (2012) remarks that EIL curriculum can also be based on corpus analysis for the elements of the traditional curriculum above. Sixth, the two curriculums have different selection criteria. Traditional ELT curriculum chooses its basic units based on three notions, namely usefulness, salience, and importance, and Brown (2012) maintains that these rationales are still determined by educated NSs. However, based on his attempt to combine the ideas of several leading figures in the EIL camp, Brown (2012: 156) lists the following ten selection criteria for EIL curriculum:

1. Include successful bilinguals as English language and pedagogic models
2. Foster English language and cultural behaviors that will help students communicate effectively with others and achieve friendly relations with English speakers from any culture
3. Help students achieve intelligibility when they are among other Eglish speakers
4. Enhance students' access to and capacity to contribute to the international body of information
5. Support learning English efficiently and help students feel better about their English learning
6. Provide students with awareness of linguistic and cultural differences in the various contexts in which English is learned and used, and furnish them with strategies for handling such differences
7. Use "global appropriacy and local appropriation" (Alptekin, 2002, p. 63) to help learners "both global and local speakers of English" who can function both at home in their national culture as well as internationally (Kramsch & Sullivan, 1996, p. 211)
8. Respect the local culture of learning and promote a sense of ownership and confidence in the local varieties of English
9. Include materials and activities based on local and international situations that are recognizable and applicable to the students' everyday lives, pertaining to both NS-NNNS and NNS-NNS interactions
10. Include models of Outer-Circle and Expanding Circle users of English so students realize that English does not belong exclusively to the Inner Circle.

However, Brown (2012) still suggests that this selection could still be based on the traditional rationales of usefulness, salience, and importance, but they are local stakeholders who decide what is useful, salient, and important in their specific context. Lastly, traditional ELT and EIL curriculum are different in their syllabuses and sequencing. Traditional ELT curriculum may choose structural, situational, topical, functional, notional, skills, and task-based syllabus. However, Brown (2012) extends the list for EIL to include lexical, pragmatic, discourse-based, genre, and communicative strategies syllabuses. Regarding sequencing, he lists criteria of easiness, frequency, salience, and chronology for traditional curriculum. However, he does not provide a specific sequencing type for EIL curriculum, writing that more actual examples are needed despite the very few sequence until now.

Emphasising the role of teacher in successful innovation implementation, Doğançay-Aktuna and Hardman (2012) outline a framework for EIL teacher education. Their model shows an interaction between four elements: place, proficiency, meta-understandings, and praxis. They create three categories of language teachers as ESL teachers teaching immigrants, refugees and international students in Inner Circle countries; teachers with a nativised local English variety who have to struggle with the well-known competition between Standard English and local variety in Outer Circle; and teachers who

apply external standards of the Inner Circle for higher education and international communication in the Expanding Circle. They argue that language teachers in all the above three groups need to see English as a pluricentric language and thus avoid native speakerism. To them, this mindset requires re-examination of language proficiency. Teachers need to adopt, with their own words, "a comparative descriptive approach-instead of a corrective prescriptive one" (Doğançay-Aktuna & Hardman, 2012: 107) in developing both language proficiency and awareness. Therefore, exposure to diverse varieties and successful bilingual language use can enable teachers to understand diverse users and uses of English with various language forms and communication strategies. Besides, this teacher education model attaches sheer importance to expanding EIL teacher knowledge of EIL, culture, strategic competence, identity and pedagogy. Doğançay-Aktuna and Hardman (2012) point out that teachers need a meta understanding of the history regarding English spread. They should also understand that there is no particular culture to teach. Rather, it is continually reshaped by language users in various contexts, and both teachers and students are "agents of transculturation, not just the subjects of acculturation" (Doğançay-Aktuna & Hardman, 2012: 111). Furthermore, they need to identify strategies used by successful communicators and see identity as a dynamic element that both shapes and is shaped by language. Teachers also need to understand the situadness of English language teaching that refers to the lack of best method for every single context. Lastly, Doğançay-Aktuna and Hardman (2012) explain the construct praxis as the integration of understanding, teacher performance, and diverse teacher motivations and learner identities. Arguing against training teachers as "puppets of theorists" (Doğançay-Aktuna & Hardman, 2012: 114), they note that teachers should be encouraged to reconceptualise language teaching including correct English forms, culture, proficiency, identity, and practices.

Hino (2012a) contends that Expanding Circle varieties could be suggested to students, but they should never be forced to adopt them. Thus, inspired by the EIL paradigm, he suggests the *Model of Japanese English (MJE)* as not a national variety but "a pedagogical alternative to conventional Anglo-American English in educational contexts, as a possible option for those who seek a means of expressing themselves in international settings" (Hino, 2012a: 28). He lists two criteria of this English as "(1) capability of expressing Japanese values and (2) international communicability" (Hino,

2012a: 32) and describes this model at five levels: phonology, grammar, lexicon, discourse, and sociolinguistics. For phonological features, he writes that in MJE learners are not forced to speak like a native speaker who frequently employs elision, linking, reduction, and assimilation. At segmental level, word-initial voiceless plosives do not cause communication problems. For grammatical features, he points out that standard grammar does not change a lot; however, he does not favour the attempt to make English grammar too strict. To exemplify his point, he writes that the overuse of the definitive article or substitution of "with" with "be going to" does not cause really serious communication problems. However, he highlights that MJE does not regard all common English usages in Japan as correct. For instance, a great number of Japanese users of English use "You had better" for polite suggestions, which MJE does not accept as a correct form, for it causes confusion. For lexical features, Hino (2012a: 37) explains that MJE does not favour idiomatic expressions such as "That's not cricket" as they are not easily understood outside Britain. In addition, he argues for substitution of words when they do not fit for local context. He exemplifies this, noting that Japanese speakers do not tend to use the word "anniversary" for sad events such as deaths and accidents. Rather they prefer the word "commemoration". Therefore, forcing the Japanese to use phrases such as "the 25th anniversary of the Japan Airlines accident" is definitely rude and inappropriate. For discourse features, Hino (2012a) remarks that MJE allows the traditional Japanese writing format rather than forces five-paragraph American generic essay style in argumentative writing. Learners can freely express their opinions using their own style *"ki-sho-ten-ketsu"* that "starts with an introduction, followed by its developments, and then dramatically turns around for a reflection of the other side before finally reaching the conclusion" (Hino, 2012a: 37). Regarding spoken discourse, Hino (2012a) states that MJE encourages back-channelling that shows attentive listening with nodding, using "yes" frequently, and so forth as a positive transfer. Lastly, for sociolinguistic features, Hino (2012a) notes that local speakers of English should not be forced to use Anglo-American conventions such as addressing people by their given names as family name calling is a natural address form in East Asian culture. He concludes that with these kinds of models, learners will be empowered as they are encouraged to make their own voice heard by the others rather than forced to use native speaker norms.

Arguing that EIL teaching cannot be culture-free, Horibe (2008) proposes a threefold conceptual framework of culture that can help determine the place of culture in the EIL classroom: culture as social custom, culture in the pragmatic sense, and culture in the semantic sense. Culture as social custom covers several things about human life and society such as houses, foods, clothes, social customs, institutions, and so doth. This kind of culture should be associated with world cultural diversity; however, purposes need to be taken into consideration for specific English language teaching. On the other hand, Horibe (2008: 246) describes culture in the pragmatic sense as "culture accompanied with the actual use of language, especially cultural choices, constraints, and effects in an act of interpersonal communication". In other words, this kind of culture covers pragmatic norms and conversational patterns in speech acts including greetings, thanking, complimenting, turn-taking and so on. However, drawing attention to numerous pragmatic variations that are impossible to be integrated in the EIL classroom, Horibe (2008) supports the development of Byram's (2008) notion of ICC that encourages an emphatic, flexible, non-judgemental, and open attitude towards differences. In addition, he suggests that teachers should follow related academic research from, for instance, the journal *Intercultural Pragmatics*. The third kind of culture is the one in the semantic sense which refers to culture-loaded perceptions of words. To exemplify, he notes that the English word "brother" cannot meet Japanese people's needs as they distinguish between "younger brother" and "elder brother". To complicate the matter even further, Koreans uses two different words for elder brother of a male and female sibling. Although Horibe (2008) argues in favour of a world culture for the first two categories, he suggest that culture in the semantic sense needs to take native-speaker culture as reference source for a precise communication. However, with translation exercises, student awareness towards diversity can be increased.

There are also several scholars who suggest frameworks to design EIL-oriented teaching materials. For instance, Masuhara and Tomlinson (2008) provide a number of suggestions to improve General English/EFL teaching materials. Masuhara, who is an EIL user, comes up with five suggestions as follows:

- introduce interesting people and their views and opinions from different ethnic groups (e.g. novels, articles, news reports as well as from British or American points of view)
- offer opportunities for language/cultural/critical awareness that helps learners to reflect on their own use of language as well as those of others (…)
- explore different varieties of language (e.g. social, ethnic, gender, age)
- offer opportunities to consider effective ways of communication with people with various backgrounds and sense of values
- help teachers and learners to realize that there are no neutral, correct and perfect language users (p. 34).

McKay (2012b) lists three EIL features that affect language materials development: diversity of grammatical and lexical uses, a broader cultural basis, and re-examined teaching methods. The increase in the numbers of the individuals who learn English as they themselves want for intra-national and international usages has changed the leaning context. They now set specific learning goals, use English more frequently with L2 users than native speakers, and employ code-mixing and code-shifting. This changed context has resulted in diverse grammar and vocabulary uses. McKay (2012b) contends that teaching materials should expose students to this diversity with readings exploring these varieties within their own context. Similarly, the broader cultural basis of EIL necessitates the portrayal of various cultural characters, cultures, and interaction patterns. However, she argues against solely exposing students to cultural diversity. Rather, they should be taught how to reflect on their own culture and compare and contrast these diversities. The interactions between not only L1-L2 but also L2-L2 characters are vital in showing the changing language demographics. In addition, following Pierce (1995), who formulated the concept of "classroom-based social research (CBSR)" (cited in McKay, 2012b: 77) to refer to projects learners do together in their own local context with support and guidance from their teacher, McKay (2012b) puts that students could benefit from such projects that ask them to investigate instances when L2 is used in local community and gather their own spoken and written L2 usages. The third EIL feature affecting materials development is its re-examined teaching methods. CLT, with its focus on activating learning outside the classroom and using authentic materials does not serve well for every context. Instead of using imported methodologies and materials, McKay (2012b) suggests that teachers should question their appropriateness for specific features of their own learning including their level, motivation, goals, local expectations, and so forth.

Matsuda (2012b: 172-177) establishes five criteria for evaluating teaching materials from EIL perspective in question forms:

1. Which variety of English is the material based on? Is it the variety my students should learn?
2. Does it provide adequate exposure to other varieties of English and raise enough awareness about the linguistic diversity of English?
3. Does it represent a variety of speakers?
4. Whose cultures are represented?
5. Is it appropriate for local contexts?

In the first criteria, Matsuda (2012b) argues that the goal of the curriculum and students' needs should be taken into consideration in determining the dominant instructional model(s). For instance, if the goal is set to prepare students to do business with Hong Kong, then they should be exposed to the English spoken there. However, Matsuda (2012b: 173) contends that "there is nothing wrong per se" with selecting American or British English as the instructional model as they are respected varieties in international contexts. However, what lies in the crux of the matter is that this choice must be rationally justified on the grounds of goals and needs. Furthermore, students should be exposed to various Englishes "to be aware, appreciative and somewhat prepared for the encounter with other varieties" (Matsuda, 2012b: 173).

In the second criteria, Matsuda (2012b) comments that there is nothing wrong for coursebooks to be predominantly based on one English variety as fluency in multiple varieties is not a goal of EIL classrooms. However, they should broaden understanding about their target variety and increase awareness of possible differences between what they are learning and what thye will come across in the future. She suggests three ways to foster student awareness: using pre-packaged material including multiple varieties, using both pedagogical and non-pedagogical supplemental materials such as movies, local newspapers, and improving students' meta-knowledge with courses that focus on EIL-related issues at linguistic, cultural, and political levels.

In the third criteria, Matsuda (2012b) remarks that EIL-sensitive coursebooks have an inclusive representation approach in that they include native, non-native and home-culture speakers. This approach is vital as it correctly depicts English users and helps students know their possible future interlocutors. Especially the portrayal of speakers similar to learners is valued, for it helps them "imagine themselves as legitimate members of the community, and thus brings English closer to them" (Matsuda, 2012b: 175). This, in turn, fosters ownership of not only English but also the experience of English learning.

In the fourth criteria, Matsuda (2012b) points that cultural content of EIL-sensitive coursebooks come from basically three sources: global culture, diversity of world cultures, and home culture. Global culture including the common issues of the world such as peace, environment protection, world ecology, and so forth is valued as it "fosters the sense of global citizenship" (Matsuda, 2012b: 176). Although covering every single culture is not possible, a diversity of world cultures from several regions is favoured as it shows both geographical spread of English and various functions. Lastly, the inclusion of home-culture is valued, for it develops "the ability to perceive and analyze the familiar from an outsider's perspective" (Matsuda, 2012b: 177). However, similar to Brown (2012), Matsuda (2012b) argues against the stereotypical culture representation that limits content to *big C culture*. Rather, coursebooks should incorporate believes and practices regarding several domains such as school, family, and society into coursebooks.

Using an analogy, Peterson (2004) likens culture to an iceberg in that it consists of both visible and invisible parts. The tip of the iceberg that people first get aware of encountering represents "above-the-waterline" culture that can be perceived with five senses: language, architecture, food, population, music, clothing, art and literature, pace of life,emotional display, gestures, leisure activities, eye contact, and sports. On the other hand, the bottom of the iceberg is much larger, i.e., 80 per cent of its mass, and it represents "under-water" (Peterson, 2004: 19) culture including invisible and unconscious characteristics. While the tip includes behaviours that can be perceived with five senses, the bottom includes opinions, viewpoints, attitudes, philosophies, values, and convictions. These values determine the following (Peterson, 2004: 21):

Notions of time
How the individuals fits into society
Beliefs about human nature
Rules about relationships
Importance of work
Motivations for achievement
Role of adults and children within the family
Tolerance for change
Expectation of macho behavior
Importance of face, harmony
Preference for leadership systems
Communication styles
Attitudes about men's/women's roles
Preference for thinking style-linear or systematic.

Furthermore, scholars distinguish between big C and little c culture that refer to the level or importance of cultural themes. Peterson (2004: 25) depicts the intersection between the visibility and level of themes with a table as follows, recommending the study of various issues from all four areas:

Table 2: The Distinction between Small c and Big C Culture

	Big "C" culture *Classic or grand themes*	Little "c" culture *Minor or common themes*
Invisible culture "Bottom of the iceberg"	Examples: Core values, attitudes or beliefs, society's norms, legal foundations, assumptions, history, cognitive processes	Examples: Popular issues, opinions, viewpoints, preferences or tastes, certain knowledge (trivia, facts)
Visible culture "Tip of the iceberg"	Examples: Architecture, geography, classic literature, presidents or political figures, classical music	Examples: Gestures, body posture, use of space, clothing style, food, hobbies, music, artwork

Source: Peterson, 2004: 25

In the last criteria, Matsuda (2012b) questions the appropriacy of books for local context at three levels: teaching methodologies, values, and content. Rather than imposing imported pedagogies, coursebooks should value the strengths of local ways of teaching and learning. The values of coursebooks also deserve attention. The inclusion of conflicting values with those of teachers and students can expand their horizon and prepare them for the encounter with different values in secure classroom environment first with the help of teachers and friends. However, this introduction requires explanation for students and extra time for teachers to determine their position. Lastly, EIL-sensitive coursebooks should offer content "relatable and meaningful" (Matsuda, 2012b: 178) to local learners as it makes learning process easier and faster. This does not mean that unfamiliar content should be avoided. Rather, with extra scaffolding pre-activities and time, students could be familiarised with these realities.

Based on his study aiming at finding out the relationship among policy, practices, and perceptions regarding EIL in Portugal, Guerra (2005: 262) concludes that nine aspects are vital in building an EIL framework in ELT:

- a balanced presentation of linguistic and cultural aspects of English
- introduction of the differences between AmE and BrE
- presentation of native and non-native varieties and cultures

- development of international topics
- understanding the local culture
- acknowledgement of native and non-native speakers' use of English
- recognition of the value of native and non-native teachers
- granting ownership of English to native and non-native speakers
- working on learners' instrumental and international use motivation to learn English.

Focusing on particularly Asian context, Sussex and Kirkpatrick (2012: 226) argue that successful international English communicators need to have a special mindset and skillset, which they entitle as "communicacy". Their skillset is against the conventional English paradigm that sets the ultimate goal as approximation to British or American accent. Rather, it should include seven skills, including variation, switching, repair and recovery, negotiation, accommodation, emotional intelligence, and intercultural communication. Users should be tolerant of variation that can serve well for context and they need to participate in this variation if necessary. Similarly, as switching is a common phenomena, its denial and reluctance to participate in it may result in miscommunication or non-communication. In addition, it is necessary for communicators to recognise breakdowns and recover them in interactions. This skill requires the development of negotiation, accommodation, and emotional intelligence. Users need to constantly negotiate at linguistic, pragmatic, and cultural levels. Also, they should know when and how to modify both their language and behaviour for a harmonious and close interaction. They need to develop empathy towards others. And lastly, intercultural communication skill that encourages openness to differences is vital for a successful communication.

2.7.2. Actual EIL-informed Classroom Practices

Regarding the ways to teach EIL, Hino and Oda (2015) document that EIL could be taught as follows: (1) teaching about EIL,(2) practising oral EIL communication with simulated exercises (role plays), (3) exposure to linguistic and cultural diversity, (4) teaching EIL through content and subject matters, and (5) participation in EIL community through supported authentic experiences. However, they bemoan that these kinds of models and ways have yet to be clearly specified and offered to teachers in the field. Thus, they provide in detail their Integrated Practice in Teaching English as an International Language (IPTEIL, hereafter), as outlined in the section on actual EIL-informed classroom practices. In their own words, using a Japanese metaphor, without actual EIL classroom

practices one cannot go further than "a rice cake in a picture" (Hino & Oda, 2015: 47), and thus they want EIL supporters to "bring the delicious rice cake to reality".

Although there is still much room for actual classroom practices in different educational contexts, there are several attempts to teach English as a truly international language. For instance, the *Department of English as an International Language* at Monash University is an important programme that adopts the EIL paradigm (Sharifian, 2009b; Sharifian & Marlina, 2012). As a Persian English bilingual who was taught in Iran and had more than one decade-English teaching experience in the same country before moving to Australia, Farzad Sharifian was really unhappy when his American English dominant education could not help him understand the other English varieties and have successful intercultural communication in Australia and around the world, and his applications for academic positions in TESOL were refused several times due to his non-native English background. Inspired by two well-known figures from the EIL camp, namely Sandra Lee McKay and Larry Smith, and supported by the faculty of Arts at his university, Farzad Sharifian established the EIL department within this faculty in 2005. All the courses of the programme have three common aims: recognise and encourage English pluricentricity, promote intercultural communication and cross-cultural understanding, and re-examine the traditional TESOL ELT tenets. The department offers courses at both undergraduate (3 years) and postgraduate (2 years) levels, and their graduates can work as translators, lecturers, teachers, journalists, public relation officers, to list but a few. While the courses at undergraduate level can be listed as *English Society and Communication*, *International Communication*, *The Language of Electronic Communication*, *Language and Globalisation*, *Language and Culture*, *World Englishes*, *Language and Education*, and *Writing Across Cultures*, the courses provided at postgraduate level are *English in International Professional Contexts*, *Renationalising English*, *Language, Culture and Communication, Issues in Teaching English as an International Language*, *Research Design in Applied Linguistics*, *Managing Intercultural Communication*, and *Research Project in EIL*. All these courses encourage students to explore several EIL issues, understand the changing sociolinguistic landscape of English and its implications for communication, ELT and research, challenge traditional ELT tenets such as native-speakerism, English-only discourse and so on, and benefit from exposure to various language uses and cultural elements.

Another practitioner of similar mind is James D'Angelo. As summarised by D'Angelo (2012), Chukyo University in Japan is one of the first universities that uses a WE/EIL-informed curriculum. In 2002, the College of World Englishes was established, and now this college houses the *Department of World Englishes.* The department is well-known for its WE/EIL-informed programme that involves three levels, namely secondary, tertiary, and graduate education. The application of WE/EIL-informed theory of language learning first started in tertiary level of education. The undergraduate programme has three chief aims: to encourage students to improve themselves to speak an educated Japanese English, to expose students to a diversity of cultures and Englishes as well as encourage them to broaden their knowledge of home culture, and to develop learner autonomy, independent-thinking and international understanding. Students are supposed to complete the coursework in three years and complete their graduation thesis in the fourth year. The coursework includes *Oral Communication*, *Presentation*, *Workshop Classes*, *Communicative Writing*, *Computer Skills*, *Studies of World Eglishes*, *Reading*, *World English Seminar*, and *Graduation Research*. Students also take electives from the Department of International Liberal Arts. In addition to this coursework, international exposure is provided via study tours to various parts of the world, internship programme and International Student Exchange Programme (ISEP). In 2006, this programme was expanded to include a master programme, and in 2008 it started collaboration with Chukyo High School for an intensive English programme conducted both at high school and university. The programme has resulted in notable success as it contributes to the changing view of English in Japan, accepts incoming students with higher test scores, develops graduates in better jobs, and encourages a neighbouring university to open a Department of Global English and other institutions to realise the advantages of this English view.

As one of the key faculty members of the Department of World Englishes at Chukyo University, D'Angelo (2012) argues that four aspects contribute to the uniqueness of their programme: the coursework ensuring an attitudinal change, international exposure, their staff, and faculty scholarship. First, their coursework with its focus on both home and other cultures encourages learners to be curious and open to diversities. Discussions on language contact variations and history of English spread all enable students to understand "the ongoing evolutionary nature of language" (D'Angelo, 2012: 126). Especially, electives on Japanese culture including society, politics, economy, and literature and

Japanese academic writing are regarded invaluable in substituting deficient non-native speaker image with a successful multilingual user and increase their knowledge about their own culture. Second, they provide international exposure via study tours, internship programmes and ISEP, which provide chance for students to visit citites and countries including Australia, Boston, Hawaii, Torrance, California, Shanghai, Finland, and France. Third, the programme directs careful attention to its language teaching staff. Japanese teachers are assigned with oral communication classrooms to show that Japanese people can be successfull communicators in English. To show the sociolinguistic English use and expose students to various linguistic and cultural elements, the programme hires teachers from all three circles. In addition, it provides in-house training to increase teachers' awareness of the WE/EIL approach. Fourth, the programme encourages its faculty members to actively participate in academic activities and contribute to WE/EIL research. The WE-informed programme at Chukyo University uses mainly four strategies, which D'Angelo (2012) posits for the ones who want to develop EIL-informed programmes and lessons: encouraging linguistic hybridity and avoiding English-only discourse, accepting linguistic creativity in pronunciation resulting from learners' mother tongue, asking local scholars to develop language teaching materials, and promoting knowledge of one's own culture, the ability to explain it to the others, and respect for other cultures.

EIL/WE paradigm incorporation into language teaching is not limited to university context. Lee H. (2012) states that the success of the EIL-informed programme at the Department of World Englishes, Chukyo University in encouraging students to take positive attitudes towards the Japanese variety of English, increasing their self-confidence, promoting communicative competence and awareness inspired Chukyo High School in Japan to launch a two-month pilot programme created by a collaboration with Chukyo University in 2009. An EIL/WE-sensitive oral communication class was planned, and students met at Chukyo University every other week. The programme aimed at improving students' communicative competence, teaching about diverse cultures, and promoting English as a cross-cultural communication and mutual understanding means. In order to apply the EIL paradigm into practice and acknowledge the legitimacy of English varieties, it hired three non-native teachers with diverse linguistic and cultural backgrounds. In addition, as teaching materials, they chose *My First Passport*, which is about the overseas travel experiences of four Japanese students and their attempts to introduce their culture to

their friends with diverse cultural backgrounds. Furthermore, the programme prepared both teachers and students with a workshop on the theory of World Englishes. The programme was proved to be successful as it promoted student confidence and positive attitudes towards Japanese variety of English, encouraged a more frequent English use among themselves, improved their intercommunication and negotiation skills, helped them recognise English varieties and most importantly encouraged them to express their Japanese identity. Similarly, Floris (2014) integrated the spirit of EIL into the curriculum of the English Department of Petra Christian University with the class World Englishes offered to eleven 4th grade student-teachers.During their 14 consecutive meetings, she introduced basically three issues: English varieties, native English fallacy, ownership of English and the native speakers. In this process, the researcher exposed them to a wide variety of materials including articles, YouTube videos, websites, online advertisements and so forth, provided them opportunities to articulate their beliefs via classroom discussion, journal writing, and presentations. Their ideas being challenged, the students started to detect problems in their beliefs. To her, "having discussions as well as detecting incongruences within one's beliefs and comparing and evaluating them were very important for general conceptual change" (Floris, 2014: 229).

Focusing on the Japanese context, Hino (2009) remarks that two of his attempts could be regarded as forerunners for EIL classroom practice in the related literature. The first one is his radio programme, *English for Million*, which was aired between 1989 and 1990. In this programme, he discussed several global topics such as environment, education, human rights, politics, and economy with non-native English-speaking guests. He puts that he had three purposes in this initiative: to expose to English varieties, show NNS-NNS English interactions, and help Japanese English learners build up confidence to use their Japanese English to express themselves at international contexts. His second initiative came after twenty years in 2006 when he started teaching his EIL university classes with a method he entitled as the *Integrated Practice in Teaching English as an International Language (IPTEIL)*. In these classes, he made use of a combination of three pedagogical concepts, namely Global Education, Media Literacy Education, and Legitimate Peripheral Participation, and he encouraged his students to watch, read, and discuss the daily news from both audiovisual and written media. The news serving as his teaching materials came from newspapers and broadcasts from all three-circle countries

such as *CNN* (USA), *BBC* (UK), *Channel New Asia* (Singapore), *Al Jazeera* (Qatar), *IRNA* (Iran), *NHK* (Japan), *The Jerusalem Post* (Israel), *Dawn* (Pakistan), *The Times of India* (India), *Bangkok Post* (Thailand), *The Korea Herald* (Korea), *People's Daily* (China) and many more. In this way, he provided his students with authentic NNS-NNS interactions, various cultural values, and opposite viewpoints. Hino (2009) and Hino and Oda (2015) explain that the IPTEIL initiative got the *Osaka University Award for Outstanding Contributions to General Education* eleven times between 2002 and 2010, which they associate with the promising future of EIL-sensitive education. Elsewhere where IPTEIL is discussed in full detail, Hino (2012c) states that his surveys regularly conducted at the end of each semester prove positive student attitudes and thus programme success. The majority of the students agreed that IPTEIL taught them to see things from various perspectives, participated them in the world of English users, improved their international understanding, familiarised them with English used in the real world and cultural diversity, improved their reading and listening skills, and made them understand that good Japanese English can serve well for successful international communication. Hino (2012c) also draws attention to the positive comments of his classroom observers, including professors, teachers from diverse levels, graduate students, journalists, and teacher assistants. They identified five strengths of the programme: providing chance for experiencing the real world of English with authentic materials, enabling students to acquire multiple perspectives, increasing interest in global issues, fostering learner autonomy, and teaching English in a meaningful context. However, they criticised the programme as it does not offer a variety of activities, encourage student production and peer interaction. Accepting the teacher-centred focus of his programme, Hino (2012c) suggests the solution of integrating foreign students into the programme as their existence could create the real necessity to communicate in English and collaborate with peers. Hino (2012c) argues that analysing different viewpoints in various media enables learners to see biased elements and contrastive views and thus feel the need for critical thinking as well as openness and flexibility for diverse cultures. Analysing contrastive images of news from different news broadcast agencies nurtures critical literacy which is vital for EIL training.

Hino (2012b) explains that IPTEIL synthesises EIL with five pedagogical concepts, namely Legitimate Peripheral Participation in a Community of Practice, Content-based Language Teaching (CBLT), Media Literacy Education/Critical Thinking, Global

Education, and Computer-Assisted Language Learning (CALL). The first one (Lave & Wenger, 1991, cited in Hino, 2012b: 191 refers to constructivist learning that encourages learners to learn without fearing about their mistakes. Hino (2012c) associates his model of IPTEIL with this as he used real-time news to solve the limited intra-national language use problem in Japan. IPTEIL is also associated with CBLT as they learn global issues via English. In addition, interpreting and evaluating the same news on several global issues from various media enables learners to develop their media literacy and critical thinking skills as well as deepen their knowledge of critical issues, which are all needed for world citizens to solve global problems. Furthermore, he claims that IPTEIL nurtures Learner Autonomy as they use authentic materials to learn English as their own and effectively uses CALL in that students reach news via computers and the Internet.

Another EIL-oriented implementation comes from Mexico, where in 2009 the Mexican government started to implement a new early start policy, entitled as the National English Programme for Basic Education (PNIEP, the acronym), that places great emphasis on the integration of English into school curriculum as early as possible. However, this new policy is quite distinct as it adopts a socio-cultural curriculum in that the curriculum is organised in terms of social practices rather than communicative functions, which is strongly advised in CLT. Although it emphasises communicative functions, it "takes this a step further by asking teachers to design activities and outcomes that are based on Mexican social practices and therefore directly relevant to their students and the local context" (Sayer & Ben, 2014: 322). In this curriculum, students are encouraged to compare and contrast their own cultural practices with the customs of the Inner Circle countries, particularly the UK and USA, and in line with the socio-cultural approach, cooperative work is promoted.

In addition to EIL-sensitive classroom implementations, teaching materials analysis studies show that recently EIL-sensitive instructional materials have been produced around the world. For instance, Lee K. (2012) finds two internationally-distributed ELT coursebooks, namely *New English File* and *New Interchange*, sensitive to intercultural language teaching as their contents encourage learners to analyse their home culture and its global counterparts "from a 'third place' perspective" (Lee K., 2012: 198). In other words, they encourage learners to take an objective stance and compare and contrast others'

culture with their home culture. Matsuda (2012b) enlarges this list with coursebooks such as *English Across Cultures* by Honna, Kirkpatrick, and Gilbert (2011), which solely includes discussions of English spread, and *Crown English Series II* by Shimozaki et al. (2004) which has chapters on local Englishes (cited in Matsuda, 2012b: 174). Matsuda (2009) documents that not only Anglo-American teaching materials publishers but also publishers from the Expanding Circle countries produce materials targeted at EIL learners. For instance, *Identity* (2004, by Oxford University Press) and *Englishes of the World* (2000, by Sanshusha) are two materials that take the changing sociolinguistic landscape of English into consideration. Besides, focusing on General English (GE) and English as Foreign Language (EFL) materials, Masuhara and Tomlinson (2008) devised a checklist with 14 basic SLA-driven criteria to evaluate seven commercial coursebooks ranging from beginner to advanced levels. The last two criteria in their checklist are fundamental to EIL paradigm: "To what extent do the materials treat English as an international language?", and "To what extent do the materials provide opportunities for cultural awareness?" (Masuhara & Tomlinson, 2008: 29). Their evaluation results show that *New Opportunities* written by M. Harris, D. Mower, and A. Sikoryska and published by Pearson Longman and *Changing Skies* written by A. Pulverness and published by Swan are more sensitive to EIL and responsive to increasing cultural awareness. They include characters, places, and materials from different countries, and deal with the issue of English spread and its implications as well as English in Europe. They also deal with sub-cultural issues such as family activities and conflict solution in their cultural corners. Furthermore, tracing the EIL philosophy at Japanese public schools, Hino (2009) explains that the Japanese Ministry of Education set a formal document entitled as *The Course of Study* to encourage coursebook writers to broaden their cultural vision and help students understand both the world and their own country. In addition, the change in the employment policy of Assistant Language Teachers (ALTs) to hire teachers from all three-circle-countries shows that their language education reflects EIL. However, this reflection is at recognition rather than production level as the ministry clearly expresses that varieties cannot be provided as models of learning.

In addition to EIL-oriented programmes and teaching materials, well-known figures from the EIL camp offer practical lessons, EIL activities and tasks that can help integrate EIL/WE perspective into the language classroom. For instance, Matsuda and Duran (2012)

introduce thirteen activities developed and field tested by teachers form various parts of the world including Japan, Korea, Australia, Toronto, Malaysia, South Africa, Taiwan, Tokyo, and Pennsylvania. These activities ranging from beginning to advanced levels are categorised into five based on their primary focus. Four activities aim at introducing students to World Englishes by focusing on wide and diverse English usage and word borrowing. Two activities aim at developing positive attitudes towards English varieties by focusing on idiolectal and dialectal differences and encouraging students to rationalise their attitudes towards diverse English varieties. Two more activities aim at showing local creativity in English with local advertisements around the world. In addition, two activities aim at introducing students to world culture by focusing on greetings and taking leaves and idioms and metaphors. Lastly, three activities are introduced to show the role of World Englishes in writing by focusing on learner creativity through English varieties and questioning the best way of composing English.

2.8. The Turkish Context

Turkey has a very important geopolitical location in that it is located where Asia and Europe meet and Middle East and Africa are close (Sarıçoban & Sarıçoban, 2012). As highlighted by Selvi (2014: 145), since 1923 "Turkey has been characterized as a land of in-between': a country where East meets West, Asia meets Europe, the (Ottoman) Empire meets a modern and secularist nation-state, and the past meets the future". Turkey is a pot where more than forty different ethnic origins have come together (Andrews, 1992, cited in Bartu, 2002: 62). The country falls into the Expanding Circle (Devrim & Bayyurt, 2010) where English lacking any colonial past serves as a "performance variety" (Doğançay-Aktuna, 1998: 30) in certain domains rather than any institutionalised second language, and it is generally learned through formal education. However, Turkey can be likened to Outer circle countries as English plays a significant role in domains such as higher education, business, science, and technology (Doğançay-Aktuna & Kızıltepe, 2005). Although English has no official status in Turkey, it is, in Selvi's (2011: 182) term, "a sociolinguistic phenomenon" with its intra-national as well as its international use in both education and professional life. Selvi (2011) makes his point by exemplifying literary works written in English by Turkish authors and songs composed in English. However, he argues that Turkey is different from most of the other Expanding Circle countries in that

the traits of former colonies such as Britain and US can be easily recognised in their education policies and tolerance towards its omnipresence in business and media discourse, and lexical borrowings. Although English lacks official status and is not employed for intergroup communication, it is used to communicate with Europeans and people around the world. The increasing number of private schools attracting attention with their English instruction at elementary and pre-school levels and private English language courses has strengthened the place of English in Turkey (Doğançay-Aktuna & Kızıltepe, 2005). The spread of English in Turkey has been also facilitated by rapid urbanisation as the ones with economic resources tend to learn English more to keep up with global economic, scientific, cultural, and intellectual life (Doğançay-Aktuna & Kızıltepe, 2005).

The Turkish business discourse is a domain where the popularity of English spread can be felt. Selvi (2011) draws attention to the business-naming practices in Turkey, i.e., shop and company names. The market value of English is clear in Turkey as economic incentives strongly encourage people to learn English. Doğançay-Aktuna's (1998) content analysis of job advertisements from two daily Turkish newspapers provides evidence for the market value of English. Her analysis showed that about 68% of better-paid jobs require English mastery. Interestingly, the fact that 22% of these advertisements were in English proves its position in the Turkish market.

English enjoys an immense prestige in Turkish media, too. Selvi (2011) explains that the privatisation movement after 1980 has oiled the wheels of this prestige, and today a great number of private TV channels such as *Cine 5, Fox TV, Number 1*, and *Dream TV* and radio stations such as *Metro FM* and *Virgin Radio* encourage people to use lexical borrowings. There are also English-medium newspapers in Turkey such as *Turkish Daily News* and *Today's Zaman* (not currently published). In addition, as Selvi (2011) notes the frequent use of the Internet and mobile technologies encourages the far and wide spread of English in Turkey.

To Acar (2004), factors such as the Internet, global economy, and tourism have oiled the wheel of English popularity in Turkey; however, what has encouraged this spread strongly are Turkish media and educational policies. Especially cable TV and private channels have provided Turkish audience with a number of foreign movies and

programmes, in which foreign characters speaking English commonly appear. Furthermore, the tolerance of both Higher Council of Radio and Television (RTUK) and the Ministry of Culture has complicated the matter even further. In addition to the Turkish media, Turkish education policies have encouraged this spread. For instance, the increasing number of colleges that provide education in foreign languages, the Turkish law of education on March 3rd 1924 that substituted Arabic and Persian with French, English, and German, the popularity of Anatolian Lycèes and super lycèes providing English medium education, the advent of foreign language education in 1997, and the existence of both vakıf and state universities that offer higher education in English all have ignited English spread in Turkey since the beginning of the 1980s. Local dynamics have contributed to the spread of English in Turkey in that English is dominant in academia and research publishing in Turkey. With the aim of integrating with the international scientific world, the state has promoted its use in academia as both economic incentive and promotion criteria. In addition to that top-down government policy, bottom-up forces contribute to that dominance as scholars have positive attitudes towards its use "as the lingua franca of science and research publication" (Uysal, 2014: 281). The role of English as the universal academic language has contributed to its spread in Turkey. As English is commonly used to disseminate knowledge around the world, Turkish researchers are expected to publish in Social Citation Index journals, which require English proficiency, in order to have a saying in the global academic community (Arslan & Coşkun, 2014; Kırkgöz, 2009a; Doğançay-Aktuna & Kızıltepe, 2005).

English has a crucial role in Turkish professional life. As English competence and performance provide better job opportunities, applicants sit for the Foreign Language *Proficiency Examination for State Employees* (Kamu Personeli Dil Sınavı) [KPDS], now known as YDS. In addition to providing better job opportunities, Selvi (2011) draws attention to its use as a financial incentive by the Turkish government. In 1968, it published the State Employees Foreign Languages Training Centre (Devlet Memurları Yabancı Diller Eğitim Merkezi) for its state employees. These employees get monthly bonus if they score 70 or over in the foreign language examination. Although the exam tests knowledge of English, French, German, Arabic, Bulgarian, Persian, Italian, and Russia, he documents that almost 95% of Turkish state employees sit for the English exam to be granted.

The spread of English in Turkey is best seen in education domain, though, and Selvi (2011: 186) describes its current position as indispensable for educated Turkish citizens, noting that the popularity of English is "skyrocketing in every strata of the Turkish educational context". He draws attention to the popularity of English-medium instruction in higher education. Tracing the roots of this tendency back to 1956 when the Middle East Technical University was established, Selvi (2011) explains that since then both state and private universities have either determined English as their medium of instruction or integrated it into their curriculum with intensive English preparation programmes. Their attempt is officially supported by the Turkish government, the policies of which clearly show "the assumption that English is already of the students' linguistic repertoire and therefore aim for a 'second foreign language'" (Selvi, 2011: 187).

English is the most commonly learned foreign language at Turkish higher education institutions. This upsurge in popularity results from not only Turkey's struggle to be a European Union member but also possible contributions of English to economy and prestige. The prestige of English-medium institutions allows their graduates to be employed by government and private sector. Consequently, these implications encourage parents to send their children to those schools and thereby contributing to the current privileged status of English (Collins, 2010). Doğançay-Aktuna and Kızıltepe (2005) associate the language-in-education situation of Turkey to colonialist tendencies as English is a curricular requirement in primary, secondary, and higher education. Arik and Arik (2014) demonstrate the significance attributed to English in Turkey by analysing its role and status in higher education. Out of 164 universities (102 public and 62 private), most of the second group are English-medium. In addition, nearly 20% of all bachelor degree programmes including engineering, English teaching, economics, international relations, social sciences, natural sciences, and architecture are offered in English. In addition to English spread in many areas of study, universities ask their new students to document their English proficiency with an institutional or international test or attend their one-year intensive English programme and succeed it to go on their departments. Moreover, the fact that 154 universities (94%) have English websites proves the significance attached to English in higher education.

Doğançay-Aktuna and Kızıltepe (2005: 258) draw attention to "the increasing Anglicization of education in Turkey" in that English has a significant instrumental function in Turkish national education. In higher education while there are several English medium state universities, nearly all private higher education institutions offer English medium education. All English medium state universities offer one-year intensive English preparation for students who cannot pass the proficiency exam. Starting in the academic year 2001-2, all Turkish-medium institutions have to offer compulsory language preparation classes. Furthermore, various English classes for general and specific purposes are integrated into different semesters (Doğançay-Aktuna & Kızıltepe, 2005).

English-medium education at higher education institutions is regarded as a response to global status of English in Turkey (Kırkgöz, 2009a). However, English as a medium-of-instruction has always been at the crux of intense debates in Turkey, and with Selvi's (2014: 146) own words "the medium-of-instruction pendulum has been oscillating between national ideas and bilingual ideals". Its proponents highlight its pedagogical effectiveness, cognitive contributions, the role of English to connect the world, Turkey's attempts to be a EU member, intercultural encounters, and a variety of socio-cultural discourses in which English plays an important role. Yet, its opponents centre their arguments on its cognitive load, difficulty to understand the content and thus low level of classroom participation, greater teacher effort, its damage to Turkish language and Turkishness, and the lack of qualified teachers to teach in English.

While explaining the acquisition pattern of English in Turkey, Doğançay-Aktuna and Kızıltepe (2005) refer to the notion of "achieved bilingualism" by Hoffman (2000), who writes that it "is not naturally acquired, although it goes beyond school bilingualism; it is neither 'elite' bilingualism (although it may have started off as such) nor can it be labelled 'popular' bilingualism, i.e., found among large numbers of the population" (cited in Doğançay-Aktuna & Kızıltepe, 2005: 253).

In a different yet related way, considering the diffusion-of-English and language ecology paradigms of Phillipson and Skutnabb-Kangas (1994, cited in Uysal et al., 2007: 192), it can be argued that Turkey cannot be clearly categorised in either of them. Uysal et al. (2007) note that as English is associated with modernisation, Westernisation, and

economic development, the Turkish government collaborate with British and American organisations to support its language instruction and English spread. However, at the same time as it is seen as a threat to Turkish identity, Turkish contribution to science and education, and rights to be educated in mother tongue, English medium education is regarded as a hegemonic means and thus rejected.

Doğançay-Aktuna (1998) explains that English spread has two phases in Turkey. The first one started in the 1950s and lasted until the 1980s when English enjoyed its position due to the rise of the United States in particularly economy and military. Turkey felt an urgent need for English mastery for success in trade and technology. In this phase, English spread was planned as it was encouraged "through schooling and language-in-education policy-making" (Doğançay-Aktuna, 1998: 28). In the second phase of English spread in Turkey that started in the mid-1980s, the need for English was felt more strongly as international relations got closer because of liberalism and free enterprise. Particularly the free market economies boom has introduced several brands, concepts, and American culture and media to Turkey. Different from the first one, in this phase English spread was more unplanned which may be understood as "the spreading of a foreign language in a manner undesirable to the local governments through extensive borrowing from the spreading language into the indigenous language(s)" (Doğançay-Aktuna, 1998: 29). She points out that although both forms of spread are experienced in the country today, the unplanned one through media and global products plays a more central role.

Despite this English spread, Selvi (2011) remarks that there is a bottom up resistance towards it in the form of anti-English movement. This intra-national use of English has also met severe criticism in Turkey. For instance, Selvi (2011) summarises four area categories that this anti-English movement has gathered strength: educational, business, sociocultural, and political contexts. In the educational contexts, the supporters of the anti-English campaign oppose to English as the medium of instruction due to several reasons. Lack of qualified teachers in the country makes this practice difficult, and the failure of the national education system is associated with this as it discourages students to participate in classes. In the business context, they argue against the naming and branding in English as this adoption is regarded as the "recognition of the symbolic power of the English language" Selvi, 2011: 194). In the sociocultural context, he draws attention to

anti-English efforts as initiatives against the use of lexical borrowings in Turkish. Examples include the *Ankara Chamber of Commerce* (*Ankara Ticaret Odası*) as a non-governmental organisation, *Turkish National Association* as an official instution, *Dil Derneği and TürkCAN* as a non-profit organisation, the *Advertising Creators Association* (*Reklam Yazarları Derneği*) as a professional association, and several other groups at universities and in cyberspace. Lastly, in the political context, the movement against English can be felt in the anti-Americanism debate sparked off by the Iraqi war. He provides examples of anti-American sentiments expressed in movies (*Valley of the Wolves: Iraq*, a movie centred around the arrest of 11 Turkish soldiers in July, 2003), books (*Metal Storm*, a book on the hypothetical war between Turkey and the US), and commercial products (*Cola Turka*, a cola brand against Pepsi-Cola and Coca-Cola).

Still, Selvi (2011: 197) depicts a paradoxical picture of English in Turkey, arguing that "English will always be a part of the problem (i.e., perceived degeneration or loss of Turkishness, Turkish language and culture) as well as part of the solution (i.e., modernization and Westernization) in the Turkish sociocultural context". Overall, as Selvi (2014) rightly puts, although Turkey is a monolingual nation without a colonial past and English does not serve for both intra-national and basic communication, it is indispensable for educated Turkish people. With his own words, English has several functions including "linguistic and intercultural vehicle of global communication, de facto foreign language of the national education system, as well as the most popular instructional medium at public and private universities" (Selvi, 2014: 139). Furthermore, the fact that it plays a key role in international business and symbolizes modernisation and westernisation adds to its popularity.

2.8.1. English Language Education in Turkey

Starting particularly in the second half of the 20th century, English has occupied a pivotal role in Turkish educational system on account of some political, scientific, technological, international relations-related, social, cultural, and economic reasons (Erdel & Akalın, 2015). English has gained an important status in Turkey as the Turkish republic has aimed to modernise the country by following the international and technical developments of the western world, particularly the United States. This desire led to the

replacement of French, the language of diplomacy, by English and promoted ELT in Turkey (Doğançay-Aktuna, 1998; Kırkgöz, 2009a). As noted by Kırkgöz (2009b), the geopolitical position of Turkey, i.e., in the intersection of Europe and Asia, and its strategic importance i.e., a NATO member and an associate EU member, make it vital for the Turkish citizens to learn English. Both parents and teachers are in favour of the integration of English into school curriculum, particularly between the ages 4-7 due to several advantages such as cognitive and psychological development, socialisation, and awareness (Çakıcı, 2016).

Examining the foreign language policy adjustments of Turkey in response to globalisation and the role of English as an international language at macro level, Kırkgöz (2009b) highlights two periods in the development of English language education in Turkey: the first period between 1983/1984 and 1996, and the second period beginning in 1997 and continuing until now. In the first period *Foreign Language Teaching and Learning Act* (1983) and *The Higher Education Act* (1984) were issued. While the former lead to the spread of English in secondary education by integrating English as the most prominent language in school curriculum and promoting English-medium private schools, the latter increased the importance of English in higher education. With *The Higher Education Act* in 1984 new ELT regulations started to be issued. The role of English as the language of science and technology decreased the emphasis on German and French. Turkey also started to adopt English-medium education and the number of English-medium universities increased. Besides, researchers in Turkish academia are expected to know their subject area and publish their findings in internationally recognised journals, which increase the importance of English as the universal academic language. In the second period, on the other hand, with the 1997 major curriculum innovation, 8-year compulsory education started and English started to be introduced in Grade 4. Communicative approach and student-centred pedagogy are characterised with this innovation project. In addition, with the help of various national organisations such as *The English Language Teachers' Association* in Turkey (INGED) and international organisations such as *British Council* and the *United States Information Agency* (USIA), teachers were equipped with methodologies about how to teach younger learners. Moreover, pre-service teacher education programmes were re-structured and teachers were provided with more in-service education activities. Starting in 2005, this major innovation

project lead to further innovations in primary level education such as a revised assessment system conforming to EU norms, and updated coursebooks in secondary level education including the revision of the Anatolian high schools to teach science and math in Turkish and increasing the duration of secondary level education from 3 to 4 years.

Kırkgöz (2008) states that the global function of English as the international communication means has created the need to lower the starting age of compulsory English language education in Turkey. This change, in turn, brought about curriculum revision with CLT focus. CLT was incorporated into primary school curriculum in 1997, when the curriculum was innovated. The implications of that major project are the extension of compulsory education from 5 to 8 years and the introduction of English to 4th and 5th grades (aged 9-11). The introduction of CLT required teachers to enhance student-centred learning through pair and group work activities, act as a facilitator rather than a transmitter, and conduct indirect assessment. Furthermore, the pre-service departments of the faculties of education were redesigned with more methodology courses, longer teaching practice periods, and the new course *Teaching English to Young Learners.*

That the 1997 curriculum innovation started to be implemented without piloting brought about several problems, which Kırkgöz (2008) outlines with three categories: cultural factors, teacher-related factors, and contextual factors. Cultural factors refer to the transmission-oriented Turkish teaching culture and unfamiliarity with teaching techniques for younger learners, which are totally different than those for adult learners. The promotion of communicative skills and active student participation required a Western interpretation-based culture. Therefore, that innovation was "*revolutionary* rather than *evolutionary*", with Kırkgöz's (2008: 1862, emphasis in original) own words, for most of the non-native teachers in the country. Teacher-related factors, on the other hand, include shortage of qualified teachers for young learners. Time constraints urged the government to conduct in-service teacher training to encourage primary school teachers and ELT teachers to collaborate, appoint non-ELT teachers such as biology and graduates of Western Languages such as French and German as ELT teachers. However, as Kırkgöz (2008) points out, time span for major changes "must necessarily long and *extensive* rather than *intensive* to allow teachers to take on new ideas and have enough time to try them out and adapt them to their situation" (Kırkgöz, 2008: 1863, emphasis in original). Lastly,

contextual factors refer to the lack of infrastructure facilities for the integration of CLT and large class size, which made it difficult to conduct pair/group work activities, lack of CLT-sensitive coursebooks, and low intensity of teaching hours (2 lessons per week).

Native speaker authority influences foreign language teaching policies in Turkey as it does in some other countries such as Japan, Korea, China, and Taiwan. Turkey started a five-year project costing 1.5 billion Turkish lira to hire 40.000 native English speaking teachers. However, in a study on the reactions of 240 pre-service teachers, Coşkun (2013) found that teachers hold negative attitudes towards the project due to employment and pedagogical concerns. The teachers fear that they will not be appointed, and they believe that Turkish English teachers with their knowledge of the socio-political context of the country are superior as the hired ones are not involved in teaching.

However crucial this role is, English language education is not satisfying for some reasons: methodological mistakes of teachers due to teacher training system and ineffective language planning (Işık, 2008) and lack of continuity between levels (Çetintaş, 2010) of education. The principle of continuity is ignored in that language courses in further levels restart from the beginner level, and this decreases students' motivation and willingness. As Erdel and Akalın (2015) note, this constitutes a serious problem at tertiary-level education as students mostly start from the pre-intermediate level despite long years of language education.

Despite constant and considerable effort, the level of English language proficiency in Turkey is still low (Coşkun, 2013; West et al., 2015). That underperformance of Turkey in ELT at all education levels is well-documented. According to the findings in 2014 *English Proficiency Index*, Turkey's rank is 47 in the world while it came last among 24 European countries (West et al., 2015). Underperformance in state schools at primary and secondary level is associated with teachers' attempts to teach English as a subject rather than a language of communication, grammar-based instruction and testing, classroom layout that make pair/group communicative activities difficult, teaching materials and curriculum that ignore students' varying levels and needs, top-down decisions ignoring teachers' voices, non-specialist supervisors who cannot provide proper advice and support, and repetition of the same curriculum from grade to grade (Vale et al., 2013). On the other

hand, a further report on language education at tertiary level indicates that Turkey's "English deficit" goes on at higher education for a number of reasons. Turkey has attempted to expand the number and size of universities rather than their quality. Both academic staff and students have low level of English proficiency. Furthermore, universities do not support them and increase their motivation. Lastly, teachers cannot encourage student-student interaction, which results in low student confidence and ability both in class discussions and debates on their academic programmes. Teachers also lack training in the teaching of EAP/ESP, and EMI academics do not want to take responsibility for their students' learning (West et al., 2015). Oktay (2015) adds to this list of possible causes: ineffective foreign language teaching policies, teacher-centred instruction, heavy emphasis on grammar, crowded classrooms, lack of practice opportunities, negligence to motivate learners to participate actively in classes, inappropriate teaching environment, and lack of English questions in the university entrance exam.

The discrepancy between the macro level policy development and microlevel implementation complicates the situation further. Other education shareholders, namely middle-level managers and school principals, teachers and parents, are not involved in policy development. Thus, although national education councils and official document give importance to English education, policy implementation at the micro level may be problematic as practitioners modify or reject them when they are difficult (Köksal & Şahin, 2012).

In a semi-structured interview study with 20 in-service ELT teachers, Kızıldağ (2009) has identified three categories of interconnected challenges in Turkish public primary schools: institutional, instructional, and socio-economic. Institutional challenges constitute lack of support and lack of understanding the nature of language teaching. The sub-categories of the former include lack of basic infrastructure such as computer laboratories and Internet access, and unwillingness to solve problems. The latter, on the other hand, constitutes heavy workload, crowded classrooms, and extracurricular activities. The second category, i.e. instructional challenges, has three themes: busy curriculum, inappropriate teaching materials, and unsatisfactory placement test. The curriculum revised in 2006 was found to be busy as it included too many unrealistic learning goals and did not make room for flexibility. Similarly, coursebooks were found problematic as they lack

supplementary materials and are incompatible with the realities of language instruction in Turkey. The placement test (SBS, then) was found unsatisfactory as there is a tension between its grammatically-oriented and mechanical questions and communication focus of the curriculum. The last category, i.e., socio-economic challenges, refers to the lack of support from parents who not only cannot speak English but also do not believe in the necessity of that language.

2.8.2. Changing ELT Trends in Turkey

Sounding like a so-called native speaker is still an ultimate goal for students from various majors in Turkey (Çakır & Baytar, 2014). In an attitude study with 47 senior Turkish ELT students, Coşkun (2011a) found that although the participants are aware of the global status of English and claimed that they have been exposed to a variety of Englishes, they are hesitant about either speaking with a non-native accent or teaching a non-native variety. They mostly favour American or British English. In addition, although they accept that they will mostly use English to communicate with non-native English speakers in real life, they prefer to be exposed to NS-NS or NS-NNS but not NNS-NNS discourses in coursebooks.

Yet, the necessity to question normative ELT paradigms and the current ELT implications has not gone unnoticed by Turkish scholars. Among them, Alptekin (2002), who is a frequently cited figure both in Turkey and abroad, touches upon the utopian, unrealistic, and constraining nature of the notion of communicative competence which is based on the native speaker-listener. First, he argues that it is utopian, in that the term native speaker is an abstract nonexistent concept, and it emphasises monolithic perception of language and culture. Instead, he argues that the competent bilingual non-native speaker should be taken as a pedagogical model. However, he still touches upon the difficulty of getting rid of this utopian competence in ELT, referring to Nayar (1994), who maintains that "[g]enerations of applied linguistic mythmaking in the indubitable superiority and the impregnable infallibility of the 'native' speaker has created stereotypes that die hard" (cited in Alptekin, 2002: 60). Second, he argues that this kind of communicative competence is unrealistic, in that it contradicts with the global status of English. Drawing attention to the increasing number of non-native speakers and their instrumental reasons to

study English, he notes that most interactions occur between NNSs, and thus NS conventions are inappropriate for them. Lastly, this notion sticking firmly to native speaker norm constraining as the pressure to use authentic language, in which NS shows their authority, is a burden for both learners and teachers. He argues that what is authentic for NSs is not real for NNs. In addition, teaching native speaker culture may lead to peripheralising learners' own culture, thereby discouraging teachers to make use of what they know best in their classrooms. What is more, teachers cannot set goals and use teaching methods for multilingual minds.

The dogmatic ELT fallacy that native speakers are better English language teachers is started to be rejected by Turkish pre-service English teachers who believe that personality, pre-service education, and teaching experience rather than accent, accuracy and fluency are what make an ideal ELT teacher (Şimşek, 2012). Considering the instrumental motivation of English learners in Turkey and the changing role of English in the world, Coşkun (2013) argues that the goal of ELT should be to teach EIL that values communicating ideas intelligibly above acquiring native-like proficiency.

Coşkun (2010) draws attention to some of the positive developments regarding the changing trends in Turkey. For instance, the increasing number of Erasmus Exchange students at Turkish universities from both Outer and Expanding Circle countries is the basic reason for including more non-native speakers in listening sections of English proficiency exams. Similarly, Aydın H. (2012) argues that multicultural-oriented curriculum needs to be implemented in Turkish higher education as it hosts 36 different ethnicities, a great number of people move to Turkey as a result of the Arab Spring, and the Turkish Council of Higher Education announced that it would accept 100.000 foreign students to Turkish universities.

Quoting Cook's (1999) oft-cited concept "going beyond the native speaker" in support of his argument, Coşkun (2010), somewhere else, contends that Turkey with mostly instrumentally motivated English learners has to abandon EFL and switch to ELF and EIL. He finds the goal to reach native speaker end of the language ability continuum old-fashioned and argues that Turkish L2 learners should be seen different rather than deficient. They should also be exposed to various non-native English accents so that this

archive could help them understand their interlocutors in the future. He suggests two speech accent archives (http://accent.gmu.edu/ and http://web.ku.edu/~idea/) that could be of great benefit in helping learners analyse different accents. He also emphasises teacher awareness of the changing sociolinguistic landscape of English and the importance of locally-driven ELT pedagogy. He believes that the success of this transformation in ELT partly depends on the existence of English teacher education programmes in Turkey that aim at encouraging tolerance towards diversity.

Although Coşkun (2011a) argues that native speaker norms are highly likely to remain as the teaching model, awareness about the lingua franca status of English and its consequences for ELT in Turkey needs to be increased. As Turkish learners tend to learn English mostly for utility purposes and communicate with non-native speakers, Coşkun (2011a: 65) suggests that "ELT should be put on a different track so that students are exposed to different varieties and cultures of the English speaking people in order to help them be linguistically ready for intercultural communication".

Of similar mind, Bektaş-Çetinkaya (2012a) suggests that promoting intercultural communicative competence rather than teaching English as a foreign language should be set as the goal of ELT in Turkey so as to compete in the international market and keep pace with technological advances. To these ends, increasing familiarity with cultural and linguistic diversity and encouraging learners to gain a deeper appreciation of these differences should be the points of departure in pedagogy and instructional materials. In addition, teaching materials should include a variety of cultures, namely home culture, target culture, and world culture. Lastly, she is against seeing the Inner Circle as the authority in determining how to teach English. Rather, local teachers should give decisions based on their students' needs.

Overall, EIL has recently acquired academic currency, though limited, in Turkey in that there are a few classroom implication, pedagogical model suggestion, and perception studies as presented below (see 2.9.2. Previous Studies in Turkish Context).

2.9. Existing Research on EIL

An in-depth review of literature starting from 1970s has shown that previous studies on EIL could fall into mainly four categories: (1) actual classroom implementation, (2) attitude, belief, and familiarity studies, (3) teaching materials analysis and development, and (4) a mixture of theory, practice, and perception studies. Representative example studies from each category are presented under two titles below.

2.9.1. Previous Studies Abroad

As shown above, there are several actual EIL classroom implementation studies, which provide field-tested suggestions about how EIL paradigm shift could be actualised in real classroom settings at mostly tertiary level. These studies of D'Angelo (2012), Floris (2014), Hino (2009, 2012c), Lee H. (2012), Matsuda and Duran (2012), and Sharifian and Marlina (2012) were provided in depth above.

In addition to actual classroom practice studies that integrate the spirit of EIL, there are attitude, belief, and familiarity studies. For instance, in order to investigate the relationship between intelligibility, perceived comprehensibility, familiarity with English varieties, anxiety, and perceived competence, Matsuura (2007) conducted a study with 106 Japanese university students majoring social science, economics, and international relations. Before the study, the students were asked to self-express their familiarity with English varieties and their proficiency levels. Their anxiety levels were also measured, and they were asked how they perceived the comprehensibility of the audiotape they heard. Two groups were asked to listen to an audiotaped text read by an American and Hong Kong English user, evaluate comprehensibility, and do a dictation. The study revealed some notable findings that have implications for ELT. The participants who were familiar with English varieties were more successful in dictation activity. Also the ones who perceived their proficiency high were more successful in comprehending the input. Thus, based on the direct positive relationship between variety familiarity and intelligibility success, Matsuura (2007) concludes, suggesting that students should be exposed to listening materials including wide varieties of English for a higher level of understanding.

Similarly, in order to identify students' accent preference and their ideas about intelligibility and identity, Li (2009) conducted a questionnaire survey with a total of 107 Chinese-English bilingual speakers from various departments including education, human resources, information technology, and logistics. The results show that while 84 % of the participants preferred to speak English with a NS accent, the remaining 20% were found to be positive about the localised English accent. NS supporters used several positive adjectives to describe these standard varieties. While they described their general nature with adjectives such as "natural", "good", "perfect", "correct", they highlighted their aesthetic value by describing them as "beautiful", "elegant", "pleasant" and so on. In addition, they focused on their pragmatic value with adjectives such as "more easily understood and more comfortable", they reflected ownership and authority by describing them as "originated from England/America", and "their mother tongue" (Li, 2009: 100). However, those positive ones with the local accent were in a dilemma in that they wanted to maintain their Chinese identity with their localised accent while at the same time they were worried about possible intelligibility problems. However, they associate intelligibility problems with only localised accents. Thus, Li (2009) suggests that ELT curriculum needs to raise awareness of diverse varieties as this is the basic skill to interact successfully with English speakers from diverse linguistic backgrounds.

In a focus group study followed by individual in-depth interviews, Young and Walsh (2010) aimed at exploring non-native teachers' beliefs about English varieties. 26 participants were from different circle countries including Turkey. The results show that most of the teachers were teaching American English as their teaching materials dictated them to do so. When they were asked which variety they would like to teach, 20 out of 26 again preferred American English, listing pragmatic reasons such as having higher education and jobs in the USA. They also valued it as it sounds modern and practical, is more accessible, appeals to youth, and so forth. Regarding British English, they reported that it is a prestigious variety deserving to be taught at university level. In addition, although they found the concept of EIL/ELF interesting, only one of them regarded it useful for classroom modelling. They justified their stance listing several reasons: they were unclear about the implications of these concepts for the classroom; the concept needed more studies; and they needed a real rather than a created target. Young and Walsh

(2010) conclude that understanding teachers' and learners' beliefs regarding the issue is vital for understanding local contexts.

In another study conducted with Taiwanese college students and teachers, Liou (2010) found that both parties have anti-EIL attitude when English is used within school borders. However, they were found to be more tolerant with locally accented English and imperfect English command outside classroom. In addition, it was found that they displayed positive attitudes towards teaching non-Anglo cultures in their classrooms. However, these two parties differed in their attitudes towards professional competency in that while most of the teachers believed that NNS teachers are better models, their student counterparts found NS teachers more effective and supported the government's education policy to hire NS English teachers. Liou (2010) concludes, cautioning that it could be quite difficult for learners to welcome EIL if EIL-related issues are not introduced and explained to them.

In order to examine attitudes and beliefs about global and glocal English, Oanh (2012) conducted a cross-cultural questionnaire and interview study with 86 educators, administrators, and teachers from Asian countries including Singapore, Vietnam, Japan, South Korea, Malaysia, Thailand, Indonesia and Philippines. The results show that the participants favoured the global (standard) form of English as it ensures high level of comprehension, facilitates international communication, and has prestige. However, they did not ignore the existence of glocal Englishes that refer to the evolution of English by the interaction with local languages and cultures. Although they supported their in-country use, they were not ready for its use for transnational communication and testing purposes. Thus, Oahn (2012) suggests that governments should encourage the development of standardised English, yet the localising process of English should not be banned.

In addition to attitude studies, several scholars traced the EIL paradigm in teaching materials as instructional materials play a key role in language teaching (see Tomlinson, 2006, 2008). For instance, in order to answer the question whether instructional materials include stereotypes and cultural biases, Ndura (2004) analysed six coursebooks used in elementary and high schools in the Western United States of America regarding three types of bias: stereotyping, invisibility, and unreality. The findings show that stereotypical

images frequently exist in the coursebooks, and this stereotypical content is not limited to gender roles. Having a western education is suggested as a solution to improve life for African children, and Africa is introduced with only its Egyptian mummies and chimpanzees. Regarding invisibility, Ndura (2004) found that all coursebooks omit information regarding religion and worship, which brings about another bias, namely unreality. The coursebooks create an unrealistic world image by presenting only secure topics. Issues such as discrimination, prejudice, racism, daily tensions, wars, and immigration are avoided to project the image of a problem-free society. However, Ndura (2004: 149) argues against this kind of biased content, writing that "skewed perception" of male-female roles will affect students' academic and professional choices. Cultural stereotypes negatively impact their worldviews and limit their exposure to world realities and thus make it difficult to prepare students as responsible world citizens. Avoiding global issues may also hamper students' ability to confront and solve these problems, thereby marginalising them. Ndura (2004) suggests five strategies to confront coursebook bias that gives incomplete messages to students. The first is becoming aware of this problem and its effects on students. The second is critically examining coursebook content to find out the hidden messages and empower students in the end. The third one is preparing supplementary materials to struggle against them. The fourth strategy is avoiding this "avoidance game" (Ndura, 2004: 151) that may be understood as encouraging students to reflect on alternative perspectives and uncover these biases. The last one is listening to students as the information regarding their home culture and their language learning experiences enrich both parties.

Aiming at describing the English-speaking communities in ELT coursebooks in Spain, Garcia (2005) analysed 14 first and second grade coursebooks used in non-compulsory two-year pre-university education. Her analysis shows that while a few units deal with intercultural and international issues, the coursebooks mostly depict a UK or US English-speaking community in isolation. The coursebooks also frequently emphasise the trend to move to English-speaking countries to improve their English. In addition, the coursebooks form a link between Spain and only UK and compare and contrast them with stereotypical representations. Garcia (2005) concludes that depicting English-speaking countries as isolated communities is contrary to real life, and avoiding stereotypical descriptions is desired yet challenging for coursebook writers.

In his evaluation of nine in-country coursebooks used in Indonesia, Thailand, and Vietnam, Dat (2008) has found that they have some positive features. They provide cultural knowledge and promote national identity with various sub-cultural details such as family obedience as well as exposing learners to English-speaking country cultures. They also attempt to raise learners' awareness of the social issues in their region such as poverty, changing roles of sexes, economic development and so forth. In addition, they help learners understand the role of English in integrating into the world at technology, expertise, and economy levels. These coursebooks are also regarded powerful as they encourage the use of L1 as a pedagogical tool with their translation activities, grammar instructions, and pedagogical guidance. Lastly, he appreciates them as they provide opportunities for analytical thinking with critical and stimulating topics. However, the analysis of Dat (2008) shows that these in-country coursebooks have some drawbacks. They focus on forms and thus ignore communicative use of English. They also give tasks lacking real communicative value and lack scaffolding towards writing. In addition, they do not have uniformity regarding design, content, challenge, and method. Lastly, they do not provide opportunity for learners to practise language and not encourage their affective engagement with interesting content and activities.

With the aim of examining ELF-orientation, in the ELT materials used in Japan and peoples' attitudes towards them, Takahashi (2010) analysed six 7th grade, eleven 11th grade and forty three university coursebooks and their audio materials used in state and private schools and examined the attitudes of 717 students and 28 teachers with a questionnaire and focus-group interviews. As there existed no checklist of ELF traits then, he constructed his original one by analysing the existing literature on its main ideas, methodological suggestions, discussion on ELF orientation in materials and the coursebooks which had been analysed and found to include ELF traits. His analysis showed that ELF-orientation exists in them in different forms and degrees. The coursebooks *Crown* written by Shimozaki et al. in 2004 and *Unicorn* written by Ichikawa et al. in 2004 were found to be more ELF-sensitive among the others. In addition, he found that the senior high school coursebooks included more ELF issues than the junior high school coursebooks as the formers consist of reading texts while the latter includes more dialogues. Regarding the participants' attitudes, he found that they resisted the inclusion of NNS English varieties as a model although they were positive about representing

characters and and settings from various Outer and Expanding Circle countries. In addition, they welcome NNS varieties in the materials so that they could foster their receptive skills.

Of similar mind, Shin et al. (2011) analysed seven sets of internationally distributed ELT coursebooks to find out whether they represent the cultural perspective of the EIL paradigm. They analysed the materials at two levels: aspects of culture and levels of cultural presentations. Their study showed that inner circle cultural content was dominant in all these books, yet the existence of content related to the Outer and Expanding Circles and sections on cultural aspects were regarded as an attempt to localise and globalise the content. In addition, their study showed that the content could not go beyond knowledge-oriented content as it encouraged learners to transfer cultural knowledge rather than promote intercultural communicative competence through matching, making charts to compare and contrast, discussing, answering quizzes, thinking critically and expressing ideas. They were found to use especially the tourism theme to present cultural facts at a surface level. However, the researchers argue that instructional materials need to encourage learners to discuss cultural beliefs and values at a deep level to understand their own culture and others' way of life. To that end, they suggest a dual strategy design. First, teaching materials should be localised in that familiar cultural contents and learners' experiences need to be integrated in them. Second, a global perspective should be added by including both native and non-native speakers' culture.

In order to enrich the existing literature with a historical perspective, Ke (2012) investigated lessons in versions of 14 high-school English coursebooks in Taiwan used between 1952 and 2009. The researcher found that socio-political changes in the country are what fuel the role of English in the instructional materials. While Anglo-American cultural contexts and characters were common lesson focus until the 1970s, this tendency declined, and local lessons including China and Taiwan got popular in 1990s. However, this local tradition lost its popularity and was substituted for and intercultural and universal trend. The texts were found about EIL, history of cultural products, cross-cultural comparison, intercultural interaction, global issues and ethnic cultures. Especially the following themes can show the shift from EFL to EIL: English addressing the need for a common language, English used by people around the world, American English as a

borrower from other languages, the increasing number of NNS, the use of English for international communication including international events, business, academia, Internet, and tourism, the history of EIL, English content of the Internet, fun and benefits of using English, the role of English as a connector to the world. Based on this analysis from a historical perspective, Ke (2012) concludes that American society as the idealised model of society was substituted for world society, and the existing role of English as a foreign language has been redefined as an international and scientific language.

In a parallel way, Naji and Pishghadam (2012) analysed four intermediate level coursebooks used globally to find out to what extent they adhere to the concept of EIL with references to countries, accents, dialogues, home culture, and famous people. The coursebooks were found to have a tendency towards multiculturalism in that way they include a variety of cultural themes about Outer and Expanding Circle countries. However, they caution that more marginalised cultures need to be included, and biases and stereotypical representations need to be avoided. Regarding accent variety, they found that only one book, *Top Notch 3*, include dialogues between non-native characters. They argue that more L2-L2 dialogues in non-English speaking country contexts need to be included to democratise and provide a realistic view of English. They also found that learners' home culture was acknowledged in the coursebooks in that they encourage learners to think about their own culture. However, the fact that they are asked to compare and contrast their home culture with Inner Circle countries does nothing but present them as norms. Lastly, the coursebooks were found to depict Hollywood superstars and wealthy people as cultural icons, which in turn, encourages consumerism and materialism, and cultural imperialism. All in all, they state that recent coursebooks are more EIL-sensitive although there are still rooms for improvement.

Along similar lines, Byram and Masuhara (2013) analysed two global coursebooks, namely *Global Pre-Intermediate* written by Clanfield and Jeffries in 2010 and *English Unlimited* by Rea et al. (2011), to evaluate their intercultural emphasis. Both coursebooks were found to include multi-cultural issues; however, especially the latter provides more opportunities for intercultural learning with its "Across Cultures" sections that deal with issues such as saying no, dealing with conflict, and working around the world. They conclude that as culture is not a static concept, teaching materials need to serve well for the

dynamic nature of intercultural language education. Byram and Masuhara (2013) have developed a framework consisting criteria for evaluating teaching materials regarding their focus on intercultural education.

The growth of English as a global language has increased the importance of teaching speaking as this ability is regarded vital for international opportunities in several domains. Aiming at seeing how speaking activities reflect the changing nature of English, Burns and Hill (2013) analysed three international coursebooks: *Inside Out* published by McMillan in 2000*; Facetoface by Cambridge University Press* published in 2006; and *Outcome* by Heinle in 2010. Their analysis shows that the first two books include mostly white Bristish/American characters, and the patterns of interaction are mostly NS-NS. However, *Outcomes* was found to include more dialogues between non-white British/American characters, yet these interactions lack any global context.

In addition to these three research area categories, mixed studies combining all were also conducted. For instance, with a mixed-method enquiry into ELT in Portugal, Guerra (2005) intended to see whether EIL exists in theory, practice, and perceptions. With the aim of investigating EIL existence in ELT policies and teaching materials, he analysed twelve sets of teaching materials for basic and secondary education and eleven policy documents, including three syllabi devised in 1995, 2001, and 2002. The document analysis showed that while the older syllable adopted a linguacentred approach, the current ones emphasise intercultural language learning in that cultural English diversity is emphasised. However, this emphasis is only at cultural level, and linguistic features of EIL are mostly ignored. Similarly, recently published coursebooks were found to follow these documents closely as they tend to include various cultures at people, place, and fact level. However, British and American cultural elements dominate the books, and linguistic diversity is ignored. In order to investigate EIL at practical level, Guerra (2005) administered 273 questionnaires and 22 interviews with students and teachers at four higher education institutions and two polytechnic institutions. They were found to acknowledge the importance of global English at culture level, and they showed both instrumental and international use of English motivation. However, they stated that they wanted to learn and teach the British variety of English. Guerra (2005) concludes that theory and practice are closely related in that if ELT guidelines and pedagogical materials

do not incorporate non-native English cultures and varieties, students and teachers may tend to think that they are not essential.

Other than these four research areas, there are studies that traced the EIL pedagogy in teacher preparation programmes and the nature of EIL interactions. In order to investigate the degree to which the EIL/WE perspective is incorporated into teacher preparation programs and the attitudes of teacher educators towards this integration, Matsuda (2009) conducted an e-mail questionnaire survey with 95 teacher preparation programmes in Japan. The findings show that compared to the previous studies, teacher educators are much more interested in incorporating EIL/WE perspective into their programmes via extracurricular activities and study programmes that ensure exposure to diverse varieties and EIL-informed units and courses that aim at increasing meta-knowledge of diverse Englishes. However, she points out that this perspective is still regarded as supplementary. While teacher educators see Anglo-American English language, literature, and culture as the "default" (Matsuda, 2009: 285) programme content, they consider that other varieties could be integrated into teaching problems when they have extra time and resources.

In order to show the importance of negotiation skills in communication and investigate the nature of international interaction and the effect of native speakers to spoken English, Roberts and Canagarajah (2009) analysed the spoken English of a group of five users from Norway, Equatorial Guinea, China, Germany, and America. In this minituarise EIL/ELF setting, the participants were supposed to discuss how to spend their budget for an imaginary visit. They asked the native speaker participant to join the group after 10 minutes to see whether his existence would change the characteristics of the interaction regarding lexico-grammatical forms, relative simplicity of lexis, cooperation, and topic management. They found that both parties used similar lexico-grammatical forms although the non-native participants tended to use unmarked verbs in the third person singular present. In addition, both parties tended to use K1 words that are the most frequent 1000 words of English. They also found that all the participants, including the native English speaker showed cooperative behaviour via hedgings, downtoners, and laughters. The native speaker was found to cooperate via soft turns, hedgings, downtoners, and prosodically-marked questions with shall. Lastly, they found no fixed rules of topic

management. Their results show that the contribution of the native speaker did not make any difference in that international interaction. Thus, Roberts and Canagarajah (2009) conclude that what facilitates EIL/ELF conversation is not a uniform code or conventions but negotiation skills and strategies.

2.9.2. Previous Studies in Turkish Context

Anti-normative paradigms in general and EIL in particular have gained a degree of recognition in Turkey although there are only a relative handful of related studies. These can be categorised into three broad areas: (1) classroom implementation, (2) pedagogical model suggestion, and (3) perception and priority.

Having noticed that their students had a tendency to regard British and American English as correct English language forms and were not aware of other English varieties, Bayyurt and Altınmakas (2012) implemented a *WE/EIL-based English Oral Communication Skills Course* in the Department of English Language and Literature at Istanbul Kültür University, a private Turkish university in the spring term of 2009-2010. They incorporated several critical issues into their 14-week course including stereotyping, multilingualism and multiculturalism, standard English, order and ways the news is presented by diverse radio stations from all three circles, curriculum revision to reflect the current English sociolinguistic landscape, intelligibility, diverse accents/dialects and English varieties, and the growing English literature produced in the Outer and Expanding Circle countries. To achieve their learning outcomes, they made use of several techniques such as concept mapping, group discussions, debates, taboo games, and student presentations and materials/technologies including YouTube, online newspaper articles, news interview broadcasts from radio stations, live TV channels, books and films. They report that similar to programme outcomes of Monash and Chukyo University, they managed to raise positive awareness of EIL/WE, created a motivating and enjoyable classroom atmosphere, and deepened students' knowledge of English uses, usages, contexts, and motivations. To them, the large-scale and long-term implications of their course are worth mentioning. Their innovation combined with the initiation of the Bologna process for European accreditation encouraged the university to revise their curriculum and design new courses, including *Post-Colonial Readings*, *European Novel*, *Modern Drama*,

From Text to Screen, and *World Englishes*. Thus, they conclude that resistance to innovation should not discourage teachers, and even small steps are invaluable in changing institutional culture.

Inspired by the EIL principle of analysing learners' use of English to set context-specific goals and concrete attempts to form pronunciation models such as Nihalani (1997) and Jenkins (2002, both cited in Çelik, 2008: 164), Çelik (2008) devised a Turkish-English phonology framework for both teaching and testing English in Turkey. He collected his data from a total of 16 participants consisting of Turkish-English bilinguals, teacher trainers, and advanced users of English by conducting interviews, recording their voice while they were reading certain texts, and asking them to reflect on transcribed results and identify phonological features of their colleagues' speech. His analysis indicates three strategies used by the Turkish-English bilinguals: mixing General American (GA) English and Received Pronunciation (RP), replacing some sounds with their approximations, and making use of orthographic pronunciation. The first strategy used by his participants is that they mixed both GA and RP. Çelik (2008) observes that although Turkish-English bilinguals utilise variation, they mostly use the GA accent due to the close relationship with the United States in education, economy, politics, and military and the similarity between the GA and the Turkish phonological systems. The second strategy is replacing some sounds with their approximations in English or a Turkish phoneme. For instance, they tended to replace /θ/ and /∂/ with /t/ and /d/, respectively. And the last strategy is that they pronounced words as they are pronounced in Turkish when they had no idea about the correct pronunciation. Having identified these strategies, Çelik (2008) compared Turkish English with the values of Englishes from the Inner Circle (GA and RP), Outer Circle (Standard Singaporean English and Educated Indian English), and Expanding Circle (Japanese English) analysed in Nihalani's (1997, cited in Çelik, 2008, p. 169). His cross-comparison showed that these so-called non-native Englishes use only five of ten vowels in GA or RP. Later, he compared the vowels and diphthongs of RP and GA with Turkish English. He found that Turks use only 15 vowels and diphthongs out of 23, and they do not utilise three consonants: /v/, /θ/, and /∂/. Totally, they drop 11 phonological features of Standard English. Çelik (2008: 171) argues that this "reduced and thus teachable form of both RP and GA" can serve well as a model for teaching and testing English pronunciation in Turkey.

In a theoretical commentary, Alptekin (2002) draws attention to the urgent need to develop a new pedagogical model which should include the following five criteria: (1) taking successful bilinguals who have intercultural insights and knowledge rather than the monolingual NS as a pedagogical model; (2) familiarising learners with various linguistic and cultural behaviours and increasing their awareness of difference; (3) adopting a globally and locally appropriate pedagogy; (4) using materials involving local and international contexts; (5) and including discourse samples of various interactions, i.e., NS-NNS and NNS-NNS.

On the basis of Matsuda's (2003) EIL-sensitive curriculum model, Coşkun (2010) suggests several practical activities that he believes to help teachers in the classroom around the theme of cultural stereotypes which should be avoided for success in intercultural communication. He adapted some activities from one of the internationally-distributed ELT coursebook, *New Headway Intermediate*. However, he added a Turkish perspective to the activities in order to create what Kramsch (1993) calls "a sphere of interculturality" that helps learners compare and contrast their own culture with other cultures, which in the end helps them to be aware of the importance of difference in tolerance development.

Kural (2015) has observed that the current English preparatory programmes for government-sponsored Turkish international graduates attending preparatory programmes are not sufficient as they focus on TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) and ignore communication needs of the sojourners and the changing nature and functions of English. Noting that intercultural competence is integral to ELF, Kural (2015) designed an IC development syllabus for graduates at Marmara University. The syllabus was planned to equip learners with skills to solve their possible problems in their future encounters and to communicate their own ideas, opinions and self-reflections. The results showed that their intercultural sensitivity and awareness in several dimensions, including interaction engagement, respect for cultural differences, interaction confidence, and interaction effectiveness, increased after the implementation. Besides, attitude change was observed in that the participants started to value communication rather than norms. Their exposure to other English varieties and sociolinguistic content enabled them to question the notion of ideal English.

Kural (2015) concludes that as the development of intercultural competencies is a life-long process, IC training needs to be integrated in all language programmes so that the culture of global citizenship could spread.

There are also perception and priority studies. For instance, in a survey conducted with 115 university students attending at the preparatory programme of a public university in Turkey, Bektaş-Çetinkaya (2012b) aimed at identifying the role of three orientations in inspiring Turkish students to learn English. The findings show that the desire to integrate into international community is the main motivation for the Turkish participants. They want to keep contact, have foreign friends, watch movies, watch TV and listen to radio, work abroad, listen to pop music, and get a better job. The study also showed that their second motivation source is academic orientation which involves reading technical materials, following magazines and newspapers, learning other cultures, reading literature, and following the instructions. Strikingly, the desire to integrate into L2 community plays the least important role in their motivation. Bektaş-Çetinkaya (2012b) concludes that globalisation and the new role of English as an international language affect learners' motivation. As they do not regard the so-called native speaker as the owner of English, they prefer to integrate into international rather than the limited L2 community.

Along similar lines, in a comparative attitude study with three separate groups, namely pre-service teachers, in-service teachers and academia, İnal and Özdemir (2013) found that the pre-service teachers were much more positive about ELF and had a tendency to question the traditional assumptions of ELT than the other two parties. They were also found to be aware that non-native English speakers have several motivations to use the language, and they attached utmost importance to intelligibility. Furthermore, they wanted the teacher education programmes in Turkey to incorporate ELF/EIL into their curriculum. Finally, having found a dependency between ELF familiarity and academic instruction and attitudes towards ELF, İnal and Özdemir (2013) conclude that the concept needs to be incorporated into teaching programmes.

Of similar mind, İnceçay and Akyel (2014) conducted a recent study with 100 Turkish EFL teachers working at tertiary level and 10 teacher educators in order to find out

their perceptions about ELF. The results of their questionnaire survey shows that most of the participants do not know full well about ELF, and more than half vote for the teaching of the Standard English, arguing that ELF would lead to communication problems and distort the standard language. They were found to favour it particularly for grammar instruction and writing but not for writing instruction. Surprisingly, though, they stated that Turkish culture should be fully integrated into English instruction as this familiarity has the potential to increase student participation, facilitate the process, motivate students, and enhance their confidence. However, they stated that target culture should also be integrated into curriculum as making comparison could lead to better understanding of materials. When it comes to accent perceptions, the majority of the participants were found to favour mostly American and British English. Tolerance for errors was only found for oral language, yet a strict attitude towards a standard written language and pronunciation was crystal-clear. In addition, the results regarding the integration of ELF into teacher education programmes show that the majority of teacher participants favoured ELF integration into teacher education programmes. On the other hand, the teacher educators were found far more positive about the integration of ELF into teacher education programmes as it could help the development of tolerance to linguistic and cultural varieties and eradication of any forms of prejudice.

2.10. Summary

As the foregoing suggests, the growth of English around the world has brought about changes at geographic, demographic, and linguistic levels, which in turn have fuelled the discussions about traditional ELT assumptions, discourses, and practices. Several anti-normative paradigms have been devised as initiatives to challenge the existing Anglo-centric ELT. Among them EIL as a new function of English has gained much popularity in that it focuses on revising ELT to raise open-minded international individuals who can communicate well with the world. The existing literature is replete with a number of EIL conceptualisations. However, there is no need to problematise the terms and spend much time on differentiating them. Rather, the EIL paradigm in the current study could be encapsulated with a new way of looking at English and assumptions to teach it rather than an attempt to create a particular Turkish English variety to be taught. The integration of the paradigm into teaching, i.e., TEIL, aims at empowering learners by exposing them to the

linguistic and cultural diversity of English, adopting a broad culture view, fostering sensitivity and responsibility, being sensitive to local culture of learning, and equipping learners with communication strategies. The existing literature offers several EIL-informed pedagogical models and actual EIL-oriented classroom practices around the world. The necessity to question normative ELT paradigms and the current ELT implications has not gone unnoticed by Turkish scholars, too. Although there are only a relative handful of related studies, which could be categorised into three broad areas as classroom implementation, pedagogical model suggestion, and perception and priority, several local figures from the EIL camp have contributed to the discussions on the relevancy of normative ELT paradigms for the needs of changing English users and uses in the globalised world.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

Entirely devoted to the research design of the study and exploratory in nature, the present chapter elaborates at length on the nature of the study, the setting and the participants, data collection instruments, procedure, and data analysis. The steps taken in the research are justified with theoretical commentaries that provide rationales of each data gathering technique. The chapter then proceeds to demonstrate what quality issues I dealt with and how I attempted to conduct the present study in an appropriate way by paying attention to all ethical considerations in academic research.

3.2. Nature of the Study

The present study investigates the possible effects of an original EIL-oriented General English course on learners' understanding and awareness of the sociolinguistic realities and complexity of English, their attitudes towards cultural and linguistic diversity in English, and their language-related proficiency, namely listening, interaction, and critical thinking skills. It is also intended to evaluate the process with all its possible strengths and weaknesses. Among three research categories, namely theoretical, pure or basic, and applied research (Ritchie, 2003: 25), this study is an applied one, which is "concerned with using the knowledge acquired through research to contribute directly to the understanding or resolution of a contemporary issue". In a related way, Fraenkel and Wallen (2006) list general research types as descriptive studies, associational research, and intervention studies. The present study falls into the third category, namely intervention studies, in so far as these studies enable researchers to investigate the effectiveness of particular treatments such as instructional methods, curriculum models, or classroom practices. Similarly, the present study aims at drawing a field-tested picture about the

possible benefits and challenges of an EIL-oriented classroom practice and contributing to the discussions at both theoretical and applied levels. Although the concepts of change and innovation are used as synonymous ones, Stoller (1997, cited in Murray, 2008: 5) distinguishes between them as follows: "change is predictable and inevitable, always resulting in an alteration in the status quo but necessarily in improvements" while innovation "results form a deliberate and conscious effort that is perceived as new, is intended to bring about improvement, and has potential for diffusion". Thus, the present study can be described as an innovative response to the changing nature of English and its users.

The current investigation could be entitled as both engagement in research and engagement with research. Borg (2010) distinguishes between engagement *in* research and engagement *with* research, writing that both are potentially useful for language teachers' professional development and professional practice. While the former refers to teachers' attempts to conduct classroom research in their own professional contexts, the latter refers to reading and using educational research. Here teachers read the existing literature, criticise it, and then use it to inform their instructional decisions. Borg (2010: 414) lists at least five values of engagement with research as follows:

- make deeper sense of their work (new ways of seeing);
- identify ideas to experiment with in their classrooms (new ways of doing);
- extend their discourse for discussing teaching (new ways of talking);
- validate with a theoretical rationale what they already do (new ways of knowing);
- examine their planning and decision-making processes (new ways of thinking).

In the present study, I took the bridging role of a *pracademic* that refers to a person who is both an academic and a practitioner in the researched area (Borg, 2010; Jain, 2013, 2014; Posner, 2009). The concept was originally devised for the fields of public administration and public budgeting, yet the boundaries could be spanned to integrate it into education (Jain, 2013, 2014). This role highlights the duality of teaching and research and does not privilege one over the other. I believe that adoption of a role as a pracademic and engagement with research and in research could improve her practice, deepen her scholarship, and serve the needs of external audiences, i.e., teachers, materials designers, and policy developers. As a proponent of this synergy between theory and practice yet in another field, Posner (2009) notes that their research mixing theory and practice could be

helpful for both practitioners and academicians in that this experience may provide new insights, ideas, skills, and practices for the former while it deepens the understanding of issues. As explained by Jain (2013), the research and teaching of pracademics inform each other. Similarly, in the present study, my attempts to read and criticise the existing EIL literature enabled me to identify EIL-oriented practice ideas to implement in my classroom and to conduct a field research to investigate their possible consequences. Researching my own professional practice, in turn, has enabled me to add to the theoretical commentaries in the EIL camp, provide suggestions, and provide the readers with inspiration to question whatever they are doing in their classrooms. As the foregoing suggests, this bridging role is expected to enlighten multiple audiences by increasing the knowledge and satisfaction of academicians and producing academic research that has relevance for the lives of practitioners, materials designers, and policy makers.

Regarding research design, Bryman (2004: 27) notes that it is "a structure that guides the execution of a research method and the analysis of the subsequent data". The present study could be entitled as "multi-strategy research", a term coined by Layder (1993, cited in Bryman, 2004: 452) in that a mixed method research design residing between qualitative and quantitative designs was opted for in order to build up the strength of the study. Johnson and Onwuegbuzie (2004: 17) put that mixed-method research as the third research paradigm in educational research is "inclusive, pluralistic, and complementary" in as much as it encourages researchers to minimise the weaknesses of quantitative and qualitative paradigms and maximise their strengths. Quantitative research should be understood as "data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods" (Dörnyei, 2007: 24). On the other hand, qualitative research refers to "data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods" (Dörnyei, 2007: 24). Metaphorically speaking, Creswell (2007: 35) likens qualitative research to "an intricate fabric composed of minute threads, many colours, different textures, and various blends of material". Mixed-method research resides between them as it refers to "different combinations of qualitative and quantitative research either at the data collection or at the analysis levels" (Dörneyei, 2007: 24). With Dörnyei's (2007: 25) own words, though, these three "are not extremes but rather form a continuum".

As highlighted by Creswell (2009), a research design is a combination of three components: philosophical worldviews, inquiry strategies, and research methods. First, Creswell (2009) notes that the principle of not to value only one philosophy and reality applies to mixed methods research in that it allows researchers to use freely both qualitative and quantitative methods so that they can best understand the research problem. I employed both qualitative and quantitative data gathering techniques in the process. Second, in the present study mostly concurrent yet sequential mixed methods inquiry strategies (Creswell, 2009) were preferred. It was concurrent as I collected qualitative data on the strengths and weaknesses of the programme with weekly-based student feedback in the form of retrospective interviews and reports, open-ended questionnaire, observation, and bi-weekly teacher field notes while I gathered quantitative data on the possible role of the course on students' familiarity, attitudes, and skills with a questionnaire. I later integrated both kinds of data while interpreting the findings. On the other hand, it could be seen as sequential as I expanded on the findings of the pre and post tests with a pre and post focus group interview. Lastly, I used mixed methods forms of data collection and analysis. The intent of this mostly concurrent mixed methods study was to explore the possible influences of an EIL-oriented General English classroom practice on the awareness, attitudes, and skills of preparatory programme students at tertiary level and evaluate the whole process. A questionnaire was employed to investigate the possible effects in the form of a pre and post tests, followed by follow-up focus group interview. On the other hand, student feedback coming from interviews and weekly reports, peer observation, and an open-ended questionnaire were used to find out whether the course was effective. The reason for converging both kinds of data was to gain a full understanding of the research problem (Creswell, 2009).

The quantitative data were gathered with a process in which a one-group pre-test-post-test design was followed. Hatch and Lazaraton (1991) list this among studies with intact groups. This design is one of the pre-experimental designs, which are one form of quasi-experiments (Cohen et al., 2007; Neuman, 2014). With Neuman's (2014: 292) own words, pre-experimental designs "lack random assignment and are compromises or shortcuts". They are used when it is difficult for the researcher to use the classical experimental designs. In this one-group pre-test-post-test design, I had one group, a pre-test, a treatment, and a post-test: X_1-T-X_2. Before the treatment (T), a pre-test in the form

of a questionnaire was administered (X_1), and after the treatment again the same questionnaire was administered as a post-test (X_2). However, the study had neither a control group nor random assignment. A control group was not included in the current study on account of four factors. First, it was not possible for me to ensure a true matching between experimental and control groups. Based on their performance in the proficiency exam at the very beginning of the term, the departmental students were divided into groups. However, no two groups were identical on account of the number of students, gender, proficiency, age, and education background. Second, a control group was supposed to follow a strictly Anglo-Saxon General English course different than the 10-week EIL-oriented General English course that the participants in the experimental group used. However, there are several other courses in the programme in which the students are inevitably exposed to some EIL-sensitive elements in mainstream teaching, though at exposure level. For instance, in the listening the course the globally distributed listening coursebooks includes some culturally authentic interviews and content about diverse cultures. Thus, it was not possible for me to eliminate and isolate all theses EIL-sensitive elements. This intervening factor may mediate the relation between the course implementation and outcomes. Thus, this environmental variation may skew the data, which would pose problems in validity. Last, as the classes are in touch with other, the observed group may react and change their natural behaviour, i.e., Hawthorne effect, when they realised that they were monitored. Lastly, I opted to use only one group, for it was possible to create new equalities and harm participants when one group, i.e., the control group, would be denied that course (Neuman, 2014). Although Neuman (2014) sees it more improved than one-shot case-study design in that the dependent variable is measured both before and after the treatments, he cautions researchers, noting that the lack of a control group makes it difficult for the researcher to attribute the outcome to the treatment. As Hatch and Lazaraton (1991: 85) rightly put, "research gives us support for our hypotheses than proof that we are right" (emphasis in original).

On the other hand, the present study involves the six key elements of qualitative research tradition summarised by Snape and Spencer (2003). First, it analyses the participants' situations, experiences, perspectives, and histories for "an in-depth and interpreted understanding" (Snape & Spencer, 2003: 3) of their social world. Second, it generally uses small samples chosen purposively. Third, the researcher is not distant and

impersonal in data collection procedure. Rather, the close relationship between the researcher and the researched, which is interactive in nature, enables the former to find out more about the issues. Fourth, in qualitative research detailed and rich information is gathered. Fifth, the detailed data analysis enables the researcher to "identify patterns of association, or develop typologies and explanations" (Snape & Spencer, 2003: 5). Lastly, the output of qualitative research is the interpretation of participants' social world "through mapping and re-presenting", with the words of Snape and Spencer (2003: 5). Similarly, in the present study, I aimed at understanding the perspectives of 53 tertiary level students chosen purposively regarding the changing landscape of English and its consequences and investigating the possible effects of a self-designed course on their language-related skills in detail. As I myself taught the course, there was a close relation between the two parties. Lastly, I tried to interpret the qualitative data by creating certain themes/categories.

In a parallel way, Bogdan and Biklen (2007) list four features of qualitative research, which the present study has. It is naturalistic as I spent time and effort in actual setting, namely the classroom to collect data, and it is my own insight that serves as the key data analysis instrument. The study also aimed at describing not reducing the richness of data, and excerpts taken from the data added up to this richness. Besides, it is also concerned with process as well as outcomes proven. While the outcomes were proven with pre and post tests, the process was investigated with peer observation, focus groups, retrospective interviews, and student reports, an open-ended questionnaire, and field notes. Lastly, the study also focused on meaning by analysing the participants' perspectives.

As noted by Ritchie (2003), there are two approaches of gathering qualitative data: naturally occurring data and generated data. The former is gathered through the investigation of the interest issue in its natural setting with techniques such as participant observation, observation, documentary analysis, discourse analysis, and conversation analysis. On the other hand, generative data gathering approach requires the intervention of the researcher who interprets the participants' accounts collected by various ways such as biographical methods, individual interviews, paired or triad interviews, and focus groups. In the present study, while the naturally occurring data were gathered via peer observation, the generated data were obtained from the focus group interviews, retrospective interviews, weekly participant reports, open-ended questionnaire, and teacher field notes.

Overall, the present study employed both quantitative and qualitative data gathering techniques. A mixed method research design was chosen for its three attractions. First, I tried to increase the strengths and eliminate the weaknesses of different methods in the study. For instance, the "simplistic, decontextualized and reductionist" questionnaire results were tried to be neutralised by focus-group interviews that can allow in-depth analysis, "thereby putting flesh on the bones" (Dörnyei, 2007: 45). Second, the validity of the research was attempted to be improved as "[c]orresponding evidence obtained through multiple methods can also increase the generalizability-that is, external validity-of the results" (Dörnyei, 2007: 46). Last, in this way, I aimed at reaching a larger audience, including researchers in the EIL camp, teachers who need field-tested EIL suggestions, and policy makers. In Dörmyei's (2007: 46) own words, "[a] well-executed mixed methods study has multiple selling points and can offer something to everybody, regardless of the paradigmatic orientation of the person". As Bryman (2004: 19) notes, quantitative and qualitative research are "two distinctive clusters of *research strategy*" (emphasis in original). However, he highlights the fact that the distinction between these two general orientations to social research may not be quite clear as a particular research implementing one strategy can have one or more characteristics of the other one.

3.3. Research Questions

The present study aims at investigating the possible effects of an original EIL-oriented General English course on learners' understanding and awareness of the sociolinguistic realities and complexity of English, their attitudes towards cultural and linguistic diversity in English, and language-related skills aswell as evaluating the whole process with its possible strengths and weaknesses. Depending on that intent of the study, the following research questions were formulated:

1. Does a suggested EIL-oriented General English Course make a change in student?
   1.1. Does student understanding of English language and culture deepen?
   1.2. Do students develop more tolerant attitudes towards linguistic and cultural diversity?

1.3. Do students make progress in listening, interaction, and critical thinking skills?

2. Can a suggested EIL-oriented General English Course be a viable option for preparatory programme students at higher education?

2.1. What are the strengths of the suggested course?

2.2. What are the weaknesses of the suggested course?

2.3. How can the course be improved for a better use in the future?

The research questions of the present study are believed to meet all the seven requirements of good research questions that Lewis (2003) combines from several research methodists: clearance, balanced focus, researchability, relevance, connection to theory, feasibility, and interest to the researcher. I asked for my supervisor's guidance and my peers' help to ensure the intelligibility of my research questions. I also avoided designing neither too broad nor too narrow questions as well as too abstract ones that require philosophy rather than data application. In addition, I was careful in choosing the research questions the answers of which could benefit the Turkish education policy and ELT practices. Furthermore, I designed EIL research/theory-informed questions, which can contribute to the existing discussions and fill the gap in Turkey. I also paid attention to their feasibility by taking my time, resources, and access issues into consideration. Lastly, my personal interest in EIL ignited by a well-known Turkish professor from EIL/ELF camp, i.e., Yasemin Bayyurt, and my supervisor who had encouraged me to search the issue all contributed to the formation of these research questions.

3.4. Setting and the Participants

The present study was conducted at an English language and literature department of a large-size university in the northeast part of Turkey with 53 participants. The setting is the institution where I have been working as a fully-fledged staff for six years as a lecturer. The participating students coming from various provinces of Turkey are accepted to the department with two exams, namely the *Transition to Higher Education Examination* (*Yükseköğretime Geçiş Sınavı, YGS*) and the *Undergraduate Placement Examination* (*Lisans Yerleştirme Sınavı, LYS*). The newcomers have to take an English proficiency exam devised by the academic staff of the department. The ones who cannot pass the exam

have to take skill-based courses, including writing, reading, listening, grammar, speaking, and coursebook, i.e., General English. On the other hand, the ones who took at least 70 have the right to start linguistics and literature-related Bachelor of Art courses for four years. The number of the female participants (N=41) exceeds the male ones (N=12) as in Turkey, female students tend to prefer English language teaching more than the males (Çakır, 2015).

Hatch and Lazaraton (1991) note that intact group design is often used in particularly classroom research when the researchers aim at seeing the effects of a teaching/learning treatment. The group in the present study could be called as an intact group in the sense that this established class, i.e., already formed group, of students was assigned to the preparatory programme on the basis of their scores on a proficiency exam at the very beginning of the term. Neither random selection nor random assignment was used. However, Hatch and Lazaraton (1991: 86) warn that while studies with intact groups "will not allow us to make causal (cause-effect) statements about the findings, they will allow us to give evidence in support of links between variables for these particular classes". Thus, the findings were interpreted carefully, and replication studies were suggested to be conducted with improvement over the present study design.

Convenience (or opportunity) sampling type, the most common non-probability sampling strategy in L2 research (Dörnyei & Taguchi, 2010) was used to select the participants of the current study. Convenience sampling is also called as accidental, availability, or haphazard sampling (Neuman, 2014). I was working as a fully-fledged staff in her institution, and it was quite practical to work with my own students available during the whole year. However, as Dörnyei and Taguchi (2010) rightly observe, this sampling is not entirely convenience-based yet partially purposeful as the participants were chosen not only for their proximity, availability, and accessibility but also for their certain characteristics. In this study, based on my observations in my 6-year teaching experience, I concluded that my two current preparatory classes with Anglo-centric tendencies could be exploited for the investigation that seeks whether an EIL-oriented course could have an impact on these tendencies. However, non-representativeness of the sampling is one of the limitations of the study that makes me hesitant about the general relevance of my results

(Dörnyei, 2007: Dörnyei & Taguchi, 2010). As Kemper et al. (2003, cited in Dörnyei, 2007: 99) concludes:

> Sampling issues are inherently practical. Scholarly decisions may be driven in part by theoretical concerns, but it is sampling, perhaps more than anywhere else in research, that theory meets the hard realities of time and resources (...) Sampling issues almost invariably force pragmatic choices.

English majoring university students were chosen as the sample of the study as exploring EIL issues from student and teacher perspectives in norm-dependent countries, where people prefer BE or AmE, have limited exposure to other varieties, do not tolerate them, and aim at speaking English like and with native speakers, is interesting (Liou, 2010). Students come to university with "firm and rigid beliefs and attitudes" in that they tend to regard American or British English as correct language varieties, lack awareness of other English varieties, and associate English proficiency with sounding like native American or British speaker (Bayyurt & Altınmakas, 2012: 171). In addition, it is assumed that informing the readers about the possible benefits and challenges of an EIL-oriented course implementation can enhance language pedagogy at higher education. This enhancement is vital as higher education institutions are regarded responsible for economic and social development, transfer of cultural values to new generations, and enlightenment of the society with new findings, and improvement of society standards (Blackburn & Lawrence, 1995, cited in Küçükoğlu, 2013: 1093).

At the outset of the study, the participants were given a questionnaire as a pre-test, which includes a section to gather some demographic information about the respondents. The results of the analysis of the aforementioned part are presented in the following table.

Table 3: Demographic Information about the Participants

		f	%
Gender	female	41	77.4
	male	12	22.6
Age	17	1	1.9
	18	29	57.4
	19	16	30.2
	20	3	5.7
	22	1	1.9
	24	1	1.9
	35	1	1.9
	36	1	1.9
Hometown	Blacksea Region	35	66.0
	Marmara	8	15.1
	Central Anatolia Region	5	9.4
	Mediterranean Region	2	3.8
	Aegean Region	1	1.9
	Eastern Anatolia	1	1.9
	Abroad	1	1.9
	South eastern Anatolian Region	0	0
Abroad Experience	Yes	6	11.3
	No	47	88.7
Other Languages	Yes	33	62.3
	No	20	37.7
How to learn English	at school	52	98.1
	at course	23	43.4
	on their own	15	28.3
	at private language course	12	22.6
	with private tutoring	4	7.5
Frequency of Language Use	never	4	7.5
	rarely	9	17.0
	sometimes	21	39.6
	generally	7	13.2
	often	4	7.5
	always	2	3.8

As is seen in the table above, more than half of the participants were female. Over half of them were 18 years old (N=29 out of 53), and there were several at the age of 19 (N=16). Only two of them were much older as this was their second university. Most of them (N=35, i.e., 66.0 percent) came from the Blacksea Region. While there were 8 from the Marmara Region, 5 of them came from the Central Anatolia Region. Only one of them

stated that he came from Netherlands. The overwhelming answer was no when they were asked whether they had abroad experience (N=47, i.e., 88.7 percent). Lastly, over than half of them (N=33, i.e., 62.3) stated to know another language other than English, which they learned at high school as an elective course. Most of them were also found to have learned English at school or course, which they sometimes (N=21) or rarely (N=9) used.

At the very beginning of the study the participants were also asked questions about how they self-evaluated their language skills. The results are tabulated below.

Table 4: Participants' Self-evaluation of English Language Skills

	Very Poor		Poor		Average		Good		Very Good		M	SD
	f	%	f	%	f	%	f	%	f	%		
Reading	0	0	5	9.4	19	35.8	26	49.1	3	5.7	3.50	.749
Writing	1	1.9	1	1.9	20	37.7	25	47.2	6	11.3	3.64	.786
Listening	1	1.9	11	20.8	15	28.3	15	28.3	11	20.8	3.45	1.10
Speaking	2	3.8	14	26.4	22	41.5	10	18.9	3	5.7	2.96	.937
Grammar	5	9.4	3	5.7	8	15.1	28	52.8	9	17.0	3.62	1.13
Vocabulary	0	0	9	17.0	25	47.2	15	28.3	3	5.7	3.23	.807
Pronunciation	4	7.5	6	11.3	19	35.8	18	34.0	6	11.3	3.30	1.06

As is seen in the table above, in line with the existing literature (i.e., Arslan, 2013), the weakest skill was found to be speaking, somewhere between poor and average (M=2.96, SD=.937). The participants self-reported that their writing and grammar were good (M=3.64 and 3.62, SD=.786 and 1.13, respectively). At the outset, they were also asked in which skills they had the most serious difficulties. The analysis of their comments showed that speaking (N=30) and listening (N=13) were the two problematic areas for them. They provided several reasons for this picture, including the grammar-oriented ELT in Turkey, lack of chance to practice speaking and listening, lack of self-confidence in speaking, and the tendency to translate in their mind before speaking. Regarding speaking, they emphasised their linguistic difficulties with vocabulary, grammar, and pronunciation, and their cognitive challenges that should be understood as lack of self-esteem, fear of making mistakes, and failing in front of others, which are all in line with the existing literature (see Kayaoğlu & Sağlamel, 2013). Other than these, grammar (N=11), vocabulary, pronunciation, and reading (N=7, for each) were found problematic. As the

participants are taught English as an academic subject at school rather than use English for their daily communication with their family or friends in the sociolinguistic conditions of Turkey, it is naive to expect them to have a high level of communicative competence (Lin et al., 2005).

At the outset, the participants were also asked to self-report which accent they spoke English with, whether they were satisfied with their accent, and what their desired accent was. The findings are tabulated below.

Table 5: Participants' Self-reports on English Accent

Accent	British		American		Turkish		No Idea
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	
Own Accent	20	33	24	29	38	15	4
Desired Accent	41	12	32	21	2	51	2
	Yes		**Partially**		**No**		**No Idea**
Satisfaction with Own Accent	4	7.5%	31	58.5	18	34.0	-

As is seen in the table above, most of the participants (N=38) thought that they spoke English with a Turkish accent. Yet, there were several who self-reported to use American (N=24) and British (N=20) accents. They stated lack of practising English, getting education from Turkish ELT teachers, and the effect of their native language as the reason for speaking English with a Turkish accent. Most of them (N=41) stated British accent as their desired one, and described them as language owners (N=12) and expert (N=4), found BE pleasant (N=8), internationally intelligible (N=2), aesthetic (N=2), polite (N=1), to list but a few. Still, there were some who targeted American accent (N=32) as they see them the owner of English (N=9) and language expert (N=4), found it easy to understand and produce (N=5), and admired Americans (N=5). Lastly, over half of them (N=31, i.e., 58.5 percent) were found to be partially satisfied with their current accent, and there were several (N=18) who were unhappy with the accent they spoke English with.

The participants were also asked why they chose the department of English language and literature. The findings are tabulated below.

Table 6: Participants' Reasons for Choosing English Major

Reason	SD f	SD %	D f	D %	N f	N %	A f	A %	SA f	SA %	M	SD
1. love English	0	0	0	0	2	3.8	8	15.1	43	81.1	4.77	.505
2. to have a better job	0	0	0	0	1	1.9	12	22.6	40	75.5	4.73	.486
3. to travel around the world	0	0	1	1.9	1	1.9	6	11.3	45	84.9	4.79	.566
4. to have business trip	1	1.9	3	5.7	5	9.4	19	35.8	25	47.2	4.20	.967
5.to understand Br and Am cultures	1	1.9	1	1.9	3	5.7	19	35.8	29	54.7	4.39	.839
6. to improve oneself	0	0	0	0	0	0	5	9.4	48	90.6	4.90	.295
7.to communicate with people all around the world	0	0	3	5.7	10	18.9	18	34.0	22	41.5	4.11	.912
8. to meet and communicate with NS	0	0	0	0	5	9.4	13	24.5	35	66.0	4.56	.665
9. to understand world cultures better	0	0	1	1.9	4	7.5	18	34.0	30	56.6	4.45	.722
10. to enjoy reading English books/magazines	1	1.9	0	0	4	7.5	22	41.5	26	49.1	4.35	.786
11. to travel abroad for education	0	0	1	1.9	6	11.3	12	22.6	34	64.2	4.49	.775
12. parental force	45	84.9	6	11.3	0	0	2	3.8	0	0	1.22	.639
13. to communicate with foreigners in Turkey	0	0	7	13.2	4	7.5	13	24.5	29	54.7	4.20	1.06
14. to watch TV, film, video	0	0	1	1.9	3	5.7	6	11.3	43	81.1	4.71	.661
15.to introduce Turkish culture to others	3	5.7	5	9.4	8	15.1	14	26.4	23	43.4	3.92	1.22
16.to meet people around the world	1	1.9	8	15.1	5	9.4	19	35.8	20	37.7	3.92	1.12
17. to make a good impression on others	2	3.8	1	1.9	2	3.8	12	22.6	36	67.9	4.49	.953
18. to travel abroad for holiday	2	3.8	3	5.7	5	9.4	6	11.3	37	69.8	4.37	1.11
19.to surface on English web pages	1	1.9	2	3.8	5	9.4	18	34.0	27	50.9	4.28	.927
20. an enjoyable process	0	0	0	0	6	11.3	9	17.0	38	71.7	4.60	.688
21. to listen to music	2	3.8	3	5.7	3	5.7	11	20.8	34	64.2	4.35	1.07
22. to pass the course	33	62.3	15	28.3	4	7.5	1	1.9	0	0	1.49	.723
23. English as a compulsory school lesson	44	83.0	5	9.4	3	5.7	0	0	0	0	1.21	.536

As the table above presents, the participants were instrumentally motivated to learn English as they loved it, wanted to have a better job, travel around the world, learn the cultures of not only NSs but also various countries, desired to improve themselves, wanted to communicate with people, wanted to use English for personal enjoyment, and so forth. The items on parental force, the desire to pass the course, and English as a compulsory lesson have the lowest mean (M=1.22, 1.49, and 1.21, respectively), which should be understood as that the participants themselves are motivated internally to study English.

3.5. Data Collection

The present mostly concurrent mixed methods study aims at investigating the possible influences of an EIL-oriented General English course on the understanding, attitudes, and skills of preparatory programme students at tertiary level and evaluating the whole process with all its possible strengths and weaknesses. The role of the course on these three areas were attempted to be portrayed with a questionnaire in the form of a pre and post test, followed by follow-up focus group interview. On the other hand, retrospective student interviews and weekly reports, peer observation, an open-ended questionnaire, and teacher field notes were used to find out what really occurred in the classroom, whether the classroom practice was satisfactory, and how it could be enhanced for future implementations. The data gathering instruments are presented below in depth.

3.5.1. Questionnaire

The consequences of a self-devised EIL-oriented course for the participants' understanding, awareness, and skills were basically investigated with a questionnaire, which is a popular data gathering instruments that "ask[s] for information about the respondents (or 'informants') in a non-evaluative manner, without gauging their performance against a set of criteria or against the performance of a norm group" (Dörnyei & Taguchi, 2010: 4). Questionnaires are highly preferred as they are (a) cost-effective, and (b) versatile. They save researcher time, effort, and financial resources. In addition, researchers can use them to gather data from "a variety of people in a variety of situations targeting a variety of topics" (Dörnyei & Taguchi, 2010: 6).

As categorised by Dörnyei and Taguchi (2010), questionnaires are employed to gather factual, behavioural, or attitudinal data. Factual questions (also classification questions or subject descriptors) yield data about participants' demographic characteristics and background including hometown, martial and socioeconomic status, education, religion, occupation, and language learning history. On the other hand, behavioural questions cover participants' actions. Lastly, attitudinal questions are used to investigate participants' thoughts, and they can cover attitudes, opinions, beliefs, interests, and values. While attitudes are evaluative, related to one's past, and difficult to change, opinions are

"more factually based and more changeable" (Dörnyei & Taguchi, 2010: 5). On the other hand, beliefs with factual supports are feelings that something is true, false, or right. As the names speak for themselves, interests are preferences, and values cover preferences for ways of life. In the present study, a questionnaire was used to gather both factual and attitudinal data, in that I investigated the participants' demographic characteristics and background (factual data) and attitudes and understanding (attitudinal) regarding English language and culture with the technique.

However, the possibility to gather unreliable data with poorly-designed ones is one of the limitations of questionnaires. In addition, one cannot gather in-depth data as they cover simple and straightforward items. Besides, unreliable and unmotivated respondents may decrease the quality of the findings. Also, respondents may have literacy problems. To complicate the matter even further, it may be really intimidating for participants to fill in a questionnaire administered in a foreign language they are learning. Furthermore, it is not easy for the researcher to correct the respondents' mistakes resulting from misunderstanding. Also, the social desirability or prestige bias of the respondents may discourage them to report what they actually believe as they want to present themselves well. Moreover, the acquiescence bias of the respondents encourages them to agree with items when they are not sure as they do not want to give negative answers. In addition, the halo effect concerns peoples' tendency to overgeneralise in that they may provide positive responses when their overall impression of a target is positive and vice versa. Lastly, the fatigue effect refers to the possibility to answer inaccurately due to tiredness or boredom (Dörnyei & Taguchi, 2010).

In order to overcome the possible limitations of questionnaires outlined above, several steps were taken in the present study. I tried to construct a well designed instrument, supported the questionnaire data and gathered more in-depth data with follow-up focus group interviews, conducted a piloting session to avoid possible problem areas, prepared the instrument in Turkish so as to reduce literacy problems, administered the questionnaire with the group in my classroom in my own presence so as to avoid any mistakes resulting from misunderstanding and answer possible questions, created a sincere atmosphere at the very beginning with incentives and explained that not their positive or negative answers but sincere ones would determine the success of the study, made time for

the administration when the participants did not have class and thus not tired, and tried to avoid boredom by keeping the questionnaire short and clear and served the participants tea/coffee and chocolate as incentives.

As outlined by Dörnyei and Taguchi (2010), a series of steps are supposed to be followed in order to construct a good questionnaire: (1) thinking about the general features such as length, format, and parts, (2) writing items, (3) picking and sequencing effective items, (4) writing instructions and examples, (5) translating the instrument into the target language, if necessary, (6) piloting and conducting item analysis. In parallel with the first step, in the current study a four-page well-designed questionnaire was prepared as exceeding 30-minute is not suggested in the related literature. However, taking the slow readers into consideration, I gave much time to the respondents. In addition, following the suggestions of the scholars, I attempted to have an attractive and professional instrument by (1) using a duplex copy that enables it to look short, (2) creating three sections, using 12 point Times News Roman (a space-economical font) and using the whole width of the page with items and responses next to each other, (3) using an orderly layout with highlighting options, (4) using high quality paper and good-quality hard copy, and (5) paying attention to sequence marking with each sections marked and not splitting questions between two pages. Furthermore, in the questionnaire sensitive items were avoided and a promise of confidentiality was put on the front page. Although the respondents' school number, not their name, was required for a possible future investigation of the individual differences between pre and post tests, confidentiality was still assured by stating that their answers would be confidential and used only for research purpose.

As the main parts of the questionnaire, I used a short and clear title "to identify the domain of the investigation, to provide the respondent with initial orientation, and to activate relevant background knowledge and content expectations" (Dörnyei & Taguchi, 2010: 18). Also explicit and informative general (opening greeting, final thank you) and specific (task introduction) instructions were designed. Regarding the questionnaire items, conducting a detailed review of literature I identified three areas, namely awareness, opinions, and skills, and prepared items addressing all these angles. The instrument included close-ended items whose "coding and tabulation is straightforward and leaves no room for rater subjectivitiy" (Dörnyei & Taguchi, 2010: 26). To create the data gathering

instruments of the present study, I made use of arguments, research questions, some parts of earlier studies with similar orientation. Based on Guerra (2005), Jenkins (2005), Kural (2015), Lai (2008), Sifakis and Sougari (2005) and Gallagher-Brett (2004), a part with 13 items was developed to gather data about demographic information including language background, English learning goals, perception of English accent, and their attitudes towards English accents. In the development of the other three main parts aiming to obtain data about the existing awareness, attitude, and skills of learners and the possible outcomes of the programme, earlier studies and instruments inspired me. Based on the EIL literature, the questionnaire items were designed in parallel with the five principles of the EIL curriculum and the aims of the suggested EIL-oriented syllabus. Particularly, the outcome statements of earlier EIL-oriented courses and programmes of D'Angelo (2012), Sharifian and Marlina (2012), Lee H. (2012), Bayyurt and Altınmakas (2012), Hino (2012c), and Matsuda and Duran (2012) inspired me. In addition, several items on attitudes towards learning English were adapted from Lai (2008), and the items on international understanding were adapted from Almarza et al. (2015) and Chen and Starosta (2000). Furthermore, ELF traits categorised by Takahashi (2010) served well for the awareness section in the data gathering instrument.

The items are in the form of rating scales in which the respondents were supposed "to make an evaluative judgement of the target by marking one of a series of categories organised into a scale" (Dörnyei & Taguchi, 2010: 26). Among scaling techniques, Likert scale was used, and the participants were asked to show to what extent they agree or disagree with the items. In Dörnyei and Taguchi's (2010: 27) own terms, characteristic statements "expressing either a positive/favourable or a negative/unfavourable attitude toward the object of interest" were designed. Out of 56 items in sum, 6 were negatively worded, i.e., which address the opposite of the target concept" (Dörnyei & Taguchi, 2010: 27). These negatively worded items are regarded important as they help "avoid response set whereby the respondent marks only one side of a rating scale" (Dörnyei & Taguchi, 2010: 90). However, the scoring was reversed before the statistical anlalysis. Neutral and extreme questionnaire items were avoided. Five-response option was preferred as too many scale points are bound to yield unreliable findings, for it may be difficult for them to distinguish these levels (Dörnyei & Taguchi, 2010).

In order to communicate with the respondents effectively, I followed the suggestions of Dörnyei and Taguchi (2010) on how to write good questions. I (1) wrote the items in short and simple sentences, (2) used a natural language by avoiding acronyms, abbreviations, technical terms, and so on, (3) avoided ambiguous and loaded words, (4) avoided negative constructions, (5) avoided double-barrelled questions that ask two or more questions in one item, (6) avoided items that could be answered in the same way by everybody, thereby lacking variance, (7) included not only positively but also negatively worded items, and (8) wrote items that could be easily translated into Turkish.

Items of three areas, namely awareness, opinions, and skills, were clustered together into sub-sections and separated from each other with instructions. The personal/classification questions asking for the participants' language learning history, preferences, and etc. were placed at the end as "this can result in a kind of anticlimax in the respondents and it may be difficult to rekindle their enthusiasm again" (Dörnyei & Taguchi, 2010: 48). Open-ended items that require much time and mental energy were put in the end so as not to discourage the respondents at the very beginning and not to affect the closed-ended items.

The pre/post questionnaire comprises three parts: awareness/familiarity, attitude, and skill:

1. *Awareness/Familiarity Section:* This section covering 17 items aims at finding out students' existing awareness level (as a pre-test) and outcomes of the syllabus regarding this awareness (as a post test). The items are basically about students' awareness of English language (varieties, language change and creativity, communication mistakes) and culture (cultural components, differences, global culture/issues). For instance, the 6th item *"I am aware that people create new English words around the world"* was designed to find out the participants' familiarity with language creativity in vocabulary. On the other hand, the 13th item *"I am aware that culture may affect people's behaviours."* was designed to find out whether the participants have familiarity with the possible link between culture and behaviour.

2. ***Attitude Section:*** This section covering 23 items aims at finding out the participants' feelings and opinions about both language (ownership, varieties, and creativity) and culture (cultural variety and its integration into classes). For instance, item 5 in this section *"We should learn what is correct and incorrect about English only from Americans or the British"* aims at finding out their attitudes towards native speaker fallacy. On the other hand, item 3 *"Various English accents (such as Indian, Singapore, Japan, Russia, etc.) should be introduced to English language learners"* aims at finding out their opinions about the integration of English diversity into language classroom.

3. ***Skill Section***: This section covering 16 items aims at investigating students' skills (entry and exit level) regarding speaking, listening and reading, their conflict solution, and critical thinking. For instance, item 8 *"I can compare and contrast Turkish culture with other world cultures, using English"* aims at finding out whether the participants have knowledge about their own culture and compare cultures in a sphere of interculturality (Kramsch, 1993).

While translating the questionnaire items, a kind of team-based approach (Dörnyei & Taguchi, 2010) was used. First, I adopted the role of a translator as I had translating training in my BA and MA period, and prepared the Turkish and English versions of the instrument. Later, I sent both versions to six reviewers (3 from the same PhD programme, 2 from the same institution, and 1 from Istanbul Kültür University), who have translation skills and are familiar with a questionnaire design. Particularly the external one from another university is familiar with the research topic; the other three were exposed to related issues in the PhD programme. Finally, before the piloting stage with actual students, I asked for the help of my PhD supervisor, who took the role of an adjudicator owing to his familiarity with the research subject and survey design and proficiency in both languages. We collaborated to decide the actual wording and their translated versions.

Group administration as one of the most common questionnaire administration type was preferred for three reasons. First, as the participants were language learners taking her class in her own institution, it was easy to administer the instrument when they were all in the classroom. Second, the response rate was 100% in both tests (Dörnyei & Taguchi, 2010). I tried to create a relaxing atmosphere beforehand by ordering small food incentives

(chocolate and coffee/tea). As incentives are crucial to maximise response rate (Cohen et al., 2007) and to increase care in completing the questionnaire, food incentives were used. It was also believed that in this way a relaxed classroom atmosphere that could turn normally a boring procedure into an enjoyable one could be created. I also avoided any "contamination" (Oppenheim, 1992, cited in Dörnyei & Taguchi, 2010: 69) by not allowing them copying or talking to each other.

Following some strategies suggested by Dörnyei and Taguchi (2010), I attempted to increase the quality and quantity of response and avoided any frivolous answers. I gave an introductory speech and explained what the test aimed, what potentially significant results I would have, and how important their honest answers were. I also emphasised that the data would be treated confidentially. In addition, the presence of me during the administration was invaluable as the respondents took immediate help while responding to the items. Also, before starting, I introduced the whole instrument and asked them to go part by part. I separated them by reading out the questionnaire instructions and clarifying the particular aim of that part. I also promised feedback on the results by inviting them to her PhD defence meeting possible to be conducted in the following term.

3.5.1.1. Piloting

Piloting is invaluable as it can indicate possible problems concerning item wording, administration, scoring and processing the responses, overall instrument appearance, item clarity, and the length of time to complete it (Dörnyei & Taguchi, 2010). Items that are ambiguous, too difficult to reply, and irrelevant ones that do not yield unique data can be eliminated. In order to increase the reliability, validity, and practicability of the instrument, the questionnaire serving as both the pre test and post test of the study was piloted (Cohen et al., 2007). In this process, I attempted to find out whether the items, instructions, and layout were clear enough for the respondents. The participants were asked whether any item was ambiguous or difficult to understand for them. They were requested to offer any compensation for these difficulties. Piloting also enabled me to check whether the allotted time was enough to complete the questionnaire.

In the current study, a two-step piloting was conducted. The initial piloting was conducted with 7 people whose opinions I valued. They were asked to go through the items. They worked at their convenience except for the most experienced one whose reactions were observed and whose questions and comments were noted and responded immediately. Their feedback concerned the items with problematic wording and unclear meaning and unnecessary items. The points they suggested as worth asking about were also taken into consideration. Based on this feedback, I produced a near-final version of the instrument.

In the final piloting, "dress rehearsal" in Dörnyei and Taguchi's (2010: 55) own words, I attempted to see how the instrument could actually work by asking ELT preparatory students who are similar to the target population to reply to the items. This field testing was conducted with 16 preparatory ELT students (F=14, M=2) similar to the target sample in order to get feedback about the actual wording of the items. Utmost care was taken in this field testing as in Dörnyei and Taguchi's (2010: 54) own words "any attempt to shortcut the piloting stage will seriously jeopardize the psychometric quality of the questionnaire".

As the sample size of the final pilot group was small (n=16), it was concluded that item analysis conducted with a sample smaller than 50 would not be meaningful and thus could encourage the researcher to exclude potentially good items (DeVellis, 2003, cited in Dörnyei & Taguchi, 2010: 56). Thus, a post hoc analysis was conducted after the administration of the final questionnaire with the real participants to "screen out any items that have not worked properly" (Dörnyei & Taguchi, 2010: 56). In this item analysis, missing responses, the range of the responses, and the internal consistency were checked. The English and Turkish versions of the finalised questionnaires could be seen in Appendix 1 and Appendix 2.

3.5.2. Follow-up Focus Group Interviews

In order to enrich the quantitative findings, I conducted two follow-up focus group interviews in which I asked the participants "to explain or illustrate the obtained patterns and characteristics, thereby adding flesh to the bones" (Dörnyei & Taguchi, 2010: 109). As

one special qualitative research technique, focus group refers to informal interviewing of six to twelve people in a discussion setting with a moderator who does not direct but facilitate an open discussion (Neuman, 2014). Well-collected qualitative data is invaluable for research, for that rich, holistic, and naturally occurring data giving hint about how real life is serves well when the researcher "needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting" (Miles & Huberman, 1994: 10, emphasis in original). Gaining popularity over the last two decades of the 20th century (Finch & Lewis, 2003), focus-group interview "is based on the collective experience of group brainstorming, that is, participants thinking together, inspiring and challenging each other, and reacting to the emergent issues and points" (Dörnyei, 2007: 144). Similarly, they could be "characterized as an organized group discussion around a given topic, which is monitored, guided if necessary, and recorded by a researcher" (Stewart & Williams, 2005: 396). Here with guiding questions a moderator steers a group interaction, which could lead to valuable data (Hatch, 2002). Similarly, Bogdan and Biklen (2007) put that talk fostered among the participants as a group from several perspectives can help the researcher see the range of view. It was opted for as this "collective wisdom" (Dörnyei, 2007: 144) or "joint endeavour" (Finch & Lewis, 2003: 196) was expected to enable me to gather a large amount of deep data in an economical way. In focus-group interviews, participants (six to twelve) who are seated together can hear others' comments and add their own. As Fraenkel and Wallen (2006: 461) note, the ultimate aim of the researcher is "to get at what people really think about an issue or issues in a social context where the participants can hear the views of others and consider their own views accordingly". The interview is a powerful and flexible data gathering tool in that it allows the researcher to go deeper through multi-sensory channels (Cohen et al., 2007). In the present study, the focus-group interview was not used as "a stand-alone method" but "as an ancillary method alongside and complementing" (Bloor et al., 2002: 8) the pre and post treatment questionnaires. In a similar vein, Hatch (2002) lists focus group interviews as well as video recording and participant journaling as useful strategies to gain supplementary data. The data from the questionnaires were attempted to be triangulated with focus-groups to interpret the questionnaire results, to clarify the meaning of what the participants have reported, and to extend them.

As noted by Kitzinger (1995: 299), focus group interview is "a quick and convenient way to collect data from several people simultaneously", and group interaction is what distinguishes this form from other interviewing techniques. Kitzinger (1995: 302) explains that this group interaction can help the researcher achieve the following aims:

> To highlight the respondents' attitudes, priorities, language, and framework for understanding;
> To encourage research participants to generate and explore their own questions and develop their own analysis of common experiences;
> To encourage a variety of communication from participants-tapping into a wide range and form of understanding;
> To help to identify group norms and cultural values;
> To provide insight into the operation of group social processes in the articulation of knowledge (for example through the examination of what information is censured and muted within the group);
> To encourage open conversation about embarrassing subjects and to permit the expression of criticism;
> Generally to facilitate the expression of ideas and experiences that might be left underdeveloped in an interview and to illuminate the research participants' perspectives through the debate within the group.

In this respect, focus group interview was opted for as an adjunct to the pre and post treatment questionnaires due to its capacity to gather data quickly and conveniently, to explore participants' knowledge, experiences, and attitudes and the underlying reasons, and to encourage more hesitant ones to clarify themselves and contribute to the group discussion.

This technique was opted for its particularly two advantages highlighted by Neuman (2014). First, the natural setting created by me (the course lecturer) in my own office with food incentives allowed the participants to discuss freely and thoroughly. Second, I encouraged the participants to question one another and talk to each other, which resulted in thorough answers.

I conducted two follow-up after the pre-test and two more ones after the post test to triangulate the questionnaire findings. Totally 34 participants participated in these focus groups. While each of the pre-focus-groups included 9 participants, both post-focus groups included 8 participants as four to twelve people is an ideal number in research (Morgan, 1988, cited in Cohen et al., 2007: 377). Bloor et al. (2002) note that participant selection and group composition is vital in focus-groups. Although diversity is desired for discussion, too much heterogeneity may result in conflict. In the present study, I asked for

the volunteers to participate in the group discussion in my office. A high number of students volunteered, which could result from the close relationship between the two parties. However, based on my observations in my classes and common sense, I attempted to compile groups with various individuals with a view to exploring diverse views by taking their gender, proficiency level, personality, hostility issue, and their ideas into consideration. I was careful not to let the opposing views "crush discussion and inhibit debate" (Bloor et al., 2002: 20), which in turn would be anxiety-provoking for the participants. Demographic information regarding these participants is provided below.

Table 7: Participants in Focus-group Interviews

Session	Date	Group	Female	Male	Total
Pre-focus Group	25th February 2016	Group A	7	2	9
	26th February 2016	Group B	8	1	9
Post-focus Group	12th May, 2016	Group A	6	2	8
	13th May, 2016	Group B	4	4	8
Total			**25**	**9**	**34**

Before starting, a relaxed atmosphere should be created with "a comfortable setting, refreshments, and sitting round in a circle" (Kitzinger, 1995: 301). Simple refreshments including soft drinks, coffee/tea and junk food, i.e., chocolate, were preferred. At the very beginning the moderator and the participants chatted a little bit while drinking and eating as this is believed to help an effective process (Hatch, 2002). My office was chosen as the institutional venue to conduct the focus groups as it was difficult for the other students and staff to interrupt the discussions, and I had a round table where there were chairs around it. A circular physical arrangement is vital as it enables everybody to see each other's face (Finch & Lewis, 2003). The recorder was placed in the centre to ensure the audibility of all the participants. I designed my office and made the participants sit in a circle, and I offered them beverages i.e., tea and coffee, and food, i.e., chocolate, before starting. I adopted the role of a facilitator rather than a controller so as not to do any harm to the group discussions. I only set the scene, provided the prompts, guided the discussion, interrupted when conflicts arose, avoided any domination by the participants, and encouraged the hesitant ones. In the conduct of these focus groups, i.e., as a form of group interview, I addressed several issues listed by Cohen et al. (2007) and Hatch (2002). I, i.e., the

moderator, did not let any respondent to dominate the interview by giving them all a chance to express themselves. At the very beginning, I briefly reminded them of the purpose, gave a brief overview of the topic, explained the nature of that group discussion, my own and the respondents' roles and my expectations of them, i.e., respect for each other's ideas, turn-taking, active participation, etc.). I also emphasised that what I wanted them to do is to interact with each other rather than answer my questions individually. During the interviews, I carefully monitored who was speaking so as to ensure a balanced participation and tried to encourage the quiet ones to participate in the discussion. I also served as peacemaker as some respondents tended to get angry with each other particularly while discussing what correct English is and what teachers should teach in language classes. At the end of the sessions, I as the moderator gave each of them a chance to summarise their view and add what they wanted. Finally, I congratulated them on their group performance, expressed the importance of their contribution to the study, and thanked them. The interview questions could be found in Appendix 3.

3.5.3. Student Feedback: Retrospective Interviews and Weekly Reports

The participants were asked to provide their thoughts and evaluate each session with retrospective interviews and reports. Introspective methods which refer to "ways of eliciting self-reflections from respondent" (Dörnyei, 2007: 147) include two techniques, namely think aloud and retrospective reports/interviews. As differentiated by Dörnyei (2007), in the former, the participants vocalise their thoughts while doing the task. However, in the latter, they verbalise their ideas after they have completed the task. Dörnyei (2007) cautions that as this technique requires the retrieval of information and thoughts from long-term memory, time lapse and stimulus, i.e., a reminder, to help participants remember are vital. Time lapse should be as short as possible, i.e., not over two days, and visual, aural or written reminders need to be used to avoid any possible information lost. Retrospective interviews are listed as one type of interview used "to get a respondent to recall and then reconstruct from memory something that has happened in the past" (Fraenkel et al., 2012: 452).

In this respect, the comments of the participants were taken with retrospective interviews and weekly self-report. Two types of retrospective data were gathered from the

participants. First, individual participants were requested to provide their thoughts orally immediately, within 5-30 minutes after the classroom sessions in an interview. They were aurally reminded the class they had just come out and asked to comment on the process and their performance in Turkish. Audio-recording was preferred, for it was easier to conduct and analyse, and less obtrusive (Dörnyei, 2007), and it enabled me to pay all my attention to the answers of the participants and my own in-depth probing (Legard et al., 2003). In order to encourage the participants to give detailed and open answers, I tried to "sell myself" in that I showed my interest and dedication to the research, explained my purpose well, promised confidentiality, and balanced formality and informality. While conducting the retrospective interviews, I tried to adopt a neutral stance and avoided imposing my own bias and ideas, listened more, asked and clarified my questions, encouraged elaboration, used backchannels, praised the interviewees' efforts, and used kind interruption and refocused them. Content questions focusing on the participants' recent classroom experience and opinions were used. To ensure the depth of understanding, I also used in-depth and iterative probing that "involves asking for a level of clarification and detail that can sometimes feel unnatural or artificial" (Legard et al., 2003: 152). While ending the interview I encouraged them to make additional points, thanked them, and informed them how I would use the findings for my PhD dissertation and how they could learn the results. The following table presents information about the participants who were retrospectively interviewed immediately after the sessions. Retrospective interview questions could be found in Appendix 4.

Table 8: Participants Providing Comments in Retrospective Interviews

Group	Date	Number of Participants		Total
		Female	Male	
Group I	24th March, 2016	1		1
	29th March, 2016	1		1
	12th April, 2016	1		1
	17th April, 2016	1		1
	21st April, 2016	1	1	2
	26th April, 2016	1		1
	3rd May, 2016	2	1	3
	4th May, 2016	1		1
	10th May, 2016	1		1
Group II	22nd March, 2016	1		1
	24th March, 2016	1		1
	29th March, 2016	1		1
	31st March, 2016	1		1
	12th April, 2016	1		1
	14th April, 2016	1		1
	20th April, 2016	1		1
	21st April, 2016	1		1
	3rd May, 2016	1		1
	4th May, 2016		1	1
	10th May, 2016		1	1
	11th May, 2016	1	1	2
Total		*20*	*5*	*25*

As is seen above, totally 25 participants from both groups were interviewed immediately after the classroom sessions. The interviewees were mostly female as the group was female-dominated, and mostly the female ones volunteered to be interviewed after the sessions.

In addition to these immediate vocalisations, at the beginning of each week the participants as a class were asked to self-report their thoughts about the earlier week as a whole with all its face-to-face classroom sessions and Facebook activities. They were helped to remember what they had done in the previous week with the help of some written prompts on the board summarising the whole week. Given with a two-page standardised

form with prompts, they were asked to provide their comments on topics, tasks and activities, possible course gains, course weaknesses and difficulties, the most liked and the least liked course aspect, general evaluation of the week and suggestions to improve the class (See Appendix 5). The following table presents information about the number of participants, their gender, and the date of these retrospective weekly student reports.

Table 9: Participants Providing Weekly Self-reports

Week	Date	Number of Participants		Total
		Female	Male	
1	8th March, 2016	35	11	46
2	15th March, 2016	26	3	29
3	22nd March, 2016	30	9	39
4	29th March, 2016	27	9	36
5	31st March, 2016	10	1	11
6	21st April, 2016	37	10	47
7	27th April, 2016	8	4	12
8	3rd May, 2016	35	9	44
9	10th May, 2016	32	13	45
10	11th May, 2016	30	6	36
Total		**270**	**75**	**345**

As seen in the table above except for the fifth and seventh week, most of the participants provided self-report. The number was quite low in the fifth week as there was the university entrance exam, for which several participants went to their home towns to sit for the exam. Only 12 participants provided self-report in the seventh week as most of them went to their home town immediately after the first visas.

3.5.4. Peer Observation

With a view to drawing a fuller picture of what was going in the classroom and what value these applications had, peer observation was used. Also as "'live' data from naturally occurring social situations" (Cohen et al., 2007: 396) are believed to triangulate the findings, classroom observation was opted for.

Peer observation should be understood as the attempts of university instructors to provide feedback to their colleagues on their course planning and design, instructional materials, assessment and in-class interaction (Roberson, 2006). In the current study, peer observation was preferred on account of two factors. First, as noted by Roberson (2006), peers know the mission of the department and programme outcomes. Also as they teach the same students in the same atmosphere, they can widely observe all aspects of teaching. Second, as the process offers much flexibility, I chose two colleagues who I trust and respect, thereby having an effective process. I preferred to work with two of my colleagues who have been teaching in the same department, for the presence of an observer may lead to participant reactivity (Cohen et al., 2007). Reactivity, i.e., "observer's paradox' coined by Labov (1972, cited in Allwright & Bailey, 1991: 71), which should be understood as "an alteration in the normal behaviour of a subject under observation, due to the observation itself" (Alwright & Bailey, 1991: 71). To overcome this problem, I chose my peers who were teaching the same students and adopted an open policy, thus the participants were accustomed to the observers. As the participants were familiar with both me and the observers for almost one year, they were expected not to change their behaviour, thereby enabling me to gather more valid data.

A single observer may restrict a study in that s/he may not be skilled in an area, may have biased views, or may not pay attention to details (Fraenkel & Wallen, 2009; Neuman, 2014). Thus, I attempted to reduce this limitation of the study by asking two observers differing in gender, age, teaching experience, and academic degree to observe her classes. I planned several meetings with these two peers (1F, 1 M), as "it may be difficult for even a well-intended observer to filter out his/her own bias against a given teaching method or personality while conducting an observation" (Roberson, 2006: 3).

Following the suggestions of Roberson (2006) for an effective peer observation process, I held a short face-to-face pre-observation meeting before each classroom visit. In these meetings, I provided my peers with my lesson plan, the instructional materials, and peer observation checklist. I first summarised the previous class, and then clarified the objectives of the plan. I explained which knowledge, skills, and perspectives I aimed at developing with that particular class and why. After the observation, mostly 1-day later, I

held a short informal face-to-face post-observation meeting to take the form and listen to their overall observations, take their suggestions, and answer their questions.

I designed a peer observation protocol to guide the process (see Appendix 6). This observation protocol was inspired by the example questions to evaluate a lesson plan (Richards & Farrell, 2011: 63), the list of aspects as the focus of observation in teaching suggested by Richards and Farrell (2011: 92-93), reflection questions to guide journal entries by Richards and Lockhart (1994: 16-17), diagnostic classroom observation questions by Saginor (2008), and observation prompts suggested by Brown (1994, cited in Richards, 2001: 233).

I devised a rating instrument using a five-Likert scale as they are the most frequently preferred ones and help the researcher make interpretation more than Yes/No checklists (Roberson, 2006). As noted by Chesterfield (1997), rating forms enable the observer to make judgement about what happens in the classroom based on observation experience. This scale had four focuses: the nature of the lesson and content; teaching methods, materials, and activities; teacher behaviour; and classroom climate. However, it was accompanied by written analysis in the form of comments for "a more holistic view, since sometimes the whole can be greater or less than the sum of its parts" (Roberson, 2006: 37). A combination of quantitative and qualitative observation methods was preferred in case "it falls far short of telling the whole story of classroom life" (Wragg, 1999: 10). Thus, in order to get a more holistic data, I included 3 open-ended items asking what the main strengths and weaknesses the lesson had and whether the observers themselves would teach it in the same way if they themselves were the teacher. Lastly, the observers were asked to rate the overall class, and extra space was left to allow them to provide their overall impression of the lesson effectiveness and overall comments.

"Observation point" (Chesterfield, 1997: 8) was preferred as an observation point in that the peer observers chose a point in the class where they could see the whole classroom and had rare interaction with both the teacher and students. The observers added comments and participated in classroom activities, though rarely. As noted by Wragg (1999), it is not really easy for an insider to detach themselves completely as they are emotionally linked to the classroom.

3.5.5. Open-ended Questionnaire

A final open-ended questionnaire was designed that aims at finding out the strengths and weaknesses of the process, participants' ideas about the use of Facebook as an educational environment and the assignments, and taking the suggestions of the participants for a better future use. It included clarification questions and specific open questions (Dörneyi, 2007). As the last open-ended questionnaire required the participants to think about the past 10 weeks and comment on their past behaviours, respondent recall (Neuman, 2014) was employed. In order to improve the recall, I prepared a handout summarising the ten-week treatment with all classroom sessions and social media activities. Similar to the questionnaire that served as pre and post tests, the final open-ended one could be categorised as a self-completion questionnaire in that I gave the questionnaire to all of the participants in the class and collected them back when they finished in the last classroom session (Bryman, 2004). The final open-ended questionnaire is given in Appendix 7.

3.5.6. Teacher Field Notes

Field notes refer to "a way of reporting observations, reflections and reactions to classroom problems" (Hopkins, 2002: 103). Similarly, Bogdan and Biklen (2007: 118-119) define field notes as "the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study". Keeping field notes was chosen on account of its five basic advantages listed by Hopkins (2002). First, it is simple and not very time-consuming for the teacher. Second, they can serve as a diary that ensures continuity of record. In addition, it provides first-hand and frank data. Besides, these notes serve "as an aide-memoire" (Hopkins, 2002: 103) and help teachers see their development as teachers. Lastly, they can help teachers, i.e., me in this case, relate incident and form causal links. However, these are highly subjective, and they need aids such as forms, sheets, tapes and so forth to record specific information.

In order to alleviate the weaknesses of observation data, I triangulated this field data with the data gathered by teacher field notes. These notes helped me draw a broader picture that made interpretation easy. I used a notebook for my "impressionistic jottings"

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(Hopkins, 2002: 103) during the classroom sessions. I kept these notes during the class as greater time-lapse between sessions and note-taking may make it difficult to remember and reconstruct the process. In the present study, I kept field notes that "reflect general impressions of the classroom, its climate or incidental events" (Hopkins, 2002: 103), i.e., unstructured descriptions and accounts (Freeman, 1998). These notes were both descriptive and reflective. The descriptive content attempted "to capture the slice of life" (Bogdan & Biklen, 2007: 120) with portraits of the participants, i.e., their manners, talking, and acting, reconstruction of dialogues, i.e., the interaction between them and their non-verbal language, accounts of particular events, descriptions of activities, and the peer observers' behaviours. On the other hand, the reflective content of these teacher field notes contained my personal accounts on my feelings, problems, impressions, likes and dislikes.

3.6. Suggested Course Syllabus, Instructional Materials and Procedure

A 10-week EIL-oriented General English course syllabus was developed for the present study. Although the concepts curriculum and syllabus are closely associated, Richards (2001) draws a distinction between them. Categorising language curriculum development as an important field of applied linguistics, Richards (2001: 2) defines it as a scholarly attempt that "focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated". While the former aims at specifying the content to teach and testing procedures, the latter is a complex process starting with identifying of learner needs to set goals, going on with choosing appropriate syllabus, structures, teaching methods and materials, and ending with programme evaluation.

As is seen in Figure 2, Dudley-Evans and John (1998) regard ELT as a continuum which runs from General English to English for Specific Purposes. While the former focuses on general education rather than training, the latter aims at meeting the specific training/vocational needs of learners. Reda (2003) also tends to regard the former as basic English. The course developed for the current study could fall in position 2 in that the course focusing on particularly speaking and listening skills aims at "teaching English as part of a broad educational process" (Dudley-Evans & John, 1998: 9). The content of two

example modules and both instructional and testing procedures, i.e., lesson plan, are provided in Appendix 8.

Figure 2: Continuum of ELT Course Types by Dudley-Evans and John (1998)

GENERAL 1	2	3	4	SPECIFIC 5
Position 1	Position 2	Position 3	Position 4	Position 5
English for Beginners	Intermediate to advanced EGP courses with a focus on particular skills	EGAP/EGBP courses based on common-core language and skills not related to specific disciplines or professions	Courses for broad disciplinary or Professional areas, for example Report Writing for Scientists and Engineers, Medical English, Legal English, Negotiation/Meeting Skills for Business People	1) An 'academic support" course related to a particular academic course. 2)One-to-one work with business people

Source: Dudley-Evans and John, 1998: 9

3.6.1. General Description of the Course Syllabus

The elements of the syllabus/course, i.e., the classroom practice, are presented below:

*Syllabus Ideology***:** Ideology is vital as it provides the justification for the kinds of aims. Learner centeredness and cultural pluralism are the two basic ideologies which the present syllabus drew. As stated by Richards (2001), the former ideology stresses the role of individual experience and the need to develop language awareness, self-reflection, and critical thinking. It also requires the development of learner strategies and other important abilities that need to be developed. The second ideology, i.e., cultural pluralism, stresses the importance of preparing learners to participate in various cultures, develop cross-cultural competency, develop multiple perspectives without assigning superiority to any of them, and appreciate the viewpoints of other cultures. I designed a syllabus taking both of these ideologies into consideration.

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*Aims***:** The aims of this course/practice are as follows:

- To promote an understanding and awareness of the sociolinguistic realities and complexity of English
- To familiarise learners with the real English used in the world, i.e., to raise familiarity and develop their receptive skills that will help them understand and be understood in the world
- To improve their meta-cultural competence (the development of a deeper knowledge of their own culture, exposure to other cultures, the development of a "sphere of intercultarility" (Kramsch, 1993)
- To encourage them to explore and challenge their own attitudes and bias towards English diversity
- To increase self-confidence in speaking and listening and appreciate their own English

Course Content: The content of the course has been constructed by analysing the available literature, reviewing published materials that were analysed and found EIL-oriented, and reviewing similar programmes, syllabuses and courses. Although there are several adapted activities in the syllabus, I created original ones making use of the Internet sources such as YouTube, websites of online world newspaper, international speech archives, and social media.

Nation and Macalister (2010) determine ten criteria that help the choice of ideas/topics/themes in a language course. They fall in two categories as the ones that help learning in the classroom and the ones that contribute to the acceptability and usefulness of the course outside the classroom. Especially two criteria from the second group relate to the EIL paradigm: "the ideas content develops awareness of another culture or cultures. It may promote international understanding as it may encourage learners to accept the norms and values of other cultures" (Item 2: 79), and "the ideas content maintains and supports the learners' own culture" (Item 3: 79).

Syllabus Structure/Unit of Progression: Every course has units of progression, i.e., the starting point, such as words, grammatical constructions, functions, topics/themes,

topic types/genres, situations/roles, sub-skills, strategies, and outcomes. They help set goals and decide how to reach them, help what to select and how to order them, and monitor learners' development. One unit of progression is ideas, i.e., topics and themes. It emphasises the importance of ideas in language learning and using. Nation and Macalister (2010) share a list of content ideas which they adapted from Cook (1983, cited in Nation & Macalister, 2010: 78): imaginary happenings, an academic subject, learner survival needs, interesting facts, and culture. While imaginary happenings cover what a group of learners or native speakers typically do or which adventures they embark on, an academic subject focuses on areas such as agriculture, tourism, commerce, and so forth. Learning survival needs, on the other hand, cover daily life issues such as shopping, visiting the doctor, learning to drive, making friends and etc. As the name speaks for itself, interesting facts provide content about topics such as discoveries, animal, earth, and so on. Lastly, culture as an idea content of a course can include cultural content such as behaviours, values, literature, language use, and so forth. Nation and Macalister (2010) determine ten criteria that help the choice of ideas/topics/themes in a language course. They fall in two categories as the ones that help learning in the classroom and the ones that contribute to the acceptability and usefulness of the course outside the classroom. Especially two criteria from the second group relate to the EIL paradigm: "the ideas content develops awareness of another culture or cultures. It may promote international understanding as it may encourage learners to accept the norms and values of other cultures" (Item 2: 79), and "the ideas content maintains and supports the learners' own culture" (Item 3: 79). The unit of progression in this syllabus is ideas, and the ideas content of the class is about learners' survival needs, interesting facts, global issues, and culture.

Syllabus Sequencing/Instructional Blocks: A modular approach to sequencing was used as each unit does not necessarily follow each other. They have 10 separate themes: (1) The Global Medium: English, (2) English or Englishes?, (3) Who Owns English?, (4), Culture (5) Etiquettes, (6) Language Education in Turkey, (7) Global Citizens, (8) European Capital of Culture, (9) Love and Marriage, and (10) Silent Language. These modules are independent and non-linear and "Each unit is complete in itself and does not usually assume knowledge of previous modules" (Nation & Macalister, 2010: 85).

Assessment: As Marlina (2013) states, an EIL-sensitive syllabus needs to use a variety of assessment techniques such as journal entry, reflective oral presentation, position paper, critical movie analysis, research report, simulation/case study project, classroom-research project and so forth. These should assess students on the following skills: reflection, problem-solving, analytical thinking, critical thinking, application (the ability to link theory into practice), communication (the ability to employ communication strategies to share their cultural values, practices, and worldviews in English), their knowledge of the current sociolinguistic reality of English, and their awareness of the impact of globalisation on using/learning/teaching English. Thus, in the present syllabus, students are encouraged to conduct classroom-based social research,i.e., ethnographies, (Peirce,1995) in which they are supposed to conduct mini research in their local society and present their findings in the form of a poster, presentation, report, leaflet, and video. Some example student products and teacher evaluation form could be seen in Appendix 14 and 15.

Relevant Pedagogical Concepts: The course was designed in line with the principles of Constructivism, Integrated Approach, and Global Education. It is constructivist in that the learners were active in the production of knowledge, and social relations helped both the construction and internalisation of knowledge. In order to increase the learning potential of the participants and continue education whenever and wherever possible, a combination of face-to-face education and social media, i.e., Facebook as a mode of delivery in extension activities, was used. I attempted to bring instruction and communication with the use of this popular social networking site. Besides, all language skills were practised in conjunction with each other. Lastly, the awareness of the participants were attempted to be raised by exposing them to global challenges and encouraging them to think critically, which in turn were believed to contribute to raising active and responsible world citizens.

Both authentic and generated authentic materials were used in the course although the former constituted much of it. Richard (2001) explains that while authentic materials are not specifically designed for teaching, generated materials are created for pedagogical purposes. Authentic materials are valued as they are more motivating and interesting, provide cultural information, offer real language, meet students' needs in the real world, and encourage teachers to be creative and develop more activities out of them. On the other

hand, generated materials are also welcome due to their interesting and motivating design, easy language, graded syllabus that systematically provide teaching items, and their potential to save time for teachers.

I tried to integrate all key principles of EIL outlined in the related literature into the 10-week EIL-sensitive syllabus/course. For instance, the 10th module *Silent Language* (Week 10) has two classroom sessions and an out-of-class activity to be conducted on Facebook. The aims of the second session are to increase students' awareness and sensitivity to non-verbal communication differences across cultures and expose students to a variety of Englishes. This session was designed to develop an understanding of English plurality, to improve students' receptive skills, and turn the classroom into a sphere of interculturality. To these ends, students are supposed to watch a YouTube video in which five teenagers from five different countries including the USA, Vietnam, Italy, Australia, and Korea (speakers from various Circles) are having a conversation. However, there occur some misunderstandings due to different meanings of hand gestures. Students are supposed to analyse this critical incident and later do reflections, comparing and contrasting them with the ones in Turkish culture. Here there are basically three EIL principles behind: exposure to multiple English varieties, adopting an inclusive cultural representational approach, and promoting an international understanding. The session helps build awareness of language variation and give exposure to English diversity as students are exposed to five different accents in the video. The session also adopts an inclusive cultural representational approach as the cultural content of the material is varied. In addition, the session is believed to promote international understanding as non-verbal communication is a possible source of communication breakdowns in international settings.

I met twice with the students per week. Yet, I extended classroom sessions via social media, i.e., Facebook. Speaking of Week 5, the participants learned the concept etiquette, analysed different etiquettes belonging to various nations, read a passage that focused on 13 Turkish etiquettes observed by an American, and compared and contrasted them with what they knew. Later on Facebook, they were provided a website link that included real culture shock stories of people around the world. The participants were supposed to visit the website and choose two the most interesting and funniest culture

shock story and justify themselves on the group page. The activities and example student commentaries on Facebook could be found in Appendix 9 and 10.

Facebook was preferred "as a tool for systematic interaction and exchange of student matters" (Donlan, 2014: 57) in the present study. Social media is currently used on a daily basis by most of students (Cuesta et al., 2016; Donlan, 2014; Hung & Yuen, 2016). Facebook is the most popular social networking site among university students, and students are potential users of Facebook (Aydın, 2012; Kabilan et al., 2010; Mitchell, 2012). These networking sites have recently been used as a supplementary tool in education on account of their possible advantages: facilitating informal and professional learning, extending interaction beyond school borders, creating additional learning opportunities, enhancing face-to-face classroom participation and increasing sense of classroom community (Hung & Yuen, 2010). There have been several online social networking sites; however, Facebook is the most pervasive one with its 1.18 billion daily active users on average for September 2016 (Donlan, 2014; Facebook, 2016).

Cuesta et al. (2016: 57) argue that Facebook could be a real support in higher education as an innovative teaching and learning tool if it is utilised "in combination with teaching in a regular university context" (emphasis in original). In the present study, thus, Facebook was preferred to create a virtual classroom where the participants participated in class discussions on parallel topics focused on in face-to-face sessions, expressed their ideas, asked questions, thereby learning from each other. In this way, a kind of "conscious-raising pedagogy in combination with Facebook as a co-learning community" (Cuesta et al., 2016: 57) was used. It was believed that this combination of face-to-face sessions and virtual learning environment could inspire other practitioners about new ways and modes of teaching. It was also believed that the use of Facebook may compensate the limitations of face-to-face classroom, where the participants may feel hesitant to make themselves heard as they fear they would be stigmatised (Cuesta et al., 2016). Turkish students are generally passive while interacting with their teachers probably due to teacher roles as conductor and assessor. Facebook, thus, is believed to facilitate a better and less formal teacher-student interaction, which in turn can serve as "a gateway to social and cultural learning within a constructivist environment, improving language-learning experiences and learners' cognitive development" (Aydın, 2014: 161).

Facebook has been currently used as a new educational environment and the present study could be understood as an answer to the call of Aydın S. (2012), who emphasises that more research is needed on the use of Facebook as an educational environment for language teaching and learning in Turkey. The supporting technologies in Facebook are assumed to create a feasible learning environment as students can participate in meaningful language activities (Kabilan et al., 2010). As noted by Boon and Sinclair (2009: 100), higher education institutions have started to make use of online digital spaces, including Facebook, "seeing potential in new levels of engagement, increased interactivity, and novel experiences that go well beyond what is currently possible in the classroom". Facebook is observed to enhance classroom practices and encourage student involvement. It particularly serves well when students are learning different cultures, for it can help increase the awareness of target cultures. It can also increase learners' self-efficacy, motivation and self-esteem and help teachers reduce anxiety as well as enhance reading and writing skills. Social media inspire teachers to be creative in their classroom pedagogy (Blankenship, 2011).

3.7. Research Procedure

With a view to making the readers understand all parts and parcels of the current study, the research procedure was visualised and outlined below. The following chart summarizes the key steps followed in the research procedure:

Figure 3: The Chart Summarizing the Procedure
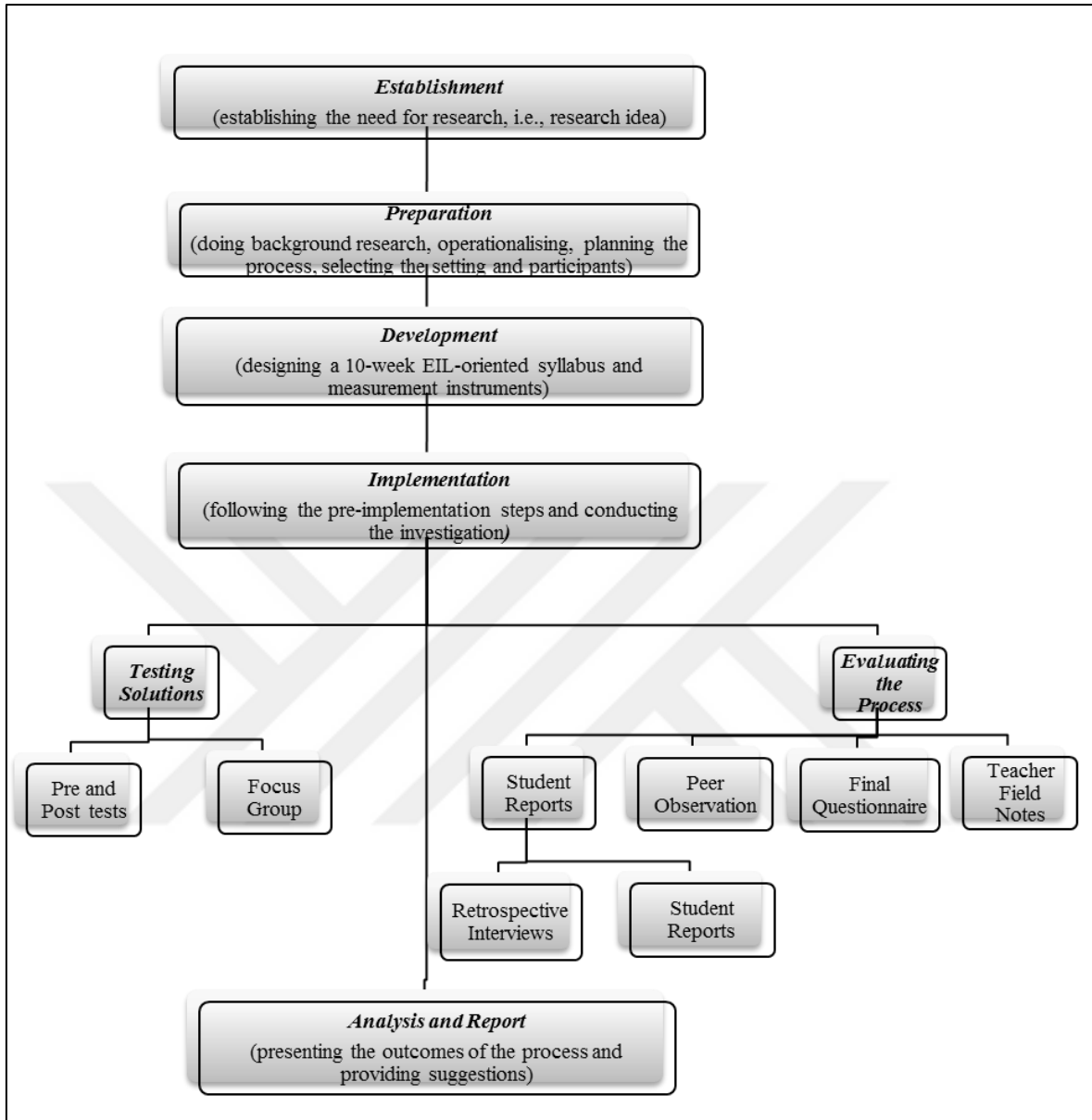
My interest in the concept of *English as an International Language*, *World Englishes* and *English as a Lingua Franca* sparked after I were assigned to write a literature review on the concept of ELF for a PhD assignment. Later, I spent six months in Dortmund Technical University as an Erasmus Exchange student and had chance to get a class from Barbara Jansing, in which we focused on the changing pronunciation needs of learners and thus instructional objectives today. However, this interest was whipped up when I started to take a PhD class from Prof Dr. Yasemin Bayyurt, who is a leading figure in the EIL camp in Turkey. The discussions on the changing sociolinguistic landscape of English and its consequences for English language teaching encouraged me to question

what I had been doing in my own classes. I started to read the existing literature starting from 1980s. The works of oft-cited figures from WE, ELF and EIL camps helped me understand the changing demography, geography and structure of English and the implications of these changes for traditional ELT and thus a paradigm shift. Initiatives to challenge the current Anglo-centric ELT, EIL practices and pedagogical models including curriculum, classroom practices and initiatives of ministries of education around the world, degree programmes and EIL-sensitive instructional materials served as an eye opener for me and heightened the need for the current research.

In addition to these readings, my teaching experience at university context encouraged me to conduct the current study. My students' firm attitudes about "genuine" English, their attempts to imitate so-called native speakers, their desire to learn about especially big C cultural aspects of the USA and UK and their lack of self confidence in their speaking and listening skills made me feel uneasy. Thus, I wanted to promote my students' understanding and awareness of the sociolinguistic realities and complexity of English, to familiarise them with the real English used in the world rather than ideal and utopian English, i.e., to raise familiarity and develop their receptive skills that will help them understand and be understood in the world, to help them learn about the concept of culture and details about a variety of cultures and develop deeper knowledge of their own culture, to encourage them to explore and challenge their own attitudes and bias towards English linguistic and cultural diversity, and to increase their self-confidence in speaking and listening and appreciate their own English.

To these ends, based on my readings on several EIL/WE/ELF-informed practices and analysis of several EIL-sensitive instructional materials documented in the literature, I constructed my solution, i.e., a 10-week EIL-oriented General English course. As there was not an existing complete EIL questionnaire that serves well for the aims of my study, I made inferences from what I read and adapted several items from a variety of data gathering instruments from the WE, ELF and EIL camps to create my own documents. In this development process, I took expert opinion and piloted the questionnaire instrument to finalise it. Later, I conducted a pre-implementation questionnaire and focus-group interview to investigate the existing understanding, attitude and skills of the participants. Then the 10-week process started to test this solution. In the end the same questionnaire

was conducted, and two more focus-group interview sessions were held to analyse the quantitative findings in depth. In addition to exploring the outcomes of the course, I attempted to answer the question whether the course could be a viable option for preparatory programme students with all its possible strengths, weaknesses and the possible areas to be improved via several methods including student reports, peer observation, final questionnaire, and teacher field notes. In the end, the data were analysed and visualised, conclusions were drawn, and pedagogical suggestions were provided for those who want to integrate EIL into actual classrooms. Some photos showing the procedure could be found in Appendix 16, a few student products from the classroom sessions were presented in Appendix 17. The present study as a whole took place in a five-year procedure. The table below presents this timeline of the study in-detail.

Table 10: The Timeline of the Current Study

Steps	Time Period															
	2012	2013	2014	2015	2016											
					Jan.	Feb.	Mar.	Ap.	May.	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.
Conducting a literature review	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Designing the course syllabus				x											
Designing the instruments				x											
Asking for expert opinion				x	x										
Piloting					x										
Administering the pre-test					x										
Conducting pre-focus group interview						x									
Course implementation							x	x	x						
Conducting retrospective interviews and reports							x	x	x						
Conducting observation							x	x	x						
Administering the post-test									x						
Conducting post-focus group interview									x						
Conducting final open-ended questionnaire									x						
Analysing the research findings										x	x	x	x	x	
Writing the research paper													x	x	x

3.8. Data Analysis

The present mixed method research yielded both quantitative and qualitative data. The quantitative data obtained from the questionnaires were processed with *Statistical Package for Social Sciences* (SPSS), one of the most widely preferred statistical packages in applied linguistics and educational research (Cohen et al., 2007; Dörnyei, 2007; Dörnyei & Taguchi, 2010: Larson-Hall, 2010). In the analysis of the quantitative data both descriptive and inferential statistics were used. I used descriptive statistics to describe and present data and reported the findings with percentages, frequencies, the mean and standard deviation. Descriptive statistics should be understood as those that "summarise sets of numerical data in order to conserve time and space", and it is "a tidy way of presenting the data" (Dörnyei, 2007: 209). Frequencies, i.e., tallies, should be understood as counted number of things in diverse categories, and "percentages are calculated by dividing the total number in one category by the total number in all categories and multiplying the result by 100" (Brown & Rodgers, 2002: 125). On the other hand, the mean can be defined as "the *arithmetic average of all scores* in a data set" (Hatch & Lazaraton, 1991: 161, emphasis in original), and it is the most frequently used measure of central tendency. Standard Deviation (SD, hereafter) is "a measure of variability of the data from the point of central tendency" (Hatch & Lazaraton, 1991: 175). While presenting the data, SD which indicates the dispersal of scores, was calculated and reported as it could help one to give readers a fuller picture of the data. While a high SD shows that the mean scores are widely dispersed, a low one indicated they bunch together (Carlson & Winquist, 2014; Cohen et al., 2007; Hatch & Lazaraton, 1991; Steinberg, 2011). I also used inferential statistics to make inferences and predictions about my data (Cohen et al., 2007; Dörnyei, 2007). Visual techniques of data presentation, including frequency and percentage tables were used. Cross-tabulations that present one variable to another, i.e., the relationship between two variable, (Cohen et al., 2007; Fraenkel & Wallen, 2009) were used to present data by females and males.

As I could not satisfy the parametric test assumptions, i.e., interval or ratio scale of measurement, random sampling and population variances, a non-parametric test safer to use under these conditions was chosen to analyse the Likert scale data (Fraenkel & Wallen, 2009). There are basically three main types of quantitative data, namely nominal or

categorical, ordinal, and interval. Dörnyei (2007) notes that their separation is vital in deciding which statistical technique will be used to analyse the data. Carlson and Winquist (2014) draw attention to the controversy to classify questionnaire data using a Likert scale in that statisticians cannot decide whether it is ordinal or interval scales of measurement. While ordinal data have ranked numbers the values of which "do not correspond to any regular measurement on a scale" (Dörneyi, 2007: 208), interval data have precise values with an equal distance from each other. However, Likert scale questionnaires are categorised as ordinal measurement scales as the distance between scores are not equal and consistent (Baş, 2008; Carlson & Winquist, 2014: Cohen et al., 2007; Gardner & Martin, 2007; Steinberg, 2011). It is also argued that questionnaires help gather non-parametric data (Cohen et al., 2007), and only when ordinal data deriving from Likert scale questionnaires are analysed with non-parametric tests, they can yield valid results (Gardenr & Martin, 2007). Similarly, Dörnyei (2007) notes that non-parametric procedures require ordinal data. Furthermore, in a study to determine whether the type of a statistical test on Likert scale data affects the findings and conclusions, Murray (2013) found that parametric and non-parametric tests on Likert scale data do not affect the conclusions. Thus, in the present study a non-parametric test, i.e., the Wilcoxon Matched-pairs Signed-ranks test, was opted for drawing conclusion from the ordinal data.

The Wilcoxon Matched-pairs Signed-ranks test was used for the non-parametric comparison of two groups, i.e., the same group with pre and post performance. The test "compares the deviation between two means" (Carlson & Winquist, 2014: 218), which come from the same group of samples who are tested twice under different conditions. The sample is related/matched in the present study in that the same subjects were used at both measurement times (Carlson & Winquist, 2014; Fraenkel & Wallen, 2009), i.e., before and after the 10-week EIL implementation. In the measurement of these performances, ordinal scale of measurement was used. While deciding whether the findings between treatments were statistically significant or not, I set .05 as her cut-off point as it is commonly set in social research (Dörnyei, 2007). The *p* level or alpha level α "tells us how likely we are to be right or wrong in rejecting the null hypothesis" (Hatch & Lazaraton, 1991: 231".

Cohen et al. (2007: 509) note that combining categories serves well to present "the general trends and tendencies in the data", and these can be particularly useful in "overall

indication of disagreement and agreement" (Cohen et al., 2007: 510). Thus, some data from more than one cell were combined to draw attention to overall patterns rather than details while commenting on the row totals. However, as cautioned by Cohen et al. (2007), I paid attention not to lose the sensitivity of the data.

On the other hand, the qualitative data were analysed with content analysis. Krippendorff (2004: 18) defines content analysis as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use". He regards it as a scientific tool that helps the researcher understand what is studied or provide suggestions to inform and improve pedagogies. Similarly, Bryman (2004: 183) defines content analysis as "an approach to the analysis of documents and texts that seek to quantify content in terms of predetermined categories and in a systematic and replicable manner". It is frequently associated with quantitative research strategy due to its two qualities, namely objectivity and systematicity. However, qualitative content analysis can also be used to interpret documents and texts, in which the researcher searches for the underlying themes.

While analysing the content of the open-ended datain the present study, in order to generate meaning from the transcribed data, basically three steps were followed: data organising, data reduction and data representing (Creswell, 2007). First, the data were organised in that the audio data were converted into text data via verbatim transcription. Later, this transcribed data were looked through several times and reduced into coding categories under certain themes. Finally, the data were represented with tables and discussions, which were supported with exact excerpts taken from the transcripts. Specifically, six tactics of Miles and Huberman (1994) were used: patterns and themes were noted; frequencies of their occurrences were counted; themes were categorised; conclusions were reached from the data; relations were tried to be identified; and causality was attempted to be noted and inferences were made. I looked through all the texts and tried to identify the themes. Two example transcripts of retrospective interview and a focus-group interview could be seen in Appendix 11 and 12.

In the analysis of the qualitative data except for the one that come from the focus group interviews, frequencies and percentages were used. As Kitzinger (1995: 301) asserts,

providing percentages while reporting the focus-group data is inappropriate as what is important is "to distinguish between individual opinions expressed in spite of the group from the actual group consensus". Thus, researchers are suggested to provide minority opinions and examples. Besides, Kitzinger (1995) suggests that as group dynamic is what distinguishes focus-group interview, researchers should provide dialogues between the participants rather than isolates quotations.

Regarding the type of content analysis, Krippendorff (2004) notes that contents of texts can be analysed both quantitatively and qualitatively. However, he finds the dichotomy of quantification and qualification mistaken as both are indispensable. With his own words, "ultimately all reading of texts is qualitative, even when certain characteristics of a text are later converted into numbers" (Krippendorff, 2004: 16).

There are a number of analytical/representational techniques that researchers could employ while presenting the results of their content analysis. Krippendorff (2004) compiles a comprehensive list comprising tabulations, cross-tabulations, associations and correlations, multivariate techniques, factor analysis and multidimensional scaling, images, portrayals, semantic nodes and profiles, contingencies and clustering. However, as the first two analytical techniques were used in the present study, they are believed to merit attention. Tabulation is used to show frequencies of same units in categories with absolute frequencies (numbers) or relative frequencies (percentages). However, as simple frequencies cannot compare and contrast frequencies of several variables together, I also used cross-tabulations showing co-occurrences of categories.

I supported my findings with direct phrases and sentences of the respondents in as much as they are "more illuminative and direct" than my own words and it is crucial "to be faithful" (Cohen et al., 2007: 462) to what the respondents exactly said. As noted by Aldridge and Levine (2001), illustrative quotes can serve well, for "[a] few well-chosen quotations from our respondents can convey the flavour of responses far better than any other rhetorical device" (cited in Dörnyei & Taguchi, 2010: 37). Some sample papers displaying the crude data could be found in Appendix 13.

3.9. Quality Issues

Validity that "refers to the appropriateness, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collect" and reliability that should be understood as "the consistency of these inferences over time, location, and circumstances" (Fraenkel & Wallen, 2009: 453) issues were addressed in the current study. The Cronbach alpha, a reliability calculation as internal consistency (Cohen et al., 2007), was calculated. The overall test reliability, i.e., alpha coefficient of the instrument as a pre-test, was found as .808 while the consistency in the post-test was found as .806. Furthermore, a part by part reliability analysis was also conducted. As the scores between 0.80-0.90 are regarded conventionally reliable (Cohen at al., 2007: Larson-Hall, 2010), it was concluded that the instrument was internally consistent. The reliability statistics are presented below.

Table 11: Results of Reliability Statistics

Test Sections	Pre-test	Post-test
Understanding and Awareness	.808	.766
Attitude	.456	.634
Language-related Skills	.884	.880
Overall Test Reliability	**.808**	**.806**

Identification of threats to validity is key in an experimental research as they raise questions about whether the findings are really resulted from the treatment. While internal validity threats make it difficult for the researcher to draw correct inferences about the participants, external validity threats result in incorrect inferences from the participants in the study to other people, settings and time periods. In the current study, I attempted to address three potential internal and external validity threats by following the suggestions of Creswell (2009). First, compensatory/resentful demoralisation refers to the fact that the control group may feel resentful, and they cannot have the equal benefits. As I believed that the intervention can potentially promote my students' understanding of English language and culture, enrich their language-related and critical thinking skills, and foster their awareness, sensitivity and responsibility, I did not want to create inequality by forming a control group that would resent upon not having these potential benefits. Second, in parallel with the former, compensatory rivalry refers to the fact that the

participants may feel devalued when they are compared to an experimental group. Thus, I tried to increase the internal validity by avoiding any condition that creates inequality. Last, instrumentation refers to using a different instrument before and after the intervention, thereby affecting the results. Hence, I used the same instrument as a pre and post test. In addition to these possible internal issues, I realised that external validity threats, namely interaction of selection and treatment, interaction of setting and treatment and interaction of history and treatment, may threaten my inferences. As the characteristics of particular participants, settings and time periods threaten my ability to generalise beyond them, I restricted my claims about the generalisability of my inferences and thus suggested replicating the study with different participants and in different settings at later times.

In addition to addressing those quantitative validity issues, I followed the suggestions of qualitative validity by Creswell (2007; 2009). First, I triangulated five qualitative data sources, namely retrospective interviews and student reports, observation, teacher field notes, interview and questionnaire, and I took evidences from all to justify my themes about the strengths and weaknesses of the course. In addition, I provided a rich and thick description of all the stages so that the readers can see how realistic the results are, and whether the findings of the present study can be transferred. In documentation, both research methods and findings are described in detail so that the others can check the validity of research findings that needs to be understood as correctness of research findings (Lewis & Ritchie, 2003). I tried to build up an image of myself "as a scholar with principled standards and integrity" (Dörnyei, 2007: 59) by making all the steps in the procedure transparent with details and examining negative cases and providing alternative explanations. Moreover, I used peer review, i.e., debriefing, "much in the same spirit as inter-rater reliability in a quantitative research" (Creswell, 2007: 208) in that I shared the methodology of my study with two of my peers (1F, 1M), i.e., my PhD classmates. In both formal and informal conversation, they reviewed the study, questioned its significance and systematicity and asked me further questions that could help her polish my design thereby strengthening the study. Besides, external audit was used in the sense that the external supervisor of me examined all the steps taken by me. Lastly, I spent one year with the participants (half before the implementation and half during the course) as I myself taught the course. This engagement enabled me to build trust with them, observe them carefully

and avoid any possible misunderstanding. Overall, somewhere else, regarding validation and reliability in qualitative research, Creswell (2007: 207) notes that "the account made through extensive time spent in the field, the detailed thick description, and the closeness of the researcher to participants in the study all add to the value or accuracy of a study".

In a parallel way, as noted by Snape and Spencer (2003) and Lewis and Ritchie (2003), qualitative research also strives for what empirical research does, namely objectivity and reliability and validity. Objectivity is ensured through providing detailed information about the process, participants, techniques, potential bias and so forth with the aim of enabling others to "scrutinise the 'objectivity' of the investigation" (Snape & Spencer, 2003: 20). Similarly, reliability and validity are improved in three ways. Firstly, although adherence to respondents' account is regarded vital, qualitative research holds that "deeper insights can be obtained by synthesising, interlocking, and comparing the accounts of a number of respondents" (Snape & Spencer, 2003: 21). Second, it ensures accessibility to funders, commissioners, or policies and practices so that readers can clearly see how the researcher has made the interpretations by using "language, conceptualisation and categorisation that is not their own" (Snape & Spencer, 2003: 21). Lastly, I chooses the most appropriate research method(s) that suit well for research questions.

3.10. Ethical Considerations

Ethical-moral issues referring to "the concerns, dilemmas, and conflicts that arise over the proper way to conduct research" (Neuman, 2014: 145) were taken into consideration. I made every effort not to do any physical, psychological, or legal harm (Neuman, 2014) to the participants. The whole treatment was conducted in the classroom, and I gathered my data both in the classroom (e.g., questionnaires, retrospective student reports, and observation) and my office in the institution (focus-group interviews and retrospective interviews), which are physically safe places. In addition, I attempted to avoid anxiety and discomfort by providing a relaxing and motivating classroom atmosphere with my friendly teacher attitude, food incentives, and emphasis on voluntarism in data gathering.

A "reasonably informed consent" (US Dept of Health, Education and Welfare, Public Health Service and National Institute of Health, 1971, cited in Cohen et al., 2007: 53) was obtained from the participants. At the very beginning, the researcher fairly explained the purposes, the research process, participants' responsibilities, and benefits to be expected. Following what Creswell (2007) suggests, so as to gain support from the participants and not to violate ethical issues, I openly conveyed that they were participating in a study. I also openly offered them to ask me any questions about the procedure and ensured that they can freely choose not to participate in the process if they feel any discomfort and risk, and data would be gathered on a voluntary basis.

Deception, i.e., deceiving the participants about the real nature of the research "to limit participants' understanding of what the research is about so that they respond more naturally to the experimental treatment" (Bryman, 2004: 514) was not broken down in the current study. I openly informed them about the aims of the research and attempted to ensure natural behaviours and honest answers by showing how dedicated I was, and their positive or negative attitude would not affect the value of the findings.

A full anonymity, i.e., nameless participants, was not possible for the questionnaire that serves as the pre and post-test of the study, because it would be vital for me to see the possible differences between test pre and post-test findings of particular participants. The participants were asked to provide not their names but their school numbers on the questionnaires. However, confidentiality was assured, and the participants were explained why I needed them and how I would keep them secret from the public. I also promised to use the results publicly only in my PhD thesis as percentages and means without linking particular individuals to particular responses (Neuman, 2014). In the analysis of the data, I assigned numbers to the participants to protect their anonymity (Creswell, 2007).

Furthermore, scientific misconduct including research fraud and plagiarism were avoided. The former refers to "a type of unethical behaviour in which a researcher fakes or creates false data, or falsely reports on the research procedure" (Nueman, 2014: 146). The latter, on the other hand, consists attempts of stealing others' ideas or presenting them without referring to their owners, and as stated by Kayaoğlu et al. (2016), it is one of the greatest challenges of the academic world today. Thus, in the present study I documented

the data honestly without violating the content and gave a fuller picture of the research procedure with both narrative accounts and visual/textual evidences placed in the appendices. Besides, she credited all sources correctlt while using others' ideas and words.

Some studies have "one-way traffic", in Bryman's (2004: 22) own words, as they only gather data from their research participants but not contribute to them in return. However, the present study aims at equipping the participants with increased awareness and enhanced language skills in the end, i.e., changing their lives (Blaxter et al., 2010).

Another ethical strategy in qualitative research tradition is to report one's findings correctly even the researcher does not like the conclusions as "[f]abricating data or distorting data is the ultimate sin of a scientist" (Bogdan & Biklen, 2007: 50). Thus, both negative and positive outcomes of the classroom implementation were presented in detail and supported with excerpts taken from the responses of the participants.

CHAPTER FOUR

4. FINDINGS AND DISCUSSION

4.1. Introduction

This chapter examines the findings of the present mixed method research broadly. Data analysis is guided by the research questions formulated to fulfil the purposes of the study. At the outset, the data gathered with quantitative and qualitative research techniques are presented separately, and the research questions are answered. From a complementary angle, the chapter provides a comprehensive discussion of the findings in the light of the related theoretical commentaries and the other earlier empirical studies of the kind from the EIL camp. This attempt of me to make the intended audience to travel back and forth between the existing literature and the present findings is believed to be invaluable in that it could confirm the conclusions, show how the study contributes to the ongoing debate and stimulate other researchers. Possible explanations for the findings follow this discussion closely behind to enable a true understanding of the issue and to take the issue beyond what is already known and give hints about how to generate insights into language learning.

4.2. Overview of the Study

The present study investigates the possible effects of an original EIL-oriented General English course on learners' understanding and awareness of the sociolinguistic realities and complexity of English, their attitudes towards cultural and linguistic diversity in English, and their speaking and listening proficiency. To these ends, a mixed-method study was designed to explore the possible effects of the course via a questionnaire and focus-group interviews. Besides, the suggested and applied course was evaluated with all its strengths and weaknesses in the light of the data gathered by retrospective interviews, weekly student reports, peer observation, an open-ended questionnaire, and teacher field

notes. Two subtitles, namely possible effects of the course and course evaluation, are used to help an in-depth working out of the data gathered by these seven techniques. While the research questions on its possible effects on the participants' awareness, attitudes and skills were answered with the data gathered with the pre and post-questionnaires and focus group interviews, the research questions on course evaluation were answered with the data from retrospective interviews, weekly student reports, peer observation, open-ended questionnaire and bi-weekly teacher field notes.

4.3. Possible Outcomes of the EIL-oriented General English Course

At the outset, it was presumed that an EIL-oriented course, i.e., classroom practice, may make a change in students by enhancing their understanding and awareness of the sociolinguistic realities and complexity of English, changing their attitudes towards cultural and linguistic diversity in English and improving their speaking and listening proficiency. The research questions formulated to investigate these possible changes are answered with the analysis of data gathered from the pre and post- implementation questionnaires and focus-group interviews.

4.3.1. Awareness of the Sociolinguistic Complexities of English

The first research question guiding the present study is whether an EIL-oriented course can enhance learners' understanding and increase their awareness of the sociolinguistic realities and complexities of English.

4.3.1.1. Questionnaire Findings

Seventeen Likert scale items were devised to investigate the existing awareness level of the participants both before and after the EIL-oriented course. This awareness is divided into two as language use and diversity and culture and cultural variety. While ten questionnaire items (Item 1, 2, 4, 6, 10, 11, 12, 14, 15 and 16) were designed to investigate the learners' understanding and awareness of English language use and diversity, the remaining seven (Item 3, 5, 7, 8, 9, 13 and 16) were designed to explore their awareness of culture and cultural variety.

The following table displays descriptive statistics of these items one by one.

Table 12: Participant Awareness of Sociolinguistic Realities and Culture before the Course

Items	Before the Course										M	SD
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree			
	f	%	f	%	f	%	f	%	f	%		
1. domains of English use	0	0	9	17.0	17	32.1	18	34.0	9	17.0	3.50	.973
2. accented Englishes	12	22.6	19	35.8	9	17.0	10	18.9	3	5.7	2.49	1.20
3. various components of culture	1	1.9	2	3.8	5	9.4	28	52.8	17	32.1	4.09	.860
4. language change around the world	1	1.9	4	7.5	14	26.4	18	34.0	16	30.2	3.83	1.01
5. global issues/problems	1	1.9	3	5.7	10	18.9	23	43.4	16	30.2	3.94	.948
6. new vocabulary/word production	5	9.4	10	18.9	12	22.6	20	37.7	6	11.3	3.22	1.17
7. cultural elements of world cultures	2	3.8	9	17.0	23	43.4	14	26.4	5	9.4	3.20	.967
8. the concept of culture	1	1.9	0	0	4	7.5	22	41.5	26	49.1	4.35	.786
9. comparison of home and world culture	0	0	2	3.8	16	30.2	19	35.8	15	28.3	3.90	.869
10. native speaker-accented Englishes	1	1.9	13	24.5	19	35.8	18	34.0	2	3.8	3.13	.899
11. current status of English	1	1.9	2	3.8	7	13.2	29	54.7	14	26.4	4.00	.854
12. grammatical differences	5	9.4	8	15.1	8	15.1	17	32.1	15	28.3	3.54	1.30
13. culture and behaviour	0	0	0	0	1	1.9	12	22.6	40	75.5	4.73	.486
14. the role of English in Turkey	0	0	1	1.9	6	11.3	20	37.7	26	49.1	4.33	.758
15. accented Englishes	2	3.8	11	20.8	11	20.8	17	32.1	12	22.6	3.49	1.17
16. communication breakdowns	0	0	1	1.9	0	0	12	22.6	40	75.5	4.71	.567
17. the role of English in Turkish education	0	0	1	1.9	6	11.3	24	45.3	22	41.5	4.26	.737

The descriptive statistics of the awareness items on language use and diversity (items 1, 2, 4, 6, 10, 11, 12, 14, 15 and 17) show whether the participants were aware of the existing and the changing sociolinguistic landscape of English before taking the 10-week EIL-oriented General English course. More than half of the participants reported that they had information about various domains of English use (with a response number of 18 and 19 for the categories *agree* and *strongly agree*, respectively, i.e., 51.0 percent). A higher number of participants with 32.1 percent were found to be undecided for their answer, though. On the contrary, the results of Item 2 show that more than half of the participants (N=31, out of 53) reported that they were not familiar with accented Englishes in countries such as India, Singapore, China, Korea and Russia (M=2.49, SD=1.20). Only three of them stated that they were familiar with this English accent variety. However, the

analysis of Item 15 which was designed for the same purpose draws a contradictory picture in that more than half of them (N=29, i.e., 54.7 percent) agreed that they know that there are many kinds of Englishes used in the world other than American, British, Canadian, New Zealand and Australian English. However, still 24.6 percent stated that they were not aware of this English variety, and 20.8 percent (N=11) were undecided. This contradiction may result from the two different verbs used in the items, namely *"aşina olmak"* and *"bilmek"* in that they may have associated the former with differentiating these world Englishes whereas they may have seen the second as a general piece of knowledge. Writing of Item 4, most of the participants reported that English language has been changing regarding grammar, vocabulary and pronunciation around the world, with a response number of 18 and 16 (a total of 34 out of 53) in the categories *agree* and *strongly agree*, respectively. Similar to this item, Item 6 aimed at investigating their existing awareness about English change. The results showed that still almost half of them (with a response number of 26, i.e., 49.0 percent) appear to be aware that English users around the world create new English words. However, still 15 of them (28.3 percent) were found to be unaware of this new English word creation tendency, and 12 participants (22.6 percent) were undecided about their answers. The results about Item 10 show that while 20 participants accepted to be familiar with NS-accented Englishes used in England, the USA, Canada and New Zealand, nearly the same number of them (N=19) were found to be undecided, and 14 appear to be unfamiliar with them. Yet, British English or American English are the merely two instructional varieties taught in Turkey in both primary and higher education. This discrepancy may result from their lack of sociolinguistic awareness that Canada and New Zealand are the two Inner Circle countries which are believed to be home to native speakers and provide linguistic norms (Lowenberg, 2012; Phillipson, 1992). As a parallel item to Item 1, Item 11 aimed at investigating their awareness of the reasons for the current global status of English. More participants (with a response number 29 and 14 in the categories *agree* and *strongly agree*, respectively, i.e., 81.1 percent) reported that they have knowledge about the reasons why English has gained such an international status. In Item 12, another parallel item with Items 4 and 6 designed to investigate awareness of language change, over half of the participants (60.4 percent) stated that they were aware that the English grammar used in various parts of the world such as Malaysia, Egypt and Japan is different than the one used in England or America. However, still 24.5 percent of them appear to be unaware of this change while 15.1 percent

(N=8) were found to be undecided. Items 14 and 17 were designed to investigate the awareness level of the participants regarding the sociolinguist role of English in Turkey. The results showed that only 1 participant stated lack of knowledge about the current status of English in Turkey. However, the remaining (N=46) appeared to be knowledgeable about the role of English in Turkey. The results are exactly the same in Item 17 in that a high percentage of the participants (N=46, i.e., 66.8 percentage) reported that they were aware of the role of English in Turkish education system (M=4.26, SD=.737).

On the other hand, the descriptive statistics of the awareness items on culture and cultural variety (Item 3, 5, 7, 8, 9, 13 and 16) show whether the participants were familiar with the concept of culture, its elements, home culture and world cultures before taking the 10-week EIL-oriented General English course. Writing of Item 3, most participants (84.9 percent) stated that they had knowledge about various components of Turkish culture such as literature, music, architecture, history, geography and religion (with response numbers of 28 and 17, respectively for the *agree* and *strongly agree* categories). While the ones who declared a lack of awareness of these elements were 3, 5 of them were found to be undecided. Similar results were found in Item 5 on awareness of world/global issues/problems in the sense that most of them (N=39 out of 53) reported to have knowledge about various world issues such as war, state violence and racism, depletion of energy sources, population increase, epidemics, global warming and pollution. Still 4 of them reported a lack of knowledge on these global issues, a high percentage (18.9) was found to be undecided. Writing of Item 7 on awareness of world cultures, interesting results were reached in that more participants (N= 23, 43.4 percent) were found to be undecided than the ones who reported to be aware of cultural elements of other cultures (N=19, 35.8 percent) and those who declared to be unaware of these elements (N=11, 20.8 percent). In Item 8, most of the participants (48 out of 53) stated to know the concept of culture, (M=4.35, SD=.786). Regarding the comparative and contrastive awareness of the home and other world cultures, most of them (N=34 out of 53) claimed to have that awareness, yet the neutral ones were found to be high (with a response number of 16, i.e., 30.2 percent). Writing of Item 13, it was found that almost all participants except one (M= 4.73, SD=.486) agreed and strongly agreed with the item that culture affects one's behaviour. Lastly, the results regarding Item 16 depict exactly the same picture in that almost all participants reported that they were aware that miscommunication in

international settings may take place as people from different cultures value the same thing differently such as gestures, etiquettes and time, with a higher mean rate (M= 4.71, SD=.567).

Overall, the participants appear to be moderately aware of sociolinguistic realities of English, yet the results show that they were less aware of accent variety and cultural elements of various countries, with the lowest mean rank (M=2.49: 3.20; SD=1.20; .967, respectively). Although more participants self-reported to be familiar with these realities, still the high tendency to choose the mid-point, i.e., "neutral", draws attention. This could be explained with the fact that they may feel neither aware nor unaware of these realities. Several other reasons such as their attempt to mask their actual awareness level and to avoid negative feelings, their lack of motivation, and their tendency to avoid the cognitive effort are listed in the related literature to explain this tendency (Edwards & Smith, 2014).

The same questionnaire was given as a post test after the study, and the findings related to participant awareness are presented the Table 13.

Table 13: Participant Awareness of Sociolinguistic Realities and Culture after the Course

Items	After the Class											
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
1. domains of English use	0	0	3	5.7	10	18.9	34	64.2	6	11.3	3.81	.708
2. accented Englishes	0	0	4	7.5	6	11.3	35	66.0	8	15.1	3.88	.750
3. various components of culture	0	0	1	1.9	2	3.8	36	67.9	14	26.4	4.18	.509
4. language change around the world	0	0	0	0	9	17.0	25	47.2	19	35.8	4.18	.708
5. global issues/problems	1	1.9	1	1.9	10	18.9	32	60.4	9	17.0	3.88	.776
6. new vocabulary/word production	0	0	5	9.4	11	20.8	31	58.5	6	11.3	3.71	.793
7. cultural elements of world cultures	0	0	2	3.8	17	32.1	31	58.5	3	5.7	3.66	.648
8. the concept of culture	0	0	0	0	4	7.5	27	50.9	22	41.5	4.33	.618
9. comparison of home and world culture	0	0	0	0	5	9.4	31	58.5	17	32.1	4.22	.608
10. Native speaker-accented Englishes	0	0	3	5.7	7	13.2	34	64.2	8	15.1	3.90	.721
11. current status of English	0	0	0	0	0	0	24	45.3	29	54.7	4.54	.502
12. grammatical differences	0	0	6	11.3	11	20.8	17	32.1	19	35.8	3.92	1.01
13. culture and behaviour	0	0	0	0	1	1.9	18	34.0	34	62.2	4.62	.527
14. the role of English in Turkey	0	0	0	0	1	1.9	25	47.2	27	50.9	4.49	.541
15. accented Englishes	0	0	1	1.9	1	1.9	19	35.8	32	60.4	4.54	.637
16. communication breakdowns	0	0	0	0	1	1.9	13	24.5	39	73.6	4.71	.495
17. the role of English in Turkish education	0	0	0	0	4	7.5	17	32.1	32	60.4	4.52	.638

As the table above presents, the increase in post-test scores that show the participants' awareness level of sociolinguistic realities and cultural diversity of English after the completion of the 10-week EIL-oriented course is clearly visible. In all items in language use and diversity (Item 1, 2, 4, 6, 10, 11, 12, 14, 15 and 17), most participants reported that they were aware of these sociolinguistic realities. The mean scores of these items all increased in the post test. For instance, nearly all respondents agreed and strongly agreed with the statements in Item 11, 14, 15 and 17 (N=53, 52, 51 and 49, respectively). Similarly, speaking of Item 2, an increase was reported from the pre-test to post-test (M= 2.49, SD=1.20; M=3.88, SD=.750), that should be understood as a heightened awareness of accented Englishes used around the world. In all other remaining items (Item 1, 4, 6, 10, and 12), more participants were found to be positive with the statements (N=40, 44, 37, 42 and 36, out of 53 in total). Although most participants gave positive answers, the high tendency in Item 1, 4, 6 and 12 attracts attention.

Almost a similar picture can be drawn in the analysis of culture awareness-related items (Item 3, 5, 7, 8, 9, 13 and 16). The mean scores from the pre-test to post-test increased in all except for Item 8 and 13. However, still the ones who agreed to be knowledgeable about the concept culture and those who were aware of the possible relation between culture and behaviour were higher (N=49 and N=52, respectively). Similar to these results, in Item 3 and 16 almost all participants (N=50 and N=52, out of 53 in total) reported that they had knowledge about the cultural elements of their home culture and knew how different cultural values may result in intercultural misunderstanding. However, contrary to expectations the analysis of Item 5 showed that although most participants (with a response number of 32 for agree and 9 for strongly agree categories, i.e., 77.4 percent in total) self-reported that they were aware of a wide variety of global issues, the mean score of the post-test was found to be a little bit lower than the pre-test score (M=3.88, SD= .776 and M=3.94, SD= .948).

Overall, the mean scores of the awareness section in the post-test were mostly found higher than those in the pre-test, which should be understood as a heightened awareness in the participants after the completion of the 10-week EIL-oriented general English course. However, to determine whether there were statistically significant difference between their awareness before and after the course, a Wilcoxon Signed-Rank

test was conducted, with a α=.05 as criterion for significance (Hatch & Lazaraton, 1991). The results showed that the awareness level after the completion of the course (M= 4.18, SD= .309) was higher than the one in the pre-test (M= 3.81, SD= .469). The ones whose awareness mean score after the study was found to be higher than theirs before the study were 44 while only 9 participants had just an opposite picture. The test indicated that this 10-week EIL-oriented course elicited a statistically significant change (M= 0.37) in the awareness level of the participants (Z= -4.901, p= .000< p= .05).

4.3.1.2. Focus-group Interview Findings

The analysis of the focus groups (two before course implementation and two after course implementation) complemented the questionnaire findings and helped me clarify what the participants had reported earlier in the questionnaires. The discussions before taking the 10-week EIL-oriented course indicated that they had common knowledge of the global status of English and its underlying reasons. The participants highlighted the role of colonisation, trade, language easiness, technological improvements, business and politics in its current status. However, their comments in the post-focus groups interview are more detailed in that they touched on the importance of socio-cultural reasons that answer the question why English has remained the most powerful and sole global language in the world today (Crystal, 2003): international banking, international relations, education and the rise of the USA as a superpower. Perhaps interesting to note is that they used related technical terms such as "official language, foreign language and second language" while elaborating on the issue. Similarly, the discussions in the pre-focus groups indicated that they seemed to be preliminary aware of the status of English in Turkey in that they listed reasons such as the prioritising role of English in business (preference for employees with English mastery), the integration of English into primary school curriculum, the problems of ELT in Turkey, its common use in tourism, the penetration of English into Turkish language and the need to use it to communicate with the world. However, the related discussions on the sociolinguistic landscape of English in Turkey after the study had a much detailed and professional tone. The following discussion is an illustrative of this tone (*P* stands for participant, and *R* stands for researcher):

P4: It is a reality that foreign language has been recently laid down as a condition in both private and state institutions in Turkey. Well, English has become an additional well compulsory course in our schools. Each department has preparatory classes.

P3: The lowering age decreased to second grade.

P4: Hı hı, a prerequisite.

P5: A prerequisite. For example, you are applying for a job. They used to accept the one with computer mastery. Now do you know English?

P4: Yes, there is a view that Turkish has become well..English has become as if it was Turkish OK, you know Turkish and English. What else do you have?

R: As ıf it was a second language?

P7: We can say that we have been taking that path.

P3: Even in the world there is a perception that English is now the mother tongue of the world and what do you know except for it: German, Chinese?

P8: As it is the global language, we use it in our international relations. Besides, we have a very important geographical position, and as we use that language in our international relations, it has been attached great importance in education. I cannot say the success rate, but I can say that it is regarded important.

P4: In addition, as we see in news, in international meetings, as far as I remember, our politicians used to speak Turkish, and we were making the others do simultaneous translation. But now our politicians themselves also speak English with the others [Post-focus Group Interview, Group B]

Reading between the lines, it could be seen that the participants provided several geographical and socio-cultural reasons for the growth of English listed in the scholarly literature (see Crystal, 2003). It was also observed that they were aware of the changing sociolinguistic landscape of English in Turkey, i.e., from foreign language status to second language.

Regarding the English language change, it was found that overall they tended to associate it with accent and the addition of new vocabulary with technological developments before the classroom practice. Besides, the overwhelming response was that English grammar does not change. They mistakenly associated this change as the register, i.e., styles of speaking and writing. The following dialogue can reflect this portrait:

P1: I don't think so [that English grammar changes]

P9: We have been learning grammar for long, and these silly rules such as simple past, past perfect have not changed. Everything is changing but grammar is not!

P2: To me when we write academically or in listening texts at school, grammar never changes. However, when we go out, for instance I haven't been abroad, but the ones with this experience say that nobody finds it odd when you say "she have", everybody can understand. [Pre-focus Group Interview, Group B]

After the course the participants frequently touched on grammar flexibility, yet they were still observed to associate this change mostly with the difference between spoken and

written discourse. The following discussion illustrative of the awareness of English language change:

P2: Madam, as culture changes and technology improves, new words are added.
R: New words. What else? Do you agree?
[Chorus in agreement]
P3: Spelling of words is changing.
R: Spelling.
P7: I will say something. For example, the more the use of English has increased around the world, the more tendency people have towards foreign language. For instance, there did not use to be so many foreign language students. When we think about the underlying reasons, this results from the spread of English day by day.
R: Does this change English? Does this, the fact that more people have been learning it, result in changes in English?
P1: It does.
R: What kind of things? One by one.
P6: New words are added.
R: new words.
P6: It changes pronunciation.
P1: The more people, the more fields. The more field, the more variance.
R: Accent variation?
P1: Exactly!
R: Well, what about grammar?
P6: It may change.
P3: Yes, yes.
R: Can you give examples?
P3: Madam, I am listening to songs, particularly the American rap, there is no grammar. (...) You see serious changes happen in grammar. [Post-focus Group Interview, Group A]

In parallel with the questionnaire findings, the discussions indicated a lack of familiarity with English accents and world cultures before the course. In general, they tended to associate accent variety with the existence of Inner Circle ones, including British, American, Australian and Canadian. Yet, some also listed Russian, French, German, Indian and Singaporean that they stated to have experienced in TV series. However, this variety increased in the discussions after the implementation in that they added some more marginalised accents such as Mozambican, Japanese, Iranian, Syrian and Somalian. In addition, although in the pre-course questionnaire, most of the participants self-reported to have knowledge about the concept of culture, they were observed to describe it superficially as some certain behaviours, values, art and literature. However, after the classroom practice they produced a large list of elements such as language, traditions, values, food, gestures, etiquettes, geography, religion, way of life, history, literature, and they referred to big C and small c culture categories. Similarly, before the course an overwhelming majority of the participants were found to be familiar with the cultures of only some certain countries such as Italy, Korea, India, England, the USA, Russia and

France. This familiarity results from their personal interest and the integration of various world cultures into TV series. The picture was more or less the same after the course, yet they stated that they learned several details about world cultures in this course. The following quote is illustrative of this contribution:

> We have information about some certain countries, generally the ones we see in films and series. Well, certain things such as marriages. Besides, we didn't use to have much, but now we have small bits and pieces from your course. Those weddings were really different. For example, I didn't know that in Germany trees are planted and they are sold for wedding expenses. Bits and pieces. [P4, Post-focus Group Interview, Group A]

Regarding the Turkish culture, both before and after the course, in general they stated that they had knowledge about Turkish culture on food, behaviours, clothes, religion, education, history, music and values. However, after the course, they were found to be familiar with sub-Turkish cultures and cultural differences. Still, they confessed that they did not have in-depth knowledge even about their own culture. Although they reported that they could compare and contrast world cultures and the local one at a superficial level before the implementation, they were observed to be more confident about informing others on the local culture and drawing a comparative picture. They, however, touched on the importance of preparation, practice and vocabulary knowledge.

When the discussions on possible relationship between culture and language were analysed, it was seen that although it was commonly stated that there was a close relationship between them, two could not explain it clearly before the course, and one tended to talk about national identities such as cultural differences and their possible role on international communication:

> Differences may not create problems regarding speaking, but when ideas step in, there may occur differences between countries. For instance, now we may not sit round a table and discuss with a Serbian or Armenian because we support different things [P7, Pre-focus Group Interview, Group A]

However, the following excerpt best reflects the increased familiarity about the role of cultural differences on communication after the 10-week process:

P1: We did several activities about that in our coursebook class. To me, the most important reason, well in communication breakdowns, is different meanings. For instance, one can understand our nod in a different way, and the other in another way. When we do something quite normal, they ask what we are doing.

P4: Or for instance, there are those things such as...well, we respect the ones older than us, one doesn't shout, swear, or cross legs when we are together. We have been taught things like these since childhood. Well, even in our assignment, the one about language courses, we asked why they did not have a native speaker teacher. They said that cultural differences resulted in serious conflicts. We asked how. Teachers could speak dirty, behave tooclosely, and these might result in quite unconventional behaviours.

P7: They had a hangover in the class. [Post-focus Group Interview, Group B]

Regarding the global issues, the pre-course discussions showed that the first group listed a number of issues such as wars, famine, poverty, political issues, epidemics, illiteracy, global warming and glacier melting. However, the second group was found to have a limited understanding of world issues in that they mostly associated them with important political events such as the current crisis with Russia and the financial situation of Greece. The overwhelming response when asked whether they could talk about them was negative. The positive ones in the first group touched on the importance of preparation, i.e., research on these issues, vocabulary mastery and English speaking mastery. In the post-course discussions, although they listed the same issues with the addition of terrorism, crisis among countries in the Middle East and refugee problem, they were observed to be more self-confident in discussing the issues in English. One participant's comment reflects this confidence, yet with hesitation:

Well, we can talk about simpler issues such as global warming, but we may have difficulty in political issues. There was one video of Davutoglu, and I couldn't understand it completely, because there were political terms. Personally, I don't think that I can talk on such issues because background information is needed [P4, Post-focus Group Interview, Group A]

Overall, it was observed that although the participant had self-reported average awareness of English language and cultural issues, there found qualitative differences between their group discussions before and after the implementation. While their answers were brief in the pre-course discussions, they expanded on the issues with larger lists of elements and openly stated the contribution of the course activities and assignments on their awareness level.

4.3.1.3. Discussion of Findings on Awareness and Understanding

Both quantitative data gathered with pre-and post-implementation questionnaires, and qualitative data obtained from the focus-group interviews showed heightened understanding and awareness of the sociolinguistic realities and complexity of English. These results were in a sense expected in that they resonate with the findings of earlier studies from the EIL camp. For instance, at the end of an IPTEIL programme designed and implemented by Hino (2012c), it was found that the participants learned how to see things from various perspectives, their international understanding was improved, they were familiarised with English used in the real world and cultural diversity, and they realised that good Japanese English could serve well for successful international communication. Similar results were reached by Lee H. (2012), who found that an EIL-informed programme at the Department of World Englishes, Chukyo University helped the participants recognise English varieties. In addition, the awareness-related outcomes of this 10-week process are similar to the programme outcomes of Monash University summarised by Sharifian and Marlina (2012) as higher recognition of English pluricentricity, understanding of the changing sociolinguistic landscape of English and its implications for communication and English language teaching and promoted cross-cultural understanding. Besides, these findings resonate with the programme outcomes of WE/EIL-informed curriculum at Chukyo University (D'Angelo, 2012) in that it enabled students to understand "the ongoing evolutionary nature of language" (D'Angelo, 2012: 126) and promoted knowledge of their own culture The findings of the current study also lend support to the results of the study conducted by Bayyurt and Altınmakas (2012), who managed to raise positive awareness of EIL/WE, deepen the participants' knowledge of English uses, usages and contexts. Furthermore, in another recent study, Kural (2015) designed and implemented an IC development syllabus for the graduates of Marmara University. With exposure to other English varieties and sociolinguistic content, he managed to increase their awareness in several dimensions, including respect for cultural differences and intercultural sensitivity.

Heightened understanding and awareness of the sociolinguistic realities and complexity of English are vital as there is a positive relation between rejection and ignorance of varieties and lack of awareness and exposure (see for instance, Ahn, 2015).

Based on his study, Ahn (2015: 146) draws attention to the importance of this increased awareness, which "plays an essential role in forming the basis for the acceptance and growth of language variations within a society", and these positive attitudes "are a prerequisite to actively participating in international communities where different Englishes are being used". In a different yet related way, Coşkun (2010) emphasise the importance of attempts to increase awareness of the changing sociolinguistic landscape of English in the success of ELT transformation. Elsewhere, on the importance of a transformed ELT in the globalised world, Coşkun (2011a: 65) notes that "ELT should be put on a different track so that students are exposed to different varieties and cultures of the English speaking people in order to help them be linguistically ready for intercultural communication".

Offering reasons for the importance of emphasis on such socio-cultural factors and knowledge development of not only other cultures but also their own one, Alptekin (2010) finds it problematic to rely on mono-cultural or monolingual native speaker in teaching English as a truly international language. Limiting ELT to solely linguistic and cognitive level hampers language development as a challenging process in which learners need to develop intercultural competence to avoid or solve communication problems.

In addition to this awareness, increasing familiarity regarding English diversity is regarded important in the related literature. In an investigation on the relationship between intelligibility, perceived comprehensibility, familiarity with English varieties, anxiety, and perceived competence, Matsuura (2007) reached some notable findings which have implications for ELT. The participants who were familiar with English varieties were more successful in dictation activity. Also the ones who perceived their proficiency high were more successful in comprehending the input. Thus, based on the direct positive relationship between variety familiarity and intelligibility success, Matsuura (2007) concludes, suggesting that students should be exposed to listening materials including wide varieties of English for a higher level of understanding. Similarly, the variety recognition and perception study of McKenzie (2008) found a positive relation between the informant's recognition of varieties and their positive perceptions of the speakers' competence. Thus, it is believed that exposure to English variety helps a change in learners' attitudes towards the status of English varieties.

4.3.2. Attitudes towards Linguistic and Cultural Diversity of English

The second research question guiding the present study is whether an EIL-oriented course can make a change in learners' attitudes towards the linguistic and cultural diversity of English.

4.3.2.1. Questionnaire Findings

The second section of the questionnaire includes 23 Likert scale items devised to investigate the attitudes of the participants towards linguistic and cultural diversity of English both before and after the EIL-oriented course. These items can be categorised into two as language and culture-related attitudes. While 18 questionnaire items (Item 1, 2, 3, 5, 7, 8, 9, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22 and 23) were designed to investigate the participants' attitudes towards language ownership and linguistic diversity, the remaining 5 (Item 4, 6, 10, 12 and 17) were designed to explore their attitudes towards cultural diversity of English. Although the number of the items in the first category seems higher, four pairs of items, (namely Item 1 and 9; Item 8 and 15; Item 3 and 20; Item 7 and 21) were designed as parallel questions so as to increase the reliability of the instrument. Table 14 presents the existing awareness of the participants before taking up the course.

Table 14: Participants' Attitudes towards Linguistic Diversity and Culture before the Course

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
1.seeing NSs as English owners	2	3.8	8	15.1	10	18.9	23	43.4	10	18.9	3.58	1.08
2.speaking with NS accents	8	15.1	10	18.9	8	15.1	6	11.3	21	39.6	3.41	1.53
3.introducing WE accents into classroom	4	7.5	9	17.0	6	11.3	12	22.6	22	41.5	3.73	1.36
4.bringing British/American cultures to classroom	1	1.9	1	1.9	4	7.5	12	22.6	34	64.2	4.48	.874
5.regarding NSs as linguistic norm providers	14	26.4	14	26.4	12	22.6	7	13.2	6	11.3	2.56	1.32
6.exposing Ss to world cultures	1	1.9	2	3.8	11	20.8	19	35.8	20	37.7	4.03	.960
7.adding new English words	14	26.4	10	18.9	14	26.4	13	24.5	2	3.8	2.60	1.23
8.speaking English with a Turkish accent	22	41.5	11	20.8	10	18.9	3	5.7	6	11.3	2.23	1.36
9.regarding the world as English owner	3	5.7	10	18.9	10	18.9	16	30.2	14	26.4	3.52	1.23
10.bringing Turkish culture to classroom	6	11.3	8	15.1	2	3.8	16	30.2	19	35.8	3.66	1.42
11.seeing pronunciation differences as problems	2	3.8	7	13.2	12	22.6	16	30.2	16	30.2	3.69	1.15
12.bringing British/American cultures to classroom	27	50.9	18	34.0	7	13.2	1	1.9	0	0	1.66	.783
13.teaching BrE/AmE as standard instructional varieties	5	9.4	6	11.3	9	17.0	23	43.4	9	17.0	3.48	1.19
14.problematising different pronunciation other than BrE/AmE	4	7.5	4	7.5	15	28.3	14	26.4	16	30.2	3.64	1.21
15. struggling to get rid of Turkish accent	4	7.5	5	9.4	10	18.9	16	30.2	18	34.0	3.73	1.24
16. regarding WEs accent positive	5	9.4	16	30.2	13	24.5	12	22.6	7	13.2	3.00	1.20
17.bringing world issues into classroom	3	5.7	3	5.7	7	13.2	19	35.8	21	39.6	3.98	1.13
18.imitating NSs	1	1.9	2	3.8	10	18.9	28	52.8	12	22.6	3.90	.860
19.speaking English with a different grammar	1	1.9	15	28.3	11	20.8	15	28.3	7	13.2	3.24	1.10
20.bringing WEs accents into the classroom	1	1.9	7	13.2	7	13.2	24	45.3	14	26.4	3.81	1.03
21.producing new English words	9	17.0	15	28.3	20	37.7	6	11.3	3	5.7	2.60	1.08
22.writing with a different English other than British or Americans	8	15.1	28	52.8	8	15.1	6	11.3	3	5.7	2.39	1.06
23.valuing international intelligibility more than accent	1	1.9	9	17.0	7	13.2	21	39.6	15	28.3	3.75	1.10

The descriptive statistics presented in the table above portrays the existing attitudes of the participants towards language, language ownership, accent, linguistic norms, language creativity and diversity and intelligibility. Item 1 and 9 were designed to investigate the participants' attitudes towards English ownership. The results show that over half of the participants (with a response number of 33, i.e., 62.3 percent) thought that English belongs to Britain or the USA. Yet, in Item 9, more respondents, though fewer than those positive ones in the former item, agreed that English belongs to the world, with 30.2 percent and 26.4 percent being in the categories *agree* and *strongly agree*, respectively. Still, the undecided group was found to be 18.9 percent (N=10 out of 53) in both items. Item 2 and 18 were devised to find out attitudes towards NS accent. Half of the respondents (with response numbers of 27 for both positive categories, i.e., 50.9 percent) thought that English should be spoken with a British or American accent. However, still 18 participants did not agree with this idea while 8 were undecided about their answers. A similar picture, though with higher numbers for the positive case, could be drawn in Item 18, in that 75.5 percent claimed that imitating the British and Americans worked well in language learning (M=3.90, SD=.860). The results of Item 8 and 15, which were designed to find out attitudes towards speaking English with a Turkish accent, are almost the same in that more than half of the participants (62.3 percent) argued against speaking English with a Turkish accent while 64.2 percent supported the fact that these students should try their best to get rid of that accent. Still, 10 participants were found to be undecided about their answers in both items. On the other hand, Item 3, 16 and 20 were designed to find out attitudes towards various WE accents. The results of Item 3 and 20 are almost the same in that most participants (N=34 and 38 out of 53 in total, respectively) agreed and strongly agreed with the statement that students should be exposed to various English accents such as French, German, Russian, Chinese, Korean, Singaporean and so on in language classrooms. The ones who appear negative about this idea were found to be 13 and 8 in both items, though. In a related yet different way, Item 16 questioned their attitudes towards the existence of WE accents in the world, and the results show that there were more participants who were negative about this accent variety (with a response number of 21, i.e., 39.6 percent) than those who were positive (with a response number of 19, i.e., 35.8 percent). Almost a quarter of them seemed undecided about their answer, yet. Item 5 and 13 were designed to investigate attitudes toward linguistic norm providers and instructional variety to teach. While half of them (i.e., 52.8 percent) disagreed with the

statement that we should learn what is correct and incorrect about English from NSs, 13 of them were positive and 12 were undecided. However, still in Item 13, over half of them (with a response number of 32, i.e., 60.4 percent) argued for choosing BrE/AmE as instructional varieties in language classrooms. Six items were devised to investigate attitudes towards English language creativity/diversity regarding three areas. In Item 7 and 21 on new word addition to English, it was found that nearly half of the participants (N=24 out of 53 in total) argued against the statement that people around the world can add new words to English. Similarly, in Item 21, a parallel one with the former, the same number of participants found the creation of new words different than those in BrE/AmE unacceptable. On the other hand, the results of Item 11 and 14 on new pronunciation show that the participants were divided. Although in Item 11 over than half of them (with a response number of 32, i.e., 60.4 percent) stated that pronunciation differences may result in serious problems, a similar number of participants (N=30 out of 53 in total) did not see it wrong to pronounce words in a different way than the NSs. However, 8 did not accept this difference and still 15 were undecided about their answer. With a similar orientation, Item 19 and 22 aimed at exploring attitudes towards English creativity in grammar. The results of Item 19 on grammar creativity in speaking show that although the respondent had different ideas, the number of those who accepted this difference (N=22, 41.5 percent) exceeded the ones who did not accept this grammatical creativity in speaking (N=16, 30.2 percent). Although they seemed divided in speaking register, most participants reported that using a different grammar than NSs in writing was unacceptable (with a response number of 36, i.e., 67.9). Lastly, the same number of participants, i.e. 36 out of 53, tended to see international intelligibility more important than accent while speaking English.

On the other hand, the present section also aimed at investigating the attitudes of the participants towards culture and cultural diversity. Item 4 and 12 focused on which cultures to bring into language classrooms. The results related to Item 4 presented in the table above indicate that a high number of participants (with a response number of 46, i.e., 86.8 percent) reported that students should be taught British or American cultures in language classrooms while only 2 participants argued against their teaching. However, in Item 12, more participants, i.e., 17.0 percent, were found to be against teaching only these cultures, yet over than half of them (with a response number of 32, i.e., 60.4 percent) supported the idea to teach only these cultures in language classrooms. The results of Item

6, though, show that most of them (N=39, 72.8 percent) reported that students should be exposed to cultural elements of other world countries. In Item 10, over than a quarter of them argued against the idea to integrate Turkish culture into language classrooms while 66.0 percent supported the inclusion of home culture into language instruction. Lastly, a higher number of the participants (with a response number of 40, i.e., 75.4 percent) agreed with the statement that global/world issues such as war, racism, global warming, and pollution, to list but a few, needed to be integrated into classes. Still, while 6 of them argued against the idea, 7 were undecided about their answer.

Overall, the results show that before the course the participants appeared to have more strict attitudes towards English ownership and diversity than cultural diversity. In other words, while they were found to support NS authority in language ownership and linguistic norms, they seemed more tolerant of the inclusion of cultural diversity into their classes.

On the other hand, the same questionnaire was administered as a post-test after the completion of the 10-week EIL-oriented General English course. The results are presented as a whole in the table below.

Table 15: Participants' Attitudes towards Linguistic Diversity and Culture after the Course

Items	After the Course										M	SD
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree			
	f	%	f	%	f	%	f	%	f	%		
1.seeing NSs as English owners	3	5.7	18	34.0	5	9.4	17	32.1	10	18.9	3.24	1.26
2.speaking with NS accents	9	17.0	14	26.4	4	7.5	14	26.4	12	22.6	3.11	1.46
3.introducing WE accents into classroom	0	0	5	9.4	4	7.5	20	37.7	24	45.3	4.18	.941
4.bringing British/American cultures to classroom	1	1.9	2	3.8	7	13.2	21	39.6	22	41.5	4.15	.928
5.regarding NSs as linguistic norm providers	8	15.1	21	39.6	16	30.2	6	11.3	2	3.8	2.49	1.01
6.exposing Ss to world cultures	1	1.9	2	3.8	5	9.4	24	45.3	21	39.6	4.16	.893
7.adding new English words	6	11.3	10	18.9	13	24.5	13	24.5	11	20.8	3.24	1.29
8.speaking English with a Turkish accent	14	26.4	12	22.6	9	17.0	8	15.1	10	18.9	2.77	1.47
9.regarding the world as English owner	3	5.7	9	17.0	12	22.6	13	24.5	16	30.2	3.56	1.24
10.bringing Turkish culture to classroom	1	1.9	2	3.8	5	9.4	20	37.7	25	47.2	4.24	.917
11.seeing pronunciation differences as problems	2	3.8	7	13.2	8	15.1	19	35.8	17	32.1	3.79	1.14
12.bringing British/American cultures to classroom	20	37.7	22	41.5	6	11.3	5	9.4	0	0	1.92	.937
13.teaching BrE/AmE as standard instructional varieties	4	7.5	6	11.3	7	13.2	25	47.2	11	20.8	3.62	1.16
14.problematising different pronunciation other than BrE/AmE	1	1.9	4	4.75	10	18.9	24	45.3	14	26.4	3.86	.961
15. struggling to get rid of Turkish accent	6	11.3	8	15.1	8	15.1	13	24.5	18	34.0	3.54	1.39
16. regarding WEs accent positive	2	3.8	9	17.0	18	34.0	20	37.7	4	7.5	3.28	.968
17.bringing world issues into classroom	1	1.9	4	7.5	5	9.4	24	45.3	19	35.8	4.05	.969
18.imitating NSs	5	9.4	7	13.2	5	9.4	26	49.1	10	18.9	3.54	1.21
19.speaking English with a different grammar	3	5.7	11	20.8	12	22.6	22	41.5	5	9.4	3.28	1.08
20.bringing WEs accents into the classroom	0	0	3	5.7	2	3.8	21	39.6	27	50.9	4.35	.810
21.producing new English words	5	9.4	13	24.5	14	26.4	15	28.3	6	11.3	3.07	1.17
22.writing with a different English other than British or Americans	9	17.0	25	47.2	8	15.1	8	15.1	3	5.7	2.45	1.11
23.valuing international intelligibility more than accent	2	3.8	8	15.1	8	15.1	15	28.3	20	37.7	3.81	1.20

The table above shows that there occurred slight changes in the mean scores related to language ownership. The increase in the mean score in Item 1 and the decrease in Item 9 (M=from 3.58 to 3.24 and M= from 3.52 to 3.56, respectively) show that fewer participants tended to see NS as owners while more agreed that English belongs to the world. Similarly, a decrease was found in the mean scores in Item 2 and 18 (M=from 3.41 to 3.11 and M=from 3.90 to 3.54, respectively) that should be understood as fewer participants who supported using NS accents and imitating them. A similar picture could be drawn in Item 8 and 15, where more people favoured the use of Turkish accent (M=2.77, SD=1.47) and fewer participants supported attempts to get rid of Turkish accent (M=3.54, SD=1.39). In the same vein, an increase was found in the mean scores of Item 3, 16 and 20, which tested attitudes towards the existence of WEs accents and exposure to them in language classrooms (increase in M after the course=0.45, 0.28, and 1.04, respectively). The results about Item 5 similarly show that fewer participants tended to see NSs as norm providers. However, the results in Item 13 are in the opposite way in that an increase from the pre to post-test was detected (M=from 3.48 to 3.62, SD=1.19, 1.16, respectively) that should be understood as an increase in the argument for choosing BrE/AmE as instructional varieties. Likewise, in language creativity related items, namely Item 7, 21, 11, 14, 19 and 22, more positive attitudes were detected about English diversity in vocabulary, pronunciation and grammar.

Similar results were obtained in the analysis of the culture-related awareness items. The findings in the analysis of Item 6, 10, 12 and 17 show an increase in the mean scores of those who had positive attitudes towards the integration of world cultures, home culture, and global issues into the classes (M increase from the pre to post-test=0.13, 0.58,and 0.7, respectively). However, a kind of paradoxical picture could be drawn in the analysis of Item 4 and 12 on the inclusion of British and American cultures in that fewer participants favoured the teaching of British and American cultures in language classrooms after the course (M decrease=from 4.48 to 4.15). Yet, the number of those who argued for teaching only NS culture rose from 1 to 5 after the completion of the course.

Overall, the results showed that the positive attitude towards EIL orientation after the completion of the course (M= 3.59, SD= .602) was higher than the one in the pre-test (M= 3.30, SD=.557). The ones whose positive attitude was higher after the study were

found to be higher than the ones who had lower positive attitude towards EIL orientation (41 and 10, respectively). Yet, there happened no change in the positive attitude of 2 participants toward this orientation. On the other hand, the mean score of items on Anglophone orientation after the study (M=3.27, SD=.692) was found to be lower than the one in the pre-test (M=3.38, SD=.581). While 27 participants were found to be less positive about NS orientation after the course, 22 were still more positive about Anglophone orientation after the study. There were 4 ties in that their situation did not change. This should be understood that positive attitudes towards Anglophone orientation decreased after the course. In order to determine whether these changes are statistically significant, a Wilcoxon Signed-Rank test was conducted, with a α=.05 as criterion for significance (Hatch & Lazaraton, 1991). The test showed that the mean increase in the positive attitudes towards EIL orientation (M=0.29) after the course was found to significant (Z= -4.122, p= .000< p= .05). However, the mean decrease in the positive attitudes towards Anglophone orientation (M=0.11) was not found statistically significant (Z= -1.330, p= .184> p= .05).

4.3.2.2. Focus-group Interview Findings

Before the course, it was almost a common belief across both group discussions that English belonged to British and Americans due to some geo-historical reasons, i.e., colonialism and socio-cultural factors, i.e., economic superpowers leading the world. Only two participants seemed confused about this language ownership, as presented below:

> P8: It seems it belongs to British, but after it has been accepted a a global language, I don't feel like saying that it belongs to British. Well, it is not their language, but the one that is owned by the world. It has an origin, but I think it doesn't have an owner for the time being.
>
> P5: I agree, too. Yes,, it may belong to British regarding the origin, but now it is a global language, and if I have teeth to use it, it automatically becomes my language, because everybody can use it wherever they want. They can use it in correspondences. [Pre-focus Group Interview, Group B]

On closer inspection, the discussions after the classroom practice indicate that there was still an Anglophone orientation, yet with a higher number of participants who argued against seeing native speakers as the sole owner of the language. The following excerpts including a short dialogue can reflect their stance different than the others:

P4: I don't believe that it is owned by somebody.
P3:I think English belongs to the world. Because why? Everybody has changed English by adding different things from their own territories. That is why I think English is a world language.
P6: Madam, nobody can by no means claim ownership on any land, culture, or language.
P7: I agree with (a female participant) in that I believe English belongs to the world, but (a male participant) said really nice things. I congratulate him as he spoke so well. [Post-focus Group Interview, Group A]

When the participants were also asked about English plurality, overall they stated that it was natural to have such accent variety as it was not in people's hand to produce some English sounds due to mother tongue interference. However, when they were questioned about which English variety, i.e., English accent, should be brought to the classroom as an instructional model, they were observed to have more rigid ideas about the use of SE as the only instructional variety before taking the course. There were a few who argued for their bringing to the classroom sometimes to increase awareness, yet, in general the responses indicated that they wanted the interested ones themselves to learn about these outside the school borders. In the post-course discussions, the number of those who argued for bringing Englishes to the class as an additional material to SE increased. The following dialogue is an illustrative of the overall tendency after the course:

R: OK, ... which English should we bring to language classes?
P6: All of them.
P2: All of them.
R: Why?
P6: All so that we can realise the differences.
P1: Exactly!
R: Which advantages does realising differences bring?
P6: It enables us to understand. Mistakes, well, so as not to have misunderstandings.
R: OK.
P1: It enables us well... In the example you gave "basically".. Well, if I heard it before you, I couldn't understand this. However, if you bring all these.. well accents to us, we can understand them.
R: (calling the name of a female participant)?
P3: Madam, I think teachers should speak according to phonetics because they teach that language. However, they should show all accents to us, and say these are spoken like that, because in that way we will not have difficulty in communicating with them in the future as a language student.
R: Clear. (calling the name of another female student)?
P4: I think British and American English should be taught as not because they are the origins but because they are accepted as official ones. Besides, other accents should be brought so that we can learn cultural elements. For example, when one day we speak to an Arab, we wouldn't be shocked, because we are learning English for job requirements and we will earn a living. We will communicate different cultures so that we may not get shocked.
R: Hı hı. OK, for communication. (calling the name of another female participant)?
P7: Well, of course I believe that British and American English should be primarily brought. Besides, different accents should be brought. If I learn British accent and have no command of other accents, I cannot say that I know a foreign language, because when I go

to any country, if I cannot communicate with others, this is because of me. If different accents are brought to the classes, this is a kind of world knowledge. People should improve themselves as much as possible. [Post-focus Group Interview, Group A]

As a support to this general tendency, one participant's comment reflects the contribution of this 10-week process:

Madam, as language learners, we will encounter quite different accents in the future. For example, in the first term we didn't learn such things and we didn't know them. I think we were not really aware of that deficiency of us. However, I believe that learning all these contributed to us so much. And I think that we need to continue with those. [Participant 2, Post-focus Group Interview, Group A]

Although the overwhelming attitude towards these varieties in the world and their existence in education was positive, most of the participants in the second post-course discussion warned against the "overdose" of English variety brought to the classroom. They favoured the inclusion of some certain accents such as Italian, German, French and Russian and so forth rather than those "marginalised" ones that were quite rare for them to encounter such as Mozambiquean and Botswanian. Similarly, the discussions also revealed that they favoured the inclusion of a wide variety of cultural materials to the classes in addition to British and American culture both before and after the implementation. However, before the course, they wanted their teacher to bring basically American and British culture to the classroom and use the content on other countries as auxiliary materials. They gave one of the lecturers in the department as an example who tried to increase their world knowledge and encourage them to search more. Two participants' comments reflect the advantage of this wide culture inclusion:

P7: It should be about all countries. As I said before, instead of having blinders on, we need to take them out. Well, we need to improve ourselves both individually and on a country basis. The more we learn different things from each country and different cultures, the more we can make comparisons about our own culture. Anyway, I believe that the advantages of these could be understood when we interact with foreigners abroad.
R: OK.
P2: As English is the global language, everybody is adding something to it from their culture. And the more we are aware of their culture, the better we can understand the language and what they want to communicate. [Post-focus Group Interview, Group B].

They also supported the inclusion of Turkish culture into classes so as to create a kind of speaking environment and encourage learners to compare and contrast it with other

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world cultures and not to be uncomfortable in their own skin. In general, they stated that one could not fully understand other cultures without knowing theirs better.

Regarding the integration of global issues, the participants mostly voted for their integration both before and after the class so as to expand their horizon, improve themselves, have increased awareness, increase their self-confidence and to find something valuable to say. However, I observed that due to their classroom experience in the process, i.e., about the classroom discussion on Syrian refugee problem in another lecturer's class, they did not support the inclusion of political elements into the classes as they may lead to conflicts, and they could be misunderstood by both their friends and teacher as the highest authority in the classroom. Thus, they mostly favoured the inclusion of more neutral global issues such as global warming and superficial discussions of some others.

Perhaps interesting to note is that most of the participants run into a contradiction with themselves on the issues of imitating NS accents and international intelligibility. In pre-course group discussions, they valued international intelligibility, but still they made a distinction between formal and informal language use contexts. They did not sense any danger in speaking English with a different accent other than SE on the condition that it would not be too disturbing and do harm to the original language. However, they still wanted people to do their best to be close to NS accents in formal situations such as serious business meetings abroad, political gatherings and critical cases such as trials. The following dialogue can show the general tendency best:

> P3: Hı [Ahmet Davutoglu] is in a higher position and he represent us, Turks. He can show our capacity.
> P8: If he manages to imitate, he can do. If he doesn't, there is nothing to do.
> P4: It is never too late to learn. If he succeeds, he can imitate them.
> P6: He should approximate his accent to the ones of NSs.
> P7: I also think that he should change his accent.
> P8: Madam, if he manages, he can do it.
> P5: OK, we say that the aim is to make himself understood. OK, he is doing this, but he may increase his status. OK, you are a Turk, but you speak so well with a British accent. Wouldn't the prime minister of the other country think how well you speak?
> P4: Today everything has more improved versions. Why wouldn't be an improved version of him? [Pre-focus Group Interview, Group B]

In the post-course discussions, the overall tendency was still mostly Anglophone-oriented. Yet, the number of those who did not give contradictory answers increased after

the implementation. For instance, one participant argued against those who made a distinction between formal and informal contexts, stating that this was a natural process and one may not change the accent:

> Madam, they said that people occupied with politics, well the ones with a higher status must certainly imitate British or Americans. What about if this is not in one's hand? We heard Davutoglu's English, and we don't know whether this is in his hand or not. However, as I am interested in Far East, I heard the English of prime ministers, presidents, and members of parliament in Korea and Japan. I am aware that they had difficulty in particularly the /r/ and /l/ sounds due to their language and form of their language. And as there are not some sounds, for example, I want to give an example from Korean. They don't have /z/ and /tʃ/, and they cannot differentiate between /l/ and /r/. For example, the other sounds such as /ɜ/ cannot be produced as they don't have these letters, sounds. It's quite normal not to produce them while speaking English and not to imitate British accent, as you said, because it is not in their hands, and it is quite normal for them to articulate accent. [P3, Post-focus group Interview, Group A]

Overall, the findings indicated that in general there was still an Anglophone orientation towards language ownership, language diversity, and instructional varieties. They tended to ensure a superior position to NS English by regarding plurality as something to add colour to classes. However, after the course, it was observed that the ones with an EIL orientation strongly argued against those, stating that this variety was a natural consequence of language spread, and differences were not something to laugh at. The participants, yet, were found to be more tolerant about cultural diversity in that they voted for the inclusion of local culture, world cultures and global issues. However, they preferred to see the former two as a complement to British and American culture and warned against possible conflicts when global issues at a political level were brought to the classroom.

4.3.2.3. Discussion of Findings on Attitudes towards Diversity

Both quantitative data gathered with pre-and post-implementation questionnaires and qualitative data obtained from the focus-group interviews showed more favourable attitudes towards linguistic and cultural diversity. The participants, yet, were found to be more tolerant about cultural diversity in that they voted for the inclusion of local culture, world cultures and global issues. They tended to ensure a superior position to NS English by regarding plurality as something to add colour to classes. After the classroom practice, there were more participants with an EIL orientation who strongly argued against those and stated that English plurality was a natural consequence of language spread, and

differences were not something to laugh at. Yet, in general there was still an Anglophone orientation towards language ownership, language diversity and instructional varieties. The present study yielded findings both similar to and different from the previous studies in the EIL camp.

These findings are in line with the results of Ke and Cahyani (2014), who found that exposure to English diversity via NNS-NNS online ELF communication and intercultural exchange encouraged participants to be tolerant of different varieties and helped them understand the importance of intelligibility rather than accuracy and standard norms in intercultural communication. Similar to the studies of Bayyurt and Altınmakas (2012) in Turkey and Lee H. (2012) in Japan, one of the programme outcomes was found to be the increase in the number of those who had positive attitudes towards EIL. In a similar vein, Kural (2015) observed an attitude change in that the participants started to value communication rather than norms, and a tendency towards questioning the notion of ideal English started.

Despite this positive programme outcome, NS proficiency is still a learning goal for most of learners. These attitude-related findings are similar to the results of Guerra (2005), who found that the participants acknowledged the importance of global English at culture level and they showed both instrumental and international use of English motivation. However, they stated that they wanted to learn and teach the British variety of English. Similarly, in another study Lee (2009) found that most of the participants valued NS accent and highlighted its aesthetic, pragmatic, and historical value. Yet, the positive ones with EIL orientation, i.e., the local accent here, were seen to be in a dilemma in that they wanted to maintain their Chinese identity with their localised accent while at the same time they were worried about possible intelligibility problems, and they associate intelligibility problems with only localised accents. The findings are also in line with the study of İnceçay and Akyel (2014) although their participants were teachers at tertiary level and teacher educators were found to favour ELF particularly for grammar instruction and writing but not for writing instruction. Surprisingly, though, in line with the study of Devrim and Bayyurt (2010), the participants wanted to compare and contrast Turkish culture with target cultures, and they stated that Turkish culture should be fully integrated into English instruction as this familiarity has the potential to increase student

participation, facilitate the process, motivate students and enhance their confidence. However, they stated that target culture should also be integrated into curriculum as making comparison could lead to better understanding of materials. Similar to the present study with student participants, tolerance for errors was only found for oral language, yet a strict attitude towards a standard written language and pronunciation was crystal-clear. The findings of the current study overall lend support to the argument of Phillipson (1992) that the native speaker fallacy still goes on, and a so-called native speaker is still an ultimate goal for students from various majors in Turkey (Cakır & Baytar, 2014).

Parallel findings had been also reached by Oanh (2012), who saw that the participants favoured the global (standard) form of English as it ensures high level of comprehension, facilitates international communication and has prestige. However, they did not ignore the existence of glocal Englishes that refer to the evolution of English by the interaction with local languages and cultures. Although they supported their in-country use, they were not ready for its use for transnational communication and testing purposes. The findings of the current study also show similarity with the study of Liou (2010), who found that the participants had anti-EIL attitude when English is used within school borders. However, they were found to be more tolerant with locally accented English and imperfect English command outside classroom. In addition, it was found that they displayed positive attitudes towards teaching non-Anglo cultures in their classrooms. In addition, they found NS teachers more effective and supported the government's education policy to hire NS English teachers. Similarly, Coskun (2011a) found that although the participants were aware of the global status of English and claimed that they had been exposed to a variety of Englishes, most were reluctant to speak it with a non-native accent or teach a non-native variety and favoured American or British English.

Yet, some findings of the current study are contrary to those found in previous studies. For instance, Bektaş-Çetinkaya (2012b) found that the desire to integrate into L2 community plays the least important role in their motivation among her participants. Thus, she concludes that globalisation and the new role of English as an international language affect learners' motivation and as the participants did not regard the so-called native speaker as the owner of English, they preferred to integrate into international rather than

the limited L2 community. However, most of the participants in the present study were found to be Anglophone-oriented.

As highlighted by Bayyurt and Altınmakas (2012: 171), students in Turkey come to university with "firm and rigid beliefs and attitudes" in that they tend to regard American or British English as correct language varieties, lack awareness of other English varieties and associate English proficiency with sounding like native American or British speaker. For a more favourite attitude towards English diversity, exposure plays a vital role, thus. As highlighted by Galloway (2013), lack of exposure to the diversity of English is an important factor in changing learners' attitudes. When they are exposed to solely native English, they tend to develop a positive attitude towards it and find it easy to understand. This, in turn, brings about "creating and perpetuating a false stereotype that acquisition of NE equates successful communication" (Galloway, 2013: 800). Hence, it is impossible not to agree with Galloway (2013), who suggests exposure to the diversity English as a promising pedagogical step to increase learners' confidence and see themselves as successful bilinguals rather than deficient users compare with a native speaker continuum. In addition, as Liou (2010) concludes, it could be quite difficult for learners to welcome EIL if EIL-related issues are not introduced and explained to them. Similarly, based on the data gathered from a large-scale attitude study with 558 Japanese university students, McKenzie (2006) argues for the introduction of English varieties from Outer and Inner circles into language classrooms as learners' familiarity with native English speech had a positive effect on their attitudes towards non-standard ones.

4.3.3. Language-related Skills

The third research question guiding the present study is whether an EIL-oriented course can make a change in learners' listening, oral production, interaction confidence, critical thinking and communication strategies.

4.3.3.1. Questionnaire Findings

The third part of the questionnaire was designed to find out the language-related skills level of the participants before and after the course. These language-related skills

were grouped into four: Item 2 and 4 for listening skill; Item 3, 5, 7, 10 and 13 for interaction confidence and expressing oneself; Item 1, 6, 8 and 11 for culture-related performance; Item 9 and 12 for critical thinking; and Item 14, 15 and 16 for the use of communication strategies. The existing performance level of the participants is provided in the table below.

Table 16: Participants' Language-related Skills before the Course

Items	Before the Course											
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
1. communicating Turkish culture	1	1.9	3	5.7	18	34.0	28	52.8	2	3.8	3.51	.753
2. understanding WEs accents	5	9.4	11	20.8	22	41.5	12	22.6	3	5.7	2.94	1.02
3. interacting confidently interculturally	3	5.7	8	15.1	22	41.5	17	32.1	3	5.7	3.16	.955
4. differentiating WEs accents	8	15.1	11	20.8	17	32.1	15	28.3	2	3.8	2.84	1.11
5. exchanging information in English	1	1.9	1	1.9	4	7.5	35	66.0	12	22.6	4.05	.744
6. recognising culture-related communication problems	0	0	3	5.7	17	32.1	23	43.4	9	17.0	3.73	.819
7. expressing oneself confidently using Turkish accent	0	0	16	30.2	13	24.5	20	37.7	4	7.5	3.22	.973
8. comparing and contrasting home and other cultures	1	1.9	6	11.3	19	35.8	22	41.5	5	9.4	3.45	.889
9. reflecting on global issues in English	0	0	7	13.2	24	45.3	20	37.7	2	3.8	3.32	.753
10. interacting with people from other cultures	7	13.2	19	35.8	13	24.5	14	26.4	0	0	2.64	1.02
11. questioning others about their culture	1	1.9	0	0	8	15.1	30	56.6	14	26.4	4.05	.769
12. reflecting on ELT in Turkey in English	1	1.9	8	15.1	18	34.0	20	37.7	5	9.4	3.38	.932
13. expressing oneself in English	1	1.9	6	11.3	18	34.0	25	47.2	3	5.7	3.43	.843
14. asking others to clarify themselves	2	3.8	3	5.7	1	1.9	28	52.8	19	35.8	4.11	.973
15. clarifying oneself	1	1.9	3	5.7	12	22.6	27	50.9	10	18.9	3.79	.884
16. keeping the conversation going on	1	1.9	4	7.5	21	39.6	22	41.5	5	9.4	3.49	.846

The table above presents the descriptive statistics of the existing language-related skills of the participants before starting the course. The analysis of Item 2 and 4 showed that the ones who reported that they could not understand and differentiate WE accents (30.2 and 35.9 percent, respectively) were higher than those who self-reported such a performance. However, a high number of participants were found to be undecided. The results about Item 3, 5, 7, 10 and 13 on interaction confidence and expression ability in English are different from each other. For instance, in Item 3, although 20 participants (i.e.,

37.8 percent) self-reported that they would express themselves if they had to be in intercultural settings, the numbers who felt unsure about themselves were 20. Yet, most of the participants were undecided, which could be resulted from the fact that the respondent did not have chance to interact with others in such multilingual contexts. Still, in Item 5 a high number of participants reported that they could exchange information in English (with a response number of 47, M=4.05, SD=.744). In a related way, the analysis of Item 13 shows that more participants reported that they could express their ideas using English (with a response number of 28, i.e., 52.9 percent). However, in Item 7 far fewer participants (N=24) reported that they could express themselves confidently in English using their Turkish accent while 16 (i.e., 30.2 percent) confessed that they could not do so. On the other hand, the results are vice versa in Item 10 in that the ones who thought that interacting with people from other cultures may be difficult exceeded the ones who argued just the opposite (26 and 14, respectively). A common pattern was reached in culture-related performance items, namely Item 1, 6, 8 and 11. The number of the participants who reported that they could communicate Turkish culture to others orally (N=30, M=3.51, SD=.753), who stated that they would easily recognise problems resulting from cultural differences in intercultural settings (N=32, M=3.73, SD=.819), those who stated that they could compare and contrast home culture with world cultures using English (N=27, M=3.45, SD=.889), and those who could question foreigners about their culture (N=44, M=4.05, SD=.769) was higher than the ones who could not. However, a high number of participants were found to be undecided about their answers, which could result from the fact that they do not experience such situations in their own contexts. In addition, in Item 9 and 12, the number of those who reported that they could critically reflect on global issues (N=22, out of 53 in total) and those who stated that they could critically discuss ELT in Turkey (N=25 out of 52 in total) was higher than those who self-reported that they could not do so. However, still, a high percentage appeared to be undecided about their answers. A similar picture could be drawn in communication strategy use items. The number of those who stated that they could ask others to clarify themselves in English (with a response number of 47, i.e., 88.6 percent), those who reported that they could clarify themselves (with a response number of 37, i.e., 69.8 percent), and those who self-reported that they could keep the conversation going on despite the problems (with a response number of 27, i.e., 50.9 percent) exceeded the ones who said they could not do so.

Overall, the participants appeared to be moderately proficient in expressing themselves and interacting with others in English, communicating their culture to other people using English and questioning them about their culture, reflecting on world issues and ELT in Turkey, and using communication strategies before the 10-week EIL-oriented course. However, they seemed not to be able to comprehend WEs accents and differentiate them.

The same questionnaire was given as a post-test to the participants, and the results are summarised in the table below.

Table 17: Participants'' Language-related Skills after the Course

Items	After the Course										M	SD
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree			
	f	%	f	%	f	%	f	%	f	%		
1. communicating Turkish culture	0	0	2	3.8	11	20.8	31	58.5	9	17.0	3.88	.724
2. understanding WEs accents	0	0	1	1.9	13	24.5	36	67.9	3	5.7	3.77	.576
3. interacting confidently interculturally	3	5.7	4	7.5	21	39.6	19	35.8	6	11.3	3.39	.987
4. differentiating WEs accents	0	0	2	3.8	11	20.8	36	67.9	4	7.5	3.79	.631
5. exchanging information in English	0	0	2	3.8	4	7.5	33	62.3	14	26.4	4.11	.697
6. recognising culture-related communication problems	0	0	2	3.8	6	11.3	35	66.0	10	18.9	4.00	.679
7. expressing oneself confidently using Turkish accent	4	7.5	8	15.1	6	11.3	21	39.6	14	26.4	3.62	1.24
8. comparing and contrasting home and other cultures	0	0	3	5.7	12	22.6	25	47.2	12	22.6	3.88	.832
9. reflecting on global issues in English	0	0	8	15.1	16	30.2	21	39.6	8	15.1	3.54	.931
10. interacting with people from other cultures	6	11.3	11	20.8	12	22.6	18	34.0	6	11.3	3.13	1.20
11. questioning others about their culture	0	0	1	1.9	3	5.7	30	56.6	19	35.8	4.26	.654
12. reflecting on ELT in Turkey in English	1	1.9	5	9.4	8	15.1	23	43.4	15	28.3	3.88	1.00
13. expressing oneself in English	0	0	4	7.5	13	24.5	28	52.8	8	15.1	3.75	.806
14. asking others to clarify themselves	0	0	2	3.8	3	5.7	26	49.1	22	41.5	4.28	.743
15. clarifying oneself	0	0	2	3.8	8	15.1	30	56.6	13	24.5	4.01	.746
16. keeping the conversation going on	0	0	3	5.7	11	20.8	27	50.9	12	22.6	3.90	.814

The results summarised above can indicate that the mean scores in each sub-category of these language-related skills increased in all items. In all items the number of the participants who agreed with the statements outnumbered those who gave negative

answers. The mean increases in all items from 1 to 16 are as follows: M increase from pre to post-test= 0.37, 0.83, 0.23, 0.95, 0.06, 0.27, 0.4, 0.43, 0.22, 0.49, 0.21, 0.5, 0.32, 0.17, 0.22 and 0.41, respectively. The highest mean score increase was found in listening skills in that the number of the participants who said that they could understand and differentiate WEs accents increased after the completion of the course.

Overall, it seems that the 10-week EIL-oriented course had a positive impact on the participants' language-related skills. However, to see whether the difference between the pre and post-test, a Wilcoxon Signed-Rank test was conducted, with a α=.05 as criterion for significance (Hatch & Lazaraton, 1991). The results showed that the competence level after the completion of the course (M= 3.82, SD=.507) was higher than the one in the pre-test (M=3.44, SD=.540). The ones whose competence mean score after the study was found to be higher than their score before the study were 44 while only 8 participants had just an opposite picture. The test indicated that this 10-week EIL-oriented course elicited a statistically significant change (M= 0.37) in the language-related skill development level of the participants (Z= -5.22, p= .000< p= .05).

4.3.3.2. Focus-group Interview Findings

The analysis of pre and post-course focus-group interviews exhibited two different portraits. In general, the participants self-reported poor or mediocre speaking and listening skill at the very beginning of the process on several accounts. While they listed lack of vocabulary knowledge, lack of practice, over focus on grammar, lack of practice, lack of exposure to English, anxiety and problems in ELT system for the former, they said that lack of vocabulary, tape speed, connected speech, accents, problems in education system, topic and voice quality blocked their listening performance. They also reported that they had difficulty in understanding and differentiating various English accents other than some certain ones such as Indian, Spanish, Russian, French, Australian and Italian that they encountered in TV series. However, they were observed to be more self-confident about their skills in the post-course discussions. Although this could not be attributed solely to the course, some participants' comments reflect the contribution of the class:

Certainly. When we interrupt while speaking, we can warn each other. Or, well, when we don't understand something, want something to be repeated, clarified or when we are not understood [we can use communication strategies]. We started to do this in English and certainly improvement began and we made a great progress and we have been developing more. [P4, Post-focus Group Interview, Group B]

Madam, we had a sketch in (a male lecturer's name in the institution)'s class two or three days ago. I forgot some words there and some that I would like to express. I closed the gap well by using things such as "Well, you see, you know. [P3, Post-focus Group Interview, Group A]

Similarly, an improvement was self-reported in their self-confidence in communicating with others in intercultural settings. At the outset, the overwhelming response was negative when they were asked whether they could express themselves in such settings when they had to. However, in the post-course discussions there were several participants who commented that they could manage this interaction. The following dialogue is an illustrative of this increased self-confidence:

P4: Well, our communication strategies have really improved. Well, if this was asked me at the outset, I would hesitate. Even I am going to participate in a project. The topic is to introduce Turkish culture. As a Turk, I will introduce my own culture in English, but there will be several nationalities. However, I feel no hesitation now. Even some of my friends ask me whether I feel afraid. I say no. I feel quite relaxed and I know I can do this.
R: I need specific reasons. What happened to you?
P1: Well, tome, when we gathered together with the other class, there were ones that we didn't like alot. But we could discuss even with them, and we could override them.Or while speaking to a friend, we can now express ourselves clearly. These, to me, may lead to [this improved ability]. We learned how to discuss in English, well speaking or expressing something.
P4: Besides, the course has real contributions. We had chance to know other cultures, and we researched to write. We read certain things. I think these all improved us much. Our horizon has expanded.
P7: I agree. For example, we learned things from different cultures such as accents, their weddings, etc. We analysed their culture. These all contributed, of course. Well, they created basis for us and now we are advancing on it.
P6: Well, I don't have such self-confidence as my friends have, but I think I improved, too. When I go to Istanbul, for example, I will try in Camlıca and Uskudar and see what I can do.
P4: Well, you remember that we tried to choose the native speaker, and everybody expressed themselves. This didn't stay in the classroom borders for us. When we went out, we discussed it for a week and had a chat in our break times. We supported our stances. This is because we had chance to know other cultures and we did not leave it in the classroom.
P8: The reason for this is coursebook class.
P7: Discussions are so beneficial. I don't know, you start competing with the others. You think that if they say something, you can do, too. You try to learn this, do something, research.
P1: For instance, if you don't have speaking self-confidence, you do not enter into any argument with them. We now feel that we are ready to give an answer to everybody [Post-focus Group Interview, Group B]

It is important to point out that a ten-week process may not be the sole factor for this increase in self-confidence. However, what is noteworthy is that some participants touched on the important role of this process on their awareness, which is reflected in the following dialogue:

> P6: At the beginning of the semester, we used to say that we could do that [we could communicate successfully in international context if we had to], but there are some things that I have realised. There are things that I say I don't understand and need to improve.
> P2: Madam, at the beginning of the term, we didn't know what we did not know. We were not aware of this. Therefore, we confidently said that we could do, but now we have realised that there are many that we don't know and we should learn. Thus, what we have learned in the course is very useful. Now we think that we could do, but we are aware that we may have some problems at some certain points. At least this awareness has developed.
> P1: Well, I really agree. [Post-focus Group Interview, Group A]

Overall, both the analysis and my observations indicated that the participants were more self-confident about these language skills in post-course discussions. Although this improvement cannot be interpreted as a direct consequence of the process, the course appears to have at least increased their awareness of what they know and what they need to learn.

4.3.3.3. Discussion of Findings on Language-related Skills

Both quantitative data gathered with pre-and post-implementation questionnaires and qualitative data obtained from the focus-group interviews showed that the participants showed improvement in listening skill, interaction confidence and expressing themselves, culture-related performance, critical thinking and the use of communication strategies. Overall, the participants appeared to be moderately proficient in expressing themselves and interacting with others in English confidently, communicating their culture to other people using English and questioning them about their culture, reflecting on world issues and ELT in Turkey and using communication strategies. Yet, it is important to point out that a ten-week process may not be the sole factor for this skill-related improvement. However, what is noteworthy is that some participants directly touched on the important role of the 10-week EIL-oriented programme in their particularly speaking proficiency improvement and interaction confidence.

These findings are in line with the results of some earlier studies. For instance, Ke and Cahyani (2014) found that NNS-NNS online ELF communication and intercultural exchange via exchanging e-mails and posting messages in public forums helped the participants get aware of the fact that people with non-standard mother tongue-influenced English could communicate well around the world, thereby increasing learner self-confidence to use English. In addition, the findings lend support to the study of Hino (2012c) in that both studies showed that improved listening skill is one of the common consequences of EIL implementations. Besides, the outcomes of the process duplicate the programme outcomes of the EIL-informed programme at the Department of World Englishes, Chukyo University in that that programme promoted student confidence, encouraged a more frequent English use among them, and improved their intercommunication and negotiation skills. Similarly, the outcomes are in line with those found by Lee H. (2012), who found improved student communicative competence, promoted use of English as a cross-cultural communication and mutual understanding means, improved skill to introduce one's culture to others with different linguistic and cultural background, increased motivation to use English among themselves, improved intercommunication and negotiation skills and enhanced ability to recognise English varieties. The findings of the current study also lend support to those of Kural (2015), who found that interaction confidence and interaction effectiveness increased after EL-oriented implementations.

Enhanced interaction confidence is worth mentioning as it is rare in learning contexts where, as Graddol (2006) notes, that native speakers of English have been enjoying an international prestige, for they are regarded as language authorities and the best teachers. In a related yet different way, Expanding on Tupa's model (2004, cited in Rubdy, 2009: 159-162), Rubdy (2009) argues that devaluing the local, whether it is variety, pedagogy or teacher, results in the formation the culture of inferiority, which refers to tendency to believe that one's English use and classroom dimensions including methodologies and materials are problematic, and this, in turn, results in self-hatred. However, as noted by Sharifian (2013a), economic globalisation and the new technologies have promoted English spread and brought people with different languages and cultures close together. Thus, competencies for successful intercultural communication need to be integrated into language teaching curriculum. However, the goal should be shifted from the

development of idealised native speaker competencies to realistic ones to promote communication between these people. In this process, thus, increased self-confidence plays a key role.

4.4. Course Evaluation

In addition to the possible outcomes of the self-designed 10-week EIL-oriented general English course, it was aimed at understanding whether the course could be a viable option for preparatory programmes with its all strengths, weaknesses and suggestions to improve it. The findings from five different instruments, namely student reports via retrospective interviews, retrospective participant reports, final open-ended questionnaire, peer classroom observation and teacher bi-weekly field notes, are presented below.

4.4.1. Retrospective Interview Findings

One participant was interviewed immediately within half an hour after face-to-face classroom sessions from both groups. The content of the participant's oral comments was analysed, and the findings were tabulated and presented under three general themes, namely course strengths, i.e., benefits, course weaknesses and possible suggestions to improve the course.

4.4.1.1. Course Strengths

When the participants were asked their opinions about the last lesson they had within half an hour immediately after the class, they provided several positive comments about what they had done in the classroom. These are tabulated under the general theme of course strengths/gains with four sub-themes, namely knowledge/awareness, skill, course instruction, and others as follows.

Table 18: Encoded Course Gain Categories in Retrospective Interviews

Main Theme	Sub-theme	Codes	Codes (f) Group A	Codes (f) Group B	Total f	Total %
Course Strengths/Gains	Knowledge/ Awareness	learning new things about other cultures	3	5	8	9.1
		setting up background information for other departmental courses	1	-	1	1.1
		learning things that can serve well for future intercultural communication	3	4	7	8.0
		learning from each other	1	2	3	3.4
		increase awareness about local culture	4	3	7	8.0
		getting familiar with different accents	2	2	4	4.5
		learning the concept of culture in-depth	-	2	2	2.2
		improving world knowledge	-	2	2	2.2
		increasing awareness about global issues	-	2	2	2.2
		bringing them things to say	-	1	1	1.1
	Skill	learning how to look from different perspectives	1	1	2	2.2
		learning and improving the skill to discuss in English	3	-	3	3.4
		learning how to express and justify oneself	1	3	4	4.5
		improving critical thinking	2	2	4	4.5
		improving speaking	2	4	6	6.8
		improving listening	1	-	1	1.1
		improving reading	-	1	1	1.11
		learning new words	-	2	2	2.2
		improving pronunciation	-	1	1	1.1
		Improving interaction skills	-	1	1	1.1
		encouraging Ss to speak more/removing hesitation and anxiety	-	8	8	1.1
	Course Instruction	providing an enjoyable atmosphere	2	3	5	5.7
		integrating skills	2	-	2	2.2
		helping Ss focus on easily	1	-	1	1.1
		attracting attention with visuals	-	1	1	1.1
		including productive topics	-	1	1	1.1
		providing a motivating classroom atmosphere	-	1	1	1.1
	Other	encouraging Ss to tolerate cultural differences	1	-	1	1.1
		encouraging Ss to go abroad	1	-	1	1.1
		enabling Ss to know themselves/weaknesses and strengths better	1	-	1	1.1
		encouraging Ss to participate in cross-cultural communication	-	1	1	1.1
		including current topics	-	1	1	1.1
		helping peers learn each other better	-	1	1	1.1
					87	100

As Table 18 on the encoded course gains indicates, the participants reported a wide variety of positive aspects 87 times. Knowledge/awareness was found to be the most frequently touched domain, with a total number of 37 codes. The course appears to teach them new things about other cultures (N=8), contribute to them with useful information that can serve well for their future intercultural communication (N=7), increase their

awareness about the local culture (N=7), to list but a few. The second sub-theme frequently commented on was skills, with a total number of 33 codes. The participants self-reported that the course removed their speaking anxiety/hesitation and encouraged them to participate in discussion more (N=8), improved their speaking skill (N=6), teach them how to make discussion in English (N=4), enhanced their critical thinking skills (N=4), to list but a few. The participants also touched on course instruction as another strength area. They reported that it provided an enjoyable classroom atmosphere (N=5) and taught them in an integrated way (N=2). The participants also listed several other gains, yet once, such as tolerating cultural differences, feeling courageous enough to go abroad, recognising their weakness and strength, to add but a few. The following excerpts are illustrative of the improved discussion skill in English, increased awareness of one's culture and greater familiarity with diverse English accents, respectively:

> We learned both how to discuss in English and how to debate about things with others, and learn new things, new ideas. Therefore, it is good to have 5 or 10-minute discussions. [A female participant, Group A, 12th April, 2016]

> (...) But as I have said I was surprised when I learnt that it [Istanbul] was chosen as a capital of culture, because we live in Turkey and we are not aware of this. I thoughtpeople were thinking like this, but as I guessed most of the students do not know this. They don't know things such as European Capital of Culture. This was really good for awareness. I think I can easily answer when they ask whether such a thing happened or whether we got something, an award regarding culture in the international arena. [A female participant, Group A, 26th April, 2016]

> That you bring different things [WE accents] to the classroom is really good because we focus on these quite little in listening class. But it is as if you were doing listening activities; that is, this is really good. Well, we have been exposed to only American accent since primary school. [A female participant, Group A, 3rd May, 2016]

In addition to these benefits, one participant touched on the role of this process in improving herself and affecting her performance well in other courses in the preparatory programme:

> Well, we are speaking in our coursebook class. I feel more relaxed about speaking in front of my friends. Well, at least I can feel less hesitant to express myself. That is, I don't feel stressed. Let me say that I feel less so. That is, this affects other classes of mine. [A female participant, Group B, 24th March, 2016]

Overall, it was common that although it was not free from weaknesses, the process was a valuable experience for them in the preparatory programme basically in the sense that it expanded their horizon and encouraged them to participate in class discussions,

which is one of the serious problems of language students in Turkey. This satisfaction of the process is reflected in the following enthusiastic quote taken form a female student:

> Fortunately, we have this course. I love it so much and I run for it. I think this course enables people, well passive ones, to appear. Therefore, we fortunately have it. [A female participant, Group B, 24th March, 2016].

4.4.1.2. Course Weaknesses

To gain a true understanding of this ten-week process, the participants were asked whether the course had any limitation. Table 19 presents the tabulated weaknesses of this 10-week process.

Table 19: Encoded Course Weaknesses in the Retrospective Interviews

Main Theme	Sub-theme	Codes	Codes (f)		Total	
			Group A	Group B	f	%
Course Weaknesses	Course Content	boring topics that cannot attention of the youth	1	1	2	9.0
		boredom due to talking about linguistic and cultural issues successively	1	1	2	9.0
		hesitancy to participate due to topic, i.e., politics and cultural values	2	-	2	9.0
		limited critical incidents not allowing to say more and new things	1	-	1	4.5
	Instructional Materials	too long videos	2	1	3	13.6
		difficulty to understand the videos due to political terms	1	-	1	4.5
		time-related problems too to too many texts together	1	1	2	9.0
		videos difficulty to understand due to high level	-	1	1	4.5
	Instruction Process	noise in group discussions	2	-	2	9.0
		conflicts among students due to political topics	1	-	1	4.5
		domination by some students in group discussions	-	2	2	9.0
		the necessity to cut down discussions due to time limitation	-	1	1	4.5
		discussions that last long	-	1	1	4.5
		students repeating each others' comments	-	1	1	4.5
					22	100

As is seen in the table above, all three domains have approximately the same number of codes, yet limitations about the course content and instructional process were found to be higher, i.e., 8 different codes for each. The participants drew attention to

boring topics that could not attract attention of new generation and boredom resulting from focusing on linguistic and cultural issues every week (N=2, for each). Regarding the instruction process, 2 participants complained about the noise during collaborative work and student domination. Regarding the instructional materials, some complained about the length of videos (N=3) and the number of texts brought in one class (N=2), videos including political terms and having a high level English (N=1 for each). The following two excerpts exemplify two weaknesses, namely boring topics that could not attract some and reluctance to make comments about political issues and topics that are contrary to social norms:

> For me, there is nothing to improve in this class. I really like it. Thank you. I like your course and the topics you choose. These are topics that should be dwelled upon. However, some in my group ... This is as if we were gossiping, but I will not give name. Some in my group said that they didn't like the topic. More interesting ... Not appealing to the youth may be?. [A female participant, Group A, 3rd May, 2016]

> For instance, in the previous class nobody talked about the political topic. This is because politics cannot be talked everywhere. The other topic [living together before marriage] that's talked about in the class is, as I said, about society. [A female participant, Group A, 3rd May, 2016]

Overall, it was observed that the participants were mostly satisfied with the process. Yet, they underlined some content, materials and process-related shortcomings that needed to be eliminated for better course outcomes in the future.

4.4.1.3. Participant Suggestions

As the participants themselves experienced the process, I attempted to get suggestions to improve the course. Table 20 provides tabulated suggestions from the field for better future use.

Table 20: Encoded Participant Suggestion for Future Implementations

Main Theme	Sub-theme	Codes	Codes (f)		Total	
			Group A	Group B	f	%
Suggestions to Improve the Course	Course Content	bringing topics appealing to the youth more	1	-	1	4.5
		doing more comparison and contrast between local and other cultures	1	-	1	4.5
		bringing topics on foreign rather than internal politics	1	-	1	4.5
		adding colour with different topics rather than focusing on only cultural elements	1	-	1	4.5
		bringing more specific and detailed critical incidents that allow longer discussions	1	-	1	4.5
		including more native speaker cultural elements	-	1	1	4.5
	Instructional Materials	including more visuals	2	3	5	22.7
		bringing short films	1	-	1	4.5
		bringing fewer texts in one class	1	-	1	4.5
		bringing coloured print outs	-	2	2	9.0
		bringing higher level texts	-	1	1	4.5
	Teacher Behaviour	adding background music	-	1	1	4.5
		adopting a strict attitude to avoid too much noise in group discussions	1	-	1	4.5
		forcing passive students to participate in classroom discussions	1	-	1	4.5
		asking Ss to prepare presentations and videos as an extension activity	-	1	1	4.5
		asking more questions about videos	-	1	1	4.5
		teacher walking around and sparking group discussions more	-	1	1	4.5
					22	100

The suggestions were divided into three categories as course content, instructional materials and teacher behaviour. The highest number of suggestions were about instructional materials, i.e., with a response number: including more visuals (N=5), bringing coloured print-outs (N=2), and so forth. However, it was observed that the participants tended to make the suggestions on visuals in the early weeks. This is because the more feedback the teacher took from the participants each week, the more she revised the materials. This improvement overtime is reflected in the following comment:

Anyway, I was thinking that more videos and visuals should have been brought in this course. Anyway, you have been really improving yourself in due course. I think this is good. I don't know what else can be done, but as I have said supporting the topic with visuals always serves well. [A female participant, Group A, 21st April, 2016]

They also provided suggestions about course content such as bringing more appealing topic, analysing the content in a comparative and contrastive manner, bringing different topics, and so forth. They also suggested that the teacher should need to adopt a stricter attitude to avoid too much noise during collaborative work, force silent ones more to participate in, assign students to prepare some materials as an extension activity, to add but a few. Perhaps interesting to note is the following suggestion about the centralised role of the teacher to monitor and stimulate group discussions:

Because sometimes the topic turns out to be unproductive, we cannot find different questions to ask each other. You sometimes come and ask questions. Then it becomes productive. That dullness goes away. [A male participant, Group B, 4th May, 2016]

4.4.2. Retrospective Participant Report

The participants were also asked to provide their ideas about the course week by week regarding the topics, activities and tasks, materials, possible course gains, possible difficulties/course weaknesses, the most and the least liked thing, general week evaluation, and suggestions. The findings are presented theme by theme below.

4.4.2.1. Topics

All comments of the participants regarding the topics of all weeks were analysed and the findings were tabulated and presented in the following table.

Table 21: Encoded Participant Comments on Topics

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
Week 1	easy to understand	29	not arousing interest/boring topics	20	46
	interesting	16	too easy	1	
	enjoyable	9	open to interpretation	1	
	familiar topic	5			
	important	5			
	good	4			
	easy to state an opinion on	4			
	informative	3			
	thought-provoking	1			
Week 2	interesting	18	boring	3	29
	easy to understand	16	difficult	1	
	enjoyable	11			
	informative	7			
	unusual	1			
	stimulating	2			
	open to discussion/comment	1			
	useful	1			
	encouraging ss to participate in	1			
Week 3	enjoyable	23	difficult/confusing	15	39
	interesting	16	boring/not interesting	5	
	easy to understand	12	stuck with language issue	2	
	increasing awareness	8			
	suitable group discussions	4			
	encouraging Ss to participate more	4			
	informative	2			
	useful	2			
	allowing competitiveness	1			
Week 4	easy to understand	22	boring	6	36
	interesting	13	difficult	2	
	enjoyable	11	repetitive	2	
	informative	9			
	important	5			
	familiar	5			
	related to the department	1			
	open to discussion	1			
Week 5	easy	7	-		11
	interesting	4			
	enjoyable	4			
	informative	3			
	familiar	3			
	novel	2			
	increasing awareness	1			
	effective for discussion	1			
Week 6	interesting	22	boring	4	47
	easy to understand	22	challenging	1	
	important/necessary to focus on	14	unnecessary	1	
	open to discussion	7			
	enjoyable	7			
	useful	5			
	informative	4			
	current	3			

Table 21 (Continued)

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
Week 6	complementary (each other)	1			47
Week 7	current	7			12
	important	5			
	easy to understand	5			
	interesting	5			
	relevant to their life	2			
	useful	2			
	enjoyable	2			
	touching	1			
Week 8	interesting	23	boring	4	44
	easy to understand	22	repetitive	1	
	enjoyable	13	difficult to understand	1	
	informative	4	known by everybody	1	
	open to discussion	1			
	relevant to their life	1			
	including variety	1			
	useful	1			
	current	1			
	familiar	1			
Week 9	interesting	23	boring	8	45
	easy to understand	14	difficult to comment on (sensitive)	4	
	informative	6	difficult to understand	3	
	enjoyable	5	simple	1	
	relevant to their life	4			
	useful	4			
	current	3			
	familiar	2			
	open to discussion	2			
	different	1			
	important	1			
Week10	interesting	22	difficult to understand	1	36
	informative	19	boring	1	
	easy to understand	11	limited	1	
	enjoyable	10			
	crucial/important	3			
	useful	3			
	creative	1			
	energising	1			
		615		86	
		87.7%		12.2%	
Total				701	

As is seen in the table reporting the tabulated codes week by week, the topics of the first week, i.e., domains of English use, reasons why English is a global language and the future of English, were mostly found easy to understand (N=29 out of totally 46 participants providing comment on the topics of the first week), yet boring (N=20). Although it was frequently stated that these topics did not really arouse interest, they still

produced several positive codes about these topics: interesting (N=16), increasing awareness/expanding horizon (N=12), enjoyable (N=9), important/necessary to learn (N=7), familiar (N=5), easy to state an opinion on (N=4), good (N=4) and thought-provoking (N=1). As the following comments illustrate, it was easy for them to understand these topics as they are current issues on which everybody can state an opinion on. Yet, the general and easy nature and too much statistical information in the quiz activity led to boredom in some:

> It was easy to understand, because these are known by everybody and everybody can state their opinion on. [P1, female]

> It was easy to understand, but I cannot say that they attracted my attention much, because although these were general and current issues, they were not attractive enough. [P2, female]

> They were easy to understand. Learning all these about the language that I have been learning attracts my attention. For example, I learned some statistics and I learned that English is more common around the world than I guessed. [P16, female]

> It was easy but boring for me. Theoretical topics do not attract my attention. There may be a little bit more different topics. [P42, female]

The participants were found to be much more positive about the topics of the second week, i.e., the term Englishes, different status of English, tongue surgery to get rid of accent and various English accents. Several positive codes were counted that show that the topics were interesting (N=18, of totally 29 participants providing comment on the topics of the second week), easy to understand (N=16), enjoyable (N=11), informative/increasing awareness (N=7), and so forth. Far less students found the topics boring (N=3), and difficult to understand (N=1). The attention grabbing, stimulating and informative nature of the topics are reflected in the following quotes:

> I think these topics are enjoyable, because before I listened to different accents, I was thinking that I could differentiate them, but I understood that I am not that much familiar with them. [P3, female]

> The topics of this week were more interesting. Understanding the difference between English as a mother tongue, a second language, and a foreign language increased awareness. The topic about the tongue surgery connected me to the course more. [P4, female]

> The topics were interesting and easy to understand. Accent differences in the film, the spread of English on the map, and the tendency of Chinese to have surgery to change their accent were interesting. Having discussions about these on Facebook were both easier and more enjoyable. [P9, male]

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The content analysis of the retrospective reports on the topics of the third week, i.e., English language change, English accent variety, English ownership and the concept of the native speaker, revealed that the overwhelming attitude towards these topics were positive. They were found enjoyable (N=39 out of 39 participants who provided comments on the topics of the third week), interesting (N=16), easy to understand (N=12), awareness increasing (N=8), and stimulating group discussions and classroom participation (N=4, respectively). One of the participants vehemently expressed how these polemical topics on the distinction between NS and NNS encouraged her to participate into classes:

> Oh, they were incredibly enjoyable, polemical, and appropriate for group discussion. When they are so, efficiency hits record high. Also if a topic is easy to understand, my desire to be active increases. The girl inside me that skips into everything comes to light. [P2, female]

The topics of the third week were not without blemish in that a higher number of participants (N=15, out of 39) expressed their uneasiness about the confusing nature of the concepts NS and NNS. The following comments show this dilemma and also boredom resulting from successive discussions on language issue for three weeks:

> The topics of these weeks were generally good no matter how they were stuck with 'language' issue. They were topics that could be made enjoyable with activities. Particularly, the topic NS and NNS was very enjoyable. But I cannot say that I enjoyed the activity about accents, and this may result from lack of interest in the topic. [P6, female]

> It's a little bit difficult to understand. Particularly, when we were discussing the topic on NS and NNS, we couldn't reach a conclusion, but still discussing and approaching this issue from different perspectives are useful for brainstorming. When it comes to accents, I realised that I was mistaken in thinking that I could differentiate them. Doing these kinds of things helps us learn these accents in time. [P12, female]

As is seen in Table 21, the topics of the fourth week, i.e., the concept of culture, culture categories (small c and big C), intercultural communication accidents and cultural content of instructional materials, were generally found to be the easiest one among the first four weeks (N=22, out of 36), interesting (N=13), enjoyable (N=11) and awareness raising (N=9). This easiness may result from their familiarity with culture, as illustrated below:

> The topics were easy to understand, because culture is an issue that we are already aware of. We learned how to categorise it. [P11, female]

> The topic 'What is Culture?' was the easiest one. It was a little bit difficult to understand the topic of cross-culture. Facebook discussions were a little bit boring. [P23, male]

However, six participants commented that as the course topics had similar nature, and sometimes they were repetitive (N=2), they found them boring. This complaint is reflected in the following quote:

> The topics focused on this week were generally boring, because since we started school, we have been insistently taught these topics. At the outset, it was enjoyable as we were not familiar with them, but now they are so ordinary. Therefore, if a different topic had been chosen, I would have loved it. [P20, female]

The comments of all 11 participants on the topics of the fifth week, i.e., the concept etiquette, comparison between the local and world cultures and culture shock, were all positive yet limited due to low participation. Similar to the other topics of the earlier weeks, they were found easy (N=7) and interesting (N=4). The following comments reflect that familiarity with Turkish culture made the process easy for them, and putting themselves into the shoes of an American and comparing Turkish culture with the American one was interesting:

> It was easy to understand, because these are our culture, I mean things we are familiar with. However, looking at the issue from the perspective of an American was different. [P5, female]

> I think the topics were quite interesting and easy to understand, because it was enjoyable to learn the etiquettes of different nations. It was more interesting to learn different things about our country. [P6, female]

In parallel with earlier weeks, the topics of the sixth week, i.e., ELT in Turkey, imported language teachers and language education policies, were generally found easy and interesting (N=22, out of 47, for both categories). The participants also reported that these topics were open to discussion (N=7), and thus enjoyable (N=7). Perhaps interesting to note is the high frequency of the code "important" (N=14). Several participants commented that as these were directly related to their life and future professional career, they, particularly the problems of ELT in Turkey, need to be discussed in detail. One participant stated, for instance:

The issue we dealt with this week is important for our county and a problematic area in many respects. Therefore, I think that it is important to discuss this topic. In this way, we saw problems in language instruction in our country. [P30, female]

Besides, another participant touched on the importance of novelty, stating that moving away from similar topics, i.e., language and culture ownership, helped her become interested again:

I participated in all activities, and the topics this week were quite understandable and informative. I started to get bored a little bit as we had focused on the same topics, but as they gradually become both current and enjoyable, I enjoy the course and learn, even a little. [P2, female]

Although an overwhelming majority found the issues appropriate to bring to the classroom, there were a few who thought that these negative issues, i.e., ELT problems in Turkey, did not attract their attention and enable them to produce ideas, and one found them irrelevant to the departmental courses:

Language education system in Turkey didn't appeal to me, because frankly speaking there is nothing pleasing in language education in Turkey. Therefore, we racked our brains but couldn't find anything. Our minds went black. [P21, female]

The topics were boring. Now, they start to deviate from departmental topics. This, in general, makes topics boring. [P44, male]

All of the participants (N=12) provided positive comments about the topics of the seventh week, i.e., global issues and Syrian refugee problem: current (N=7), important to deal with (N=5), easy (N=5), interesting (N=5), relevant to their life (N02), useful (N=2), enjoyable (N=2) and touching (N=1). The following quotes illustrate the importance of integrating global issues into language classes:

The issue concerns us closely because war is at our borders and everyday refugees are inflowing. Thus, it was neither boring nor difficult to understand. [P4, female]

The video clip on Syria was very touching. Besides, I think that it is a topic that everybody needs to have information on. I think it is a big humanitarian plight. [P9, female]

Similarly, the participants were found to be mostly positive about the topics of the eighth week, i.e., the concept of European Capital of Culture and Istanbul as the European capital of Culture in 2010. Some found them enjoyable (N=13, out of 44 participants), and

informative (N=4). Variety in the class and details about local culture were found to add to its value:

> Topics were various. Dealing with Istanbul, CNN, and culture together rather than being stuck with only one topic frees us from boredom, because getting stuck with one topic disinclines us, but variety in topics increases our interest. [P9, female]

> I think the topics of this week were more interesting, because when we turn towards our own culture, it becomes enjoyable and pleasing to hear and see from us. [P17, female]

However, four participants drew attention to boredom (N=4) and the repetitive nature of discussions:

> It was easy to understand the topic, but our comments were repetitive. The reason was that we had similar ideas about the topic. [P26, female]

As is seen in the results presented in Table 21, the topics of the ninth week, i.e., marriage, living together before getting married and the roles of females and males in marriage, were found both interesting (N=23 out of 45), and easy to understand (N=14). The positive codes are more or less the same with the ones in previous weeks in that these topics were described as informative (N=6), enjoyable (N=5), useful (N=4), current (N=3), to list but a few. The following two quotes are illustrative of this positive picture:

> The topics were nice. For example, wedding ceremonies in 13 different countries were really nice, to me. Discussion of them was also really enjoyable. [P33, female]

> They were interesting, easy to comprehend, and open to discussion. As everybody had different ideas about marriage, it was a topic that could be discussed long. [P42, male]

Although the overwhelming majority were found positive, there were negative aspects, too. Boredom was mentioned 8 times, and the topics were found to be difficult to comment on (N=4) due to its sensitive nature in Turkish culture and difficult to understand (N=3), as illustrated below:

> I participated all sessions, and I think the first topic (living together before marriage) was very boring. I was hesitant to speak- normally I don't like speaking, too, because I don't think in the same way other people around me. Different weddings were more normal. [P16, female]

I didn't really like the topic this week, because marriage and issues before marriage are very sensitive topics. To me, this is not a social but personal situation. For example, I am against living together before marriage. [P28, female]

The overwhelming attitude towards the topics of the last week, i.e., intercultural communication breakdowns and hand gestures in different world cultures, was positive in that they were found to be interesting (N=22 out of 36), informative (N=19), easy (N=11), and enjoyable (N=10). One participant's comment can best summarise all these positive effects:

To me, it was the most productive week because we learned really crucial things. We learned that the hand gestures are not the same in different countries. They were necessary things. [P2, female]

Overall, the participants were found to be generally positive about the topics of this 10-week procedure. The topics were mostly described as easy to comprehend, interesting, enjoyable, informative and awareness rising. Yet, some topics were not liked by a minority of participants as they were found to be boring, confusing, repetitive, usual, sensitive and limited.

4.4.2.2. Activities and Tasks

The participants were also asked to evaluate the previous week every week, and their comments in these retrospective self-reports are encoded and tabulated below.

Table 22: Encoded Participant Comments on Tasks and Activities

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
Week 1	effective	21	repetitive	6	**46**
	entertaining	20	boring	6	
	important	16	difficult	2	
	enough	8	long	1	
	informative	7	noisy	1	
	useful	3	unnecessary	1	
	good	3	a few	1	
	new	2	far-fetched	1	
	activating	2	imposition	1	
	interesting	2			
	easy to understand	1			
	constructive	2			
	catchy/interesting	1			
	purposive	1			
Week 2	entertaining	14	boring	4	**29**
	effective	13	repetitive	3	
	enough	9	not enough	1	
	informative	8	far-fetched	1	
	important	4	extrinsic motivation	1	
	good	3	obfuscatory	1	
	interesting	2	catchy	1	
	new	2	tiresome	1	
	easy to understand	1			
	providing self-confidence	1			
	clear	1			
	related to each other	1			
	productive	1			
Week 3	entertaining	25	difficult	4	**39**
	effective	11	confusing	3	
	informative	9	boring	2	
	important	6	repetitive	2	
	useful	5	incomplete	2	
	enough	5	long	2	
	encouraging to speak/participate more	3	anxiety-breeding	1	
	motivating	2	conflicting	1	
	easy	1			
	thought-provoking	1			
	interesting	1			
	new	1			
	good	1			
Week 4	entertaining	19	difficult	2	**36**
	effective	15	complex	1	
	informative	9	boring	1	
	enough	7	familiar	1	
	important	5	repetitive	1	
	new	3			
	thought-provoking	2			
	interesting	2			
	encouraging to think and speak	2			
	good	1			
	keep awakening	1			
	easy	1			
	entertaining	7	-		

Table 22 (Continued)

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
Week 5	effective	5			**11**
	informative	2			
	important	2			
	enough	3			
Week 5	useful	2			11
	motivating to speak	1			
	new	1			
	interesting	1			
Week 6	entertaining	21	difficult	4	**47**
	effective	14	repetitive	3	
	enough	10	boring	3	
	informative	8	limited	1	
	important	8			
	useful	7			
	interesting	3			
	thought-provoking	3			
	enabling to learn different perspectives	3			
	new	2			
	good	1			
	relaxing/reducing anxiety	1			
	activating Ss	1			
	exciting	1			
	entertaining	7	boring	2	
	effective	6			
Week 7	enough	5			**12**
	important	4			
	good	4			
	encouraging to participate	2			
	interesting	2			
	time-saving	1			
	original	1			
	clear	1			
	various	1			
	new	1			
	informative	1			
Week 8	entertaining	26	boring	5	**44**
	effective	14	difficult	2	
	informative	11	repetitive	1	
	enough	10	unnecessary	1	
	interesting	6			
	good	4			
	allowing creative products	3			
	important	3			
	thought-provoking	2			
	new	2			
	clear	2			
	motivating	2			
	earning a different perspective	1			
	rich	1			
	helping understanding	1			
	smooth	1			
	Increasing self-confidence	1			
	easy	1			
Week 9	entertaining	29	boring	10	**45**
	enough	11	Time problems/too much	3	
	effective	10	difficult	1	
	informative	9	Not enough	1	

Table 22 (Continued)

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
	interesting	4	complex	1	
	important	3	repetitive	1	
	increasing awareness	2	ineffective	1	
	good	2			
	socialising individuals	1			
	Integrating skills	1			
	new	1			
	clear	1			
	related to the course				
Week10	entertaining	24	repetitive	3	
	effective	16	Too easy	1	
	enough	9	difficult	1	
	informative	6	Not enough	1	
	interesting	5	unimportant	1	**36**
	good	4	boring	1	
	important for the future	4	limited	1	
	easy	2			
	reinforcing each other	1			
		664		**105**	
		86.3%		**13.6%**	
Total				**769**	

The activities and tasks in the first week, i.e., making guesses about English uses, reasons for its spread, talking about motivation to learn it and commenting on the future of English on Facebook, were generally described as effective (N=21, out of 46), entertaining (N=20), important (N=15), and enough (N=8). One participant's comments can best summarise the general attitude towards them:

> I thing they were important, enough, and entertaining, because the fact that English is a global language was an important topic. Discussing the topic in groups was enjoyable. It was enough because I learned why English is a global language and many other things. [P1, female]

However, there were some who found the Facebook activity repetitive (N=6), and thus boring (N=6). They commented that there was nothing new in the discussions on the social media as they repeated what they had done in the classroom:

> Most of the things done are effective, but I find some activities far-fetched. They are designed to make the class enjoyable and to me they are enough. However, I see participation in class activities on Facebook as an imposition. And we deal with the things we have focused on in the classroom and this is repetitive. [P37, female]

> They [the activities] were divided into three. First, to me the quiz part was enjoyable. I found the second part, though, more informative. Other than these the last part on Facebook was interesting at the beginning, but later it fell into repetition, I think. [P39, female]

To me, they were repetitive. We again read what had been said in the class in the comments because the topic was roughly the same. [P46, female]

Similar to Week 1, the activities and tasks of the second week, i.e., discussing the concept of English, reading a text on different status of English, reading a news report on tongue surgery and watching a short international scene form the film Pink Panther and discussing it, were found entertaining (N=14, out of 29), effective (N=13), enough (N=9) and informative (N=8). However, although the Facebook activity was found more attractive due to the material, i.e., a film, still some found it boring (N=4) and repetitive (N=3), as illustrated below:

The activities that we did this week were effective but not enough, because the course duration is too short to do enough activities. I don't like Facebook activity. They seem to me far-fetched. The topics shared on Facebook are enjoyable, but most of the comments are the same and I think that most of the students make comments there because of grade anxiety. [P18, female]

The overwhelming descriptor for the activities of the third week, i.e., playing an accent guess game, reading a text on different Englishes, discussing language ownership, and having a group discussion on a hypothetical situation about whom should be employed as an English teacher, and discussing the position of NS and NNS on Facebook, was entertaining (N=25 out of 39). It seems that most like the accent guess game and group discussions as they motivated them to participate more:

The activity that I most liked was of course the discussion on native/non-native [teacher]. We both really learned-maybe we were confused, though- and enjoyed, because the activity was really thought-provoking and controlling not how much we know but how we can express. [P6, female]

I think the activities were really enjoyable. Having a monotonous class bores students. As we spend time by creating groups and playing games, we are more active, I think. [P15, female]

However, still some felt uneasy and confused (N=3) not to have a clear-cut definition of the term native-speaker, and thus found the activity on teacher candidate difficult (N=4), incomplete (N=2) and conflicting (N=1):

We did the activity to choose among 10 candidates as a group. Everybody fell out with each other. They got angry with each other and didn't make a comment. Actually, it was

easy, but we couldn't learn which one was the correct answer at the end of the course. [P11, female]

The activities of the fourth week, i.e., talking about culture, reading a text on the categories of culture, analysing some critical incidents as a group work and putting oneself in the shoes of a book designer and providing opinion about which cultural elements to integrate into it on Facebook, appeared to be entertaining (N=19 out of 36), effective (N=15), informative (N=9), satisfactory enough (N=7), important (N=5) and new (N=3). One participant commented on the use and importance of them as follows:

> They are important. I think the topics of what culture is and cross-cultural conflicts are related to our department and I got information that can help me in the future. [P26, female]

In line with previous weeks, some expressed their uneasiness with Facebook activities. For instance, the following participant made a comparison between classroom sessions and Facebook activity on Facebook, saying that the later was confusing for him:

> Facebook was confusing and difficult, as always, because the more I read others' comments, the more perplexed I got. Group activity in the classroom was easier and more enjoyable. [P8, male]

Although the participation in retrospective evaluation report writing was low, the overwhelming attitude towards the activities and tasks of the fifth week, i.e., talking about the concept of etiquette, comparing and contrasting different etiquettes of Turkey and other countries and choosing the most interesting culture shock story from a website and commenting on it on Facebook, were positive. The following quote best reflects this positive attitude:

> They were effective and enough. In the first session of the week, the concept etiquette and that it changes from country to country were informative, and it was positive for me to compare and contrast [the local culture] with other cultures. [P11, female]

The comments about the activities of the sixth week, i.e., reading a report on the current situation of ELT in Turkey, having a debate on the project of MoNE to import NS teachers and declaring the results on Facebook, show that almost all of them appeared to like the debate activity in that it was entertaining (N=21 out of 47). They thought that they were effective (N=14), in that they learned new things (N=8), improved their speaking

(N=7), had chance to hear different perspectives (N=3), and so forth. The following quotes reflect how the activities enabled them to hear different voices on a very important issue entertainingly:

> This week there was nothing boring, including the Facebook activity. As they were about topics that attract us all, they were entertaining. I have always loved debates. It encourages those who normally don't speak. [P3, male]

> We had a debate as an activity. It was the most entertaining part because an idea against mine or any other and conflicting with ourselves sometimes, thus, is very enjoyable. [P9, female]

Despite this positive stance, some found them difficult (N=4), repetitive (N=3) and boring (N=3). For instance, the following two participants said to have found it challenging and boring on account of their weak speaking skills, and thus not contributing much:

> The debate was difficult because the students with low speaking proficiency couldn't speak. Well, tome, it was a little bit useless. Discussing the education system was more effective because I had some contributions. [P16, male]

> The activity was in the style of discussion. As I cannot speak English well, I can say that it was a little bit difficult and boring. [P22, female]

The activities were talking about world problems, watching a short introduction film on Syrian refugees, doing a listening (video) activity and writing a letter to United Nations offering solutions for this refugee problem. As the number of the participants commenting on the seventh week was low (N=12), it was not possible to have a complete understanding. Yet, nearly all were positive about the activities as various tasks activated them to make them heard and convince others, as illustrated below:

> We had conflicts with friends about the accent of Ahmet Davutoglu. This discussion went on after the one on Facebook. It was definitely not boring, and even I can say that it was enjoyable, because everybody supported their ideas harshly and tried to make the others accept theirs. The idea to write a letter to UN was very original. [P4, female]

> They were good. We didn't constantly have paper work. Videos were nice. They were enough. They were not repetitive. You diversified them by skipping from part to part. [P8, male]

However, two participants were found negative not because of the activities but because of the sensitive nature of the topics discussed. This uneasiness is reflected in the following quote:

> The videos used were good. I felt a little bit bored in the first session because the videos were short and they include tragic content, but the remaining sessions were enjoyable and effective. [P6, male]

The overall attitude towards the activities of the eighth week, i.e., watching an introductory video on Istanbul as the European Capital of Culture, watching an interview between a local figure and a CNN reported and doing a listening activity, and preparing a bid book for the European Capital of Culture competition in 2016, were positive as the issues of the videos were believed to add colour and turn them into enjoyable activities (N=26 out of 44), and preparing bid books promoted their creativity. One related comment is presented below:

> It was enjoyable to prepare a bid book of a city that we want to be chosen as a capital of culture. I think new and creative things were produced. Of course, skill as a factor should not be forgotten in this creativity. [P37, female]

In addition to these, one participant stated how her self-confidence increased thanks to the materials used in the video watching and listening activity:

> The topic of this week was important as it was cultural, informative, effective, and important Watching videos including interviews with Turks is very important for me because when I listen to or watch them, my self-confidence increases. [P20, female]

Yet, there were a few who found some activities boring (N=5) and difficult (N=2) due to their familiarity with Istanbul and the difficulty to understand the videos including accented and fast speech.

Similar to earlier weeks, the comments about the activities and tasks of the ninth week, i.e., discussion on living together before marriage, listening to the ideas of people from different cultures, watching a video on Turkish weddings and reading and discussing texts on wedding customs in different cultures, were positive in that they found them entertaining (N=29 out of 45), enough (N=11), effective (N=10), informative (N=9) and so forth. One participant's comment can present a summary of these positive comments:

> They were effective and important, because they were not focused on only one activity [skills]; listening and speaking were integrated. [P11, female]

Perhaps interesting to note is that more participants expressed their boredom (N=10) and time-related limitations (N=3). The comment of the following participant shows time factor in that she honestly expressed how she liked the activities at the beginning of the term but started to feel bored through the end of the term:

> At the very beginning, the tasks and activities were good. Later, they started to be boring. I love my teacher a lot. What I say should not hurt her. This is not personal, but the course started to be boring. I don't know whether the other friends are writing, but most think in this way. [P24, female]

Three more participants drew attention to the use of many reading texts, i.e., 13 different wedding ceremonies text, and thus time-related problems. For instance:

> It was enjoyable but a very broad activity. We had time problems. But this may be because it was a group activity. As everybody's pace is different, we needed to wait for some. [P18, female]

Generally, in line with the comments of the earlier weeks, the evaluative reports about the activities of the last week, i.e., analysing critical incidents on communication breakdowns and watching a video on hand gestures in different cultures and comparing them with the ones in Turkey, were regarded positive. The integration of videos on different cultures and the possible benefits on their future interactions seemed to motivate them, as illustrated in the following comment:

> This week the activities were entertaining, interesting, and illustrative. These were things that could serve well for the future. And I learned some new things about the cultures that I want to know better. [P20, female]

However, some (N=3) expressed their uneasiness with critical incident analysis as they had done a similar activity before and focused on similar issues in some other courses:

> Generally, they were entertaining. However, they were somehow repetitive. As we had talked about critical incidents before, it was boring to speak again. [P6, female]

> As we sometimes touch on these in other courses, they were a little bit repetitive, yet learning different things was enjoyable. Critical incidents are more productive in this regard because it becomes understandable with events and persons. [P28, female]

Overall, the activities and tasks such as group discussions, debates, games and video watching activities were liked by the participants as they motivated them to

participate in classes, taught them new things, and provided them with chance to hear different perspectives. However, an interesting finding was that they did not like Facebook activities due to the repetitive nature of topics, inability to catch up with all these staff, their anxiety to make grammatical mistakes, rivalry and the fear to be inferior to their peers and confusion resulting from reading all comments written before them.

4.4.2.3. Instructional Materials

The participants were also asked to evaluate the instructional materials used every week. Table 23 presents the encoded comments on materials.

Table 23: Encoded Participant Comments on Instructional Materials

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
Week 1	beneficial	30	lacking visuals	8	**46**
	effective	8	insufficient	1	
	enough/satisfying	8	contributing nothing	2	
	informative	5	difficult to understand	2	
	enjoyable	2	untidy	1	
	encouraging discussion	2	not integrating listening and writing	1	
	drawing attention	1	non-current	1	
	teaching vocabulary	1			
	improving creative thinking	1			
	meaningful	1			
	clear to understand	1			
	helping concentration	1			
	diverse	1			
	appropriate for Ss level	1			
	whenever and wherever used	1			
	good	1			
Week 2	beneficial	16	lacking visuals	6	**29**
	effective	7	useless (Facebook)	2	
	satisfactory	3	difficult to reach on Facebook	1	
	including necessary words	1	needing extra focus on phonetics	1	
	informative	2	using short series of films	1	
	clear to understand	1	lacking diverse texts	1	
	spot-on materials	1	boring	1	
	memorable	1			
	enjoyable	1			
	helping understand the class	1			
Week 3	beneficial	23	need for more visuals	5	**39**
	effective	9	useless (Facebook)	1	
	satisfying/enough	6	insufficient	1	
	entertaining	5	need for variety in content	1	
	clarifying	3	usual	1	
	good	3	passivising Ss (Facebook)	1	
	memorable	2	ineffective	1	
	activating learners	2			
	informative	2			
	thought-provoking	2			
	improving skills	1			

Table 23 (Continued)

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
	diverse	1			
Week 4	beneficial	16	need for more visuals	5	**36**
	effective	10	not diversified	4	
	informative	5	useless	1	
	helping focusing on class	5			
	satisfying/enough	4			
	entertaining	4			
	helping them understand	2			
	encouraging to discuss more	1			
Week 5	effective	6	-		**11**
	drawing attention	3			
	beneficial	3			
	entertaining	1			
	memorable	1			
	satisfying/enough	1			
	avoiding monotony	1			
	increasing perception efficiency	1			
	easy to read	1			
Week 6	beneficial	26	need for more visuals	8	**47**
	effective	13	monotony/not diversified	4	
	informative	12	boring	1	
	satisfying/enough	4	too long	1	
	helping them understand better	3			
	helping them focus on	2			
	easy to understand	2			
	memorable	1			
	interesting	1			
Week 7	beneficial	8	-		**12**
	effective	5			
	good	4			
	adding liveliness	1			
	informative	1			
	improving listening	1			
	eye-pleasing	1			
	drawing attention	1			
Week 8	beneficial	26	too much	1	**44**
	effective	12	repetitive (Facebook)	1	
	satisfactory/enough	7			
	arousing interest	6			
	good	5			
	easy to understand	4			
	enjoyable	3			
	informative	3			
	diversified	3			
	related to the topic	2			
	activating the class	2			
	rich	1			
	helping instruction	1			
	providing audio and visual gaining	1			
	improving listening	1			
	adding colour to the class	1			
Week 9	beneficial	26	need for more visuals	3	**45**
	effective	16	boring	3	
	satisfactory/enough	10	useless	2	
	informative	7	useless(facebook)	2	
	improving listening	4	ineffective	1	
	enjoyable	4	too much loaded	1	
	concrete	3			

Table 23 (Continued)

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
	arousing interest	3			
	helping understanding	2			
	improving speaking	1			
	improving reading	1			
	keeping learners focused	1			
	reinforcing	1			
	good	1			
	increasing course productivity	1			
	interesting	1			
	related to the topic	1			
	complementing each other	1			
Week10	beneficial	19	difficult	1	
	effective	12	limited content/more examples	1	
	satisfactory	12			
	good	7			**36**
	informative	6			
	diversified	4			
	entertaining	4			
Week 10	memorable	2			
	arousing interest	2			
	helping understanding	2			
	important	1			**36**
	making the class meaningful	1			
	clear	1			
		542			80
		87.4%			12.8%
Total					622

As is seen in the table above, the course materials of the first week, i.e., a quiz sheet, an simplified article on English use, writing help sheet and the Facebook page, were found beneficial (N=30 out of 46) as they were believed to be informative and satisfactory. However, still some (N=8) touched on the importance that visuals such as videos and photos could add colour to the class. One student also commented on that the quiz sheet needed to be revised and updated:

> I think the materials used are as effective as the topics. Monotony couldn't help clarify this topic. We learned both how much we know and how much we could learn. The use of diverse activities helped memorability. [P9, female]

> The article could have been more current. There are many differences between 2003 and 2016. Of course the materials were beneficial. In the end, we learned the role of English in the world. [P41, male]

Similar to Week 1, the course materials in the second week, i.e., a reading passage on different roles of English, a news report on tongue surgery, a speaking help sheet and

the film Pink Panther on Facebook, were found useful (N=16 out of 29). Yet, there were still some who pleaded for more visuals (N=6). The following two participants commented that they increased their awareness and added variety to the class:

> The materials were useful. Even the choice of materials was spot-on. I believe that the film served well for us to be aware of different accents. [P17, female]

> To me, they were quite good in that they avoided getting English monotonous. This is because it is forgotten and cannot be memorable when it is read from a book. But we can really internalise them with activities. [P21, female]

The participants produced several positive codes about the course materials of the third week, including audio documents on different accents, a reading text on English diversity, handout for group activity and the Facebook page. Some found them beneficial (N=23 out of 39), effective (N=9), satisfying (N=6), entertaining (N=5), and so forth. Although being fewer than earlier weeks, 5 participants touched on the importance of adding more visuals to the class. The following two quotes can best summarise these findings:

> Of course they were beneficial. I really like that you design activities every week. I am happy that we do not have a coursebook for this class. Yes, coursebook is a good material for some courses, but when we have books, we depend on it and monotony arises. [P2, female]

> As I mentioned earlier, personally I think that if we use more visuals and audio materials, the course will be more beneficial. The visual and audio materials used in the accent game and activity on vacancy fora teacher were quite useful for me. [P5, male]

The comments about the course materials of the fourth week, i.e., a reading passage on culture categorisation, papers including critical incidents and the Facebook page, were similar to the ones in the previous weeks. They were found generally beneficial. Yet, there were some negative ones who reported that they were not diversified (N=4), and more visuals and audio materials (N=5) needed to be integrated. The following quotes reflect the attitudes of the both parties:

> The text we read was informative, to me. And our Facebook discussion about culture was very useful. I think that Facebook discussions are generally beneficial. I think I cannot express myself orally, and this Facebook is really beneficial for me. [P33, female]

> We didn't use diversified coursebook materials. Of course we are using Facebook additionally. Discussions are generally made there. We didn't have material richness other than this. [P20, female]

Although there were limited number of participants (N=11) who provided retrospective evaluation on course materials of the fifth week, i.e., papers on which different etiquettes were written in large font, a speaking help sheet, a website and the Facebook page, they were all positive:

> They were beneficial and effective, because coloured materials avoided monotony and helped us focus on. They increased perception efficiency both visually and orally. [P6, female]
> As I mentioned above, I think coloured papers are very effective. I also think that large font made it easy for us to read. [P9, female]

The participants were found to be generally positive about the course materials in the sixth week, i.e., a report on the language education policies of MoNE, a newspaper article, a speaking help sheet, a brainstorming template and the Facebook page. Different than the other weeks, there were more participants who said that they learned many things from the report and the newspaper article (N=12 out of 47). Still, 8 wanted the teacher to integrate more visuals such as videos to the class, and the need to diversify materials was touched upon four times:

> I think materials are a little bit monotonous. It is sometimes boring to move with reports, newspaper articles, etc. I believe that they gradually become ineffective. I support diversification. [P2, female]

> As the topics are interesting, current, and enjoyable, I wish they had been supported with visual elements (such as video) so that they can attract more attention and become beneficial for us. [P7, female]

In the seventh week, several instructional materials were used, namely an introduction film on the Syrian crisis, a video on an interview between then Prime Minister Ahmet Davutoğlu and a CNN news reporter, a speaking help sheet and the Facebook page. All the participants were found to be satisfied with this diversification, as represented below:

> They were very good and effective. I am a person that attaches great importance to visuality. The video was good. The first video we watched was also effective. [P8, male]

Our teacher works heartily to use materials in the class [a symbol for smiling face]. They Syrian video was really impressive. To me, it was the most beneficial one. But this doesn't mean that the video on Davutoglu was vain. We analysed accents there. [P9, female]

The participants' attitude was overwhelmingly positive towards the instructional materials of the eighth week, i.e., a simplified EU text on European Capital of Culture, an introduction film on Istanbul, a video on an interview between Turkish arts critic and a CNN reporter, a video on Turkish street foods, coloured papers, a speaking help sheet and the Facebook page. Out of 44, several found them beneficial (N=26) on account of the potential of the videos to add colour to the class with diversification (N=3), interest arousing (N=6) and making understanding easy (N=4). Only one student cautioned about boredom resulting too many videos. The following quotes are illustrative of this overwhelming satisfaction with the materials:

They were beneficial. You are the only lecturer who comes with handouts. This makes you more encouraging and equipped in our eyes. [P9, female]

I think that the videos and other visuals are effective in learning process because they arouse interest and I can easily focus on the class in this way. [P20, female]

We watched videos and read a text. Lecturer Sakire is very attentive and enthusiastic about materials. I think these are very good. They help permanent learning. They strengthen instruction. [P22, female]

One participant also drew attention to the improved quality of instructional materials week by week when she writes: "They are beneficial and effective. We have been learning with more videos and worksheets in the latest weeks, and there are more visuals" [P33, female].

The self-reports indicated that the participants were satisfied with the instructional materials in the ninth week, i.e., an audio record including ideas of people from different nationalities about living together before marriage, a video on Turkish weddings, short texts on wedding ceremonies and the Facebook page. The most frequent codes were beneficial (N=26), effective (N=16), satisfactory (N=10), improving language skills (N=6), and enjoyable (N=4). The following quotes can reflect this overwhelming satisfaction:

To me, similar to the activities the materials are impressive. Videos, visuals, audios were really good. The group work on diverse wedding ceremonies was useful because weddings and beliefs of different cultures are quite interesting. [P16, female]

Using a metaphor, one participant expressed her satisfaction vehemently as follows:

These materials are helpful, because this course is not like the ones 'read-answer'. Videos, audios, visuals, and information that come out at necessary intervals make this course well-supported. For example, if a usual course is a weather-beaten plain, this course is F16 [a symbol for smiling face]. [P18, female]

Similar to other weeks, the instructional materials of the last week, i.e., coloured papers including critical incidents and a video on hand gestures in different cultures, were generally liked by the participants. For instance, two participants expressed their pleasure as follows:

Yes, they were useful because we didn't only read or speak. The videos and visuals were good. This was what should happen in coursebook classes. [P6, female]

They were effective and useful. Particularly, the video on gestures was entertaining and informative. Similarly, the activity about reading and doing a group work on critical incidents was also informative. [P10, female]

Overall, the participants were generally satisfied with the instructional materials used in the 10-week process. Yet, their satisfaction appeared to increase when the lecturer integrated diverse materials such as videos into the class in the progressive weeks. In addition, there were several participants who were not happy with the use of the Facebook page as an educational environment.

4.4.2.4. Course Gains

The participants were also asked whether they had any gains from the course each week. The following includes the tabulated codes.

Table 24: Encoded Participant Comments on Course Gains

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
Week 1	getting information and increasing world knowledge	30	-		46
	having chance to express oneself	6			
	learning new vocabulary	5			
	learning different perspectives	5			
	knowing oneself better	4			
	feeling motivated to search for more	3			
	feeling encouraged to think	1			
	improving writing	1			
	improving grammar	1			
Week 2	getting information and increasing world knowledge	19	-		29
	getting familiar with different accents	10			
	knowing oneself better (realising weaknesses)	2			
	having chance to express oneself	1			
	increasing awareness	1			
	being a more curious person	1			
	learning new vocabulary	1			
	improving the ability to comment	1			
	improving pronunciation	1			
Week 3	getting familiar with different accents	25	repetitive nature and unclear ending	1	39
	getting information	11			
	knowing oneself better (weaknesses and strengths)	2			
	increasing awareness	2			
	improving critical thinking	2			
	learning how to collaborate	1			
	improving the ability to analyse	1			
	learning new words	1			
	learning different perspectives	1			
Week 3	feeling motivated to search more	1			39
	improving speaking	1			
	improving writing	1			
	increasing self-confidence	1			
Week 4	getting information	32	known topics	1	36
	having chance to think about local culture	1	no reason	1	
	participating more	1			
	improving speaking	1			
	learning how to think in English	1			
Week 5	getting information and increasing world knowledge	9	-		11
	seeing differences between home and world cultures	3			
	increasing awareness	1			
Week 6	getting new information and increasing world knowledge	24	nothing new	1	47
	improving speaking	9			
	learning different perspectives	8			
	having chance to express oneself	3			
	learning how to evaluate debate performance	2			
	improving creative thinking	2			
	increasing awareness	2			
	learning how to support one's idea	1			
	learning how to listen to others	1			
	learning new words	1			

Table 24 (Continued)

Week	Positive Codes	f	Negative Codes	f	Total Number of Participants
	thinking in English	1			
Week 7	having chance to express oneself	3	nothing new	1	12
	learning different perspectives	3			
	increasing awareness about current events	2			
	improving writing	2			
	improving listening	2			
	practicing English	1			
	increasing awareness	1			
	differentiating accents	1			
	creating solutions	1			
Week 8	getting new information and increasing world knowledge	23	not understanding the topics well	1	44
	improving listening	5	no explanation	1	
	looking from different perspectives	4			
	increasing awareness	3			
	improving speaking	2			
	getting familiar with different accents	1			
	learning new vocabulary	1			
	knowing oneself better	1			
Week 9	getting new information and increasing world knowledge	31	not drawing attention	1	45
	getting familiar with accents	7	no reason	3	
	learning different perspectives	3			
	improving speaking	2			
	learning how to be objective	1			
	feeling encouraged to speak more	1			
	increasing awareness	1			
	improving thinking	1			
Week10	getting new information	29	-		36
	increasing awareness of differences between local and other cultures	3			
	increasing awareness of cross-cultural communication breakdowns	3			
	knowing oneself better (weaknesses)	1			
	getting familiar with different accents	1			
	improving speaking	1			
	learning to be more tolerant	1			
		388		11	
		97.2%		2.7%	
Total				399	

Upon the analysis of the participants' comments about the learning outcomes of the first week, ten different positive codes were created. Most self-reported that they gained much information and their world knowledge improved (N=30 out of 46), and they had chance to learn different perspectives on the issue (N=5). Several others (N=11) touched on the improvement in their language skills, including vocabulary, grammar, and writing. 6 participants reported that they had chance to express themselves, and 2 touched on active participation. Besides, 3 said that the class encouraged them to search more outside the

school borders and learn new things. None of them stated that they had no gains from the sessions. The following quotes reflect some of these learning outcomes:

> Of course there were [outcomes]. I had chance to express myself and tell my ideas in English. I also think it was important regarding world knowledge. [P28, female]
>
> I learned the ideas of my friends and teacher about global language. At the same time I tested my knowledge and world knowledge. [P24, female]
>
> Yes. I learned what global language is. I learned the differences between second and foreign language. I learned why English is widespread around the world. [P33, female]

The comments about the second week showed that all participants had learning outcomes, and the most frequent ones were getting new information (N=19 out of 29) and getting familiar with different English accents (N=10). Two also commented how the course helped them know themselves better in that they could not differentiate accents. The following comments are representative of all:

> The most important outcome was that I realised why people create new accents and I had hints about the culture and mother tongues of people. [P1, female]
>
> Of course there were [benefits]. I have never heard the term 'Englishes' and I had no idea about how accents spread. [P26, female]

In parallel with the earlier weeks, the participants were found quite positive in that they listed several gains, the most frequent of which are getting familiar with English accents and differentiating them (N=25 out of 39) and getting new information (N=11). They were also some language gains. The following quotes are illustrative of these gains:

> I had been thinking that the easiest accent I could realise was Arab accent, but I realised that I couldn't. I had gains about accents. Also I think that my collaborative thinking and skill of analysis have improved in group works. Thanks (a symbol for smiling face) [P2, female]
>
> We conducted some group activities and spoke English. This gave me the chance to speak more and improve my speaking. Besides, as we went on social media I thought more and were exposed to [other comments of my peers], and my writing skill improved. [P29, male]

Yet there were some who expressed their unhappiness due to not having a clear idea about who native English speaker is. However, only one participant reported that she had no gains from this week due to talking about similar topics every week and having no

certain answer about NS identity: "I had no gains. How can speaking about the same topics for weeks earn one gains? Besides, we had no certain answer about who native speaker/non-native speaker is" [P10, female].

32 out of 36 participants reported that they learned new things in the fourth week, and they had chance to think about the local culture, participated in the class more, improved speaking and thought in English (N=1, for each). Only 2 participants said that they had no gains, and one explained that as he was familiar with the topic, he learned nothing new. The comment of the following participant reflects the overall tendency: "Yes, there were. I learned what small c and capital C cultures are and their differences. I learned the concept culture has no clear definition and cross-cultural conflicts" [P32, female].

Similarly, in their comments about the fifth week, the participants drew attention to getting new knowledge and improving their world knowledge (N=9 out of 11), realising the differences between their own and other cultures (N=3) and increasing awareness about cross-cultural misunderstandings (N=1). This realisation is reflected in one of the comments: "Yes, I learned the etiquettes in different cultures. Besides, today I learned a behaviour that I didn't know about my own culture" [P8, female]

The gains of the sixth week were mostly about speaking on account of the nature of the sessions, i.e., discussions and debate. 24 participants out of 47 reported that they learned the problems of ELT and the steps that were planned to be taken in Turkey. It was also found that the debate activity improved their speaking (N=9), enabled them to hear different perspectives (N=8) and gave them chance to express themselves (N=3). Only one participant was found to be negative as he thought that there was nothing new for him, thus no gains. This contribution on particularly speaking is reflected below:

> I think that I improved myself about debate. It was a good week for one who doesn't like speaking too much like me. [P33, male]

> Yes, there were. For example, I had chance to speak more. I heard different ideas about language education in Turkey. The news we read was really good. I have never heard that. [P39, female]

The analysis of the comments on the seventh week showed that only one participant out of 12 was negative, saying that as she had already known everything, she had no gains. The remaining listed gains such as learning different perspectives (N=3), having chance to express themselves (N=3), and improving their listening and writing (N=2, for each), as illustrated as follows: "There were [gains]. For example, we recognised different accents in the videos. Our listening skill improves. We learn how to provide solutions for problems and how to address a large audience" [P12, female].

Except for two participants, the remaining 43 were found to have several gains in the eighth week: learning new something new (N=23), improving listening (N=5) and speaking (N=2), looking at things from different aspects (N=4), the last of which is illustrated as follows: "It enabled me to look at Istanbul from a different perspective. It is not the city of evil anymore, but culture city" [P2, female].

Although 4 participants out of 45 stated that they had no gains from the ninth week, almost all listed several benefits such as getting new information (N=31), increasing familiarity with different accents (N=7), learning different perspectives on a sensitive issue (N=3), to list but a few. For example, one participant drew attention to the difference in her as follows: "I used to know the wedding traditions of only my culture, but after this week I learned the cultures of 13 different countries" [P29, female].

Similar to the previous weeks, all the participants listed several gains, the most common of which were getting new information (N=29 out of 36) and realising cross-cultural breakdowns (N=3): "I saw how things are evaluated differently in different countries. The same thing in Turkey doesn't mean the same in another country" We need to research and read more" [P8, female].

Overall, it was found that the overwhelming response was yes when the participants were asked whether they had any gains from the sessions. Most touched on the potential of the course to add to their knowledge, to increase familiarity with English accent diversity, to show different perspectives, to improve language skills (predominantly speaking), and to increase awareness of linguistic and cultural differences. Only a few were found negative on account that they were familiar with most of the topics.

4.4.2.5. Difficulties and Shortcomings

The participants were also asked whether the process had any shortcomings and they had any difficulties during the course. The following includes the tabulated codes.

Table 25: Encoded Participant Comments on Course Difficulties and Shortcomings

Week	Difficulties& Shortcomings (Codes)	f	No Difficulty (Number of Participants)	f	Total Number of Participants
Week 1	boring topics	3		42	**46**
	boredom due to repetition through the end of the process	2			
	having difficulty in speaking	2			
	difficulty in following the class due to unliked topics	1			
	difficulty in focusing on the topic	1			
	difficulty in defining some concepts	1			
	need for more discussions	1			
	need for more videos	1			
	no chance to be online for Facebook activities	1			
	difficulty in comprehending the text	1			
	having difficulty with activities	1			
	difficulty in producing ideas	1			
Week 2	difficulty in reaching tasks online	4		22	**29**
	need more visuals	4			
	difficulty in understanding the content	2			
	difficulty in commenting on accents	1			
	difficulty in speaking	1			
	boredom due to repetition	1			
	difficulty in expressing oneself on facebook	1			
	need to listen to accents more	1			
	difficulty in speaking due to unliked topics	1			
Week 3	getting confused due to lack of knowledge	4		22	**39**
	need more visuals	4			
	much repetition	2			
	repetitive nature of Facebook discussions	2			
	difficulty in writing on Facebook	1			
	not being allowed to make comment	1			
	difficulty in defining some concepts	1			
	difficulty in differentiating concepts	1			
	integration of different topics	1			
	sts arguing with each other harshly	1			
	boring topics	1			
	diversified materials	1			
	discussions lasting too long	1			
	difficulty in understanding and answering	1			
	being misunderstood by peers	1			
Week 4	repetitive activities on Facebook	3		22	**36**
	need more visuals	3			
	low participation in Facebook discussions	2			
	need for more discussions	1			

Table 25 (Continued)

Week	Difficulties& Shortcomings (Codes)	f	No Difficulty (Number of Participants)	f	Total Number of Participants
	difficulty due to lack of knowledge on other cultures	1			
	insufficient course hours	1			
	the need to focus on more interesting cultures	1			
	need for current topics	1			
	difficulty in understanding some concepts	1			
	waiting too much for group members	1			
Week 4	difficulty in making comments on Facebook	1			**36**
Week 5	difficulty in commenting on too familiar topics	1		9	**11**
	difficulty in speaking	6		11	
	need for more grammar and vocabulary activities	2			
	monotonous materials	1			
Week 6	being interrupted by peers in debates	1			**47**
	need for more comparisons	1			
	need for more reading activities	1			
	difficulty in deciding the winner of the debate	1			
	difficulty in understanding the video	1		9	
	difficulty in speaking	1			
	getting anxious	1			
Week 7	repetitive nature of Facebook activities	1			**12**
	not being open for fear of being argued against	1			
	need for integration of the ideas of other politicians	1			
	fast speed of videos	4		30	
	boring topics/tasks	2			
	lack of grammar and translation activities	1			
	domination by some peers	1			
	limited course content	1			
Week 8	difficulty in speaking	1			**44**
	lack of videos	1			
	difficulty in completing products in class hour	1			
	difficulty in drawing pictures	1			
	too many videos	1			
	difficulty in following Facebook tasks	1			
	having time-related problems in group works	4		24	
	lack of videos and visuals	4			
	difficulty in differentiating accents	2			
Week 9	difficulty in speaking	2			**45**
	boring topics	2			
	unrelated topics	1			
	too long discussions and reading	1			
	lack of diverse materials	1			
	seeing Facebook activities useless	1			
	materials with limited content	4		29	
	lack of Facebook activity	1			
Week10	lack of diverse topics	1			**36**
	repetitive nature of the tasks	1			
	too much speaking	1			
Total		**132**		**112**	

The analysis showed that the majority of the participants were found to be satisfied with the classes every week in as much as that most did not identify any difficulty or shortcomings (N=42 out of 46, N=22 out of 29, N=22 out of 39, N=22 out of 36, N=9 out of 11, N=11 out of 47, N=9 out of 12, N=30 out of 44, N=24 out of 45, and N=29 out of 36, respectively). Yet, some touched upon some shortcomings: the need to have more discussions, lack of visuals, difficulty in being online, boring topics, repetition, not being allowed to make comments, too long discussions, low participation in Facebook activities, use of limited content, too much focus on speaking, domination by some students, fast speed of the videos, too much content that could not be internalised in one class hour, to list but a few. In addition to these shortcomings, several participants self-reported diverse difficulties they encountered week by week: difficulty in understanding the content of the videos, insufficient participation due to poor speaking skills, time-related problems, difficulty in differentiating accents, difficulty in comprehending texts, to list but a few. The following comments are illustrative of some of these frequently stated shortcomings:

> I only cannot participate in Facebook [discussions] because when I see [the tasks and activities], everybody has also made a comment, and I don't like seeming to steal people's ideas. [P39, female, Week 3]

> The biggest shortcoming is materials and repetition and monotony because moving with the same things does not allow me to change. I have difficulty in having classes willingly. [P2, female, Week 6]

> Facebook part is a little bit boring. People are repeating the same things. It is boring to see the same things. I had difficulty. The subject was deep. I had different ideas than the class and I didn't want to get reactions. [P8, male, Week 7]

> We didn't have grammar and translation exercises. They were mostly speaking activities. It should be a more balanced programme. [P4, female, Week 8]

> The only thing that I can state as a shortcoming is that we learned the wedding procedures of too many countries and time was not enough to discuss all. I had some difficulties in differentiating which nationality did what. [P17, female, Week 9]

> I didn't have any difficulty. But that General English course has turned into a speaking course is a big shortcoming. [P34, female, Week 10]

4.4.2.6. The Most and the Least Liked Course Elements

The participants were also asked to comment on the course elements/aspects that they liked most and least. The encoded findings are tabulated below.

Table 26: Encoded Participant Comments on the Most and the Least Liked Elements

Week	The Most Liked Aspect	f	The Least Liked Aspect	f	Number of Those Who Disliked Anything	Total Number of Participants
1	Facebook discussions	22	the topic	6	18	46
	discussing the reasons for English spread	5	the reading text	6		
	the quiz activity	5	the quiz on language	4		
	hearing different ideas	2	Facebook discussion	3		
	defining global language on coloured cards	2	spending too much time on the same topic	3		
	group discussions	2	low class participation	2		
	expressing oneself by answering questions	2	unprepared talking	1		
	everybody interacting with each other	1	classroom discussion	1		
	active participation on f Facebook	1				
	homework (writing a research report)	1				
	expressing oneself on Facebook	1				
	reading activity	1				
2	reading text (tongue surgery)	11	Facebook discussion on a film	9	10	29
	watching a film on Facebook and discussing it	6	unknown topics too difficult to comment on	2		
	listening to different accents and talking about them	5	topic on tongue surgery	2		
	the accent map	1	the text on Englishes	2		
			repetitive nature of discussions	1		
			tiresome speaking	1		
3	accent guess game	19	Facebook discussion	16	9	39
	debate on NS and NNS teacher	12	debate on NS-NNS	9		
	Facebook discussion	2	accent guess game	2		
	practising listening	1				
4	critical incident analysis	21	Facebook discussion	12	17	36
	learning new things about cultures	7	the text on culture categorisation	5		
	Facebook discussion	2	spending too much time on group discussions	1		
	hearing different perspectives	1	group discussions dominated by some	1		
5	group discussion on etiquette	5	-	-	10	11
	short reading texts on different etiquettes	5				
6	debate/ group discussion	33	Facebook discussion	12	16	47
	reading news on language policies in Turkey	8	reading a report on education policies in turkey	9		
	Facebook activity	4	debate on imported teachers	5		
			the topic	2		
			brainstorming session	2		
7	Facebook discussion	5	the video on an interview with the pm	5	3	12
	writing a suggestion letter to un	3	too long videos	2		
	watching an introductory film	2	writing a letter to un	1		
	watching an interview video	2	Facebook discussion	1		
8	integrated videos into the class	31	Group work to prepare a bidbook	10	18	44
	activity on bid book preparation	9	Facebook discussion on products	5		
	talking about one's favourite city	1	The video on the interview	5		
			The video on street foods	2		
			The homework on food video	1		
			The reading text on European Capital of Culture	1		
9	group activity on wedding customs	19	Facebook discussion	13	13	45
	listening to different accents	11	Group work on reading	5		

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Table 26 (Continued)

Week	The Most Liked Aspect	f	The Least Liked Aspect	f	Number of Those Who Disliked Anything	Total Number of Participants
9	discussion on family and marriage	7	Class discussion on living together before marriage	4		45
	Facebook discussion	2	Listening to the ideas of people from different nationalities	4		
	the topic (marriage)	2	topic	3		
	the video on Turkish weddings	1	Low classroom participation	1		
			The video on Turkish weddings	1		
			Handout for the reading exercise	1		
10	watching a video on hand gestures and discussing it	26	critical incident analysis	9	23	36
	critical incident analysis	6	lack of grammar and listening activities	1		
			the video as a listening activity	1		
			comparing local and other cultures regarding hand gestures	1		
Total		315		196		

The analysis of the comments on the most liked aspects of the classes every week showed that the participants mostly valued group discussions/activities and video integration into the classes. The following activities were found to be the most favourite ones: Facebook discussions on guesses about the future of English (N=22 out of 46/Week 1), a reading text on tongue surgery (N=11 out of 29/Week 2), accent guess game (N=19 out of 39/Week 3), critical incident analysis as a group work (N=21 out of 36/Week 4), group discussion on etiquettes (N=5 out of 11/Week 5), debate on whether to import NS teachers or not (N=33 out of 47/Week 6), Facebook discussion on Turkish English spoken by the PM then (N=5 out of 12/Week 7), video watching on Turkish street food (N=31 out of 44/Week 8), reading and discussion activity as a group on wedding ceremonies of different cultures (N=19 out of 45/Week 9) and video watching on hand gestures in different cultures (N=26 out of 36/Week 10). The following quotes are illustrative of these favourite aspects of the classes:

> I really liked the homework this week [writing a sociolinguistic report on language learning tendencies of Turkish people]. It requires effort and I felt as if I were a professional. [P43, female, 8th March, 2016]

> I liked the Facebook discussion. Although I couldn't read all the comments as there are many people, it was good to see different ideas and express my own one. [P22, female, 8th March, 2016]

[I liked] discussing the future of English on Facebook because our critical thinking improves and we are exchanging ideas when we see the comments of our friends. [P6, female, 8th March, 2016]

The tongue surgery in China attracted my attention and I liked this most. It is better to learn new things rather than repeat what we have already known. [P26, female, 15th March, 2016]

I really liked the game in which we tried to choose the most appropriate teacher because it activated us to speak and enabled us to question some points that we are mistaken about. [P3, female, 22nd March, 2016]

I liked accents. Accents are one of the things that I like most in the course. Every time I realise different and new things, and this makes me think that I have improved myself and increases my self-confidence. [P2, female, 22nd March, 2016]

I liked the analysis of the reasons for cross-cultural communication breakdowns. There was a speaking and discussion atmosphere and I realised that different cultures really attract my attention. [P36, female, 29th March, 2016]

I really liked the debate we had. It was really enjoyable and useful for us. We had friendly rivalry and I felt freer in expressing myself. Thus, I really like group works. [P37, female, 21st April, 2016]

I liked the debate on the news to import English teachers. The existence of the jury members made the discussion real. Thus, the debater had to try to do their best and the activeness of the class increased. [P32, female, 21st April, 2016]

I most liked preparing a bid book. I once more realised that other cities of Turkey are culturally rich too because we needed to choose a city and there are so many beautiful cities that we had difficulty in choosing. [P8, female, 3rd May, 2016]

Of course the accent activity was very enjoyable. I think it was informative and beneficial. The reason is that I am curious and I want to imitate different accents. [P37, male, 10th May, 2016]

I really liked the cultural incidents because I like learning things about different cultures and comparing them with my own. [P20, female, 11th May, 2016]

I most liked the topic hand gestures because they were really interesting. I learned new things. If I go to a foreign country, I will not do these. [P26, female, 11th May, 2016]

Furthermore, the content analysis of the comments on the least liked elements of the classes every week showed that the number of the participants who reported to have nothing they disliked was high: N=18, 10, 9, 17, 16, 3, 18, 13, 13 and 23, respectively each week. The least favourite classroom elements were found as follows: the topic (N=12 out of 46/Week 1), Facebook discussion on a cross-cultural scene in the film *Pink Panther* (N=9 out of 29/Week 2), Facebook discussions on attitudes towards NS imitation (N=12 out of 39/Week 3), Facebook discussion on possible changes in foreign language education policies in Turkey (N=12 out of 47/Week 6), the video on a CNN interview with then Turkish PM (N=5 out of 12/Week 7), bid book design activity (N=10out of 44/Week 8),

Facebook discussion on the roles of females and males at home (N=13 out of 45/Week 9) and group work on critical incident analysis (N=9 out of 36/Week 10). For instance, the participants justify themselves as follows:

[The thing that I liked least was] Facebook, because I feel confused and I feel afraid of making mistakes as everybody can see them. [P13, female, 15th March, 2016]

I didn't like the discussion on Facebook this week, because we tried to have a command of the text. Either people told the topic or we said the same things. [P28, female, 15th March, 2016]

The respectful and aggressive comments in Facebook comments irritated me. [P32, male, 22nd March, 2016]

Facebook because they were nearly the same with the ones we discussed in the classroom. And an unnecessary rivalry atmosphere is formed. [P25, female, 22nd March, 2016]

I don't like discussing about anything on Facebook. To me, doing these kinds of discussions in the class is the best. I am not a regular Facebook user. I normally do not use Facebook. I only have to use it for this activity and I really don't like this activity. [P10, female, 29th March, 2016]

Facebook discussion this week was not very active and everybody copied each other's idea. Thus, I think I found it insufficient. [P23, male, 29th March, 2016]

Designing a bid book was a little bit boring due to some in-group discussions. [P12, male, 3rd May, 2016]

I didn't like designing a bid book. I don't like these things as I lack skills about these topics [drawing]. [P25, female, 3rd May, 2016]

[The thing that I liked least was] discussing the roles of males and females in family I have always hated Facebook. Madam, I also think that everybody doesn't have to spend time on Facebook and follow the notifications/new things. Although I am a smart phone user, it is really difficult. I hope I will not be misunderstood. [P24, female, 10th May, 2016]

I wouldn't like to see the critical incidents again. That course could have been more creative. [P6, female, 11th May, 2016]

4.4.2.7. Suggestions to Improve the Course

The participants were also asked to provide suggestions to improve the course for future uses. The encoded suggestions are presented week by week in the following table.

Table 27: Encoded Participant Suggestions

Week	Suggestions	f
1	more attractive topics	7
	integration of videos and slide shows	7
	more attractive materials	3
	more materials	2
	group members sending posts/starting discussions	2
	much more use of social media	2
	dealing with ss more and encouraging them to learn	1
	more reading activities	1
	integration of games	1
	more emphasis on speaking	1
	changing the topic of the Facebook discussion	1
2	integration of videos	4
	including more accents of other countries	2
	watching pink panther together in the class	2
	more attractive topics	1
	topics that enable longer discussions	1
	bringing foreign students to the class	1
	encouraging passive students online in the class	1
3	integration of more videos	6
	adding games	2
	discussing different topics on Facebook other than the ones in the classroom	2
	new topics each week	2
	more rivalry	1
	easier topics and activities	1
	more listening activities	1
	spending less time on discussions	1
	more discussions	1
	adding translation activities	1
	teacher herself participating in some games	1
	creating separate groups on Facebook	1
4	integration of videos	9
	introduction of other cultures	2
	more interesting topics	2
	discussing the Facebook topics in the classroom	1
	creating two separate groups on Facebook	1
	teacher participation in group discussions	1
	adding games/competitions	1
	not too much focus on Facebook discussions	1
	not using Facebook activities	1
	more Facebook use	1
	comparison with local culture	1
	including translation and phonetics	1
5	critical incident analysis including etiquette-related breakdowns	1
	integration of short videos	1
	groups analysing all incidents rather than two of them	1
6	integration of visuals and videos	8
	integration of short films	1
	informing students beforehand so that they can get prepared for speaking activities	1
	more grammar, reading, translation, and vocabulary activities	1
	holding debates with larger audience	1
	including locally authentic sources	1
	more diverse activities	1
	more current topics	1
	doing Facebook activities on Whatsapp	1
	more reports	1
7	group activities	1
	current and enjoyable activities	1
	learning different perspectives on the issue	1
	shorter videos	1
	asking detailed questions to the ss	1

Table 27 (Continued)

Week	Suggestions	f
8	more videos	5
	more speaking	2
	moving from the local culture	1
	more reading texts	1
	no Facebook activities	1
	less videos	1
	more comprehensive videos	1
	no homework	1
	more hand-on activities	1
9	including shorter reading examples	2
	more attractive topics	2
	integration videos	2
	decreasing the number of reading texts	1
	setting a certain time for Facebook discussions	1
	integration of translation and grammar activities	1
	more speaking activities	1
	no Facebook discussions	1
	more group discussions	1
	inclusion of cultures of some certain countries	1
	coloured visuals	1
	asking more questions to the students	1
	including various materials on cultures	1
10	integration of translation, reading, and grammar activities	2
	adding more examples (hand gestures)	2
	adding background music	1
	adding more comprehensive topics	1
	debate activity	1

The participants provided some suggestions to improve the course yet in limited number. The findings indicated that the frequently suggested suggestions for course improvements were integrating more visuals, i.e., videos, to the class, choosing more appealing topics, bringing more comprehensive content with more examples, integrating other skills than solely speaking, abolishing Facebook activities or choosing a different topic than those discussed in the classroom, and so forth. The following participants suggested, for instance:

> I can suggest that the focus on speaking could be decreased and activities on translation, grammar, reading and vocabulary could be done as we used to do at the very beginning of the term. [P8, female, 21st April, 2016]

> To me, using local sources rather than the findings, reports, and news of 'foreigners' could be better. For example, 'English education' could be evaluated from the perspective of a Turkish student. [P2, female, 21st April, 2016]

> I think the other cultures should be taught by focusing on our own culture. However, teaching others by starting our own one should be paid attention. [P17, female, 3rd May, 2016]

4.4.2.8. General Evaluation

Each week the participants were asked to evaluate the week with its two face-to-face classroom sessions and virtual classroom activities on Facebook with a scale ranging from *too bad*, with a response number of 1 to *perfect,* with a response number of 5. The findings are tabulated below.

Table 28: General Evaluation of Each Week

Week	Very Bad	Bad	Mediocre	Good	Perfect	Not Answered	Total Number of Participants
	f/%	f/%	f/%	f/%	f/%	f/%	f
1	0	0	5/10.8	36/78.2	5/10.8	0	46
2	0	0	1/3.4	21/72.4	5/17.2	2/6.8	29
3	0	2/5.1	0	28/71.7	8/20.5	1/2.5	39
4	0	0	6/16.6	23/63.8	7/19.4	0	36
5	0	0	0	6/54.5	5/45.4	0	11
6	0	1/2.1	3/6.3	36/76.5	7/14.8	0	47
7	0	0	0	8/66.6	4/33.3	0	12
8	0	0	3/6.8	30/68.1	11/25.0	0	44
9	0	3/6.6	5/11.1	32/71.1	4/8.8	1/2.2	45
10	0	0	2/5.5	21/58.3	13/36.1	0	36

The quantitative analysis indicated that the overwhelming response when asked to evaluate the course with all face-to-face and virtual sessions was *good*. There were several who found the class *perfect*, though fewer than the earlier group, and there were a few who evaluated the course as *acceptable*. In all weeks only 6 participants evaluated the course as *bad*, and none was found to score the course as *very bad*. The ones who were negative about the class in the third week touched on the importance of more diverse activities and the integration of other skills to the class, yet the other 4 in the sixth and ninth week did not state any reason for their dissatisfaction with the class. Overall, the participants were found to be pleased with the class every week.

4.4.3. Final Open-ended Questionnaires

Upon the completion of the 10-week process, all the participants (N=53) were asked to fill in an open-ended questionnaire on the integration of social media into the

course, assignments, course gains, course weaknesses and suggestions to improve the course for future use. The tabulated findings are presented under relevant sub-titles.

4.4.3.1. The Use of Facebook as an Education Environment

In the final open-ended questionnaire, the participants were asked to evaluate the Facebook activities.

Table 29: Encoded Participant Ideas about Social Media Integration

Participant Number (out of 53)	Supporters 15 (28.3%)	f	Objectors 31 (58.4%)	f	In-between 7 (13.2%)
Justification	completing the activities that cannot be finished in the classroom	4	repetitive comments/participants repeating each other's comments	13	
	helping shy Ss express themselves	3	discussing the same topics talked about in the classroom	11	
	interacting with each other	2	waste of time	11	
	learning different perspectives	2	difficulty in focusing on class/distraction	6	
	enjoyable	2	the necessity to open a Facebook account just for the class	4	
	using English whenever and wherever	2	fear of making mistakes in front of peers	3	
	providing opportunities for those who cannot say something in the class	2	getting flooded by notifications	3	
	providing good content	2	not an active Facebook user	2	
	activating the class	1	gaining nothing	2	
	helping one shape his/her ideas	1	difficulty in following posts on account of rare Facebook use	2	
	participating in activities	1	lack of time	2	
	compensating for absentees	1	teasing/annoying comments of the peers	2	
	having chance to express oneself	1	causing stress	1	
	easy to discuss due to current topics	1	no advantage when compared with other education platforms such as board	1	
	feeling comfortable while writing comments without getting worried about making mistakes	1	boredom	1	
	improving the ability to discuss	1	supporting social media use for personal use/enjoyment rather than education	1	
	exchanging ideas	1	disliking Facebook	1	
	increasing awareness about the topics	1	not a real discussion atmosphere	1	
	creating a discussion environment	1	resulting in Facebook addiction	1	
	encouraging one to think in English	1	tiring	1	
	enabling brainstorming about the topics	1	poor ideas	1	
	being cool	1	too much focus on writing	1	
	continuation of the class	1			
	supporting whatever learned in the classroom	1			

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The analysis of the final retrospective comments on general course evaluation indicated that more than half of the participants (N=31 out of 53, i.e., 58.4 percent) did not welcome the use of Facebook as an education environment for the course. The most frequently stated complaints were as follows: the members repeated each other's comment rather than writing new things (N=13), they thought they had discussed the same topics in the face-to-face classroom sessions (N=11), it made them waste much time (N=11), they had difficulty in focusing on other courses (N=6), they hated the requirement to open a Facebook account just for this class (N=4), they were afraid of making mistakes that could be seen by their peers (N=3), and so forth. The following two comments illustrate some of these complaints:

> To me, this application should be abolished. It's only time waste and stress. I don't think that it gains us anything. Besides, it's really difficult to focus on class on social media. I likened Facebook to an ex-lover. I am insistent on this. FACEBOOK IS LIKE AN EX-LOVER; IT IS CONFUSING AND WASTE OF TIME! [P6, female, emphasis in original, 20th May, 2016]

> I don't appreciate the Facebook part. I am not interested in social media. I am using Facebook as a school requirement. It's also very tiring while doing homework. I forgot to write there. Or the topic is poor and I don't feel like writing. People always say the smae things. Nobody is thinking in a detailed way. They always say usual things. There are maximum 2-3 ideas rather than different ones. We are doing different things but they are generally on writing. [P53, male, 20th May, 2016]

Yet, there were some who stated that it was a good implementation (N=15 out of 53, i.e., 28.3 percent). They touched on its potential to help them complete activities they could not finish in the classroom (N=4), to provide chance for those shy students who cannot say anything in the classroom (N=3), to show them different perspectives (N=2), to encourage them to use English whenever and wherever they want (N=2), to add fun to the class (N=2), to list but a few. The following participants listed several gains and protested the ones who claimed to waste so much time on Facebook:

> Oh! I don't understand why everybody is grumbling that much. I am not an active Facebook user, but it's not difficult to sign in and check sometimes. Most of the friends who complain are active Facebook users. What an irony! Anyway, I like it. [P1, female, 20th May, 2016]

> It is not negative to continue on social media when the topics discussed in the class are inadequate and cannot be finished, because as we have limited time it is out of question to finish everything in two classes. Besides, if everybody doesn't express themselves, then a discussion environment cannot be created. It's a good chance for absent students not to miss the class. Well, shortly it is a useful activity, to me. Anyway, all of us spend hours on

social media. I don't thinks that sparing some time to write two sentences doesn't make us lose anything. [P20, female, 20th May, 2016]

Besides, there were some who appeared to be in between (N=7 out of 53, i.e., 13.2), listing both advantages and disadvantages of the use of Facebook as an education environment for the course. Overall, it was found that more than half of the participants did not welcome the use of Facebook as an education environment.

4.4.3.2. Assignments

The participants were evaluated not with traditional pen and pencil exams but projects in the process. The following table includes the encoded participant ideas about the assignments.

Table 30: Encoded Participant Comments on Assignments

Participant Number (out of 53)	Supporters		Objectors		In-between
	31 (58.4 %)	f	12 (22.6 %)	f	10 (18.8%)
	encouraging them to interact with foreigners/people	15	difficulty in doing group tasks	15	
	learning how to write report, do interview, and prepare presentation	9	tiring	13	
	learning new things	8	difficult tasks	10	
	enjoyable	7	demanding tasks	7	
	not anxiety-provoking	5	taking too much time	7	
	internalising English	4	too many members in a group	7	
	preparing Ss for departmental courses	4	too many tasks	7	
	getting high grades	4	stressful	3	
	socialising	4	some pointless tasks	2	
	increasing self-confidence	3	need for longer times to complete them	2	
	being open to other cultures	1	useless tasks	1	
	making cultural inferences	1	simple tasks	1	
	improving speaking	1	difficulty in creating a common study area	1	
Justification	taking responsibility	1	the requirement to deal with other people	1	
	expressing oneself	1			
	improving writing	1			
	coming out of one's shell	1			
	learning how to introduce one's culture	1			
	evaluating one's skills correctly	1			
	expanding horizon	1			
	supporting whatever learned in the class	1			
	exposure to different accents	1			
	producing new things	1			

The findings on assignments indicated that more than half of the participants supported the substitution of assignments for traditional pen and pencil exams (N=31, out of 53, i.e., 58.4 percent). They justified their answers, reporting that assignments encouraged them to interact with other people (N=15), equipped them with some important skills such as interviewing, writing a research report and preparing presentations (N=9), taught them new things (N=8), enabled them to enjoy whatever they were doing (N=7), avoided anxiety (N=5), prepared them for future departmental courses (N=4), helped them internalise English (N=4), socialised them (N=4), helped them get high grades (N=4), to list but a few. Two participants listed several of these advantages as follows:

> I liked most that we didn't have exams. It's quite wrong to evaluate what we know with exams because unfortunately it is not a correct evaluation. Anyway, we didn't have such a problem in this nice course. The assignments that we did instead of exams gained us much. We have already done what we will do in departmental courses in the future. However, the last two assignments compelled me as they were group work. That problem can be solved by decreasing the number of group members from 6-8 to 3-5. [P34, female, 20th May, 2016]

> The topics of the assignments were really enjoyable. We were also exposed to different accents while doing an interview with a foreigner. One negative aspect was it was difficult to get on well and there occurred problems when the number of the group members was too high. When some of our friends spend time on issues such as boyfriend on the day we should work together, one cannot but goes off the deep end. It's ideal to have groups of four. I don't prefer exams because we study just for exams and we forget after the exams. Group assignments are quite enjoyable on the condition that everybody does their responsibility and there are few group members. [P41, female, 20th May, 2016]

Though fewer, there were some who were unhappy with this substitution (N=12, out of 53, i.e., 22.6 percent) and some who were in-between (N=10 out of 53, i.e., 18.8 percent). They frequently complained that it was quite difficult to conduct group work due to problems (N=15), the process was tiring (N=13), some tasks were very difficult (N=10) and demanding (N=7), assignments took too much time (N=7), there were too many member in group works (N=7), the number of assignments was high (N=7), to list but a few. The following quotes are illustrative of this unhappiness:

> I crave for sitting for exams because the assignments were very demanding and tiring. They couldn't be left to the last minute. Of course, they had gains but I think some were pointless. The system in the first term was better. [P5, female, 20th May, 2016]

> Yes, they had benefits for us, but they made us exhausted, too. As I am a student and lazy, I would like to say that I prefer exams. Assignments put pressure on us and tired us. Yet, they prepared us for upper grades. They enabled us to speak to a foreigner. They taught us how to introduce our culture. They enabled us to know different cultures. They improved

our interaction skills by enabling us to talk to different people. But they tired us much. [P19, female, 20th May, 2016]

Frankly speaking, assignments were very difficult and tiring than exams. I wish I had exams instead, but maybe we couldn't take such high grades then. I learned new things from the assignments and I had chance to meet one from Philippines. Well, it was the first time that I talked to a foreigner about these topics and I think it was beneficial. However, as I have said I tried hard, had difficulties, and got tired for these assignments. Still exams sound more attractive. [P47, female, 20th May, 2016]

4.4.3.3. Course Gains in General

In the final open-ended questionnaires the participants were also asked whether they had any gains from the process. The findings are tabulated and presented below.

Table 31: Encoded Course Gains

Sub-categories	f	Codes	f
Language skill-related gains	100 45.4%	getting familiarity with accents	28
		improving speaking	15
		improving listening	9
		learning speaking gambits	8
		learning how to interact confidently with foreigners	8
		getting familiarity with debate atmosphere	6
		encouraging them to speak more	5
		expressing oneself well in writing	4
		improving academic skills (report writing, presenting)	4
		improving reading	3
		improving grammar	2
		solving speaking-related problems	2
		positive consequences for speaking course	1
		improving vocabulary	1
		increasing ambition for speaking	1
		improving the ability to make comment	1
		enabling them to express themselves orally	1
		improving the ability to produce ideas	1
Knowledge-related gains	90 40.9%	getting knowledge about other cultures	34
		increasing awareness of sociolinguistic landscape of English	14
		increasing world knowledge	12
		learning the concept culture	8
		learning local culture	6
		getting knowledge about the sociolinguistic importance of English in Turkey	6
		learning how to compare and contrast local and other cultures	4
		learning different ideas	3
		looking at global issues from a broad perspective	2
		increasing curiosity about other cultures	1
		learning the attitudes of others towards Turks	1
Learning process-related gains	29 13.1%	having fun	10
		learning how to conduct group work	4
		improving all skills in an integrated way	3
		learning permanently	2
		learning actively	2
		realising one's own weaknesses better	2
		getting to know each other better	2
		learning how to be responsible	1
		increasing friendly conversation among classmates	1
		contributing to other classes	1
		helping them to focus on easily	1
Other gains	10.4%	being more tolerant	1
Total	**220**		

In the analysis of the retrospective comments on the gains of the course in general, the occurrence of language skill-related gains was found to be the highest among all (45.4 %). The participants touched on the importance of the course in the improvement of their speaking skills (N=47) by teaching them several speaking gambits, encouraging them to contribute orally, promoting their debate skills, and encouraging them to interact with people and foreigners confidently. They also reported that their listening skill improved (N=37) in that it increased their familiarity with diverse English accents and helped them understand what they hear. Some also reported that it improved their grammar, vocabulary,

writing and reading. The second highest gain category was knowledge-related gains. They stated that they learned several things about diverse cultures (N=34), their awareness of sociolinguistic landscape of English both around the world (N=13) and in Turkey (N=6) increased, their world knowledge increased (N=12), to list but a few. The participants also stated how they gained some learning process-related benefits: having fun while learning (N=10), learning how to do group work (N=4), improving all skills in an integrated way (N=3), realising their weaknesses better (N=2), learning actively (N=2) and permanently (N=2), to list but a few. A few reported some other benefits such as getting to know each other better and being more tolerant to cultural differences. Out of 53, only one participant openly stated that she gained nothing from this class, and one reported to gain nothing except for accent familiarity. Overall, it was almost a common idea among the participants that the course had several contributions to their language proficiency, world knowledge, and learning process. The following three comments can best summarise these gains:

> Of course there were [benefits]. For instance, before this course I couldn't differentiate accent. I wasn't aware of this weakness of mine. I think it minimised this weakness; at least I gained awareness by realising what I didn't know. Besides, I have many gains regarding world culture. In addition to those about other cultures, we talked about our cultural richness in our classes. To me, a language student should be educated to be such well-equipped, because in the future we will have to interact with people from different nationalities, cultures. It was necessary for us to learn these values particularly not to have 'communication breakdown'. Besides, that the course includes all skills helps us improve all in an integrated way. Thanks madam [a symbol for smiling face]. [P7, female, 20th May, 2016]

> I believe that the coursebook class in this term has increased our awareness in many aspects. For example, we learned the effects of English on the world and its importance, and different accents and how to differentiate them. We learn how to learn our own culture and introduce it better. Besides, some features that belong to different cultures. And we saw the consequences resulting from these. We had an idea about all these topics. In the end, we had some conclusions. [P16, female, 20th May, 2016]

> Yes, I learned new things about world cultures. Although I hated speaking, I started speaking.I learned how to do group discussions. Actually, it was good although I was against them. For the first time I prepared a homework with a group. I have been always interested in accents, and I got familiar with this topic. I saw different ideas. At least, I saw what people whom I will be together next year think about some topics. The videos were good. They were enjoyable. Although Facebook part didn't sometimes attracted my attention, generally it was good. [P53, male, 20th May, 2016]

4.4.3.4. Course Weaknesses

The participants were also asked to evaluate the whole process regarding the possible weaknesses. The tabulated findings are presented below.

Table 32: Encoded Course Weaknesses

Sub-categories	f	Codes	f
Social media-related weaknesses	35 33.6%	disliking Facebook	9
		repetitive topics/the same topics with the ones discussed in the classroom	7
		wasting too much time	4
		repetitive comments/Ss repeating each other's comments	3
		not finding chance to sign in	2
		rivalry atmosphere	1
		difficulty in keeping up with all comments	1
		boredom in time	1
		difficulty in writing	1
		diverting attention	1
		inappropriate topics for creative comments	1
		deviating from the aim	1
		social media addiction	1
		inappropriate	1
		low participation	1
assignment-related weaknesses	28 26.9%	difficulty in conducting group work well	10
		challenging tasks	8
		too many tasks	5
		difficulty in finding people to do their interview homework	3
		confused about the benefits of some tasks	1
		unfair group work evaluation	1
topic-related weaknesses	22 21.1%	similar topics	7
		boring topics	4
		unfamiliar topics	4
		sensitive topics	2
		inappropriate/limited topics for open/creative discussions	2
		unclear concepts	1
		absurd topics	1
		broad topics	1
instructional material-related weaknesses	5 4.8%	lack of visuals	1
		difficult videos	1
		unbalanced use of materials	1
		too many reading texts together	1
		long and boring reading texts	1
skill-related weaknesses	4 3.8%	too much focus on speaking	3
		ignoring writing	1
Other	10 9.6%	need for at least one exam	3
		routine process	2
		speaking anxiety	1
		long discussions	1
		teacher breaking a student's heart due to his mistake	1
		problems in group discussions	1
		difficulty in understanding the aim of the activities	1
Total	**104**		

When the comments about the course weaknesses were analysed, it was found that 6 students out of 53 identified no weaknesses. The rest listed several areas that were grouped under five sub-themes. Social media-related weaknesses were found to be the highest (N=35) such as not being a Facebook lover (N=9), commenting on the same topic with those discussed in the classroom (N=7), wasting too much time on it (N=4), repetitive comments (N=3), and so forth. This category was followed by assignment–related weaknesses (N=28) such as difficulty in collaborating in group assignments (N=10),

challenging tasks (N=8), too many tasks (N= 5), to list but a few. There were also some complaints about the topics of the course (N=22) in that some topics were found to be the same with each other (N=7), boring (N=4), unfamiliar (N=4), sensitive (N=2), limited to discuss (N=2) and so forth. 5 participants were found to have problems with the instructional materials such as lack of visuals, unbalanced employment of visuals, difficult videos, too many texts together, and long and boring texts (N=1 for each). Apart from these, there found to be some other weaknesses such as too much focus on speaking (N=3), need for a pen and pencil exam (N=3), routine course process (N=2) and so forth. The following quotes are illustrative of these problematic areas:

> To me, Facebook discussions were unnecessary. We had already exchanged ideas about them in the classroom. Frankly speaking, no matter how much responsibility the assignments gained me, there were too many and I got bored while doing them. The assignments could have been fewer. [P11, male, 20th May, 2016]

> The group assignment in this course resulted in some problems. For instance, as everybody had different things to do, they couldn't meet on that [assigned] day. We had difficulty in finding interviewees in the assignments that we had to conduct an interview, particularly in finding a foreigner. [P16, female, 20th May, 2016]

> As some topics (such as the Syrian crisis) didn't attract my attention and I had not enough information about them, I didn't like speaking about them in classes and I think that class was unproductive for me. Besides, I didn't find it productive that it is mostly focused on speaking. For instance, we could have practices reading and grammar. [P17, female, 20th May, 2016]

4.4.3.5. Suggestions for Improvement for Further Use

At the end of the course the participants were also asked to provide any suggestions to improve the course for further uses. Their answers are encoded as follows.

Table 33: Encoded Participant Suggestions for Improving the Course

Sub-categories	f	Codes	f
tasks and topics	27 32.1%	focusing on other skills too	6
		choosing more interesting topics	5
		including the some topics yet with broader versions	2
		including more games	2
		integrating drama activities for accent topic	1
		diversifying topics	1
		focusing on skills more rather than culture	1
		improving course activities	1
		including more debate activities	1
		abolishing some activities	1
		Ss keeping self-reports on whatever learned at the end of the class	1
		lowering the number of course topics	1
		more activities and tasks	1
		including more individual activities	1
		being more careful about topic choice	1
		including more and shorter activities	1
Facebook integration	20 23.8%	abolishing Facebook activities	13
		using another education environment rather than Facebook (such as Whatsapp or Blackboard)	2
		choosing different topics for Facebook discussions	1
		lowering the number of Facebook activities	1
		setting a certain time for Facebook activities	1
		more open-ended Facebook discussion topics	1
		adding variety to Facebook activities	1
assignments	20 23.8%	lowering the number of assignments	6
		lowering the number of members in group assignments	5
		decreasing the number of group assignments	3
		not giving assignment through the end of the term	2
		not giving group assignment	2
		not giving the final grade with only one group assignment	1
		giving homework about school visits	1
instructional materials	11 13.0%	integrating more videos and visuals	5
		choosing more effective materials	1
		providing learners with a book or class notes	1
		lowering the number of texts given in one class	1
		using coloured papers	1
		including videos with BE accents	1
		including more examples in the materials	1
teacher behaviour	3 3.5%	teacher being more understanding	1
		not threatening learners (grades, being cross)	1
		encouraging anxious Ss more in speaking	1
other	3 3.5%	using background music	2
		designing at least one paper and pencil exam	1
Total	84		

The analysis of the participants' comments on suggestions to improve the class for better use indicated several suggestions sub-categorised as tasks and topics (N=27), Facebook (N=20), assignments (N=20), instructional materials (N=11) and teacher behaviour (N=3). Only 7 students self-reported that the course was satisfactory as it was, and thus they provided no suggestions. Several participants wanted the Facebook discussions to be abolished (N=13). There were also several discussions about the assignments such as lowering their number (N=6), decreasing the number of group

members in collaborative projects (N=5), giving fewer group assignments (N=3) or abolishing them (N=2), and so forth. Also, the teacher was suggested to choose more interesting topics (N=5). Similarly, some suggested the integration of all skills into the course (N=6), as illustrated below:

> I suggest that activities rather than those that focus on only one skill, i.e., speaking, should be designed; whatever learned in the classroom should be revised in another platform [other than Facebook]; group tasks should be lowered, and the number of students in group assignments should be decreased. [P33, female, 20th May, 2016]

There were also some more suggestions about the instructional materials such as integrating more visuals and videos (N=5). However, it was observed that these suggestions were mostly about the first weeks that included fewer visuals. One participant's comment reflects this improvement in time:

> Well, if we separate the course as the beginning of the term and the end of the term, content, course materials etc. All improved through the end of the term. Thus, I think it will be more productive if it goes on as it is at the end of the term in the future. [P28, female, 20th May, 2016]

Finally, the overwhelming response when asked whether they suggested the inclusion of this course in the preparatory programme was positive (N=48 out of 53, with a response rate 90.5 percent). While 3 female participants (5.6 percent) argued against this inclusion, 1 male did not provide an answer.

4.4.4. Peer Classroom Observation

With a view to draw a fuller picture of what was going in the classroom and what value these applications had, peer observation was used. The observers tried to evaluate the sessions regarding the nature of the lesson and content, teaching methods, materials and activities, teacher behaviour and classroom climate. Table 34 provides details about the classroom visits.

Table 34: Peer Classroom Observation Sessions

Number	Date	Observed Week, Module and Session	Observed Group	Observer
1	10th March ,2016	Week 2: English or Englishes?, Session 2	B	The male observer
2	15th March, 2016	Week 3: Who Owns English?, Session 1	A	The female observer
3	17th March ,2016	Week 3: Who Owns English?, Session 2	B	The male observer
4	24th March ,2016	Week 4: Culture, Session 2	B	The male observer
5	29th March ,2016	Week 5: Etiquettes, Session 1	A	The female observer
6	31st March, 2016	Week 5: Etiquettes, Session 2	B	The male observer
7	12th April, 2016	Week 6: Language Education in Turkey, Session 1	A	The female observer
8	14th April, 2016	Week 6: Language education in Turkey, Session 2	B	The male observer
9	21st April, 2016	Week 7: Global Citizens, session 2	B	The male observer

As seen in the table, totally nine peer observation sessions were held in both preparatory programme groups within six different weeks. While three of them were made by the female peer observer, the remaining six were made by her male counterpart. While Group A was observed in Week 3, 5 and 6 by the female observer, Group B was observed in Week 2, 3, 4, 5, 6 and 7 by the male one. This imbalance resulted from the fact that the institutional management responsibilities of the female colleague avoided her making regular classroom visits.

4.4.4.1. The Nature of the Lesson and Content

The observers were asked to evaluate the nature of the session and course content with a total of 10 items. They used a scale ranging from *unsatisfactory* to *outstanding*. The findings are tabulated and presented below.

Table 35: The Nature of the Lesson and the Content Week by Week

	Observation Focus	Week 2/2nd	Week 3/1st	Week 3/2nd	Week 4/2nd	Week 5/1st	Week 5/2nd	Week 6/1st	Week 6/2nd	Week 7/2nd
1	The aims and objectives of the lesson were clear.	AA[*]	O	AA	AA	O	O	O	O	AA
2	The lesson was linked to the previously learned material.	O	O	O	O	O	O	A	O	AA
3	The lesson was at the right difficulty level.	AA	AA	-	O	O	O	O	O	AA
4	The pace of the lesson was appropriate for students' level.	AA	O	O	O	O	O	AA	O	AA
5	The lesson was smooth, sequenced, and logical.	O	O	O	O	O	O	O	O	A
6	The content was understandable	AA	O	O	O	O	O	O	O	AA
7	The content was motivating.	O	O	O	AA	O	O	O	O	AA
8	The content was thought provoking.	O	O	O	AA	O	O	O	O	AA
9	The content of the lesson enhanced critical thinking.	O	O	AA	AA	O	O	O	O	AA
10	The content facilitated students' higher level thinking skills.	O	O	AA	AA	O	O	O	O	AA

Note: **U:** Unsatisfactory; **BA:** Below Average; **A:** Average; **AA:** Above Average; **O:** Outstanding

As is summarised in the table above, both observers appeared to be satisfied with the nature of the lesson and content in all observation sessions. The cross-tabulation indicates that they found the aims and objectives of the sessions clear. They also thought that the lesson was linked to the previously learned material. Similarly, they were positive about the course difficulty as well as course pace. The following observer's comment reflects how ideal the course difficulty was and how the teacher paid attention to student level:

> The teacher encouraged students to think about what people could do to promote their language proficiency, which in fact helped raise Ss' awareness of English accents. Considering the Ss' participatory behaviour, it could be argued that the difficulty level was appropriate. The instructor helped Ss move from a word-level warm up to sentence level discussion. [The male observer, 10th March, 2016]

Regarding the potential of the course to enhance critical thinking and facilitate higher level thinking skills, the observers were found to be quite satisfied. The female

participant gave a detailed account of how the first session of the third week, i.e., the accent guess game, improved these skills:

> It did indeed. As it helped Ss with all parts of critical thinking: a) they were reminded of previous lessons ([K]nowledge), b)Ss re-tell what they learnt ([C]omprehension),c) [T]hey tried to imitate Englishes (Application), d)[a]fter listening to scripts, they analysed the accents (Analysis), e) they also develop ideas about Englishes, compare accents with each other, & give their opinion about Englishes (Evaluation). [The female observer, 15th March, 2016]

Similarly, the male observer commented on how the second session of the fifth week helped critical thinking by enabling learners to compare and contrast their perspectives with that of an American:

> The text titled '13 Unspoken Turkish Rules You Might Not Know" presents a good opportunity for Ss to examine thei culture. Therefore, it complies with the course objectives. Being exposed to a foreigner's observation about their home culture helped learners to think critically of their etiquettes in Turkish culture. [The male observer, 31th March, 2016]

Besides, the content was generally found above average and outstanding by both observers in all sessions. For instance, the following quote of the male observer illustrates how the link between the previous class made it easy for the students and how the content was easy and motivating for the participants:

> Previously learned discussion material was brought into the agenda (useful expression) which were introduced prior to the discussion made it easier for students use them in their debate. Assistance through the teaching materials helped learners to digest the content easily. Since language teaching in Turkey is a hot debate for many people, Ss found the content quite engaging. In this way the course objectives were duly met because students found it easy to reflect on English language teaching policies and using debate expressions/conversation gambits. [The male observer, 14th April, 2016]

One of the lowest degrees was given to the sequence of the class in that the video on the interview between a CNN reporter and then Prime Minister in the second session of the seventh week was found to be long to be digested easily, yet it was stated that the participants were active in the engaging discussion:

> The Ss were in general positive and attempted [to] demonstrate their understanding of English diversity. The lesson could have been better sequenced as the video length was not digestible (A 15 minute talk did not help this). However, this did not deter learners from

getting into a discussion about the engaging topic. I think the video appealed much to the 'here and now principle'. Most of the time the idealised speakers are presented as native speakers which gives the students justification for a failure in the achievability of the target language. [The male observer, 21st April, 2016]

4.4.4.2. Teaching Methods, Materials, and Activities

The observers were also asked to evaluate the teaching methods, instructional materials and activities with a total of 8 items. Similarly, they used a scale ranging from *unsatisfactory* to *outstanding*. The findings are tabulated and presented below.

Table 36: Teaching Methods, Materials and Activities Week by Week

Observation Focus		Week 2/2nd	Week 3/1st	Week 3/2nd	Week 4/2nd	Week 5/1st	Week 5/2nd	Week 6/1st	Week 6/2nd	Week 7/2nd
1	The teacher gained the class's attention with an effective warm-up.	O	O	AA	O	O	O	O	O	AA
2	The teacher's instructional choices were effective in encouraging students' active and thoughtful learning.	O	O	AA	O	O	O	O	O	AA
3	The selection of materials was appropriate to achieve the course goals.	O	O	O	O	O	O	O	AA	AA
4	Activities served well for the stated objectives.	O	O	O	O	O	O	O	O	AA
5	Tasks and activities worked effectively.	O	O	O	O	O	O	O	O	AA
6	Tasks and activities include variety.	AA	O	AA	AA	O	O	O	AA	AA
7	The activities were well sequenced.	O	O	O	O	O	O	O	O	AA
8	There were appropriate links and transitions between activities.	O	O	O	O	O	O	O	O	AA
Note: U: Unsatisfactory; **BA:** Below Average; **A:** Average; **AA:** Above Average; **O:** Outstanding										

Similar to findings about the nature of the lesson and content, the table above presents positive ideas of the observers about teaching methods, materials and activities of the course. The warm-up activities were generally found outstanding, as reflected in the following two comments:

> Sticking colourful papers on board & introducing the topic is always very helpful & motivating for Ss. [The female observer, 29th March, 2016]

> An effective warm-up was evident as students usually remembered what to do. [The male observer, 17th March, 2016]

The teacher's instructional choices were found effective as they promoted active and thoughtful learning, as illustrated below:

> Reflection questions encouraged students to reveal their ideas. [The male observer, 10th March, 2016]

> It's nice that Ss are encouraged to make guesses and check their answers (whether they are right or wrong). This creates a curiosity to check Ss' understanding/guesses. [The male observer, 24th March, 2016]

The observers were found to be satisfied with the materials in that they were appropriate to achieve the course goals. The following quotes best reflect this finding:

> (...) The chart provided helps the learner to understand the issue from a cross cultural perspective as Ss are encouraged to draw a comparison between different cultures, including their own. [The male observer, 24th March, 2016]

> The text was chosen from an outsider's point of view. This made it interesting for students to compare what they know (the insider's perspective) with an outsider's point of view. In this way learners got familiar with what their friends believe and what an outsider observes. [The Male Observer, 31st March, 2016]

> The material presented was taken from a piece of news in learners' L1. That the material was in Turkish made it easier to manipulate the information given. I mean students felt more flexible to use arguments for/against. [The male observer, 14th April, 2016]

Generally, the activities were found effective, too. Yet, the male observer drew attention to the difficulty of a vocabulary exercise resulting from too many low frequency words and the need to allocate appropriate time for some:

I think vocabulary exercise (B) was a bit difficult for Ss to digest as there were many options of low frequency words. However, Ss in general did not experience difficulty when analysing and coming up with arguments for their answers. [The male observer, 10th March, 2016]

(...) The activities were smoothly chained. Less time could be allocated for the first activity (sentence completion). [The male observer, 17th March, 2016]

I think the activities were good enough to instil the importance of mutual intelligibility. However, since the discussion was not over, some more arguments were necessary to make things clear. For instance, many students claimed the speech was intelligible. However, some argued that the prime minister was not an ordinary person, so a better mastery of target language was necessary. The issue was unresolved I think. [The male observer, 21st April, 2016]

4.4.4.3. Teacher Behaviour

The observers were also asked to evaluate the teacher behaviour with a total of 10 items. Similarly, they used a scale ranging from *unsatisfactory* to *outstanding*. The findings are tabulated and presented below.

Table 37: Teacher Behaviour

	Observation Focus	Week 2/2nd	Week 3/1st	Week 3/2nd	Week 4/2nd	Week 5/1st	Week 5/2nd	Week 6/1st	Week 6/2nd	Week 7/2nd
1	The teacher managed to achieve what she set out to teach.	O	O	O	O	O	O	O	O	O
2	The teacher showed interest and enthusiasm for the subject she taught.	O	O	O	O	O	O	O	O	O
3	The teacher encouraged full student participation.	AA	O	O	O	O	O	O	O	O
4	The teacher was able to stimulate and sustain student interest.	O	O	O	O	O	O	O	O	O
5	The teacher gave clear explanations to the students.	O	O	O	O	O	O	O	O	O
6	The teacher responded in a non-threatening way.	O	O	O	AA	O	O	O	O	O
7	The teacher accepted students' ideas without judging.	O	O	O	O	O	O	O	O	O
8	The teacher paid attention to students' responses.	O	O	O	O	O	O	O	O	O
9	The teacher communicated well.	O	O	O	O	O	O	O	-	O
10	The teacher encouraged students to interact with each other.	O	AA	O	O	O	O	O	O	O
Note: U: Unsatisfactory; **BA:** Below Average; **A:** Average; **AA:** Above Average; **O:** Outstanding										

The overwhelming response was *outstanding* when the observers were asked to evaluate the teacher behaviour in the observed sessions. The observers thought that the teacher encouraged the students to participate actively, listen to each other, and encouraged them to chip in the discussions, as illustrated in the following comments:

The teacher encouraged a diversity in discussion patterns: student-teacher, teacher-student, and student-student interaction was evident" (The male observer, 10th March, 2016)
"T stimulated Ss to listen to each other which I like very much. [The female observer, 29th March, 2016]

Full participation was encouraged thanks to the familiar content. The students did not judge their ideas because almost all agreed that there was no communication breakdown in the video and this gave some learners the courage to comment on each others' responses. [The male observer, 21st April, 2016]

It was also highlighted that this classroom interactions were in a non-threatening atmosphere, and the teacher managed to stimulate and sustain them with her clear explanations. For instance:

> The discussion was stimulating for the students. Clear explanations were given which helped create an environment in which all students were stimulated to participate. Language focus fell on content and this has encouraged people to persuade each other and build their responses in relevance to each other. [The male observer, 17th March, 2016]

4.4.4.4. Classroom Climate

The observers were also asked to evaluate the classroom climate with a total of 7 items. Similarly, they used a scale ranging from *unsatisfactory* to *outstanding*. The findings are tabulated and presented below.

Table 38: Classroom Climate

	Observation Focus	Week 2/2nd	Week 3/1st	Week 3/2nd	Week 4/2nd	Week 5/1st	Week 5/2nd	Week 6/1st	Week 6/2nd	Week 7/2nd
1	The students enjoyed the lesson.	O	O	O	O	AA	O	O	O	AA
2	The students were involved and attentive.	AA	AA	O	O	A	O	A	O	AA
3	The students were excited to answer questions.	O	AA	O	O	A	O	A	O	O
4	The class felt free to ask questions, to express their own ideas, or to disagree with the others.	O	AA	O	O	A	O	O	O	O
5	Students challenge and question each other respectfully.	O	O	O	O	AA	O	O	O	O
6	The students' use of English was satisfying.	O	BA	O	O	A	O	AA	O	O
7	Student responses reflect real thinking, not just "canned answers".	O	AA	O	AA	O	O	O	O	O
Note: U: Unsatisfactory; **BA:** Below Average; **A:** Average; **AA:** Above Average; **O:** Outstanding										

The classroom climate element received the lowest points contrary to the other previous three aspects. They were found to be satisfactorily involved and attentive, and during their discussions they seemed to respect each other:

Learners were involved and attentive and they felt free to agree and disagree with each other. The other cultures is* an unknown territory and the answers/guesses/predictions for this territory is not fixed. This makes it discussion friendly as nothing is fixed. [The male observer, 24th March, 2016, mistake in original]

The Ss were in general excited to collaborate. Some cliché etiquettes among the topics chosen made them laugh. A spokesperson from each group did the talking in general when they were presenting and others were allowed to add something, which was nice to see. [The male observer, 31st March, 2016]

However, the female observer drew attention to the low classroom participation and unsatisfying English language use in two sessions as follows:

Only few Ss speak during the class time. Others speak too; however, they speak with each other in Turkish and not to the class (teacher). [The female observer, 15th March, 2016]

Only half of the class was actively involved. They were some students who didn't answer T's questions voluntarily & T should call them to give answers. [The female observer, 29th March, 2016]

Yet, in another observation session, the female observer commented how she was satisfied with the use of target language among the students, which could lead to the conclusion that classroom participation changed from topic to topic:

I think as the Ss recorded their own voice, so there was less noise and more discussion! May be there were less speaking but it was in English and much much less Turkish may be 2-3 sentences I heard in Turkish! In fact, it[that the students were excited to answer questions] differs. During group works, they were active; however, e.g., for answering reading questions, they weren't very active. [The female observer, 12th April, 2016]

Though the classroom performance was not really high in some weeks, the classroom atmosphere was found to be positive so that the participants felt easy to express themselves within their group and listened to each other. The male observer stated, for instance:

The classroom climate was positive in several ways. First, recording voice which is considered to be more anxiety-breeding in normal courses were considered to be less anxiety-provoking in group work. Because Ss found it easier to speak to a recorder than to the whole class*. That they were judged by their peers was an advantage for the teacher

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because the teacher did not have to evaluate everything in the groups. [The male observer, 14th April, 2016, fragmented sentence in original]

4.4.4.5. Course Strengths and Weaknesses

The observers were also asked to provide their comments about the most successful and the least successful elements of the visited sessions. The findings are tabulated and presented below.

Table 39: Course Strengths and Weaknesses

Week	Course Strengths	Course Weaknesses
Week 2	+topic choice +student engagement +variety of interaction patterns +developmental nature of the class	-the need to encourage passive students in group discussions
Week 3	+active participation rather than daydreaming +increase in confidence to use their Turkish English accent +providing silent students opportunity to speak	-putting the problematic students in the same group,
Week 3	+achievement of what was set out beforehand	-lack of courage to be assertive
Week 4	+the attempt to make student global citizens by bringing culturally diverse situations	-more emphasis on ready-made expressions
Week 5	+positive enforcement at the beginning +interesting and enjoyable handouts +group works	-much Turkish talk in group works
Week 5	+comparison and contrast between different perspectives,	-need for more inclusive depiction of etiquettes
Week 6	+focus on English speaking when recorded +silent reading +volunteer student participation +teacher visit in groups	-the tendency to speak Turkish in group work -the need to encourage passive students by calling their names
Week 6	+scaffolding the instructions using L1 +student easiness to talk to a recorder	-jury evaluation on mostly the use of gambits rather than content
Week 7	+course content +the choice of the local figure speaking English	-video length

As summarised in the table, the observers listed more and varied course strengths than weaknesses. The choice of topics and the course contents were found to be effective and to increase student participation. For instance, the male observer commented how it was a good decision to bring cross-cultural situations to the class and encourage them to compare and contrast their own and others' perspectives:

The most successful thing about the lesson is the culturally diverse situations/settings which are brought into discussion. I think this one helps learners to become global citizens. [The male observer, 24th March, 2016]

I think the most successful part was the comparison parts. Ss rarely compare their established notions of cultural elements (or if they do it, it is something like quest for

approval from the like-minded people. However, that foreigners were involved made it interesting. [The male observer, 31st March, 2016]

In addition to course strengths, the observers listed some weakness, the most frequent of which were the use of Turkish and the need to encourage passive students to participate in more:

> The most important one was group members' speaking in Turkish & 2 groups were formed of the problematic Ss; if I were the T, I wouldn't have let them to be* in a group. These two groups made noise and through this dominated other groups in a bad way. [The female observer, 15th March, 2016]

> I like the time when T participated in Ss' groups; however, after that T left those groups, thye again started speaking in Turkish. Maybe T may spend less time in each group and when all groups are supervised by T, the whole 'Time limitation', will be finished, too. After group work, when Ss were speaking to class: only few Ss talked, & I think T should have called different Ss by their name! After reading activity, the same problem continues. They were some Ss who didn't even say a word during whole class. [The female observer, 12th April, 2016]

4.4.4.6. Overall Comments and Suggestions

The observers were also asked to provide overall comments and suggestions about the visited sessions. When asked to rate the overall class, the overwhelming answer was found to be *excellent* (except for the seventh week, which was evaluated as *good*). The observers were also asked whether they would teach the lesson in the same way if they themselves were the teacher. Two courses (Week 2 second session and Week 5 first session) were reported to be taught exactly in the same way. Regarding the remaining lessons, the observers both agreed to follow the same procedures with some simple modifications: bringing mobile phones in the middle o student desks to ensure English use in group works, making them listen to the accents for the third time, writing some student answers and fabricated expressions on the board, choosing materials from trip advisor books and local newspapers published in English and giving students time limitations in group works.

The observers were also requested to provide their overall impressions of the lesson effectiveness and their overall comments in the end. The following observer comments best reflect how I managed to achieve what I set out to teach at the very beginning of the term with a self-designed 10-week EIL-oriented General English course, i.e., increasing

awareness about intelligible English use, English variety and the blurred nature of NS identity and promoting cross-cultural understanding:

> Students fevering the operation seemed to be the representativeness/supporters of world Englishes because they want people to become part of a global community. This support alone is a representation of people's experiment with Englishes. The words revolving throughout the class like "native-like, intelligible" were the explicit expressions of the mainstream discussions in EIL debate. Therefore, it could be argued that the class was captivating enough to stimulate issues at stake. [The male observer, 10th March, 2016]

> They learnt about an idea: increasing their confidence with their Turkish English accent, so they won't be ashamed of their pronunciation and try to speak in any opportunity along with improving their pronunciation. [The female observer, 15thMarch, 2016]

> Students' pursuit of the better or the true native speaker was challenged by the different perceptions which were introduced. Some students therefore reported that 'At the beginning I thought that but now I think...'. This means students were receptive to change in terms of the definition of native speaker. I think this receptivity has a lot to do with classroom climate. When students are confronted with persuasive opinions, they opt for replacing their schematic knowledge. [The male observer, 17th March, 2016]

> The introduction of critical incidents from different cultures/countries was a good idea to create a sphere of interculturality and help Ss develop their cross-cultural understanding. That a reading text was chosen was a good attempt to introduce the session of incidents. Because some Ss had something in their mind about the countries only after reading the text. More reading about this issue could be assigned for further sessions/follow-up activities. [The male observer, 24th March,2016]

> The lesson proved to be effective as it helped students experience different Englishes (see the difference between the interviewer and the interviewee). The course content is thought-provoking enough to stimulate students' schema. [The male observer, 21st April, 2016]

> The students were attentive because the prime minister is a familiar figure and they are assigned a jury role. In this way, they cristialise* [crystallise] their expectations/beliefs regarding accented English. Seeing a model (an imperfect one) helped them increase their self-confidence. [The male observer, 21st April, 2016, spelling mistake in original]

4.4.5. Bi-weekly Teacher Field Notes

The teacher herself kept field notes during the classroom sessions. The analysis of these notes are tabulated and presented below.

Table 40: Encoded Teacher Field Notes

Week	Session	Positive	Negative
1	I	+competitive classroom atmosphere +active student participation	-silent students
	II	+student creativity +Student engagement	-a reading text difficult to be internalised -silent students
2	I	+creative comments +active participation	-already tired student -low participation -technical problems
	II	+active participation +active warm-up +student engagement +active participation	-too many absentees
3	I	+active participation +entertaining classroom atmosphere +achievement of course objective +student engagement +good interaction	-too much noise
	II	+student receptivity +achievement of course objectives +good interaction +active participation	-too much Turkish use in group work -too much noise
4	I	+active participation +student engagement +productive group work	-dull classroom atmosphere
	II	+active participation +student receptivity +satisfying language use	-disruptive students
5	I	+active participation +student engagement +good interaction	-absent students -time-related problems
	II	+active participation +satisfying language use +student engagement	-a conflict between T and a group
6	I	+satisfying language use +good interaction +student engagement +lively classroom atmosphere	-time-related problems
	II	+Active participation +Student engagement	-already tired student
7	I	+active participation +good interaction +student engagement +achievement of course objective	-hesitancy to talk about sensitive issues
	II	+student interest in active listening	-long video -time-related problems -hesitancy to talk about sensitive topics
8	I	+student engagement +active participation	-Silent students -Unfamiliar topic
	II	+entertaining classroom atmosphere	-time-related problems -too much Turkish use in group work
9	I	+achievement of course objective +active participation +good interaction +lively classroom atmosphere	- hesitancy to talk about sensitive topics -the need for more activities
	II	+active participation +student engagement	-students already feeling sleepy
10	I	+student engagement +good interaction	-low student energy -the need for more activities
	II	+entertaining classroom atmosphere +active participation +student engagement	-absent students

Upon the analysis of teacher fields, active participation and student engagement was found to be one of the most frequently stated positive course elements. The teacher seemed happy as the participants, i.e., the students, were eager to provide their comments on the issues. She associated this high level of participation with the content and the nature of classroom activities, i.e., group discussions and debates. The following excerpts can best reflect this satisfying aspect of the course from the teacher's own perspective:

> I observed all groups, sat next to them and see whether they were speaking English. They are doing so, which made me really happy! I think group work serves well for particularly shy students (a symbol for smiling face). [31st March, 2016, Week 5 Session 2, Group A]

> I put my recorder on the desk of (a male student)'s group as it is a really good example of a debate. Also it showed me how I managed to 'touch' the soul of these normally passive students (a symbol for smiling face). (a male student) took off his jacket, saying that it got really hot there (a symbol for smiling face). He got really excited!!!" [14th April, 2016, Week 6 Session 2, Group A]

> Quite active. Exactly a debate! A whole-class debate! I am happy! Happy! Happy!. Yeah that is it! (a heart drawing and two stars). I had to cut it down due to time limits. They talked till 16:04 (three drawings of smiling faces). [5th May, 2016, Week 9 Session 1, Group B]

The teacher also described how she managed to achieve her classroom objects. The following excerpts show how the activity served well to increase awareness about English accent diversity, to help them know themselves better, i.e., their weaknesses, to create question marks in their mind and help them question some terms and help cross-cultural understanding by creating a sphere of interculturality:

> In general I was satisfied with the result. I aimed at increasing my students' awareness of Englishes (different Englishes). Of course I know that it is not easy to change their stereotypical images of English accents. However, one student (a female one) said that today she learned that she couldn't actually differentiate them. [15th March, 2016, Week 3 Session 1, Group A]

> They feel confused (a symbol for smiling face). This is exactly what I expected as a classroom atmosphere. I gave my background information and asked whether I am a native English soeaker. They all together tried to convince me, but the more they attempted, the more questions I asked. They felt confused (a symbol for smiling face). After this long brainstorming session which lasted one hour (wow!), I started the activity. They (two students) interrupted me and wanted to learn the difference between a native and non-native English [speaker]. Yes, that's it! I was happy to create so many question marks in their mind and the desire to learn more (a symbol for smiling face). [17th March, 2016, Week 3 Session 2, Group A]

> In this comparison-contrast session, I tried to make use of the nationality of my observer. She is from Iran, and she has several relatives in the USA, so she shared her own

experiences, which attracted my students' attention a lot. [29th March, 2016, Week 5 Session 1, Group A]

The teacher also touched on the importance of using videos and other visuals so as to increase student engagement and stimulate and sustain student interest, which was frequently stated as an area that needed to be improved by the participants in their weekly retrospective reports and final report on overall course evaluation:

They understood everything in the video. The atmosphere was relaxed, funny; they were laughters. It seems that they really liked the activity. I think watching a video also added colour to the class. [12th May, 2016, Week 10 Session 2, Group A and B together]

In addition to these positive comments, the teacher also drew attention to some problematic areas. The analysis indicated that noisy classroom atmosphere was frequently stated in the field notes. The teacher justified this, noting that the nature of the activities, i.e., group discussions, debates, competitions and the argumentative topics eased the way for making too much noise in the classroom:

The only problem was that they were very very noisy. It was difficult for me to hear my voice sometimes. This may be because of the nature of the activity (game+group work). [15th March, 2016, Week 3 Session 1, Group A]

Besides, the teacher was found to be unhappy about the hesitancy of the students to comment on sensitive and globally important topics, i.e., living together before marriage, and the Syrian refugee problem. This hesitancy was also stated by the participant themselves in their retrospective reports. The following excerpts from teacher field notes can show how the teacher felt unhappy about student reluctance to make a comment on these issues:

I realised that our students are hesitant to make them heard about this issue. I observed that although this is a humanity issue, all the students are not positive about the Syrian refugees in Turkey. They think that Turkey first solve its domestic problems. As they feel afraid of being judged by their friends, they couldn't openly expressed themselves. (a male student) is a good example. I forced him to speak. He said that the fact that he was silent does not mean that he had no ideas. Rather, he does not want to create a war. I said that we may have different ideas, but we should express ourselves respectively and respect others. [19th April, 2016, Week 7 Session 1, Group A and B together]

When I asked them whether they follow the reactions of Turkish political figures or whether they heard Davutoglu speaking English, they said no. I think the new generation is

not interested in politics (a symbol for sad face). [21st April, 2016, Week 7 Session 2, group B]

The teacher also touched upon some time-related problems. While sometimes the discussions lasted longer, sometimes the activities lasted shorter than she had planned. For instance, in the following excerpts, she provides a possible explanation why the course lasted too short:

The lesson was quite enough. It would be better if I add more activities here. (This time problem may result from the fact that they avoided talking about the sensitive issue, so that warm-up session lasted too short). [5th May, 2016, week 9 Session 1, Group A]

Overall, the analysis of teacher field notes provided similar positive areas that were also touched upon by the participants themselves and the observers such as student engagement, some course achievements and lively and entertaining classroom atmosphere, and problematic areas such as student hesitancy to make comments, noisy classroom atmosphere and some time-related problems.

4.4.6. Discussion of the Findings on Course Evaluation

In addition to investigating the possible outcomes of a 10-week EIL-oriented course, the current study also aimed at finding out whether the course could be a viable option for preparatory programme students. The findings from the retrospective interviews, retrospective student reports, final open-ended questionnaire, peer classroom observation sessions and bi-weekly teacher field notes showed that the course the process was a valuable experience for the participants basically in the sense that it expanded their horizon with improved world knowledge, encouraged them to participate in class discussions, increased their awareness about the necessity to tolerate cultural differences and provided an enjoyable and motivating classroom atmosphere. Similar course strengths were found by Bayyurt and Altınmakas (2012), who managed to create a motivating and enjoyable classroom atmosphere with the use of EIL-oriented topics and activities. Overall, the participants were positive about the topics and described them as easy to comprehend, interesting, enjoyable, informative and awareness rising. Yet, some were found not to welcome political, culturally sensitive and ambiguous topics. In addition, the activities and tasks such as group discussions, debates, games and video watching activities were liked

by the participants as they motivated them to participate in classes, taught them new things and provided them with chance to hear different perspectives. The findings on assignments indicated that more than half of the participants supported the substitution of assignments for traditional pen and pencil exams as reporting that assignments encouraged them to interact with other people, equipped them with some important skills such as interviewing, writing a research report and preparing presentations, taught them new things, enabled them to enjoy whatever they were doing, avoided anxiety, prepared them for future departmental courses, helped them internalise English, socialised them, helped them get high grades, to list but a few. Lastly, the course content, activities and tasks, instructional materials, teacher behaviour and classroom atmosphere were found satisfying.

However, the participants drew attention to boring topics that could not attract attention of new generation and boredom resulting from focusing on linguistic and cultural issues every week. There were also complaints about the instructional materials, such as long and difficult videos and lack of visuals. Variety of instructional materials and visuals is vital as Mason (2010) concludes that a variety of materials and activities including PowerPoint lectures, DVDs, student research, articles, jigsaw readings, debates and brainstorming activities may encourage students to search for more information about various cultures, understand and accept different perspectives and explain their cultures to others and others' culture to their own people. As Matsuda (2012) highlights, especially movies could be helpful in showing actual EIL uses and possible challenges. However, these findings on course weaknesses are different than those of some earlier studies. For instance, Hino (2012c) documented that the classroom observers criticised the programme as it did not offer a variety of activities and encourage student production and peer interaction. These, on the contrary, were found as two strengths of the 10-week EIL-oriented process in the present study.

It is also worth mentioning that the integration of Facebook as a popular social media means was not mostly welcome due to the repetitive nature of topics, inability to catch up with all these staff, their anxiety to make grammatical mistakes, rivalry and the fear to be inferior to their peers and confusion resulting from reading all comments written before them. Although social networking sites are potentially beneficial tools for teaching and learning in higher education, some may struggle with this innovation due to technical

problems, language barriers and time management (Hung & Yuen, 2010), tendency to see it as a social glue rather than a tool for formal teaching (Madge et al., 2009). Similarly, in the current study, several participants openly self-reported the difficulty to sign in regularly, their fear to make mistakes that could be seen by their peers, lack of time to keep up all these activities and peer comments and their tendency to see Facebook appropriate for personal enjoyment yet education. As Kabilan et al. (2010) state, some students may have rigid views that Facebook cannot be utilised as an educational tool.

In the related literature, it is claimed that students have chance to use English freely and do not worry about making mistakes. That language improvement automatically brings about confidence and motivation (Kabilan et al., 2010). However, contrary to those a high number of participants underlined their fear to make mistake while writing. Lastly, student hesitancy to participate in some of classes and tendency to use Turkish were stated as two course weaknesses both by the peer observers and the teacher herself.

CONCLUSION

The chapter is entirely devoted to an overview of the study with all its findings, pedagogical implications for a wide range of education parties to whom it could hopefully provide food for thought including teachers, instructional materials designers, teacher educators and teaching policy designers, limitations and delimitations of the study that avoid making law-like generalisations and suggestions for further research attempts.

The ultimate aim of the present study was both to investigate the possible effects of an original EIL-oriented General English course practice on learners' understanding and awareness of the sociolinguistic realities and complexity of English, their attitudes towards cultural and linguistic diversity in English and their language-related, particularly speaking and listening, proficiency and to evaluate the whole process. To these ends, a mixed-method study was designed to explore the possible effects of the course via a questionnaire and focus-group interviews. Besides, the suggested and applied course was evaluated with all its strengths and weaknesses in the light of the data gathered by retrospective interviews, weekly student reports, peer classroom observation, an open-ended questionnaire and teacher field notes.

One of the programme outcomes was found to be heightened understanding and awareness of the sociolinguistic realities and complexity of English in the participants after the completion of the 10-week EIL-oriented General English course. The test indicated that this 10-week EIL-oriented classroom practice elicited a statistically significant change in the awareness level and understanding of the participants. In addition, in the focus-group interviews it was observed that although the participants had self-reported average awareness of English language and cultural issues, there found qualitative differences between their group discussions before and after the implementation. While their answers were brief in the pre-course discussions, they expanded on the issues with larger lists of elements and openly stated the contribution of the course activities and assignments on their awareness level. The current study lends support to the findings of several other

earlier studies in the EIL camp, including Bayyurt and Altınmakas (2012), D'Angelo (2012) Hino (2012c), Lee H. (2012), Kural (2015) and Sharifian and Marlina (2012), which documented familiarity with English used in the real world and cultural diversity, international understanding, recognition of English varieties and pluricentricity, understanding of the changing sociolinguistic landscape of English and its implications for communication and English language teaching, promotion of knowledge about not only world but also home culture, to list but a few.

Another programme outcome was higher positive attitude towards EIL orientation after the completion of the course. The quantitative data gathered with pre and post-implementaion questionnaires indicated that the ones whose positive attitude was higher after the study were found to be higher than the ones who had lower positive attitude towards EIL orientation. This should be understood as a decrease in the positive attitudes towards Anglophone orientation after the course. The test showed that the mean increase in the positive attitudes towards EIL orientation after the course was significant. More participants reported that English belonged to the world, and they wanted to be exposed to English plurality in their classes. Yet, the mean decrease in the positive attitudes towards Anglophone orientation was not found statistically significant although there were several pariticipants who were found to be less positive about NS orientation. However, still the participants had more strict attitudes towards English ownership and diversity than cultural diversity. In other words, while they were found to support NS authority in language ownership and linguistic norms, they seemed more tolerant towards the inclusion of cultural diversity into their classes. In a similar vein, the qualitative findings obtained from focus-group interviews showed that in general there was still an Anglophone orientation towards language ownership, language diversity and instructional varieties. The participants tended to ensure a superior position to NS English by regarding plurality as something to add colour to classes. Yet, after the implementation, there were more participants with an EIL orientation who strongly argued against those and stated that English plurality was a natural consequence of language spread, and differences were not something to laugh at. The participants, yet, were found to be more tolerant about cultural diversity in that they voted for the inclusion of local culture, world cultures and global issues. However, they preferred to see the former two as a complement to British and American culture and warned against possible conflicts when global issues at a political

level were brought to the classroom. The attitude-related findings of the current study are in line with the findings of several other earlier studies in the EIL camp, including Guerra (2005), Ke and Cahyani (2014), Lee H. (2012), Oanh (2012), Liou (2010), Bayyurt and Altınmakas (2012), Coskun (2011a), Kural (2015) and Incecay and Akyel (2014), who found a more favourable attitude towards English and cultural diversity among the participants. Yet, these are contrary to the study of Bektas-Cetinkaya (2012b), who found that the participants did not regard the so-called native speaker as the owner of English, and they preferred to integrate into international rather than the limited L2 community. However, most of the participants in the present study were found to be Anglophone-oriented although this tendency was much lower after the implementation.

The last programme outcome was found to be language-related skill development. Both quantitative data gathered with pre-and post-implementation questionnaires and qualitative data obtained from the focus-group interviews indicated that the participants recorded improvement in listening skill, interaction confidence and expressing themselves, culture-related performance, critical thinking and the use of communication strategies, which could not be solely attributed to the process, though. Overall, the participants appeared to be moderately proficient in expressing themselves and interacting with others in English confidently, communicating their culture to other people using English and questioning them about their culture, reflecting on world issues and ELT in Turkey and using communication strategies. The current study lends support to the findings of several other earlier studies in the EIL camp, including Ke and Cahyani (2014), Hino (2012c), Lee (2012a) and Kural (2015), whose EIL-oriented implementations resulted in improved listening and speaking skill, increased learner confidence, motivation to use English frequently among learners, improved intercommunication and negotiation skills, enhanced skills to introduce one's own culture to others and skill to recognise English varieties.

Overall, statistically significant differences were found between the familiarity, attitudes and performance of the participants, which allowed the pracademic to conclude that the 10-week EIL-oriented classroom practice improved the participants' understanding and familiarity with English language, culture and diversity, developed positive attitudes towards the changing sociolinguistic landscape of English and its consequences for language teaching and improved their speaking, critical thinking and listening skills. Yet,

as Fraenkel and Wallen (2009: 226) rightly put, "[t]he fact that a result is statistically significant (not due to chance) does not mean that it has any practical or educational value in the real world in which we all work and live".

In addition to investigating the possible outcomes of a 10-week EIL-oriented course, the current study also aimed at finding out whether the course could be a viable option for preparatory programme students. The findings from the retrospective interviews indicated that although it was not free from weaknesses, the process was a valuable experience for the participants basically in the sense that it expanded their horizon with improved world knowledge, encouraged them to participate in class discussions, which is one of the oft-cited serious problems of language students in Turkey, increased their awareness about the necessity to tolerate cultural differences and provided an enjoyable and motivating classroom atmosphere. However, the participants drew attention to boring topics that could not attract attention of new generation and boredom resulting from focusing on linguistic and cultural issues every week. There were also complaints about the instructional materials, such as long and difficult videos and lack of visuals.

Findings from retrospective student reports lend support to the interviews in that the participants were found to be generally positive about the topics and described them as easy to comprehend, interesting, enjoyable, informative and awareness raising. Yet, some were found not to welcome political, culturally sensitive and ambiguous topics. In addition, the activities and tasks such as group discussions, debates, games and video watching activities were liked by the participants as they motivated them to participate in classes, taught them new things and provided them with chance to hear different perspectives. However, it is worth mentioning that they did not like Facebook activities due to the repetitive nature of topics, inability to catch up with all these staff, their anxiety to make grammatical mistakes, rivalry and the fear to be inferior to their peers and confusion resulting from reading all comments written before them. Moreover, the participants were generally found satisfied with the instructional materials used in the 10-week process. Yet, their satisfaction appeared to increase when the pracademic integrated diverse audiovisual materials such as YouTube videos into the class. In addition, there were several who were not happy with the use of the Facebook page as an educational environment. Most of the participants touched on the potential of the course to add to their

knowledge, to increase familiarity with English accent diversity, to show different perspectives, to improve language skills (predominantly speaking) and to increase awareness of linguistic and cultural differences.

The data obtained from the final open-ended questionnaires are in tune with the findings outlined above. Most strikingly, more than half of the participants did not welcome the use of Facebook as an education environment for the course as the members repeated each other's comment rather than writing novel things, they thought they discussed the same topics they had focused on in the face-to-face classroom sessions, it made them waste much time, they had difficulty in focusing on other courses, they hated the requirement to open a Facebook account just for this class, they were afraid of making mistakes that could be seen by their peers, and so forth. On the contrary, the findings on assignments indicated that more than half of the participants supported the substitution of assignments for traditional pen and pencil exams, reporting that assignments encouraged them to interact with other people, equipped them with some important skills such as interviewing, writing a research report and preparing presentations, taught them new things, enabled them to enjoy whatever they were doing, avoided anxiety, prepared them for future departmental courses, helped them internalise English, socialised them, helped them get high grades, to list but a few. Besides, the analysis of the retrospective comments on the gains of the course in general indicated language skill-related gains such as enhanced speaking and listening skills, conversation confidence, improved their grammar, vocabulary, writing and reading. There were also knowledge-related gains such as increased knowledge about diverse cultures and increased awareness of sociolinguistic landscape of English both around the world and in Turkey. Some learning process-related gains were also reached such as having fun while learning, learning how to do group work, improving all skills in an integrated way, realising their weaknesses better, learning actively and permanently, to list but a few. Regarding course weaknesses, social media-related weaknesses were found to be the highest. This category was followed by assignment–related weaknesses. There were also some complaints about the topics of the course. Some were also found to have problems with the instructional materials. Apart from these, there found to be some other weaknesses such as too much focus on speaking, need for a pen and pencil exam, routine course process, and so forth.

Added to this is the fact that the data gathered from the peer classroom observation sessions indicated that the observers found the aims and objectives of the sessions clear. They also thought that the lesson was linked to the previously learned material. Similarly, they were positive about the course difficulty as well as course pace. Besides, they found the pracademic's instructional choices effective as they promoted active and thoughtful learning. The observers also thought that the pracademic encouraged the students to participate actively, listen to each other and encouraged them to chip into the discussions. Although the classroom performance was not found really high in some weeks, the classroom atmosphere was found to be positive so that the participants felt easy to express themselves within their group and listened to each other. The observers listed more and varied course strengths than weaknesses. Particularly, the choice of topics and the course contents were found to be effective and to increase student participation.

The data obtained from the bi-weekly teacher field notes support the findings above in that student engagement, some course achievements and lively and entertaining classroom atmosphere were touched upon as course strengths by the pracademc herself. Yet, the problematic areas such as student hesitancy to make comments, noisy classroom atmosphere and some time-related problems were also underlined by the pracademic herself.

To wrap up, these findings on the course evaluation are in line with those of Bayyurt and Altınmakas (2012), who managed to create a motivating and enjoyable classroom atmosphere with EIL-oriented content and activities. However, course evaluation yielded different weaknesses than the ones of Hino (2012c). Contrary to the IPTEIL implementation, activities were found diverse and they encouraged active classroom participation and enhanced student interaction. In addition, the findings of the current study on the integration of social media into classes lend support to the exisiting literature in that the participants had language barriers and time-related problems (Hung & Yuen, 2010), and they tended to see it as a social glue rather than a tool for formal teaching (Madge et al., 2009). As Kabilan et al. (2010) highlight, they were found to have rigid views that Facebook could not be utilised as an educational tool. Besides, in the related literature Facebook as an online environment is portrayed to improve language skills including communication skills, and reading and writing as it provides authentic

interaction and communication that students may not have experienced or cannot find outside the classroom borders as well as to increase motivation, confidence and enhance positive attitudes towards language learning (Kabilan et al., 2010). However, in the current study, most of the participants did not welcome this integration, arguing that they gained nothing but wasted their time.

Pedagogical Implications

Some recaps and commentaries are sine qua non as a last word. Based on the findings of the current study, the field experiences of me, i.e., the pracademic in this case, the suggestions of the participants and the existing literature, several pedagogical implications could be provided for teachers, instructional materials designers, teacher educators and teaching policy designers.

In essence, the positive EIL-oriented course outcomes and the successful course procedure have enabled the pracademic to substantiate the claim that EIL as a new paradigm for ELT practice could be feasible for the Turkish context. The findings help justify the potential of this paradigm shift in ELT, which has been depicted as problematic in the related literature. The results of the current study should be understood as a call for change arising from the changing sociolinguistic landscape of English. However, this change needs to be regarded broad in scope to include EIL orientation at not only exposure but also awareness levels. Rather than blindly supporting the traditional ELT assumptions of the centre with their instructional decisions, practitioners in so-called periphery need to move from the local to reach the global. Here a novel understanding of English under post-modern conditions is must-have. English needs to be seen a denationalised functional way of making meaning with all its plurality rather than a language of others to imitate. It is this disentanglement that will help teachers raise their students for the demands of the changing world. However, first and foremost, the conceptualisation of EIL is an issue that should not be taken lightly. EIL has a number of definitions, which may be sometimes puzzling. The number is highly probable to go up with the increase of those interested in the paradigm and shape the concept to meet the needs peculiar to their contexts. However, no matter which one is preferred, it should not be understood as an attempt to create an internationally uniform variety that could be associated with certain features. If so, then the

attempt to integrate it into ELT could not go beyond serving like EFL or ESL that empowers the ones in the so-called centre and otherises the ones in the periphery. Rather, it seems to the pracademic in the current study that the paradigm should be regarded as a kind of relaxation, i.e., a broad view point that requires a mindset change to accept English diversity at both linguistic and cultural levels, to avoid delimiting the language to particular owners, to set better communication rather than prescriptive models as the prime objective, to consider local needs and environment, and in turn to accept the consequences for classroom implementation. As stated by Marlina (2014), EIL should be understood as a combination of EIL-inspired knowledge, attitudes and skills that teachers should help their students develop.

Yet, that status of the pracademic in the current study who has a grasp of theory thanks to her readings and has actual classroom implementation experience has encouraged her to conclude that what determines the value and success of EIL is not the ideas of experts with certain cases in the existing literature but the context itself that covers cultural, historical, social, economic and geopolitical variables. The important figures in EIL camp have provided their justification for a paradigm shift in traditional ELT taking their own contexts into considerations, i.e., the position of English in their country, their history, their own aims, to add but a few. Scholars from Japan, for instance Hino (2012a), justify their initiatives to challenge Anglo-centric ELT with their extreme nationalistic feelings, desire to express their indigenous values in international arena, and thus maintain their Japanese identity and voice. In another words, they have "long-cherished dream of having an original model for Japanese users of English" (Hino, 2012a: 29). On the other hand, the ones from Singapore and India justify their attempts with their uneasiness with their colonial past and dependency to the West and their desire to protect their both linguistic and cultural identity. However, these ideas and processes may not be applied to every Expanding Circle countries, including Turkey, as everybody may not have such hard feelings and immediate needs. As argued by Hino (2012a), the existing models in the literature could be vague and incomprehensible, and thus it could be concluded that Turkish practitioners need to set off with their own sources and needs peculiar to their own context. Therefore, the initial step needs to be devoted to answer the question whether we need a paradigm shift and why. In answering these questions, one needs to conduct a thorough environment analysis so as to take all these needs and resources of their particular

context into consideraction and thus ensure reaching all parties "smoothly". As Graves (2000) notes, context is of utmost importance as details are one's resources and constraints to make realistic and appropriate decisions. She also regards this attempt of defining the context as the first step in problematising a course. Here problematising means analysing the context and determining the challenges to be met for a more productive course. It helps teachers determine their starting point and focuses and make choices for action. In her own words, problematising is "to 'bite off what they [teachers] can chew'" (Graves, 2000: 23).

In the current study the participants were found to have significantly increased self-confidence in expressing themselves in English after the implementation. Oral production is the most problematic area in Turkey as English has no intranational use, and language instruction cannot go beyond school borders. Students with high affective filter, i.e., anxiety, stress and lack of confidence, cannot comprehend and communicate in English. Thus, this satisfactory outcome of the current study is worth mentioning. What the pracademic has understood from her experience is that the more the learners' awareness was increased, the more comfortable they became with their Turkish use of English. The pracademic did not force the participants to speak. Rather, as the content was related to their local culture, included interesting inter-cultural comparisons, covered cultural conflicts to be analysed problems, and posed thought provoking and encouraging issues and questions about education policies, politics, and language ownership, the participants themselves were voluntary to speak, which brought about genuine speaking. In addition, the role of the pracademic as a partner rather than a judge and the inclusion of international NNSs models communicating effectively increased self-confidence of the participants. However, further studies with a different focus are needed to investigate the possible effects of the course on other skills.

It is hard to overlook the significance of instructional materials for a successful EIL philosophy integration into existing traditional ELT. Troncoso (2010) believes that language learning materials are vital for students, for they help their development as an individual with certain perceptions, worldviews, knowledge, and attitudes. Furthermore, they serve as "sociocultural mediators" (Troncoso, 2010: 90) and help them learn the differences and similarities among communities and succeed in cultural interactions. In most education contexts, coursebooks are regarded as the sole and major input, and they

affect what and how to teach (Mahmood, 2010). Globally distributed coursebooks with an Anglophone orientation strengthen the status of NSs. Matsuda (2012) argues that teaching materials occupy a much pivotal role in EIL classrooms than the traditional ELT ones. Given that EIL paradigm is the outcome of pluralism and dynamism, its teaching materials must reflect the current linguistic and cultural diversity of the world. However, most of language teachers lack the knowledge and experience of language varieties and thus heavily depend on their coursebooks. Therefore, as Matsuda (2012: 196) clarifies, "well-designed teaching materials that include ample linguistic samples of world Englishes as well as metalinguistic discussions on and comprehensive representations of the global spread of English" are needed to support teachers to promote their learners' awareness and sensitivity towards various English forms, uses and users and tolerate them.

As Shawer (2010: 181) points out, among the three teacher approaches to curriculum, namely fidelity, adaptation and enactment, curriculum fidelity is regarded as a constraint. In this curriculum transmission approach, teachers tend to treat the textbook content in hand as "single-source of pedagogical content" and follow it closely page by page. As Troncoso (2010) puts, institutional requirements generally determine which teaching materials are to be used, and language teachers are not allowed to choose what to teach in the classroom. To complicate the matter even further, they are expected to welcome these materials and do not complain about them. However, this heavy dependence and linear sequence, in turn, create a predictable and standardised classroom content and procedure. He suggests that this constraint can be removed through curriculum adaptation or enactment. Teachers should be encouraged how to modify what they have in their hands to meet their local needs and make use of various sources. Through this classroom-level curriculum development the problems of "teacher underdevelopment and the ills of curriculum standardization" (Shawer, 2010: 182) could be solved.

Thus, the role of well-designed EIL-oriented materials is undeniable in a successful EIL integration. Andarab (2014) provides several suggestions to compose EIL-oriented coursebooks. These coursebooks should focus on target community culture rather than only native speaker one. They should also expose students to literatures in English to help them become aware of cultural conceptualisations, understand cultural assumptions that underlie writers' works, and become aware of their own culture. In addition, they should

include an unbiased representation of both NSs and NNSs. The former group should not be portrayed as an ideal utopian community. Rather, a balanced representation in spoken and written English varieties is desired. Moreover, cultural liberty rather than cultural literacy needs to be aimed. Learning from other cultures deserves more attention than learning about them. These materials also need to include more dialogues between NNSs rather than the ones between NSs.

As suggested by Kumaravadivelu (2012), designing locally-sensitive teacher-generated materials through a systematic training could help break the dependency on the centre-based coursebook industry, and this idea is quite applicable in a world where the World Wide Web warmly welcomes user-generated content. Along similar lines, Jolly and Bolitho (2011) maintain that in language materials development a great deal of attention needs to be paid to local context, including issues such as learner needs, their difficulties, objectives, learning styles, culture of learning and teaching, norms of their contexts, learners' conceptual worlds, time, teacher background, expectations of teachers, technical support, to list but a few. They even pinpoint that the struggle to fit in the specific local context is what encourages the increase in "home-grown" (Jolly & Bolitho, 2011: 128) coursebooks. Similarly, arguing that there is a scarcity of C-bound ELT teaching materials, Sifakis (2004) advises teachers to design their own syllabus including in-class and out-of-class activities with their learners. In these C-bound materials, Sifakis (2004: 239) clarifies that C stands for communication, comprehension, and culture as the perspective "prioritises the process of cross-cultural comprehensibility between learners as a communicative goal in itself rather than on notions of accuracy and standards". Thus, both pre-service and in-service ELT teachers could be trained about how to adapt and design EIL-oriented teaching materials. In these trainings the following five principles that should inform language teaching materials designed by McKay (2012b: 81) could be followed:

1. EIL materials should be relevant to the domains in which English is used in the particular learning contexts.
2. EIL materials should include examples of the diversity of English varieties used today.
3. EIL materials need to exemplify L2-L2 interactions.
4. Full recognition needs to be given to the other languages spoken by English speakers.
5. EIL should be taught in a way that respects the local culture of learning.

The first principle reflects that materials should be relevant to learners' lives and demands. In this way, real authenticity could be reached. The second principle focuses on diversity exposure in order to enhance receptive skills and promote learner awareness regarding English ownership. Similarly, the third principle is about incorporating more L2-L2 interactions in materials to make learners understand that English is used with not only native speakers but mostly with non-natives and to show them how individuals manage successful interaction with different interlocutors. In the fourth principle, McKay (2012b) argues in favour of making use of learners' linguistic repertoire and avoiding English-only discourse. In this way, learning process could be accelerated, and learners are given chance to show their personal identity. The last principle is about designing materials relevant to local cultures' teaching and learning traditions. To this end, local teachers who know the context best should be incorporated in design process. McKay (2012b: 82) concludes that language teaching with materials that incorporate these five principles above will hopefully "result in competent users of English who, aware of the great diversity of English today, are able to use English for international communication in ways that respect the local culture and the local variety of English used".

Providing another comprehensive discussion on materials design, Tomlinson (2011) summarises sixteen principles of SLA related to materials development, two of which support EIL principles although he does not clearly label them so. The first one is achieving impact, and Tomlinson (2011: 8) explains that this could be succeeded through five ways:

a) novelty (e.g. unusual topics, illustrations and activities);
b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text-types taken from many different types of sources; using a number of different instructor voices on a CD);
c) attractive presentation (e.g. use of attractive colours, lots of white spaces; use of photographs);
d) appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references);
e) achievable challenge (e.g. tasks which challenge the learners to think)

Particularly items a, b and d are relevant to EIL-sensitive materials development. The focus of EIL on exposing learners to new English forms and usages exemplifies both novelty and variety (e.g. Galloway, 2013; Matsuda & Friedrich, 2011). Similarly, the focus

on learner preparation for a global world with not only global topics but also local references (e.g., McKay, 2003a, 2003b, 2009; Shin et al., 2011) exemplifies appealing content. The second principle relevant to EIL is that "materials should help learners to feel at ease" (Tomlinson, 2011: 9). There are several ways of doing so; however, the one suggesting the use of home culture truly represents one of the basic EIL themes (e.g., McKay, 2003a, 2003b, 2009). As Tomlinson (2011: 9) points out, learners "are more at ease with texts and illustrations that they can relate to their own culture than they are with those which appear to them to be culturally alien".

Attaching particular urgency to the issue, Troncoso (2010) asserts that there is an apparent discrepancy between what theorists say and language policy makers and teaching materials developers do in reality. Although there is a common consensus among the former party that language as a social construction changes, and the world hosts diverse languages and cultures, the second party tries to "homogenize and standardize the use(s) of language(s)" (Troncoso, 2010: 87). In other words, they do not take social, cultural and educational variable into consideration in materials development. Rather, they encourage hegemony and standardise language and culture. However, they need to keep in mind that language perspective (what to teach), methodology (how to teach), and context (who, where, what for and why) all require careful attention in materials development.

One of the notable findings of the current study is an increase in the participant's self-confidence in oral English production. The role of exposure to English diversity at linguistic as well as awareness level in this increase is indisputable. However, based on the field experiences of the pracademic it could be concluded that several variables need to be taken into consideration while giving the "right" decision. The participants in the current study had higher tolerance towards this linguistic diversity; however, they advised that teachers should definitely integrate the "mainstream" varieties, i.e., British and American English, yet they should be careful about their selection based on their needs. In other words, they openly expressed that as it is highly unlikely for them to have an interaction with people from countries such as Mozambique or Botswana, they do not want to be exposed to them, even at reception level. Here, one of the most important EIL assumption steps in: Local culture of both teaching and learning needs to be taken into account in decision making process. The needs, priorities, aims, to add but a few, are all peculiar to

particular contexts that include social, economical, and political dimensions. Thus, while setting their exposure goals, teachers themselves need to do a careful "environment analysis", which would in turn help them identify the practical needs and content to meet these needs. Here, students themselves could be seen as an important party, and they could be asked their needs, opinions and suggestions regarding which variety to include in the classes. In language policy and planning, Kennedy and Tomlinson (2013) entitle this as a backward-mapping approach which is a bottom-up procedure starting with microagents including teachers and students as opposed to a forward-mapping that refers to designing macropolicies by politicians and governmental servants at higher levels and thus ignoring the local contexts. In the current study, the pracademic realised that the participants were receptive to Russian accent and openly voiced their demand for the inclusion of more interactions including Russian figures. When the underlying reasons were investigated in daily conversations with them, it was found that this interest is directly related to the geography of the region, in that Trabzon is close to Russia, and as the participants are highly likely to encounter Russian and thus have some social and economic benefits, they wanted to have an archive including Russian English accent. This proves that rather than following top-down aims and ready-made EIL-orientation models, practitioners need to give an ear to the needs of their "own" students and variables of their particular education contexts, including teacher knowledge, usefulness, materials available, testing system and so on (Petzold, 2002). In other words, intended use, popularity, and possible social and economical advantages need to be taken into consideration in these decisions. These context-sensitive decisions may justify the need to produce locally-sensitive coursebooks, as an important TEIL assumption, for every context has particular needs.

In addition to the design of EIL-oriented instructional materials, exposure to English variety is an essential underlying concern for TEIL. The findings of the current study lend support to the earlier ones in the sense that the exposure to English diversity and content about the changing sociolinguistic landscape of English plays a pivotal role in heightened awareness and positive attitudes. In an interview conducted by Rubdy and Saraceni (2006), Suresh Canagarajah argues for a paradigm shift fuelled by a change in the existing understanding of language learning. Today, English needs to be taught "for shuttling between diverse English speaking communities worldwide, and not just for joining a single community" (Rubdy & Saraceni, 2006: 201). Thus, learners should be

exposed and sensitised to other English varieties. However, this does not mean that each and every of them should be taught, which is totally impossible. Rather, a new process-based orientation in pedagogy is needed. This new approach values meta-linguistic awareness, strategies for language negotiation, a changing hybrid language and context-transforming language and mother language and home-culture as resource.

While preparing the 10-week syllabus in the current study, the pracademic utilised the existing literature on EIL which provides teachers with several practical approaches to expose their students to multiple English varieties. For instance, Matsuda and Friedrich (2011) propose that teachers can expose them to this variety through the content of instructional materials, supplement the available ones with not only audio but also textual and visual variety samples, make use of media texts such as local English newspapers around the world, help students communicate with English users from all three circles, meet local English users, use the Internet and social networking sites to interact with people from various cultural and linguistic backgrounds and bring the issue of world Englishes as a central focus to the language classroom with the aim of increasing their meta-knowledge about varieties. Besides, Ware et al. (2012) suggest digital media as an important means that presents ample opportunities for the promotion of global interaction and global literacy. A number of technologies such as Internet-based listening support sites (e.g., http://EnglishCentral.com), podcast services (e.g., ESLpod.com), telecolloboration which may be understood as collaboration of classes from different places via online exchanges can validate English varieties and uses. Furthermore, Flowerdew (2012) notes that the International Corpus of English (ICE) (http://ice-corpora.net/ice/) is of prime importance for EIL camp as it provides data from both spoken and written varieties (though 60% spoken) gathered from over twenty countries in the Inner and Outer Circles. Noting that authentic corpus dialogues include interruptions, unpredicted utterances, surprise chunks, incomplete utterances, cooperatively completed ones and tails and heads, Carter et al. (2011) argue that students should be prepared for real life with naturalistic samples, and in this sense corpora should also incorporate interactions between non-native speakers. Similarly, Bokhorst-Heng (2012) points out that lexical innovation should be regarded as a natural occurrence for EIL as it is for all languages. The dynamic nature of EIL is especially felt when language users transform it at vocabulary level. Thus, she suggests the use of corpora, namely ICE, in teaching lexical items. Especially the emphasis

of this corpus on spoken varieties can enable learners to see conversational English. They can also compare the use of English around the world and discuss its implications at linguistic, cultural and political levels. It can also help them understand the development of their mother tongue. Furthermore, they can learn how negotiation strategies are used in conversational English. Along similar lines, Reppen (2011) highlights the central role of corpora in providing students with real written and spoken language samples they are likely to encounter in the real world. Taking student level, vocabulary load and content into consideration, teachers can prepare their own corpus materials. Alternatively, if there is Internet access in the classroom, teachers can encourage their students to use web corpora to analyse differences between spoken and written registers. He provides readers with a list of useful corpora among which ICE and VOICE could be of great benefits as they provide interactions in various English varieties.

Instructional decisions are also important in the integration of EIL philosophy into ELT. These decisions should expand the cultural content of classes to integrate home culture and show them the value of what they are doing. Owing to the negative consequences of teaching Standard English, namely being an unattainable goal, devaluing other varieties, and resulting in discrimination and the possibility of limiting WE users to communicate in English outside their borders, Farrell and Martin (2009) proposes a balanced approach to English language instruction. This approach has three key considerations: considering one's own context, valuing learner's English usage and preparing learners for future international English encounters by exposing them to other varieties and teaching them strategic and intercultural competence. Teaching intercultural competence requires teachers to equip learners with negotiation skills to solve communication breakdowns and to help them overcome their sociolinguistic differences by talking about their own cultures. Besides, as suggested by Cohen and Ishihara (2013: 114), explicit pragmatics teaching, which is about "how meaning is conveyed and interpreted in communication, both in reception and production", could serve well, and this integration needs not be delayed until intermediate level. Rather, it should start in the beginning level coursebooks. Core strategies need to be taught; however, teachers should make their students understand that they may not work well for every speech community. Cohen and Ishihara (2013) note that teachers could enhance students' pragmatic awareness with tasks that ask them to gather their own data on how a speech act is performed by speakers of

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their L1 and compare this performance with L2 usage. As native-like pragmatic language performance may not be a realistic goal for every learner, it could be offered as a language choice.

In addition to EIL-oriented content and EIL-sensitive instructional decisions, a caution about Facebook as a medium for expanding classroom time should be sounded here. The attempt of the pracademic to carry the course beyond the walls of the classroom was not fully welcome by the participants in the present study. They openly stated that they wanted to draw a line between their social life and education. This reluctance may result from the fact that they had never experienced such an integration for solely educational purposes. Facebook was a part of the departmental learning and teaching culture; however, they had been exposed to only one-sided communication for mostly administrative matters until then. It was for the first time they were an important party in flow of information. Besides, monitoring effect cannot be denied. The pracademic tried to create a safe and private environment by creating a group that outsiders could not join. However, still it was seen that some did not feel comfortable with their language use in the Facebook group which was seen by both the pracademic and the classmates. This monitoring effect and their desire to be approved and "liked" by others might have clouded their judgement. In another words, such effective factors and emotional reactions prevented target-related content outcomes. This negative attitude towards Facebook may also result from the fact that it was a course requirement to comment on the posts, and they felt they were pushed to write. It could be suggested for those who want to integrate Facebook into their instruction that pushing students to engage in this virtual classroom environment as a course requirement should be abandoned, and rather they should be internally motivated to make themselves heard in the arena. To this end, activities directly related to their English using experiences need to be incorporated.

Although the pracademic encountered negative reactions from the participants, she still argues that social media has the potential to add variety to the content and draw attention of learners in TEIL. Turkish students are generally passive while interacting with their teachers probably due to teacher roles as conductor and assessor. Facebook as a social media means, thus, is believed to facilitate a better and less formal teacher-student interaction, which in turn can serve as "a gateway to social and cultural learning within a

constructivist environment, improving language-learning experiences and learners' cognitive development" (Aydın, 2014: 161). However, some students may have rigid views that Facebook cannot be utilised as an educational tool (Kabilan et al., 2010). In order to ensure the benefits of Facebook, Kabilan et al. (2010: 185) suggest that teachers should carefully plan projects utilising Facebook as a both socialising and learning environment and inform their students of "(1) the objectives of the project, (2) the intended learning outcomes, (3) how to identify the learning outcomes, and (4) what to do when learning occurs, especially the concept of focusing less on FB and giving more attention to the learning aspects".

In other respects, critical thinking skills and the use of communication and negotiating strategies are vital for EIL users today. Thus, a "pedagogy for border-crossing communication in and beyond English" (Kubota, 2012: 63) needs to be adopted. This border-crossing communication has three key elements: critical awareness, open attitudes and communicative skills. As the name speaks for itself, critical awareness refers to increasing learners' awareness of inequalities in language, race, economic status and so forth and encouraging them to confront these issues. The second element of this pedagogy, i.e., open attitudes, may be understood as willingness for interacting with different interlocutors and developing mutual respect for each other. Teachers should stimulate interest in various languages, cultures, ethnic backgrounds and so on. Kubota (2012: 65) entitles this open attitude as "cultural relativism" that refers to "a view that each culture is different but equally legitimate in its own right". The last element of this border-crossing communication is communicative skills. Teachers are advised to equip their students with communication strategies and accommodation skills. To this end, they could utilise local Turkish figures such as the then-prime minister Ahmet Davutoğlu and a Turkish art critic Vecdi Sayar, who manage to make themselves heard with their Turkish English using several communication strategies. This could in turn help them become aware of the need for international intelligibility rather than imitating attempts, and increase their self-confidence in their own English use.

Additionally, content plays a pivotal role in EIL integration, and it needs to be eye-opener with its potential to improve critical thinking. As Maley (2012) suggests, literature could be incorporated into EIL classroom both as a source of rich language input for

phonology, lexicon, syntax and discourse and an eye-opener about language change, appropriateness, ideologies and so forth. However, he warns that the changes in the current position of English such as the increasing demand for the language, varied English uses, the requirement to have a full mastery for personal and professional success, the need for social and cultural sensitivity for successful international exchanges and the tension between the global and the local requires a broader literature content. As English literature by so-called non-native speakers form Outer and especially Expanding Circle countries has been expanding, teachers should also choose texts from them. In addition, the range of texts should be extended. Literature with a capital "L" that refers to well-known works by Shakespeare, Dickens, etc. cannot serve well for today's reality. Rather, several other genres such as crime, mystery, romance, science fiction and so forth should be chosen as content. Furthermore, students could be given responsibility to choose which texts they want to read as this consultation is likely to empower them and increase learner autonomy. Maley (2012) also argues against literature incorporation through two traditional literature teaching approaches, namely literature as study and literature as source. In the former, the teacher teaches about literature with canonical pieces of literature mostly from Inner Circle countries. While the teacher is supposed to transmit knowledge about writers, their opinion, lives, periods and so forth, students are expected to absorb this information. Maley (2012) finds this approach inappropriate as it treats learners as passive recipients. On the other hand, in the latter, the teacher teaches with literature in which literature serves as linguistic content. He also argues against this approach, noting that literature is secondary here.

Although Maley (2012) does not deny their contribution when they are used appropriately, he suggests a third approach that could be used in EIL classrooms: "Literature as Appropriation" (Maley, 2012: 304). In his own words, the aim of this approach is "to enable students to make literature their own, to appreciate it for their own learning purposes in ways relevant to themselves and to the context in which they move" (Maley, 2012: 304), and he contends that this approach is appropriate for EIL on the grounds that "learning through literature" allows learners to appreciate literature at both personalised and critical levels. He lists four ways of incorporating literature into EIL classrooms: extensive reading and listening, performance, creative writing and speech and techniques for uncovering texts. Extensive reading is valued as it increases learner

autonomy by letting them choose whatever they want to read, encourages out of class reading and ensures exposure to literary texts of various English varieties. Also the recorded form of literature in the form of talking books, DVDs, and so forth enables learners to hear accents of writers who read from their work. The second way is performance in which students in groups can read and perform texts and play in harmony. In this way, they can understand the importance of issues such as volume, pace, pitch, rhythm, and their personal development is enhanced. The third way, namely creative writing, in which learners put themselves in the shoes of writers and produce their own versions, which are later published on notice-boards, a website, leaflet, to name but a few. In the fourth way, learners are encouraged "to uncover and discover them afresh" (Maley, 2012: 310) with different focuses.

Speaking of the Turkish case, there is English literature created by Turkish figures such as Orhan Pamuk and Elif Şafak, though limited. Their works could be also integrated into classes as extensive reading activities so as to show the sociolinguistic landscape of English in Turkey and to increase their self-confidence.

In addition to the development of EIL-oriented materials, exposure learners to English variety, expanding the cultural content of courses, some steps need to be taken for an earlier EIL integration into ELT. Based on her field experience, the pracademic argues that it is naive to expect students to leave their dedication to attaining NS-like proficiency and learning their culture "in the twinkling of an eye". Rather, it is challenging and requires much time. Thus, EIL integration should not be limited to tertiary level. As Takeshita (2010) suggests, raising awareness about English varieties, roles and functions needs to be started at primary school for this could ensure a successful and productive English use. Making a similar point, Lee H. (2012) argues against limiting efforts of raising EIL/WE awareness and equipping students with knowledge and skills of both inter and intra cultural communication that involves diverse English varieties to university context. Rather, Lee H. (2012: 155) contents that it is more important for younger learners who learn English for the first time as this is expected to help them "develop a more comprehensive and accurate understanding of English sociolinguistics from the beginning (rather than waiting until college, which not everybody attends". Similarly, Arnold and Rixon (2008) note that language models started to be questioned in the twenty first

century. One of the implications of this questioning is the introduction of non-native language usages into materials for adult; however, with their own words, "it is timely to think of how it might be reflected in materials for younger learners" (Arnold & Rixon, 2008: 53). However, Lee H. (2012) directs attention to the difficulty to find practical guidelines showing how to integrate WE/EIL into classroom pedagogy at various grades and proficiency levels and especially secondary level of education. She argues that what ensures the effective WE-informed ELT implementation is practical pedagogical ideas. As a support, Kubota (2012) offers an example lesson to show how linguistic diversity is explained to 6th graders, i.e., young learners. In this lesson, she used photos of people with different linguistic and cultural backgrounds and world map. Her aims were to introduce various English-speaking countries from all circles, increase awareness of linguistic diversity in nation states including Japan and United States with statistics and show simple greetings that differ in local languages.

Making a similar point, Byram (2008) notes that primary school is a suitable context where linguistic competence can be enriched with intercultural competence. To him, attitudes and skills of discovery and interaction are the two important skills "most susceptible of development in the primary school" (Byram, 2008: 86), and thus their integration into the curriculum is easier. Ragarding attitudes, students' curiosity about other cultures can be arisen, and they can be encouraged to be open to and see different perspectives. Children can also be encouraged to compare and contrast cultural practices, think about how other people regard their own society and what might happen if they do not use cultural practices appropriately. However, while doing so, they should not overgeneralise and create cultural stereotypes. Byram (2008: 83) wraps up the justification for extending language education to integrate intercultural competence at primary school when he puts:

> Primary school children can learn to ask relevant questions, analyse cultural phenomena, and carry out their own investigations. Realistic foreign language teachers who declare intercultural competence to be one of their central aims do so even though they are aware of the complexity of the task. They know that the road is long and strenuous. Intercultural competence is certainly not attainable in all its dimensions at the end of primary schooling, but the foundation for this important competence can be laid.

However, to that end, Byram (2008) notes that the psychological and cognitive development of children should be taken into consideration. Besides the capacity of

primary school children, language teachers should be trained about intercultural competence and appropriate classroom methods and techniques. In addition, this skill should be systematically integrated into curriculum, and appropriate teaching materials need to be produced.

Above all, what lies the crux of the matter, i.e., a successful integration, is mindset. As Bamgbose (2003: 428) rightly contends, "no matter how desirable language policies may be, unless they are backed by the will to implement them, they cannot be of any effect" (cited in Sarıçoban & Sarıçoban, 2012: 38). Similarly, Clyne and Sharifian (2008) note that the main obstacle in the path of this is attitudes. They argue that the current sociolinguistic complexity of English requires an understanding of English pluricentricity, English language instruction with a focus on cross-cultural communication and the promotion of bilingualism. Thus, as they argue, "the proposed changes require a mindset appreciative rather than fearful of diversity and multiplicity in communicative norms" (Clyne & Sharifian, 2008: 12).

As far as the contextual dimension of ELT in Turkey is considered, it can be said that a paradigm shift in traditional ELT is difficult, yet not infeasible. Despite several documented positive consequences of EIL paradigm shift at both theory and practice levels, the success of the paradigm shift lies in teacher awareness. If teachers do not feel "uneasy" about what they have been doing in their classes and not feel any need for change, then no step can be taken to make changes in instruction, materials and teacher education that have been reported as in dire need for a revision in line with the changing sociolinguistic landscape of English. The success of a language change or innovation rests with the teacher factor (Zacharias, 2011). As Wedell (2003) rightly puts, teachers as change agents need to be supported in the change process. Teachers need to understand its aims, rationale and requirements. Consequently, their incomplete interpretation of change may result in incomplete classroom practices. Thus, they should be familiarised with its features and equipped with necessary skills to incorporate it into their classroom pedagogy. Most importantly, they need to be persuaded about its possible benefits (Goh & Yin, 2008). Echoing the same sentiment, Bayyurt and Akcan (2015: 3) rightly note that "teacher education is a likely starting point for the development of an EIL pedagogy, which in turn

would affect the design of language teaching materials and the criteria used for evaluating achievement in language learning".

Making a similar point, Gill (2012: 50) makes it forcibly that teacher preparedness is a key consideration in successful policy and change implementation:

> Teachers constitute the most important element in the implementation of language policy. Whether it is just or unjust, they represent the human resource that most impacts on the development of the human capacity needed for the nation. Therefore, in the case of change of language policy, they are the ones who have to carry most of the burden of implementation. If they are not convinced of the reasons for the need for change, and do not put their heart and soul into improving their proficiency levels, then the policy is doomed to fail.

To that end, teacher training programmes should be revised to inform ELT practices (Lai, 2008). Similarly, Coşkun (2010) believes that the success of this transformation in ELT partly depends on the existence of English teacher education programmes in Turkey that aim at encouraging tolerance towards diversity. Somewhere else, where Coşkun (2013) notes for a change in ELT policy in Turkey, he notes that first the pre-service English teacher preparation programmes need to be revised in that teachers should be prepared to teach EIL. Thus, teacher education frameworks such as the ones suggested by Sifakis and Bayyurt (2016), Bayyurt and Sifakis (2015) and Dogancay-Aktuna and Hardman (2012), to list but a few, could be followed. Their awareness of the notion of English as an international language should be increased, and its practicality in the language classroom needs to be shown with clear examples of field-tested implementations. In a related way, McKay (2012) argues for a re-examination of the qualities of a qualified language teacher as the success in implementing a socioculturally sensitive pedagogy depends on teachers. Teacher awareness should be increased with professional development activities and resources. Furthermore, the potential of non-native English speaking teachers should be valued on discourse and recruitment levels. As highlighted by Nation and Macalister (2010: 183), in-service courses involving "teacher development after initial teacher training and after the teachers have had some teaching experience" could serve well. Workshops may be held to educate better-informed teachers who understand the change, evaluate the present materials and solve problems.

Endorsing the reasoning above, Matsuda (2009) maintains that a changing mindset regarding English as a pluralistic rather than monolistic language is required for a successful ELT innovation implementation. As the success of this change largely depends on teachers, a great deal of attention should be paid to examination of teacher preparation programmes and incorporation of the EIL/WE perspective into them. As Matsuda (2009: 187) notes:

> Changes are always difficult to implement, and teacher preparation programs, which must struggle with various requirements and constraints related to the certification, will not be easy to change. However, these programs can be one of the most powerful agents of change in our society, because changes in teacher preparation programs are passed along to children at schools through teachers and then dispersed through the whole society through teachers and then dispersed through the whole society through the attitudes of the students and graduates of those schools.

The role of teacher educators cannot be denied. Expecting a hard-and-fast paradigm shift in L2 pedagogy with smooth transitions in reality is naïve. In response to this difficulty in bringing EIL-related changes into language classrooms, Matsuda and Friedrich (2011) draw attention to particularly two issues. First, the mindset of teacher educators should be changed so that they can equip prospective teachers with critical lenses regarding English varieties and traditional ELT assumptions at both theoretical and practical levels. Second, EIL practices around the world should be documented to show teachers how EIL at theoretical level can be translated into actual classroom practices.

Along similar lines, Nation and Macalister (2010) state that curriculum change has two aspects: changing the curriculum itself and the mindset of related people. If teachers are not encouraged to have a new viewpoint and their attitudes are not changed, then these changes in the curriculum are doomed to fail. Nation and Macalister (2010: 173) entitle this management of change as "innovation theory". They list five steps in introducing an education change successfully:

1. Make sure that the change is really needed:
   Are enough people dissatisfied with the present situation?
   What is the real reason for the change?
2. Plan the type of change so that it is not too great and not too small (Stoller, 1994, as cited in Nation & Macalister, 2010: 173):
   Is the change too simple or too complex?
   Is the change too insignificant or too visible?
   Is the change too similar or too different from existing practices?

3. Make sure that enough people see that the kind of change is possible:
   Will the change involve more gains than losses?
   Are there practical obstacles to the change, such as lack of resources?
4. Use a wide range of change strategies:
   Does the change have official support?
   Do people understand the value of the change?
   Are the users involved in the change?
   Is there frequent and good communication between all involved?
5. Be prepared for the change to take a long time:
   Is there enough time and money for the change?
   Is there long-term support for the change?

This framework could be applied to the Turkish context to show that EIL paradigm shift is both necessary and doable in Turkey. In particular, the dissatisfaction with the existing language teaching applications and students' success shows that there is need for change. However, as the present study shows, change takes a long time. Expecting swift changes is naive. To complicate the matter even further, even if changes occur, one cannot ensure that they will last long and be incorporated into future classrooms. Still, such small steps are invaluable as starters in this long and challenging journey.

The attitudinal change needs to be accompanied by assessment informed by this sociolinguistic change and teaching materials reflecting English pluricentricity in as much as Seidlhofer (2015: 27) rightly puts, "what is taught determines what is tested" and "what is tested determines what is taught". Similarly, Hu (2012: 134) suggests that a sociolinguistically more sensitive assessment approach is needed "to facilitate informed decision-making about what should go into a fair, relevant, meaningful, and valid test of EIL proficiency". He lists five principles of this approach as follows: (1) taking the purpose of EIL test into account in determining the linguistic norms; (2) choosing a standard variety among the other varieties in a society; (3) exposing candidates to interactions in both native and non-native varieties; (4) including intercultural strategic competence as a test construct; and (5) taking the ones who want to conform to native-speaker norms into consideration. In the first principle, Hu (2012) suggests that the linguistic variety to be tested should be set by taking the intended use into account. Thus, for example, a test measuring North American norms cannot serve well for assessing communication skills of a Japanese learner for doing business with the Outer Circle countries. In the second principle, he argues that if more than one variety operates in a context, the standard should be chosen on three accounts: ensuring reaching a large popularity, providing social and economic opportunities and ensuring intelligibility.

However, he warns about the possible problems with adopting the standard variety, and thus suggests complementing this principle with the 3rd and the 4th one. While the third principle underlies exposing students to not only native but also non-native English varieties to promote their awareness and sensitivity, the fourth principle suggests broadening test construct to include intercultural strategic competence as it helps negotiation and in turn intelligibility. The last principle underlies the fact that there are still learners who aim at conforming to native speaker; hence, it is not appropriate to set a certain target for them.

Echoing the sentiment above, Lowenberg (2012: 95) suggests that examiners should avoid testing students with questions more than one answer of which could be acceptable (e.g. furniture/furnitures) and within the ones that perplex even Standard English users such as "popular *with/among* young people". They should also treat local discourse and stylistic usages sensitively. Lowenberg (2012: 96) also questions the implications of these variations at both "macro-level" and "micro-level". While the former is related to designing global tests with global validity, the latter is about how to design effective assessment instruments for classroom use. To him, the first is not applicable for the time being as it is not possible to determine morphological and syntactical variation across all varieties. In addition, assessing pragmatics and discourse is more important for the changing language needs, goals, and contexts of the world. Regarding assessment in the classroom, Lowenberg (2012) puts that although Standard English should be tested, this variation could be accepted correct for intranational purposes. However, all assessment stakeholders including teachers, administrators, students, parents and society should have a saying in choosing either Inner Circle or intranational assessment norms. In addition, tests should also assess students' willingness for interacting across differences, their comprehension, and interpretation and communication problem solving skills. Focusing on writing, Casanave (2012: 291) suggests "an ecological framework" for writing that encourages teachers to ask "why" questions to figure out the relevance of what they are doing to their local contexts. Teachers should justify their error correction in various genres and discover whether their corrections help their students improve their writing. They should also encourage their students to make use of all resource, including their mother tongue in the process.

Overall, it could be concluded that possibly one of the area that has room for improvement in the EIL camp is pedagogical practices for EIL teaching that can guide those interested to revise their teaching to raise successful communicators and responsible world citizens, if not implement this change. Individual field studies such as the current one could empower practitioners as they enlighten them with contextualised field experiences. The pracademics who adopt the role of change agents contribute to not only the scholarly camp and themselves but also the practitioners who could feel encouraged to re-examine and improve their classroom practices as a basic aspect of change. As rightly highlighted by Kayoğlu (2015: 141), "[c]hange may be slow in centralized systems; however, individual attempts can bring fast improvement". This, in turn, has the potential to empower the Expanding Circle. Similar studies can help make space for those in the Expanding Circle to bring their own voice to the front and thereby enriching the existing empirical research in short supply. The scholarly debate promoted by solely those in the Inner and Outer Circles cannot be regarded as fully developed, for it does not represent the reality and cannot be inspiring for the Expanding Circle with particular contextual needs.

Here the present study could be seen as a contribution to the EIL literature from both practical and academic perspective. When the pracademic in the current study began with the literature/theory that shows how EIL works, she held a critical approach in that she questioned how all these could work in her own classes in Turkey. With her own investigation she attempted to assess the EIL principles and contributed to the teaching side of EIL by documenting the process and outcomes of an actual classroom practice in Turkey and providing implications for those who find the EIL theory, principles and models vague and incomprehensible and thus are in dire need of gaining a true understanding of the issue with applicable and stimulating ideas. Besides, the pracademic attempted to expand and contribute to the theory by realising all these vague principles into her application and thus clarified understanding of the theory. She may not generate new theories at the end, yet she generated a new way to apply the theory, i.e., the original 10-week EIL-oriented General English syllabus, that has the potential to meet the needs of Turkish students by taking the resources and needs of the context into consideration. This hard evidence, i.e., informed best practice, in turn could help the theoretically driven EIL literature replete with principles and the practical side of which has still room for improvement. It seems that the theory needs to be well-grounded with empirical studies. It

is naive to try to understand EIL ideals and theory without seeing the whole picture with cases around the world such as Turkish one in the current study. Furthermore, her individual attempt may deserve to be added to the existing literature in that it could expand the EIL theory with the discussions about the future of EIL and ignite future studies.

Seen as a whole, the present study was conducted at tertiary level, yet its pedagogical implications are relevant to other levels. In this regard, the pracademic concludes that it is a promising start towards aiding understanding of theory by documenting how it was integrated into practice and what outcomes were produced, which is still a long way from drawing a complete portrait with applied and applicable ideas.

Limitations of the Study

It is of paramount importance to note that some limitations that may have affected the findings of the present study and discouraged me to generalise to larger populations should be noted. To begin with, the participants of the present study were chosen from only a preparatory programme of a single higher education institution, and thus the generalisability of the findings to all preparatory programme students in Turkey is inappropriate. However, it should be noted that the ultimate aim of the study is to add to the existing literature with an intensive analysis of a small case from an Expanding Circle country rather than to generalise to larger populations. The case itself was the object of interest, and I took an idiographic approach and conducted an in-depth elucidation rather than followed a nomothetic approach, which refers to "generating statements that apply regardless of time and place" (Bryman, 2004: 50). My case is what Bryman (2004: 51) calls "the exemplifying case". He argues that researchers frequently choose their case not because of their uniqueness but their potential to serve as an appropriate context for research questions. In the present study, I targeted my own classroom and traced the effects of the EIL philosophy, in the full knowledge that my classroom could not represent all tertiary level students attending preparatory programme.

In addition to the low number of the participants, the imbalance in the sample should be noted as another limitation, in that the number of the female participants exceeds the male ones. However, the results would not change even if the whole population, i.e., all

language majoring students in Turkey, were included in the study as in Turkey female students tend to prefer English language teaching more than the males (Çakır, 2015).

Besides, the scope of the study is delimited to the role of an EIL-oriented course on learners' understanding, attitude and language skills and the satisfaction level with the course. However, teachers and students are two important agents "in the front line in coping with the deep changes that the English language is going through" (Vettorel, 2015: 2). Thus, a holistic picture could have been drawn if lecturers had been included in the study. Therefore, the stance and perceptions of lecturers could be uncovered in a further study.

Time should also be noted as another limitation of the current study. A more thorough understanding could have been reached, and the participants' development could have been traced if the data had been gathered over an extended period of time with a longitudinal study design (Cohen et al., 2007).

Overall, I opted for the current research design in the full knowledge that it cannot enable me to make law-like grand generalisations, yet petite ones. Still, a note of caution seems vital here. The delimitations and limitations of the present study are not the downside, but the hallmarks of the study. Of importance here is that these limitations could give ideas to researchers who aim at contributing to the ongoing academic dialogue by gaining further understanding with different samples and research designs in the future.

Suggestions for Further Studies

Based on the limitations and delimitations of the current study and the pracademic's own experience, the following suggestions for further studies could be suggested for those who are interested in the field.

First, the current study aimed at understanding the incorporation of the EIL philosophy into language instruction through the learners' point of view. However, teachers themselves are a vital party of education, and thus the issue could be investigated

from their perspective. Hence, further studies are needed to find out the attitudes of teachers towards EIL-oriented language instruction implementations.

Second, the research design of the current study, i.e., mixed method research, aimed at gathering both qualitative and quantitative data in a three-month period from a small size sample. However, richer and accurate data could be gathered over a period of time with further longitudinal studies (Cohen et al., 2007), and they could be compared and contrasted with the ones gathered via cohort studies.

Third, on account of some technical reasons and the professional ideals of the the pracademic, i.e., the attempt not to create inequalities among groups, one-group pretest-posttest research design was opted for. However, lack of a control group and random assignment could make it difficult for the researcher to attribute the outcomes to the treatment (Neuman, 2014). Thus, further studies with a control group and randomly slected samples could be conducted in as much as they could enable researchers to conclude that the findings really result from their treatment.

Besides, in the current study, the participants were quite negative about the use of Facebook as an education environment, which in turn might have ignited the negative attitudes of some towards the course in general. Even some suggested the use of other education environments such as *Whatsapp*, a free messanger app commonly used in smartphones that allow people exchange messages, texts, audios and videos and communicate with each other with "fast, simple, secure messaging and calling for free, available on phones all over the world" (Whatsapp, 2016) or *Blackboard*, a learning management system that claims to transform the face of education in the globalised world by "build[ing] education technologies and engaging interfaces focused on the learner, and offer[ing] services, analytics, and communication tools to support learning for all" (Blackboard, 2016). Thus, in further studies researchers may try these education environments instead of Facebook and compare and contrast their results with the ones of the current study

In addition, further studies could be conducted to investigate to what extend the English language instructional materials embrace EIL philosophy. As Matsuda (2012)

argues, teaching materials occupy a much pivotal role in EIL classrooms than the traditional ELT ones. Given that EIL paradigm is the outcome of pluralism and dynamism, its teaching materials must reflect the current linguistic and cultural diversity of the world. Reinforcing this importance, Ali (2014) underlines the importance of EIL-oriented activities in helping promote a sense of ownership in non-native English speakers, decreasing their obsession with native speaker norms, increasing their awareness and appreciation of various English varieties and empowering them by enabling them to make their voice and culture heard by the others. In Turkey, language teachers lacking the knowledge and experience of language varieties heavily depend on their coursebooks. As coursebooks serve as curriculum, further studies on their investigation could help answer to what extent the philosophy is realised in teaching materials and actual classrooms.

Furthermore, testing is one of the most important aspects of TEIL. As Lowenberg (2012) argues, social change in English should not be ignored in English proficiency assessment. Lowenberg (2012: 94) claims that it is of utmost importance for examiners to draw a distinction between "deficiencies in the second language acquisition of any variety of English by non-native speakers from varietal differences in the speakers' usage resulting from their having learned such non-native norms" at the levels of morphology, syntax, semantics and style. Therefore, further studies on portraying the esisting situation in testing and attitudes towards EIL-oriented testing practices could help those interested in the EIL camp see the holistic picture better.

Lastly, a changing mindset regarding English as a pluralistic rather than monolistic language is required for a successful ELT innovation implementation, and the success of this change largely depends on teachers (Matsuda, 2009: McKay, 2012). This, in turn, results in dire need for a great deal of attention paid to examination of teacher preparation programmes and incorporation of the EIL/WE perspective into them. Thus, further studies could focus on to what extent this philosophy is integrated into teacher preparation programmes, and what teachers, whether pre-service or in-service, think about TEIL.

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APPENDICES

Appendix 1: Pre and Post Questionnaire (English Version)

ENGLISH LEARNERS' AWARENESS, BELIEFS, AND SKILLS

School Number: ………………..

   This study is conducted by Şakire ERBAY ÇETİNKAYA under the supervision of Assoc. Prof. Dr. Mustafa Naci KAYAOĞLU to better understand awareness, beliefs, and skills of English language learners. In the light of these answers, the researcher will attempt to improve the General English Course at the preparatory programme in the institution she works for. This is not a test so there are no "right" or "wrong" answers and you do not have to provide your name. The results will be used only for research purpose, so please give your answers sincerely, as only this will guarantee the success of the investigation. Thank you very much for your help!

Lecturer Şakire ERBAY ÇETİNKAYA

PART I: AWARENESS

In this part, we would like you to tell us how much you agree or disagree with the following statements simply by circling the number from 1 to 5. Please circle *__only one number__* for each question and do not leave out any of them.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I have information about the different domains of English use such as international relations, media, international, travel, safety, education, and communication around the world today.	1	2	3	4	5
2	I am familiar with accented Englishes used around the world (in countries such as India, Singapore, China, Korea, Russia and etc.)	1	2	3	4	5
3	I have knowledge about various components of Turkish culture (literature, music, architecture, history, geography, and religion, etc.)	1	2	3	4	5
4	I recognise how the use of English language at grammar, vocabulary, pronunciation, etc. levels changes around the world.	1	2	3	4	5
6	I have knowledge about various world issues (war, state brutality and genocide, depletion of energy resources, population increase, epidemics, global warming, pollution, etc.)	1	2	3	4	5
7	I am aware that English users create new English words around the world.	1	2	3	4	5
8	I have knowledge about various cultural elements of other	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	countries (literature, music, architecture, history, geography, religion etc.)					
9	I know what the concept of culture means.	1	2	3	4	5
10	I can compare and contrast Turkish and other world cultures.	1	2	3	4	5
	I am familiar with the English used in countries such as England, USA, Canada, and New Zealand.	1	2	3	4	5
14	I have knowledge about the reasons why English is a global language today.	1	2	3	4	5
15	I am aware that people's use of English grammar in other countries such as India, Malaysia, Egypt, Japan etc. may be different from British/American English.	1	2	3	4	5
16	I am aware that culture may affect people's behaviours.	1	2	3	4	5
17	I have knowledge about the current status of English in Turkey.	1	2	3	4	5
19	I know that there are many kinds of Englishes used in the world other than American, British, Canadian, New Zealand and Australian English.	1	2	3	4	5
	I am aware that miscommunication in international settings may take place as people from different cultures value the same thing differently (gestures, etiquettes, the concept of time, etc.)	1	2	3	4	5
	I have knowledge about the importance of English in Turkish education system.	1	2	3	4	5

PART II: BELIEFS

In this part, we would like you to tell us how much you agree or disagree with the following statements simply by circling the number from 1 to 5. Please circle *only one number* for each question and do not leave out any of them.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that English belongs to the UK/the USA.	1	2	3	4	5
2.	I think English should be spoken with a British or American accent.	1	2	3	4	5
3.	Various English accents (such as Indian, Singapore, Japan, Russia, etc.) should be introduced to English language learners.	1	2	3	4	5
4.	Students should be taught British and American culture in language classrooms.	1	2	3	4	5
5.	We should learn what is correct and incorrect about English only from Americans or the British.	1	2	3	4	5
6.	Students should also learn cultural elements of various countries (Ethiopia, France, Greece, Russia, Iran, etc) in language classrooms.	1	2	3	4	5
7.	People who use English in countries (Turkey, Spain, Japan, and Russia, etc.) can create new English words.	1	2	3	4	5
8.	Turkish students should not speak English with Turkish accent.	1	2	3	4	5
9.	English belongs to the world, not a specific country.	1	2	3	4	5
10.	Students should learn various aspects of Turkish culture in language classrooms.	1	2	3	4	5
11.	Variation in English pronunciation around the world is a serious problem.	1	2	3	4	5
12.	Only British and/or American cultural aspects should be taught in	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	language classroom.					
13.	Standard English should be taught in language classrooms.	1	2	3	4	5
14.	If English pronunciation is used differently from British or American English, it must be wrong.	1	2	3	4	5
15.	Turkish learners should try their best to get rid of their Turkish accent.	1	2	3	4	5
16.	It is better to have many kinds of English accents (Indian, Malaysian, Russian, Japanese, Singaporean, etc.) in the world.	1	2	3	4	5
17.	Global issues (war, state brutality and genocide, depletion of energy resources, population increase, epidemics, global warming, pollution, etc.) should be integrated into English classes.	1	2	3	4	5
18.	Imitating how the British and Americans use English is very important in learning English.	1	2	3	4	5
19.	In speaking, using a different grammar other than the one of the British or Americans is wrong.	1	2	3	4	5
20.	Students should be exposed to various English accents (German, Indian, Russian, Korean, Singaporean, etc.) in language classrooms.	1	2	3	4	5
21.	Creating new English words different from British/American English is unacceptable.	1	2	3	4	5
22.	While writing, using a different grammar other than the one of the British or Americans is wrong.	1	2	3	4	5
23.	What matters most is not accent but international intelligibility.	1	2	3	4	5

PART III: SKILLS

In this part, we would like you to tell us how much you agree or disagree with the following statements simply by circling the number from 1 to 5. Please circle *only one number* for each question and do not leave out any of them.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I can orally communicate various cultural aspects of Turkey in English to others.	1	2	3	4	5
2.	I can understand when English is spoken with a different accent (Indian, Pakistan, German, Russian, Japanese, etc.)	1	2	3	4	5
3.	I would feel pretty sure of myself in interacting with people from different cultures.	1	2	3	4	5
4.	I can identify various English accents (Indian, Singaporean, Russian, Japanese, etc.).	1	2	3	4	5
5.	I could exchange information with others using English as a tool.	1	2	3	4	5
6.	I can recognise the reasons for cross-cultural conflicts and misunderstandings in intercultural communication.	1	2	3	4	5
7.	I would feel confident in speaking my own English (Turkish English accent)	1	2	3	4	5
8.	I can compare and contrast Turkish culture with other world cultures, using English.	1	2	3	4	5
9.	I can critically talk about global issues (war, state brutality and genocide, depletion of energy resources, population increase, epidemics, global warming, pollution, etc.) using English.	1	2	3	4	5

10.	It could be hard to talk to people from different cultures.	1	2	3	4	5
11.	I could ask questions to other people from different countries about their cultures.	1	2	3	4	5
12.	I can use English to critically reflect on issues about English language education in Turkey.	1	2	3	4	5
13.	I can express my opinions well in English.	1	2	3	4	5
14.	When I do not understand something, I can ask my partner for clarification in English.	1	2	3	4	5
15.	If people do not understand me, I can clarify and paraphrase myself in English.	1	2	3	4	5
16.	When I have some trouble having conversation in English (e.g., need time, not remember what to say, forget words), I can still keep the conversation go on.	1	2	3	4	5

PART IV: PARTICIPANT INFORMATION

School Number: ……………..

1. **Age:**

2. **Gender:** ☐ Female   Male ☐

3. **Hometown:** ……………..

4. **Do you speak any foreign language(s) except for English?**

Yes ☐ (which one(s)? 1………. /Level: beginner ☐   interm. ☐   adv. ☐
2………………/Level: beginner ☐   interm ☐   adv. ☐
3………………/Level: beginner ☐   interm. ☐   adv. ☐

No ☐

5. *How did you learn English and how long did last? (you can choose more than one)*

☐ on my own (duration:...................)   at school (duration: ....) ☐

☐ at course (duration: ....)   at a language course (duration: ......) ☐

☐ with private lesson (duration: ....)   other (please specify):………….. ☐

6. **Have you ever visited a country?**

☐ Yes   (which one? ……………………………   No ☐
(how long? ………………………………
(for what?..

7. **Please specify your English skill level by putting an (X).**

	Very Poor	**Poor**	**Average**	**Good**	**Very Good**
Reading					
Writing					
Listening					
Speaking					
Grammar					
Vocabulary					
Pronunciation					

8. In which English skill(s) do you have the most difficulty? Why?

9. How often do you use English outside the classroom borders?

		Where? And Why?
Never	☐	------ ------
Rarely	☐	
Sometimes	☐	
Usually	☐	
Often	☐	
Always	☐	

10. Why are you studying English?

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I enjoy learning English.	1	2	3	4	5
2.	I want to get a better job.	1	2	3	4	5
3.	I want to visit various places around the world.	1	2	3	4	5
4.	I want to travel abroad for work.	1	2	3	4	5
5.	I want to understand British and American cultures.	1	2	3	4	5
6.	I want to develop my mind and become more rounded.	1	2	3	4	5
7.	I want to communicate with people all over the world.	1	2	3	4	5
8.	I want to meet and communicate with the British and Americans.	1	2	3	4	5
9.	I want to better understand cultures all around the world.	1	2	3	4	5
10.	I want to read English books and magazines for pleasure	1	2	3	4	5
11.	I want to travel abroad for education.	1	2	3	4	5
12.	I study English because my parents push me to do so.	1	2	3	4	5
13.	I want to talk to foreigners in Turkey.	1	2	3	4	5
14.	I want to watch English TV, film, video for pleasure.	1	2	3	4	5
15.	I want to introduce Turkish culture to people from other cultures in English.	1	2	3	4	5
16.	I want to meet people from all around the world.	1	2	3	4	5
17.	I want to make a good impression on other people.	1	2	3	4	5
18.	I want to travel abroad for holiday.	1	2	3	4	5
19.	I want to surf on English websites on the Internet	1	2	3	4	5
20.	Learning English is fun.	1	2	3	4	5
21.	I want to listen to English music.	1	2	3	4	5
22.	I only want to pass the class.	1	2	3	4	5
23.	I enjoy learning English.	1	2	3	4	5
24. Other (please specify)						

………………………………………………………………………………..

11. **Which accent would you say you have?**

☐ British ☐ American ☐ Turkish ☐ No idea ☐ Other (please specify)

Briefly give reasons for your answer: …………………………………………
………………………………………………………………………………………….
....

12. **Are you proud of your English accent?**

☐ Yes ☐ No

Briefly give reasons for your answer: …………………………………………..
…………………………………………………………………………………………...
....

13. **What accent of English would you most like to have?**

☐ BrE ☐ AmE ☐ Turkish Accent ☐ Other (Specify)……

Briefly give reasons for your answer: …………………………………………
....
....

Note: The results of the study will be published as a PhD thesis at
www.yok.gov.tr

THANK YOU FOR YOUR CONTRIBUTION!

Appendix 2: Pre and Post Questionnaire (Turkish Version)

İNGILIZCE ÖĞRENCİLERİNİN DİL FARKINDALIĞI, İNANIŞLARI VE BECERILERI

Okul Numaranız: ………………..

Bu çalışma, siz değerli öğrencilerimizin dil farkındalığını, inanışlarını ve becerilerini belirlemek amacıyla Doç. Dr. Mustafa Naci KAYAOĞLU danışmanlığında Şakire ERBAY ÇETİNKAYA tarafından yürütülmektedir. Araştırmacı vereceğiniz cevaplar ışığında, çalışmakta olduğu kurumun hazırlık programındaki Genel İngilizce dersini geliştirmeyi hedeflemektedir. Bu bir test olmadığı için doğru ya da yanlış cevap yoktur ve isimlerinizi yazmak zorunda değilsiniz. Sonuçlar sadece araştırma amacıyla kullanılacaktır, dolayısıyla çalışmanın başarısı sizin cevaplarınıza bağlıdır ve sorulara samimiyetle cevap vermeniz bizim için çok önemlidir. Yardımınız için çok teşekkür ederim!

Okutman Şakire ERBAY ÇETİNKAYA

BÖLÜM I: FARKINDALIK

Bu bölümde 1'den 5'e kadar olan numaralardan birini daire içine alarak ifadelere ne derece katılıp katılmadığınızı göstermenizi istiyoruz. Lütfen her bir soru için *sadece bir numara* seçiniz ve hiçbir soruyu boş bırakmamaya özen gösteriniz.

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
1	2	3	4	5

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
1.	İngilizcenin dünyadaki farklı kullanım alanları (uluslararası ilişkiler, basın yayın, uluslararası ulaşım, güvenlik, eğitim, iletişim gibi) hakkında bilgi sahibiyim.	1	2	3	4	5
2.	Dünyanın çeşitli yerlerinde (Hindistan, Singapur, Çin, Kore, Rusya gibi) kullanılan aksanlı İngilizcelere aşinayım.	1	2	3	4	5
3.	Türk kültürünün çeşitli öğeleri (edebiyat, müzik, mimari, tarih, coğrafya, din vb. gibi) hakkında bilgi sahibiyim.	1	2	3	4	5
4.	İngilizce dil kullanımının dilbilgisi, kelime, telaffuz gibi alanlarda tüm dünyada nasıl değişmekte olduğunun farkındayım.	1	2	3	4	5
5.	Çeşitli dünya meseleleri (savaş, devlet vahşeti ve soykırımı, enerji kaynaklarının tükenmesi, nüfus artışı, salgın hastalıklar, iklim değişikliği, kirlilik gibi) hakkında bilgi sahibiyim.	1	2	3	4	5
6.	Dünyanın değişik yerlerinde İngilizce kullananların yeni İngilizce kelimeler ürettiğinin farkındayım.	1	2	3	4	5
7.	Diğer ülkelerin farklı kültürel öğeleri (edebiyat, müzik, mimari, tarih, coğrafya ve din gibi) hakkında bilgi sahibiyim.	1	2	3	4	5
8.	Kültür kavramının anlamını biliyorum.	1	2	3	4	5
9.	Türk ve diğer dünya kültürlerini karşılaştırabilirim.	1	2	3	4	5
10.	İngiltere, Amerika, Kanada, Yeni Zelanda gibi ülkelerde kullanılan İngilizcelere aşinayım.	1	2	3	4	5
11.	Günümüzde İngilizcenin küresel bir dil oluşunun sebepleri hakkında bilgi sahibiyim.	1	2	3	4	5
12.	Dünyanın çeşitli yerlerinde (Hindistan, Malezya, Mısır,	1	2	3	4	5

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
	Japonya gibi) kullanılan İngilizce dilbilgisinin İngiltere ve ya Amerika'daki İngilizceden farklı olduğunun farkındayım.					
13.	Kültürün insanların davranışlarını nasıl etkileyebileceğinin farkındayım.	1	2	3	4	5
14.	İngilizcenin Türkiye'deki rolü hakkında bilgi sahibiyim.	1	2	3	4	5
15.	Dünyada Amerikan, İngiliz, Kanada, Yeni Zelanda ve Avustralya İngilizcelerinden başka farklı İngilizcelerin de olduğunu biliyorum.	1	2	3	4	5
16.	Farklı kültürlerdeki insanların aynı şeylere farklı değerler verdikleri için (örneğin jest ve mimikler, görgü kuralları, zaman kavramı) uluslararası ortamlarda iletişim problemleri yaşayabileceklerini biliyorum.	1	2	3	4	5
17.	İngilizcenin Türk eğitim sistemindeki önemi hakkında bilgi sahibiyim.	1	2	3	4	5

BÖLÜM II: İNANIŞLAR

Bu bölümde 1'den 5'e kadar olan numaralardan birini daire içine alarak ifadelere ne derece katılıp katılmadığınızı göstermenizi istiyoruz. Lütfen her bir soru için *__sadece bir numara__* seçiniz ve hiçbir soruyu boş bırakmamaya özen gösteriniz.

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
1	2	3	4	5

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
1.	İngilizcenin İngiltere ve ya Amerika Birleşik Devletleri'ne ait olduğunu düşünüyorum.	1	2	3	4	5
2.	Bence İngilizce, İngiliz ya da Amerikan aksanıyla konuşulmalıdır.	1	2	3	4	5
3.	Farklı İngiliz aksanları (Hindistan, Singapur, Japon, Rus gibi) yabancı dil öğrencilerine tanıtılmalıdır.	1	2	3	4	5
4.	Öğrencilere yabancı dil dersinde İngiliz veya Amerikan kültürü öğretilmelidir.	1	2	3	4	5
5.	İngilizceye dair nelerin doğru nelerin yanlış olduğunu yalnızca İngilizler ve ya Amerikalılardan öğrenmeliyiz.	1	2	3	4	5
6.	Öğrenciler dil sınıflarında değişik ülke kültürlerine ait (Etiyopya, Fransa, Yunanistan, Rusya, İran gibi) çeşitli öğeleri de öğrenmelidir.	1	2	3	4	5
7.	Dünyanın çeşitli yerlerinde İngilizce kullanan insanlar (Türkiye, Hindistan, Japonya, Rusya gibi) yeni İngilizce kelimeler üretebilir.	1	2	3	4	5
8.	Türk öğrenciler Türk aksanıyla İngilizce *konuşmamalıdırlar.*	1	2	3	4	5
9.	İngilizce İngiliz ve ya Amerikalılara değil de tüm dünyaya aittir.	1	2	3	4	5
10.	Öğrenciler yabancı dil derslerinde, Türk kültürüne ait çeşitli öğeleri de öğrenmelidirler.	1	2	3	4	5
11.	Dünyada İngilizce telaffuz kullanımındaki farklılıklar ciddi sorun teşkil etmektedir.	1	2	3	4	5
12.	Yabancı dil derslerinde yalnızca İngiltere veya Amerika'ya ait kültürel öğeler öğretilmelidir.	1	2	3	4	5
13.	Yabancı dil derslerinde standart dil olarak İngiliz veya Amerikan İngilizcesi öğretilmelidir.	1	2	3	4	5
14.	İngiliz ya da Amerikan İngilizcesinden farklı telaffuz kullanılması *yanlıştır.*	1	2	3	4	5
15.	İngilizce öğrenen Türk öğrencileri, Türk aksanlarından kurtulmak	1	2	3	4	5

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
16.	Dünyada farklı İngiliz aksanlarının (Hint, Malezya, Rus, Japon, Singapur) gibi olması iyidir.	1	2	3	4	5
17.	Küresel meseleler (savaş, devlet vahşeti ve soykırımı, enerji kaynaklarının tükenmesi, nüfus artışı, salgın hastalıklar, iklim değişikliği, kirlilik gibi) yabancı dil derslerine konu olmalıdır.	1	2	3	4	5
18.	İngilizlerin veya Amerikalıların İngilizce kullanımlarını taklit etmek, dil öğrenmede faydalıdır.	1	2	3	4	5
19.	İngilizce konuşurken dilbilgisini İngiliz veya Amerikalılardan farklı kullanmak yanlıştır.	1	2	3	4	5
20.	İngilizce derslerinde çeşitli ülkelere ait İngilizce aksanları (Almanya, Hindistan, Rusya, Kore, Singapur vb.) öğrencilere tanıtılmalıdır.	1	2	3	4	5
21.	İngiliz veya Amerikan İngilizcelerindeki kelimelerden farklı olarak yeni kelimeler üretmek doğru *değildir.*	1	2	3	4	5
22.	İngilizce yazarken dilbilgisini İngiliz veya Amerikalılardan farklı kullanmak *yanlıştır.*	1	2	3	4	5
23.	İngilizce konuşurken önemli olan şey aksan değil uluslar arası düzeyde anlaşılırlıktır.	1	2	3	4	5

BÖLÜM III: BECERİLER VE YETKİNLİKLER

Bu bölümde 1'den 5'e kadar olan numaralardan birini daire içine alarak ifadelere ne derece katılıp katılmadığınızı göstermenizi istiyoruz. Lütfen her bir soru için *sadece bir numara* seçiniz ve hiçbir soruyu boş bırakmamaya özen gösteriniz.

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
1	2	3	4	5

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
1.	Türk kültürünün çeşitli öğelerini İngilizce konuşarak farklı kültürlerden gelen insanlara aktarabilirim.	1	2	3	4	5
2.	İngilizcede farklı aksanları (örneğin Hint, Pakistan, Alman, Rus, Japon) dinlediğimde anlayabilirim.	1	2	3	4	5
3.	Diğer kültürlerden insanlarla İngilizce iletişim kurmak durumunda kalsam kendimi oldukça rahat hissedebilirim.	1	2	3	4	5
4.	Farklı İngiliz aksanlarını (Hint, Singapur, Rus, Japon gibi) ayırt edebilirim.	1	2	3	4	5
5.	İngilizce konuşan diğer insanlarla bilgi alışverişinde bulunabilirim.	1	2	3	4	5
6.	Uluslararası iletişimde kültürel farklılıklardan kaynaklanan iletişim problemlerini fark edebilirim.	1	2	3	4	5
7.	İngilizceyi Türk aksanıyla konuşarak kendimi rahat ifade edebilirim.	1	2	3	4	5
8.	İngilizce kullanarak Türk kültürünü diğer dünya kültürleriyle karşılaştırabilirim.	1	2	3	4	5
9.	Küresel meseleler (savaş, devlet vahşeti ve soykırımı, enerji kaynaklarının tükenmesi, nüfus artışı, salgın hastalıklar, iklim değişikliği, kirlilik gibi) hakkında İngilizce kullanarak eleştiri yapabilirim.	1	2	3	4	5
10.	Farklı kültürlerden insanlarla iletişim kurmak zor olabilir.	1	2	3	4	5
11.	Yabancılara kendi kültürleri hakkında sorular sorabilirim.	1	2	3	4	5
12.	Türkiye'deki İngilizce öğretimi konusunda İngilizce kullanarak	1	2	3	4	5

	eleştirel tartışma yapabilirim.					
13.	Fikirlerimi İngilizce konuşarak iyi ifade edebilirim.	1	2	3	4	5
14.	Karşı tarafın söylediklerini anlamadığımda İngilizce kullanarak konuyu netleştirmesi için sorular sorabilirim.	1	2	3	4	5
15.	İngilizce konuşurken insanlar beni anlamazsa, söylediklerimi farklı şekillerde ifade ederek netleştirebilirim.	1	2	3	4	5
16.	İngilizce iletişimde sorun yaşasam bile (örneğin zamana ihtiyaç duyma, söyleyeceğini unutma, kelime hatırlayamama gibi), iletişimin yine de devam etmesini sağlayabilirim.	1	2	3	4	5

BÖLÜM IV: KATILIMCI BİLGİLERİ

Okul numaranız: ……………

14. Yaş:

15. Cinsiyet: ☐ Bayan   Bay ☐

16. Geldiğiniz şehir:
……………..

17. İngilizce dışında herhangi bir yabancı dil(ler) konuşabiliyor musunuz?

☐ Evet   (Hangi (leri)? 1……..../Seviye: başlangıç ☐   orta ☐   ileri ☐
                                2……..../Seviye: başlangıç ☐   orta ☐   ileri ☐
                                3……..../Seviye: başlangıç ☐   orta ☐   ileri ☐

☐ Hayır

18. İngilizceyi nasıl ve ne kadar sürede öğrendiniz? *(birden çok işaretleyebilirsiniz)*

☐ kendi başıma (süre:..................)   ☐ okulda (süre: ....)

☐ dershanede (süre: ....)   ☐ özel dil kursunda (süre: ....)

☐ özel ders ile (süre: ....)   ☐ diğer (lütfen açıklayınız)

19. Herhangi bir yabancı ülkeyi ziyaret ettiniz mi?

☐ Evet   (hangi (leri)? ……………………………)   Hayır   ☐
                (ne kadar süre? …………………………)
                (ne amaçla?...)

20. Lütfen İngilizce beceri seviyenizi bir (X) işareti ile belirtiniz

	Çok zayıf	Zayıf	Orta	İyi	Çok iyi
Okuma					
Yazma					
Dinleme					
Konuşma					
Dil bilgisi					
Kelime bilgisi					
Telaffuz					

21. En çok problemi hangi İngilizce beceri (lerde) yaşamaktasınız? Niçin?

22. Okul sınırları dışında İngilizceyi ne sıklıkla kullanıyorsunuz?

		Nerede ve Hangi Amaçla?
Hiç	☐	------ ------
Seyrek	☐	
Bazen	☐	
Genelde	☐	
Sık sık	☐	
Her zaman	☐	

23. Niçin İngilizce öğreniyorsunuz?

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla Katılıyorum
1.	İngilizce öğrenmeyi seviyorum.	1	2	3	4	5
2.	Daha iyi bir iş sahibi olmak istiyorum.	1	2	3	4	5
3.	Dünyanın değişik yerlerine seyahat etmek istiyorum.	1	2	3	4	5
4.	İş amaçlı olarak yurtdışına seyahat etmek istiyorum.	1	2	3	4	5
5.	İngiliz ve Amerikan kültürlerini anlamak istiyorum.	1	2	3	4	5
6	Kendimi geliştirmek istiyorum.	1	2	3	4	5
7.	Tüm dünyadaki insanlarla iletişim kurmak istiyorum.	1	2	3	4	5
8.	İngiliz ve Amerikalılarla tanışmak ve iletişim kurmak istiyorum.	1	2	3	4	5
9.	Çeşitli dünya kültürlerini daha iyi anlamak istiyorum	1	2	3	4	5
10.	İngilizce kitap ve dergileri keyif amaçlı okumak istiyorum.	1	2	3	4	5
11.	Eğitim amacıyla yurtdışına seyahat etmek istiyorum.	1	2	3	4	5
12.	Ebeveynlerim beni İngilizce öğrenmem için zorluyor.	1	2	3	4	5
13.	Türkiye'deki yabancılarla iletişim kurmak istiyorum.	1	2	3	4	5
14.	Keyif amaçlı İngilizce TV, film, video izlemek istiyorum.	1	2	3	4	5
15.	Türk kültürünü farklı kültürlerden olan insanlara İngilizce kullanarak tanıtmak istiyorum.	1	2	3	4	5
16.	Tüm dünyadan insanlarla tanışmak istiyorum.	1	2	3	4	5
17.	Diğer insanlar üzerinde iyi bir izlenim bırakmak istiyorum.	1	2	3	4	5
18.	Tatil için yurtdışına seyahat etmek istiyorum.	1	2	3	4	5
19.	İnternette İngilizce sayfalarda gezinmek istiyorum.	1	2	3	4	5
20.	İngilizce öğrenmek eğlencelidir.	1	2	3	4	5
21.	İngilizce müzik dinlemek istiyorum.	1	2	3	4	5
22.	Sadece dersi geçmek istiyorum.	1	2	3	4	5
23.	Okul zorunlu tuttuğu için	1	2	3	4	5

24. Diğer (lütfen belirtiniz) ……………………………………………………………………..

24. İngilizceyi hangi aksanla konuştuğunuzu düşünüyorsunuz?

☐ İngiliz   ☐ Amerikan   ☐ Türk   ☐ Fikrim yok   ☐ Diğer (lütfen belirtiniz)
……………………………..

Cevabınız için sebeplerinizi kısaca açıklayınız …………………………………………

…………………………………………………………………………………………

....

....

25.İngilizce aksanınızdan memnun musunuz?

☐ Evet ☐ Hayır

Cevabınız için sebeplerinizi kısaca açıklayınız: ……………………………………
………………………………………………………………………………………………
....
....
....

26.İngilizceyi en çok hangi aksanla konuşmak istersiniz?

☐ İngiliz ☐ Amerikan ☐ Türk ☐ Diğer (lütfen belirtiniz)…........

Cevabınız için sebeplerinizi kısaca açıklayınız: ……………………………………
………………………………………………………………………………………………

Not: Bu çalışmanın sonuçları **www.yok.gov.tr** *adresinde doktora tezi olarak yayınlanacaktır.*

KATKILARINIZ İÇİN TEŞEKKÜR EDERİZ!

Appendix 3: Pre and Post Focus-Group Interview Questions and Prompts

AWARENESS-RELATED QUESTIONS

1. What do you know about the current status of English? (domains of use, global status, current status of English in Turkey)
2. Do you have knowledge about English varieties?
3. Does English change? How?
4. What do you understand from the concept of culture?
5. Do you think there is relationship between culture and language?
6. Are you familiar with your own culture?
7. Are you familiar with cultural aspects of other countries?
8. What are the possible reasons for communication breakdowns in international context?
9. Further bridging questions

BELIEFS-RELATED QUESTIONS

1. Who owns English today?
2. Which English should learners be exposed to and why?
3. What do you think about English creativity regarding pronunciation, grammar, and vocabulary?
4. Which accent do you think learners should speak English with?
5. What should be the cultural material of language classroom?
6. Should teachers encourage learner to develop a deeper knowledge of Turkish culture?
7. Further bridging questions

SKILLS-RELATED QUESTIONS

1. Do you feel confident in interacting with people from other cultures?
2. Can you communicate Turkish culture in English to others?
3. Can you question others about their culture?
4. Are you familiar with conversation strategies? (repair strategies)
5. How is your listening skill? (comprehension, identification of various English accents, active listening)
6. Can you reflect on/think deeply and critically about issues? (cultural values, reasons for cultural conflicts, global issues, ELT issues in Turkey)
7. Further bridging questions

Appendix 4: Key Questions and Prompts For Retrospective Interview

1. What did we do in this class?
2. Did you gain any benefits from today's class? If yes, what? Why?
3. Can you identify any weakness in today's class? If yes, what?
4. Did you have any difficulty? If yes, please explain?
5. Would you like to go on being educated with a similar programme in the future?
6. Do you have any suggestions for me to improve today's class for a better future use?
7. Would you like to add anything else?

Appendix 5: Weekly Retrospective Participant Report Form

DEĞERLENDİRME ZAMANI!

Sevgili Öğrencilerim,

Sizlerden bu hafta yaptığımız sınıf içi ve sınıf dışı tüm etkinlikleri açık yüreklilikle değerlendirmenizi rica ediyorum. Samimi yorumlarınız, bu dersin iyileştirilmesi ve öğrenci ihtiyaçlarına yönelik düzenlenebilmesi için hayati önem taşımaktadır. Değerli katkılarınız için teşekkürler!

Okutman Şakire ERBAY ÇETİNKAYA

Tarih ve Yer:
Cinsiyet:

Bu hafta üzerine odaklandığımız *KONULAR* hakkında ne düşünüyorsunuz? İlginç, anlaması kolay mı yoksa sıkıcı ve anlaması zor mu idiler? Niçin?	
Bu hafta yaptığımız *ETKİNLİKLER* ve *AKTİVİTELER* hakkında ne düşünüyorsunuz? Etkili, yeterli, eğlenceli ve önemli mi yoksa zor, sıkıcı ve tekrara düşücü müydü? Niçin?	
Kullandığımız *DERS MATERYALLERİ* hakkında ne düşünüyorsunuz? Faydalı ve etkili mi yoksa faydasız mı idiler? Niçin?	
Bu hafta *KAZANIMLARINIZ* oldu mu? Lütfen belirtiniz.	
Bu haftanın *EKSIKLIKLERİ* var mıydı? Varsa nelerdi? Herhangi bir *ZORLUK* ya da *PROBLEM* yaşadınız mı? Lütfen açıklayınız?	
Bu hafta ile ilgili *EN ÇOK NEYİ SEVDİNİZ*? Lütfen sebepleriyle beraber açıklayınız.	

Bu hafta ile ilgili *EN AZ NEYİ SEVDİNİZ*? Lütfen sebepleriyle beraber açıklayınız.	383				
Öğretmeninize, bu hafta ile ilgili dersi daha etkili bir hale getirebilmesi için herhangi bir değişiklik önermek ister misiniz? Lütfen açıklayınız.					

Genel bir değerlendirme yaptığınızda tüm etkinlikleri ile birlikte düşündüğünüzde bu haftayı nasıl değerlendirirsiniz?	1	2	3	4	5
	Çok kötü	Kötü	Kabul edilebilir	İyi	Mükemmel

Bu hafta yaptığımız sınıf içi (2+2 saat) ve sınıf dışı (Facebook grubu) ile ilgili diğer eklemek istedikleriniz:

Appendix 6: Peer Classroom Observation Form

PEER CLASSROOM OBSERVATION FORM

Date & Place:………………… **Class:**……...................... **Observer:**……………………..

Please circle each item in the column that most clearly represents your evaluation: *U unsatisfactory, BA below average, A average, AA above average, and O outstanding.* Please also write comments and provide any indications and evidence for your rating in the space provided

	FOCUS	SCALE					COMMENTS
		Unsatisfactory	Below Average	Average	Above Average	Outstanding	
I	**The nature of the lesson and content**						
1	The aims and objectives of the lesson were clear.						
2	The lesson was linked to the previously learned material.						
3	The lesson was at the right difficulty level.						
4	The pace of the lesson was appropriate for students' level.						
5	The lesson was smooth, sequenced, and logical.						
6	The content was understandable.						
7	The content was motivating.						
8	The content was thought provoking.						
9	The content of the lesson enhanced critical thinking.						
10	The content facilitated students' higher level thinking skills.						
II	**Teaching methods, materials, and activities**						COMMENTS
1	The teacher gained the class's attention with an effective warm-up.						
2	The teacher's instructional choices were effective in encouraging students' active and thoughtful learning.						
3	The selection of materials was appropriate to achieve the course goals.						
4	Activities served well for the stated objectives.						
5	Tasks and activities worked effectively.						
6	Tasks and activities include variety.						
7	The activities were well sequenced.						
8	There were appropriate links and transitions between activities.						
III	**Teacher behaviour**						COMMENTS
1	The teacher managed to achieve what she set out to teach.						
2	The teacher showed interest and enthusiasm for the subject she taught.						
3	The teacher encouraged full student participation.						
4	The teacher was able to stimulate and sustain student interest.						
5	The teacher gave clear explanations to the students.						

							COMMENTS
6	The teacher responded in a non-threatening way.						
7	The teacher accepted students' ideas without judging.						
8	The teacher paid attention to students' responses.						
9	The teacher communicated well.						
10	The teacher encouraged students to interact with each other.						
IV	**Classroom climate**						COMMENTS
1	The students enjoyed the lesson.						
2	The students were involved and attentive.						
3	The students were excited to answer questions.						
4	The class felt free to ask questions, to express their own ideas, or to disagree with the others.						
5	Students challenge and question each other respectfully.						
6	The students' use of English was satisfying.						
7	Student responses reflect real thinking, not just "canned answers".						

ITEM	COMMENTS				
Which aspect(s) of the lesson were the most successful? / What were the main strengths?					
Which aspect(s) of the lesson were the least successful? / What were the main weaknesses?					
Would you teach the lesson in the same way if you yourself were the teacher?					
How would you rate the overall class?	1	2	3	4	5
	Very Poor	Poor	Acceptable	Good	Excellent
Please provide your overall impression of the lesson effectiveness and your overall comments here					

Appendix 7: Final Open-Ended Questionnaire

<p align="center">GENEL İNGİLİZCE DERSİ YILSONU DEĞERLENDİRME ANKETİ</p>

Sevgili Öğrenciler,

2015-2016 bahar döneminde sizlerle 10 haftalık bir Genel İngilizce (Coursebook) dersi işledik. Aşağıdaki tabloda bu 10 hafta özetlenmiştir. Sizlerden tüm yönleri ile bu süreci açık yüreklilikle değerlendirmenizi rica ediyorum. Detaylı ve samimi cevaplarınız sayesinde bu hazırlık programındaki Genel İngilizce dersini geliştirmeyi hedeflemekteyim. Kimlik bilgilerinize ihtiyaç yoktur ve sonuçlar sadece araştırma amacıyla kullanılacaktır, dolayısıyla çalışmanın başarısı sizlerin samimi cevaplarınıza bağlıdır. Katkılarınız için teşekkür ederim!

<p align="right">Okt. Şakire ERBAY ÇETİNKAYA</p>

Hafta	Sınıf Seansları	Facebook Etkinliği
1	İngilizcenin kullanım alanları ile ilgili tahminlerde bulunma (quiz); İngilizcenin küresel bir dil oluşu, ve İngilizce öğrenme sebeplerinin tartışılması; Rapor yazma ve raporda kullanılacak yapıların öğretilmesi	İngilizcenin geleceği hakkında tahminlerde bulunmak/yorum yazmak
2	"*Englishes*" kavramı hakkında konuşmak ve İngilizcenin farklı rolleri hakkında bir parça okuma; "*tongue surgery* "hakkında konuşma ve bir parça okuma; fikrini açıklama ve başkasına katılma/katılmama ve kibar bir şekilde bölme ifadelerini öğrenme (Speaking Help Sheet)	*Pink Panther* filminden bir bölüm izleyip farklı 5 İngiliz aksanının bir araya geldiği bir sahneyi tartışmak
3	Aksan tahmin oyunu oynama; İngilizcenin değişmekte oluşu ve farklı İngilizceler ile ilgili bir parça okuma; kimin İngilizcesiniöğreniyoruz ve öğrenmeliyiz konusunun tartışılması; bir Türk okuluna başvuran 10 öğretmen adayından "*native speaker*" olan öğretmene grupça karar verme	*Native speaker* kavramını tanımlamanın zorluğu konusunda tartışmalara devam etme ve bunların üstün bir pozisyona alınıp alınmaması gerektiğini tartışmak
4	"Culture/Kültür" kavramını tartışmak ve Türk kültürü denilince ne anlaşıldığını grupça konuşmak; iki kültür kategorisi (*small c and big C culture*) ve içerikleri hakkında bir parça okuma; kültürel iletişim kazalarının yaşandığı küçük durumları (*critical incidents*) inceleme ve sebepleri hakkında önce grupça sonra sınıfça konuşma (Örneğin Meksikalı erkek öğrencilerin mutfağa girmek istememesi)	Türk okulları için bir İngilizce ders kitabı tasarlasa idiniz hangi kültürel elementleri ve kimin kültürünü entegre ederdiniz sorusunun tartışılması
5	"*Etiquette*" kavramını konuşma, dünya genelinde değişik örf adetleri öğrenme ve bunları Türkiye'dekilerle karşılaştırma; 13 farklı Türk adetinin bir Amerikalı gözünden anlatılması ve bu gözlemlerin ne kadar haklı olup olmadığını tartışma; karşıdakini anlamayınca ve kendimiz anlaşılmayınca neler yapılır ve bu problem nasıl çözülür konusunu öğrenme*(Speaking Help: asking for clarificationa and clarifying oneself)*	Kültürel şok ile ilgili yaşanmış deneyimler içeren bir web sitesinden iki en ilginç ve komik kültürel kaza hikayesini seçip sebebini açıklama
6	Türkiye'de dil öğretim problemlerini tartışıp bu konuda bir rapor okuma; ülkemize ithal İngilizce öğretmenlerinin alınması ile ilgili bir gazete haberi okuyup tartışma (debate); münazara dilini öğrenme; öğrencileri sunum yapma konusunda bilgilendirme	Jürilerin sınıfta yapılan münazara sonuçlarını değerlendirip kazananları açıklamaları; Türkiye'de dil eğitim politikalarından sorumlu bir yönetici olsanız neleri düzeltirdiniz sorusunun tartışılması
7	Dünya problemleri hakkında konuşma ve Suriye mülteci krizine odaklanma; Suriye krizi ile ilgili kısa bir tanıtım filmi izleyip tartışma; Ahmet Davutoğlu'nun bir CNN spikerine verdiği Suriye konulu mülakatı izleme, dinleme aktivitesi yapma; aktif dinleme nasıl yapılır ve hangi yapılar kullanılır konusunu öğrenme *(Speaking Help: Active Listening)* ve teorik bilgiyi videoda uygulamak	Videodaki Türk figürün kullandığı aksanlı İngilizceyi değerlendirme ve İngiliz ve Amerikalıları taklit edip etmeme meselesini tartışmak; Birleşmiş Milletlere Suriye mülteci krizini çözme önerisi içeren bir mektup yazma
8	"*European Capital of Culture*/Avrupa Kültür başkenti"	Bid book/broşürlerin fotoğraflarının

	kavramını konuşmak ve bu konu ile ilgili bir AB broşür özetini okumak; İstanbul ile ilgili kısa bir tanıtım videosu izleyip bunun doğru bir karar olup olmadığını konuşmak; Bir sanat eleştirmeni olan Vecdi Sayar ile CNN spikerinin bu konudaki röportajını izleyip dinleme etkinliği yapma; 2016 Kültür Başkenti olarak hangi Türk şehrini önerirsiniz konulu bir bid book/broşür hazırlama; bir Türk sokak lezzetleri üzerine hazırlanan İngilizce video izlemek ve ilgili bir ödev verme; İngilizce konuşurken yaşanan problemlerin nasıl telafi edilebileceğini öğrenme (Speaking Help)	paylaşılıp öğrencilerden en güzelini seçmelerini ve sebepleriyle beraber açıklamalarını isteme
9	Evlilik ve evlilik öncesi beraber yaşam hakkında konuşma; evlilik öncesi beraber yaşama konusunda farklı milliyetlerden insanların görülerini dinleme ve bir dinleme etkinliğiyapma; Türk düğünleri ile ilgil bir video izleme; 13 farklı düğün kültürü hakkında kısa parçaların olduğu bir okuma aktivitesini grup şeklinde yapma ve soruları cevaplama	Evlilikteki kadın-erkek rollerini tartışma ve bu rolleri nasıl edindiğimiz konusunda konuşma
10	Kültürel iletişim kazaları ile ilgili dört durumu grupça inceleme ve ihtimal dahilinde olan sebepleri konuşma; farklı kültürlerdeki el hareketleri ile ilgili bir video izleyip dinleme etkinliği yapma ve bunları Türkiye'dekilerle karşılaştırma	----

ÖDEVLER

1. 10 Türk ile röportaj yapıp hangi dilleri niçin öğrendikleri konusunda bir rapor yazmak
2. 1 yabancı ile röportaj yapma, onun Türk kültüründe merak ettiği şeyleri öğrenme, insanların ona kendi kültürü ile ilgili sordukları şeyleri öğrenme ve bu kültürel öğeleri gruplandırıp bir Power Point sunusu hazırlama
3. Bir dershaneye gidip onların dil öğretmen kriterlerini ve yabancı öğretmen tercihlerini öğrenip bunu bir grup sunusu şeklinde Power Point sunusu eşliğinde sözlü olarak sunma
4. Bir Türk sokak lezzeti hakkında orijinal bir kısa video hazırlama

---

Bu ders kapsamında yapmış olduğumuz **FACEBOOK** etkinlikleri hakkında ne düşünüyorsunuz? Sosyal medya ortamında derse bu şekilde devam etmek verimli mi idi? Bu platformdaki etkinlikler hakkında ne düşünüyorsunuz?

Bu ders kapsamında yazılı bir sınava girmediniz ve bunun yerine sizlere araştırma, raporlaştırma, sunum, ve üretim ödevleri verildi. Ödevlerin size faydası oldu mu? Lütfen belirtiniz? Olumsuz yönleri var mı idi? Varsa nelerdi? Lütfen detaylıca açıklayınız.

Bu dönemki Genel İngilizce dersinin size **FAYDALARI** oldu mu? Lütfen sebepleri ile beraber detaylıca açıklayınız.	Bu dersin **ZAYIF/SEVMEDİĞİNİZ** yönleri var mı idi? Lütfen sebepleri ile birlikte detaylıca açıklayınız.
Bu dersin önümüzdeki yıl da Hazırlık Programına konulmasını tavsiye eder misiniz?	Evet ☐ Hayır ☐

Bu dersi daha iyi bir hale getirmek için öğretmeninize neler yapmasını **ÖNERİRSİNİZ?**

Appendix 8: Example Modules and Lesson Plans

Department of Western Languages and Literature, English Language Preparatory Programme
2015-2016 Spring Term General English Course Syllabus (February 15-May 20)

Assessment:

First Visa (30%): Attention and participation in class activities
 Participation in Facebook discussion forum
 Writing weekly reflective entry
Mid-term (30%): Individual classroom-based social research
Final (40%): Group classroom-based social research and their presentation

Week & Module	Classroom Session I	Classroom Session II	Social Media Integration (Facebook Activity)	Mini-research Classroom-based Social Research
WEEK 3 MODULE: WHO OWNS ENGLISH?	***Game:*** Guessing the nationality of the speakers in ten audio documents taken from *The Speech Accent Archive* http://accent.gmu.edu/browse_language.php?function=detail&speakerid=217 and discussing their differences, the level of difficulty to understand, barriers to comprehension, and ways to overcome them.	***Discussion:*** Defining the concepts of native and non-native speaker, and language ownership ***Group Work:*** analysing a vacancy announcement for an English teacher to be employed as a primary school teacher and deciding whom to employ	***Facebook Discussion:*** elaborating on NS and NS-NNS concepts and answering the following question: "Should we put the British and Americans in a superior position in our life? Why/Why not?" No Research Assignment This Week	
WEEK 6 MODULE: LANGUAGE EDUCATION IN TURKEY	***Reading & Discussion:*** Brainstorming whether language education is satisfactory or unsatisfactory in Turkey. Reading a summary of the report prepared by British Council and TEPAV entitled as *Turkey National Needs Assessment of State School English Language Teaching*	***Speaking Help:*** Introduction of Useful expressions: Debate Language ***Classroom Debate:*** Reading a piece of news on the policy of MoNE to import 4.000 language teachers: *MEB, İngilizce'ye İthal Öğretmen Getiriyor* http://www.haber7.com/egitim/haber/725663-meb-ingilizceye-ithal-ogretmen-getiriyor and having debate on whether this attempt is rational or not	**Facebook Discussin:** Jury members declaring the winners of the debateand answering the question: "What would you change if you were the if you were a person responsible for language education policies of Turkey, what would you do to improve ELT (English Language Teaching) in Turkey? **Group Ethnographic Research:** Groups searching the employment policy of one local language school in Trabzon or the students' hometown and doing a classroom presentation at the end of the term	

WEEK 3 MODULE 3: WHO OWNS ENGLISH?

LESSON PLAN: CLASSROOM SESSION I

Aim:	to raise students' awareness of Englishes
Objectives:	Students will be able to rationalise their attitudes towards English variety
	Students will be aware of different English accents
	Students will be accept and tolerate English variety
	Students will be able to differentiate between English accents
	Students will be able to understand different Englishes
	Students will have better receptive skills
	Students' confidence will be increased and they will see themselves as successful bilinguals
Materials:	ten audio documents and handouts including the text taken from *The Speech Accent Archive* http://accent.gmu.edu/browse_language.php?function=detail&speakerid=217
Skill:	Listening and speaking

EIL Principle Behind: Building awareness of language variation and giving exposure to English diversity; fostering awareness, sensitivity and responsibility; promoting international understanding

Procedure:

I. Warm-up:

The teacher reminds students what they did in the previous week: they discussed the term "Englishes" and English spread and change around the world; they read a text on the popularity of tongue surgery in China to reduce people's Chinese accent while speaking English; they discussed an international scene taken from the film Pink Panther 2 on Facebook.

The teacher explained the aim of the class and asks students whether they can differentiate or mimic Engish accents. Then she explains that they will play a game and guess the nationality of speakers. She asks them to form groups of five and says that the winning group will be rewarded.

II. Game: The teachers shares ten audio documents taken from *The Speech Accent Archive* http://accent.gmu.edu/browse_language.php?function=detail&speakerid=217 and asks students to guess the nationality of the speaker. She distributes the transcriptions to the groups so that they can follow the text and see the areas of differences among English accents. All speakers read the same text; thus, it is easy for students to make comparisons and focus on differences. The text is below:

> *Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.*

She provides them with cards on which the names of nationalities are written. The groups are supposed to show their card when the teacher asks them. The answers are as follows:

1. Japanese
2. Russian
3. American
4. Arabic
5. Indian
6. Italian
7. German
8. British
9. Turkish
10. French

III.Post-activity:

Later, she asks the following questions to help students rationalise their attitudes towards these varieties:

(1) Which speaker was the most difficult to understand? Why?

(2) Which one was the easiest to understand? Why?

(3) What comes different in their accents?

(4) What are your barriers to comprehend them?

(5) How can we overcome these barriers?

(6) Are there any benefits of listening to such kind of audio materials for us? How?

At the end of the activity the teacher shares one of her experiences in which she listened to one-hour YouTube lecture on the Internet in which the Indian speaker's different pronunciation of "basically" created her difficulty in understanding the lecture. She concludes that exposure to different English accents other than the Inner Circle ones can help learners create an archive in their mind so that when they hear them, they would not have communication accidents or misunderstandings.

STUDENT HANDOUTS: CARDS TO SHOW IN ACCENT GUESS GAME

JAPANESE	BRITISH
ARABIC	AMERICAN
TURKISH	INDIAN
GERMAN	FRENCH
RUSSIAN	ITALIAN

WEEK 3 MODULE 3: WHO OWNS ENGLISH?

LESSON PLAN: CLASSROOM SESSION II

Aims: to raise students' awareness of the nature of nativeness
to develop critical thinking skills
to promote students' speaking skill

Objectives: Students will be able to recognise the complex nature of nativeness
Students will be able to explain their ideas on native and non-native English speakers

Materials: coloured cards and handouts

Skills: Speaking

EIL Principle Behind: Fostering awareness, sensitivity, and responsibility;

Procedure:

I.Warm-up:

The teacher revises what they did in the previous class (exposure to ten different Englishes, including American, Arabic, British, German, French, Indian, Italian, Japanese, Russian, and Turkish) and asks their preferences of language teacher, i.e. native or non-native teacher. Later, she asks students in pairs to create their own operational definitions of native and non-native English speaker by completing the following sentences:

A native English speaker is a person who ………………………………………
A non-native English speaker is a person who …………………………………

II.Group Work:

After discussing the definitions, the teacher asks the class to form groups of five and distributes a vacancy announcement for three English teachers in a private high school in Trabzon (a made-up one). One of the requirements for this position is that the applicants should be native speakers. Each group will also have the information of candidates. She asks students to discuss in group who can apply for this vacant position as a "native speaker".

III.Post-Task:

The teacher summarises the lesson highlighting that the more we talk, the more confusing the "native" becomes. The concept itself can hardly be narrowed down to a clear-cut set of definitional criteria. It is an ambiguous and to identify which accent is more native than the others is completely meaningless. Language is something which grows and transforms everyday, thus it is very natural that there will be multiple versions of using it in our everyday life.

VACANCY ANNOUNCEMENT for an ENGLISH TEACHER AT PRIVATE ILKEM HIGH SCHOOL

We are now looking for a qualified, flexible, and motivated English language teacher who is motivated enough to encourage and inspire our students for one year. Are you passionate enough to help our students by promoting a wider knowledge of the English language? Then you should apply for this vacancy!

Your applications will be much appreciated fulfilling the following criteria:

Experience: 1 year teaching experience
Preference: Native speakers of English
Personality: Cheerful, friendly, and energetic

Join us and make 2016 your best year!
Interested candidates should visit the website:
www.ilkemhighschool.edu.tr/jobs/fillform

Please submit your resume and cover letter by email.
For any help and more information contact Mr İlkem on 04623770098 **between 9 am**
and 5 pm Monday to Friday

Kemal İlkem, Principal
Private İlkem High School
Trabzon, Turkey

HANDOUTS for TEACHER CANDIDATE PROFILES

1. *Emily* is from the United States of America and acquired English from birth from her American mother and French father. Her parents spoke English to her, but they also taught her French.

2. *Isamu* is a second generation Asian person who was born in UK and has grown up there, whose parents may not actually have good English but speak only English to him at home and at school he always speaks English. He can write well, speak well, listen well, read well, anything which is in English and not have to keep translating ideas from other languages to English as ideas just come out in English from his mind

3. *Afiba* is from Nigeria, whose official language is English and whose major languages are Hausa, Igbo, and Yoruba. He has learnt English from virtual babyhood along with Igbo which is a regional African language, and has done all their schooling in English. His parents only spoke English to him at home but they also taught him Igbo.

4. *Karan* was born in Singapore, which was a British colony and whose official languages are English, Malay, Mandarin, and Tamil. His parents only spoke English to him at home and he used English in school as well.

5. **_Bingwen_** is an Asian living in Malaysia and he learnt English from the second he was born, and he only starts learning Malaysian, which is his "mother tongue", at a later age. English is the first language he learnt, and he will be using English longer than any other languages

6. **_Kenan,_** who is Turkish in origin, was born in England and predominantly speaks English on "mama's knees" as he was being raised in Edinburg.

7. **_Sabrina,_** whose parents are German immigrants, was born in England and started learning both German (at home) and English (at kindergarten) simultaneously.

8. **_Tom,_** whose mother and father are from the United Kingdom, was born in Russia. His parents met and married there and Tom has never visited any other country except for Russia. His parents spoke English and Russian to him at home and he has used Russian all his life both at school and outside.

9. **_Şamil_** was born in Syria; however, he was adopted by an American couple when he was a two-month baby during their visit in Syria as his biological parents died. He was raised in New York, and he was spoken only English at home and he was educated in English at school.

10. **_Bill,_** who was born in Toronto, in Canada, has Canadian mother and father. The official languages of Canada are English and French. Bill, who is a Canadian born and bred, can speak both English and French.

WEEK 6 MODULE 6: LANGUAGE EDUCATION IN TURKEY
LESSON PLAN: CLASSROOM SESSION 1

Aims: to build awareness of ELT in Turkey
To enhance receptive and productive skills

Objectives: Students will be familiar with the current situation of ELT in Turkey
Students will be able to critically reflect on English language teaching in Turkey
Students will be able to communicate Turkish ELT to others

Materials: a simplified summary of the report _Turkey National Needs Assessment of State School English Language Teaching;_ brainstorming handouts

Skills: Reading & Speaking

EIL Principle Behind: Fostering awareness, sensibility, and responsibility

Procedure:

I. Warm-up:

The teacher introduces the topic, English language education in Turkey, and asks students to form groups of 5. She distributes the brainstorming handout and asks students to discuss whether ELT is satisfactory or unsatisfactory. Later, the teacher gets the ideas of the groups. She then introduces the reading material to the class: a simplified summary of the report prepared by British Council and TEPAV entitled as _Turkey National Needs Assessment of State School English Language Teaching_

II. While-reading: The students are supposed to read the text silenty. If needed, they can help each other.

III. Post-reading: The teacher asks the students several comprehension questions to check their understanding. She also asks them some inference and experience-based questions. Later, the students do the vocabulary activity in the end:

Comprehension Questions:
1. What is the aim of this report?
2. How did they gather the data?
3. What are the educational reforms implemented in Turkey?
4. What is the problem with grammar-based teaching? (How was the language instruction in your primary and high school? Were you happy with it?)
5. How is testing in Turkey? (Are you happy with that?)

6. How can the layout of a class affect language development?

7. Did inspectors inspect your teacher in primary and high school? How did your teacher feel?

HANDOUTS FOR BARINSTORMING AS A GROUP (for WEEK 6, SESSION 1)
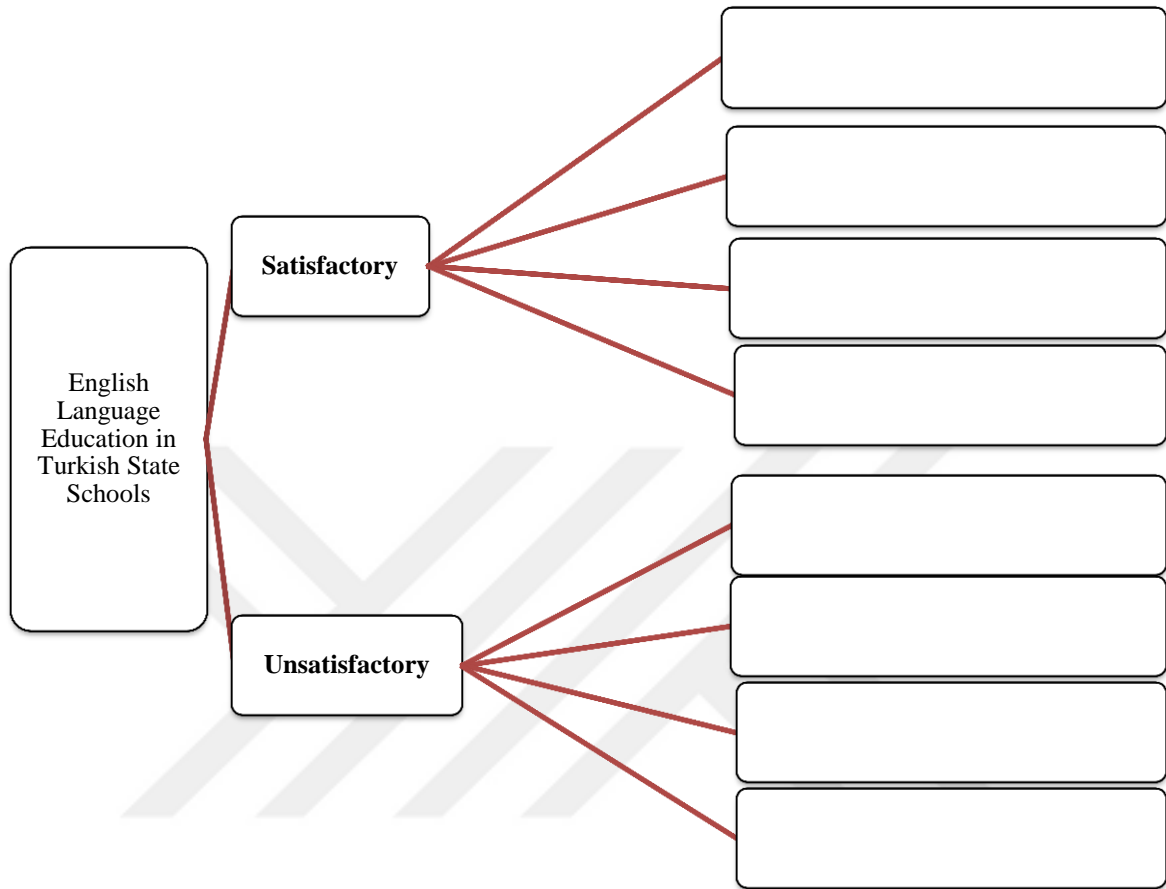
STUDENT HANDOUTS (for WEEK 6, SESSION 1)

Turkey National Needs Assessment of State School English Language Teaching

(a simplified summary of the report prepared by British Council and TEPAV entitled as *Turkey National Needs Assessment of State School English Language Teaching)*

With the aim of providing the Ministry of National Education with a comprehensive national report on the current stage of English language teaching in the state school sector, British Council and TEPAV (Türkiye Ekonomi Politikaları Araştırma Vakfı) collaborated in 2013, and completed a report in six months. The meeting point between them was the question of how English language teaching in Turkey may be improved in order to produce students with the foreign language skills necessary to contribute meaningfully to the ambition to position Turkey as one of the top ten global economies by 2023, the centenary of the Turkish Republic. The researchers observed 80 classes of English at Grades 4-12 across Turkey and asked almost 20,000 students, parents and teachers of English to respond to a questionnaire.

The Turkish government is currently implementing a process of ambitious and far-reaching educational reforms. The government introduced 12 year compulsory education (4+4+4) along with the FATİH Project. They also introduced foreign language instruction from Grade 2. However, Turkey consistently ranks very low on various measures of English language speaking. For example, the 2013 English Proficiency Index (EPI) developed by English First puts Turkey 41st out of 60 countries. The report has five critical findings about the possible reasons for this failure to learn English in Turkey:

Finding 1: Unrealised Potential of Teachers - Grammar-based teaching:

More than 80% of observed teachers have the professional competence and language level to meet requirements as teachers of English. However, the teaching of English as a subject and not a language of communication was observed in all schools visited. This grammar-based approach is believed to lead to the failure of Turkish students to speak/understand English on graduation from High School, despite having received an estimated 1000+ hours of classroom instruction. The failure to learn English before the end of high school also affects the students' language performance in higher education (university), and impacts negatively the teaching costs and the learning quality in the higher education institutions in which the medium of instruction is English.

Finding 2: Teacher-centred/textbook-centred learning; grammar-based testing:

In all classes observed, students fail to learn how to communicate and function independently in English. Instead, the present teacher-centric, classroom practice focuses on students learning how to answer teachers' questions (where there is only one, textbook-type 'right' answer), how to complete written exercises in a textbook, and how to pass a grammar based test. Thus grammar-based exams/grammar tests (with right/wrong answers) drive the teaching/ learning process from Grade 4 onwards. This type of classroom practice dominates all English lessons and results in the failure of Turkish students to speak/understand English.

Finding 3: Class management – all 'communication' takes place via the teacher:

Almost all classrooms observed had a furnishing/layout where students sit together, in pairs on bench seats. However, teachers fail to use this seating arrangement to organise students into pairs and groups for independent, communicative language practice in everyday classroom contexts.

Finding 4: Lack of differentiation regarding needs/interests/ levels of students:

At present, official textbooks and curricula fail to take account of the varying levels and needs of students. This lack of relevance/interest to students, particularly from Grades 6 onwards, has led to a year growing disengagement of students from lesson content in English. In its extreme, students were observed to simply ignore the teacher. More generally, students 'turn up' to the class, complete textbook exercises and learn nothing. Thus, the fact that current textbooks/curriculum (and thus teachers) do not differentiate according to student needs is regarded as the fourth critical factor accounting for the failure of Turkish students to learn English.

Finding 5: Rigidity of the role of the Inspectorate

Teachers interviewed stated they have little voice in the process and practice of teaching English. Interviews with stakeholders and teachers indicated that the present inspectorate are non-specialists in English language teaching, are usually non-English speakers, and are unable to provide advice/ support to teachers during school visits. Instead, these inspectors prevent progress in language teaching, for example, by forcing teachers to 'complete every exercise in the textbook' – whether or not it has any relevance to the needs of the students.
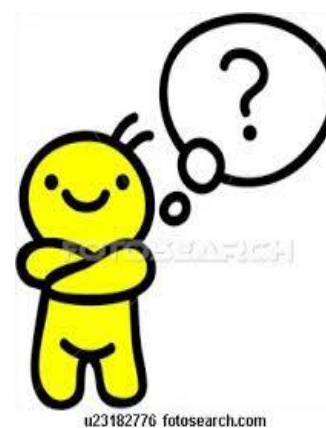
VOCABULARY FOCUS

Find the words in the text

1. a person whose job is to visit schools, factories, etc. to check that rules are being obeyed and that standards are acceptable
2. that must be done because of a law or rule
3. a written list of questions that are answered by a number of people so that information can be collected from the answers
4. control or have a lot of influence over someone or something
5. recognise or show that two things are not the same
6. the 100th anniversary of an event
7. the fact of being very strict and difficult to change
8. freeing oneself from something that is holding them
9. including all items, details, facts, information, etc. that may be concerned

Fill in the blanks with one of the words above

1. The club will celebrate its …………... next year.
2. Some people complain that the Prime Minister is ……….. by the President in Turkey.
3. The mother gently ……… herself from her sleeping son.
4. At the end of the course, the teachers asked her students to fill in/complete/fill out a …………… to understand their satisfaction level.
5. Sorry, we cannot do anything due to the ……….. of the law on this issue.
6. In Turkey English is a ………………….. subject in primary school.
7. A group of inspectors prepared a …………….. report that discusses the reasons for the disaster in Soma two years ago.
8. It is difficult for most of my students to …………. between English varieties.
9. Teachers get really excited when they heard that a group of ……….. were going to visit their school tomorrow.

WEEK 6 MODULE 6: LANGUAGE EDUCATION IN TURKEY
LESSON PLAN: CLASSROOM SESSION 2

Aims:	to build awareness of ELT in Turkey
	to enhance productive skills
	to enhance critical thinking skills
Objectives:	Students will be able to critically reflect on English language teaching policies in Turkey
	Students will be able to present their argument using debate expressions
Materials:	a piece of news on the policy of Ministry of Education to import language teachers to promote language education and asks students reactions: *MEB, İngilizce'ye İthal Öğretmen Getiriyor* http://www.haber7.com/egitim/haber/725663-meb-ingilizceye-ithal-ogretmen-getiriyor; handouts on speaking help: debate language

Skills: Reading & Speaking
EIL Principle Behind: Fostering awareness, sensibility, and responsibility

Procedure:

I.Before-debate: The teacher introduces debate to the students and she later distributes handouts including debate language/conversation gambits (taken form Academic Survival Skills 1, page 38). She provides the students with the news and they read and discuss it in English. Later, she asks students to form groups of six. While 2 students will be for it, two others will be against this solution. The remaining 2 students will act as the audience and they are expected jot down the debate language structures their friends use and decide the winning pair (a note card for them below). Then she introduces the debate topic based on their reading: Is it a good solution to import language teachers from the USA and England for Turkey?

II.Debate: While the groups are discussing the topic, she walks around and observes the students.

III.Post-debate: The teacher asks the jury members to declare the results and simply their justification on Facebook.

STUDENT HANDOUTS (for WEEK 6, SESSION 2)

SPEAKING HELP	
Useful Expressions: Debate Language	
(Keller & Warner, 1988, cited in Academic Survival Skills1, page 38; Academic Speaking Skills, p. 51)	
To express an opinion	***To express total disagreement***
In my opinion, …	I don't agree.
I think/I believe/I feel that …	I disagree with …
It seems to me that …	I don't see it that way.
Not everyone will agree with me, but …	On the contrary, …
For me, ...	To express partial agreement/disagreement
(Un)like you, I/we believe that ...	Yes, but …
While it may be true that ..., I still think it is ...	Yes, but on the other hand …
I absolutely believe that ...	That may be true but …
Without a doubt, ...	
	To interrupt
To argue against something	Excuse me for interrupting, but …
That may be true but ...	That's true, but …
Maybe but ...	Yes, but …
Yes, but don't forget that ...	I would like to make a point here.
But don't you think ...	I'd like to ask a question.
	I have a question for …
To express total agreement	I would like to comment on that.
That makes sense to me.	Sorry to interrupt, but …
That is what I think about it, too.	You didn't let me finish (after being interrupted)
	Excuse me, but could I have the chance to say something?
	Sorry, go ahead (after accidentally interrupting someone

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NOTE CARD FOR THE AUDIENCE TO JOT DOWN THE PERFORMANCE AND DEBATE LANGUAGE

GROUP A/Students:
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GROUP B/Students: .
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Notes on their performance:
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Notes on their performance:
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The debate language my friends used:
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The debate language my friends used:
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HANDOUT FOR GROUP ASSIGNMENT

TASK 3: SEARCHING FOR EMPLOYMENT POLICY OF LANGUAGE COURSES/SCHOOLS

Task: You are supposed to interview the head/vice head of a language course/school in Trabzon/ your hometown (or any other city in Turkey) about the employment policy of their school. These interviews could be conducted face to face, by phone, or e-mail. You should find out what criteria they establish to choose their English teachers. You should also find out their reasons for their attempts and desires. You are supposed to write a short research report in English, and present your findings in a class session. You are supposed to provide these audio documents (face to face or phone) or the e-mails.

Deadline: May 16, 2016 (both the reports and group presentations)

Note: The written reports will be handed to Lecturer Şakire Erbay Çetinkaya, and the audio recorded files will be sent to sakireerbay@ktu.edu.tr

The Process and Report
First, you need to determine your group members (about 7-8 students) and whether you will conduct a face to face, phone, or e-mail interview. Then you should determine the school/course. Later, you need to make an appointment to interview the head/vice head of the course/school.
You will organise your findings into paragraphs as follows; thus, you can prepare parallel questions to get that information to be included in your report. In this report, you should create four paragraphs:

1
- **Paragraph 1**
- General description of the private course/school (name, aims city, number of students, number of teachers, origins of language teachers, etc.)

2
- **Paragraph 2**
- Criteria of English language teacher (How do they choose their English language teachers? What is important for them?)

3
- **Paragraph 3**
- Nationality of their ideal English language teacher (which nationality they prefer, and why)

4
- **Paragraph 4**
- Conclusion (your reflection on what you have learned, your inferences, and your comments on the process, the role of each group member)

Language Support: Purpose and Reason Structures to Present Research Findings

Purpose clauses: to, in order to, so as to, in the hope of, with a view to, with the aim of
-The course hires American teachers ***in the hope of*** producing students with good English speaking abilities.
-The head of the course hired British teachers ***so as to*** attract the attention of parents and encourage them to register their students in his course.

Reason clauses: because, because of, since, as, for, so that, in order that, therefore, as a result, so, in that, insofar as, inasmuch as,
-The course hired Turkish English teachers ***inasmuch as*** Turkish teachers can communicate well with Turkish students.
-Turkish English teachers had similar learning experiences; ***therefore,*** the head said that he hired Turkish rather than American or British English language teachers.

STUDENT HANDOUT: INSTRUCTIONS for GROUP PRESENTATION

PRESENTING AS A TEAM
(adapted from Academic Speaking Skills, pp. 27-38, p. 111)

You should determine the division of labor by identifying the strengths and weaknesses, styles, and skills of each member in the group, and by deciding who can deal with which content the most effectively. Encourage all group members to participate and share responsibility. Be open-minded and acknowledge the opinions of everyone in the group. Please do not monopolise; you should give all group members a chance to express themselves and prepare together.

Don't forget to practice your presentation as a group, with all audio visuals before your actual presentation to make sure that everyone is consistent, coherent and on the same track.

You should start with an interesting opening and get the attention of your audience. Make sure you introduce yourself and greet the audience before you move on. Don't finish your speech abruptly; try to end in a memorable way. Don't forget to use eye contact and effective gestures.

Your presentation should have an effective introduction, body, and conclusion. In the introduction, you should introduce your group, your topic, the content of your presentation, and get attention of the audience. In the body part, you should provide your findings (description of the course, criteria of English language teacher, and nationality of their ideal English language teacher). Don't forget to use transitions to guide the audience through sections. Finally, in the conclusion part, briefly summarise your findings, inferences, and comments. You can talk about the process of group work, the role of each member, any difficulty faced, etc. Don't forget to encourage the audience to ask you question in the end.

You can prepare effective note cards. You can write key words or short phrases on the cards to help you remember your main ideas. Don't put too much information on each card and don't use regular paper as it makes fluttering noise and can distract your audience.

You can use audio, visual, or audio visual aids. (PowerPoint, videos, real objects, photographs, drawings, handouts, posters, etc.) These appeal to more than one sense and increase the audience's understanding.

HANDOUT for PRESENTATION EVALUATION FORM

PRESENTATION EVALUATION FORM
(adapted from Academic Speaking Skills, p. 181, 210)

Presenters: ....
Date: ....

I.Presentation confidence	**10**	**8**	**6**	**4**	**2**
Were the presenters confident?					
Did their anxiety affect their performance?					
How did they deal with their anxiety on stage?					
Comments:					
II.Delivery					
*Attracting and maintaining audience interest	5	4	3	2	1
*Use of voice (volume, variation, rate, stress)	5	4	3	2	1
*Eye contact	5	4	3	2	1
*Gestures	5	4	3	2	1
*Visual aids	5	4	3	2	1
*Pronunciation	5	4	3	2	1
Comments:					
III.Content & Organisation					
*A good introduction including all necessary components	5	4	3	2	1
*Well-developed content with clear supports	10	8	6	4	2
*Transitions used to maintain flow	5	4	3	2	1
*Accurate use of language and vocabulary	10	8	6	4	2
*A good conclusion with a summary, comments, inferences, etc.	10	8	6	4	2
*A satisfying question-answer session	20	15	10	5	1

Appendix 9: Activity Prompts on Facebook

Number	Date	Prompt
1	6th March, 2016	Dear all my students, This week we have focused on the global role of English. It has been commonly used in several domains such as education, safety, tourism, international relations and so on. Now i want to hear your own voice about the future of English. Here is my question: Will English always be the global language? What do you think? Let's chip in the discussion with your own ideas in English.
2	9th March, 2016 11th March, 2016	Dear my students, On Tuesday, I was planning to make you watch a piece of the following film. However, due to technical problems, we could not. Now I want you to watch the film (between 15.50 and 25.00 / only 10 minutes) first. After everybody has watched this part, I will start a discussion and ask you to chip in it. You can find the film Pink Panther 2 at the following link: Dear all my students, I hope that you watched that part of *Pink Panter 2*. Let's see what you understood from the film. What is happening in that part and What is the problem there?
3	21st March, 2016	Dear all my students, This week we "struggled" quite "painfully" to differentiate between who a native and non-native English speaker is. The more we talked, the more confused we get, right? Well, the concept of nativeness does not have a clear-cut definition 😊 In other words, it is ambiguous! I guess there is no need to put these "ambiguous" guys (I mean the British and American) in a superior position in our life as we are not sure about their identity. What do you think?
4	27th March, 2016	Dear all my students, This week we differentiated between small c and big C culture. I really wonder about your ideas on the following topic. If a publising house asked you to design an English coursebook for Turkish schools, would you integrate cultural materials into it? If yes, which culture (small or big c) and whose culture would you integrate into your book? Why would you do so? I am all ears now 😊
5	4th April, 2016	Dear my students, When people live in a new and different culture, they may feel confused due to several changes. You may be familiar with the term "culture shock". Here there is a website on which people from various cultures comment on their experiences and cultural differences. http://culture-shock.me/browse I want you to look at this site, skim and scan as many stories you can and choose the most interesting/funniest two stories for you. You are supposed to write them here for us in your own words and explain us why you chose those ones.
6	14th April, 2016	Dear my students, I would like to congratulate you all for your "shining" debate performance today 😊 However, I have to confess that Prep A seemed to enjoy the activity and thus they "lost" themselves in the debate more 😊 Thank you all, though 😊 Now I want you the jury members to declare the results 😊 We are "all ears". Please justify your result and be fair 😊 I love you all 😊
7	17th April, 2016	Dear all my students, This week we focused on English language instruction in Turkey and seeing

		that you all have something to say about it has made me really really and happy 😊 I realised that you all have interesting suggestions to improve language instruction in Turkey. Now I am all ears and want to hear your ideas: if you were a person responsible for language education policies of Turkey, what would you do to improve ELT (English Language Teaching) in Turkey?
8	23th April, 2016	Dear all my students, This week we talked about one of the current world problems: Syrian refugees "with nowhere". Then we watched a video in which PM Davutoğlu is talking to a CNN reporter. We couldn't not reflect on the "Englishes" in the video: British English and accented Turkish English. Which one is important: to imitate native speakers-whoever they are- or make yourself clear and convince your international audience with your "own" English? Let's chip into discussion and INTERACT with each other.
9	24th April, 2016	Dear all my students, Here is your actual task this week (the discussion on Davutoglu's English was a part of the classroom session 2; time limits). Thank you all for this "interactive" week 💜❤️💜❤️💜 Now let's write a letter of suggestion to the United Nations for the solution of the current Syrian refugee problem in Europe. What should they do to solve this humanitarian crisis? I am all ears! 😊 Dear Sir/Madam, ...
10	9th May, 2016	Dear all my students, I know how much you missed to write here 😊 Last week we talked about marriage, living together and various wedding customs around the world. Now I want you to talk about roles in a family/ marriage. Are there certain roles for women and men in a marriage/family? How do you feel about these roles? How do we learn these roles? I am all ears 😊

Appendix 10: Example Student Comments

(Note: All mistakes are in original)

Date	Prompt	Participant Comment
6th March, 2016	Will English always be the global language? What do you think? Let's chip in the discussion with your own ideas in English.	**Comments** Remove Asiye Şahin I personally think that English will always be global language. First of all it is very long process to be a global language and also it is too difficult to change. Unlike · Reply · 4 · 6 March at 19:38 Remove Erbay Erbay That is a good point.what about French? Once it was A global one but it changed 😊☺ Like · Reply · 1 · 6 March at 21:14 Remove Asiye Şahin Yes but both USA and UN are speaking English and they have a power in the worldwide. Now almost everyone can speaking or learning English.Unlike USA or UN lost their power it will never gonna be change:)) Unlike · Reply · 1 · 6 March at 21:24 Write a reply... Remove Buse Uzuner I think it will go on like its current situation. Moreover, may be some countries will use english as their official language beside their native language. As you see in today's world, english even will not be enough by itself, so you should learn another language. Unlike · Reply · 12 · 6 March at 19:40 Remove Mehmet Akif Yıldırım Impressive. Like · Reply · 1 · 6 March at 21:56 Remove Erbay Erbay Dear buse can you gider us some concrete examples about these countries which may accept english as one of their official languages? Like · Reply · 6 March at 22:09 View more replies Write a reply... Remove Feyza Baş Value of something is always the same like that

English . Tendency of English is increasing day by day so I think that English always be the global language
Unlike · Reply · 3 · 6 March at 19:42 · Edited

Remove

Gizem Demirel As long as England and U.S.A play a impressive role in these fields on the world, english will always be the global language 😊:)
Unlike · Reply · 6 · 6 March at 19:47 · Edited

Remove

Erbay Erbay Hmmm What a perfect point 😋☺
Like · Reply · 1 · 6 March at 21:16

Write a reply..

Remove

Kadriye Ekici I think English will always be the global language, even it may be better position than now, because England and U.S.A have economical power. In the future number of the countries that use English as a official language may increase.
Unlike · Reply · 4 · 6 March at 19:55

Remove

Erbay Erbay You agree with gizem ha 😋☺
Like · Reply · 1 · 6 March at 21:17

Write a reply...

Remove

Mihriban Sevingen As I said before it depends on the power. The essential factor for The establishment of a global language is that spoken by those who have wield power. If power change,global language will change,too.
Unlike · Reply · 8 · 6 March at 19:57

Remove

Erbay Erbay Mihri, that is nice. What kind of Power is this?
Like · Reply · 6 March at 21:18

Remove

Mihriban Sevingen Completely Money.
Trade,tourizm,weapons..etc. I think money affects almost everything. If you have money,you get the power.
Unlike · Reply · 2 · 6 March at 21:25

405

Write a reply...

Remove

Ilayda Zihni English provides easiness among countries in every majors such as tourism trade education and day by day many more people learn english as a global language so english will always be the global language
Unlike · Reply · 7 · 6 March at 20:09

Remove

Ilayda Zihni Yes but as you said almost everyone know english as a global language and this provides easiness in addition spanish can be used in trade but spanish is not global language and few people know spanish according to english 😊 :)
Like · Reply · 7 March at 01:33

Write a reply...

Remove

Melike Yaman I think everything can change and English will not be global language any more because nothing is stable in this world.
Unlike · Reply · 1 · 6 March at 20:10

Remove

Erbay Erbay You are the first pessimistic one ha 😆 ☺ can you elaborate on this A litle bit more melike dear?
Like · Reply · 6 March at 21:20

Remove

Melike Yaman Actually global language can change because it depends on politic power,education and economic situation . History shows that these things can change so I think English will loss its power due to inadequate citizens . Therefore other languages will be global language in the future 😊 :)
Like · Reply · 6 March at 22:09

Write a reply..

Remove

Çiçek Demirci Surely.English must stay as an international language. It will be also more powerful than today due to its easiness. Because it is leader to the other languages and easy to understand, it always will be chosen by everyboy all over the world.Additiona...See more
Unlike · Reply · 5 · 6 March at 20:11

Remove

406

		Hmmm quite interesting 😊☺ can you explain that "international literature language" a little bit more dear? Like · Reply · 6 March at 21:23 Remove Çiçek Demirci Actually, the main reason that I chose this department is to develop my ability to translation.Translation will be really important for understanding variant books especially poetry. Hopefully, because I want to be an attractive author , this helps me to achieve a great position.I'm sure it is not a rocket science. Unlike · Reply · 1 · 6 March at 21:36 View more replies Write a reply...
21st March, 2016	Well, the concept of nativeness does not have a clear-cut definition 😊 In other words, it is ambiguous! I guess there is no need to put these "ambiguous" guys (I mean the British and American) in a superior position in our life as we are not sure about their identity. What do you think?	**Comments** Buse Uzuner Of course, we can not mention about exact definition of this two expressions. There are many opinion we can put forward. But for me, a native speaker of English language is somebody who speaks this language as his or her first language or mother tongue. Native speakers also can speak the language well since it was part of their childhood development. On the other hand, non native speaker who has learned this language as a child or adult rather than as a baby. Actually there is a fine line between native and non native speakers. Furthermore, people's origins or races are not effective factors. It is not important whether anyone can speak English as a native or not. It is important to make a healthy communication speaking clearly. Finally I am glad to have a Turkish accent if you can easily understand me when i am talking about something 😊:) Like · Reply · 5 · 21 March at 02:02 Remove Emre Karayavuz I think, an english native speaker is someone who born, live in english speaking countries or growing with english or american culture. Even if other people speak english very well, they will never be native speaker in english because, when they borned their language was different and they wanted to learn english later. Like · Reply · 3 · 21 March at 02:46 Remove Çiçek Demirci After all, I just want to say only thing:THERE IS NOTHİNG A CORRECT DEFINITION OF NATIVE SPEAKER.Because of my some inferences, I have decided not to think about this issue.For example, in the last lesson there was a person whom we chose as a well-equipped and native speaker.After we had started to discuss it, it seemed like that all options were correct and all person

were native speaker apart from some obvious options. 😃 ▯Actually,they were not so irrelevant to each other,in my opinion.To make long story short, in fact there isn't an exact DEFINITION of native or non -native speaker , but there are two significant criters : to be a mother tongue and being spoken since the childhood not birth. 😄 ▯I think it also depends on some situations.It is changable.
Unlike · Reply · 3 · 21 March at 06:33

Remove
Mehmet Akif Yıldırım Asking tricky questions to confuse us was a nice idea, leading us to discuss the differences in our decisions.You should've never said that there wasn't a right answer to that, making us even more confused!
Unlike · Reply · 4 · 21 March at 12:37

Remove
Erbay Erbay Well, honey that is my job 😊 ▯to confuse you and create a desire to make yourself heard by the others and express yourself, of course in English 😊 ▯Long live English 😊▯
Like · Reply · 1 · 21 March at 23:25

Write a reply...

Remove
Yağız Kandemir If you ask me, It was a good speaking and brainstorming exercise for us because in this class which we argued about this topic everybody camed with a new idea and we tried to beat their ideas with ours. In my opinion there is no difference between native and non-native speakers because with enough practice you can speak,read and write like a native speaker that is the way I see it.
Like · Reply · 21 March at 18:44

Remove
Erbay Erbay If somebody asked you how many native speakers there are in your department, what would you say Yagiz?would you count me as one? Hasan hoca? Saye hoca? Kerem hoca? Nazan hoca? I guess yes as we can all " speak, read, write" , with your own words?? 😊▯
Like · Reply · 1 · 21 March at 23:29

Remove
Yağız Kandemir 😄:D Im not saying everyone can do it, In my opinion accent is the most important thing in this native or non-native issue but yeah we have some natives in our department 😊:) (Actually at this point Im soooo confused 😄:D)
Unlike · Reply · 2 · 21 March at 23:51

408

		Write a reply...
		Remove
		Feyza Baş As I said before , native speaker is who speaks her/his mother tongue fluently.I firmly believe that person who speaks her/his nation's language is native speaker. Some might argue that person who speaks English very well in England is native speaker . But if so, Does language represent the nation ? Like · Reply · 1 · 21 March at 20:31 · Edited
		Remove
		Asiye Şahin I totally agree with you Feyza 😄 you have written exactly what I think:D thankyou Like · Reply · 1 · 21 March at 20:45
		Remove
		Erbay Erbay Well I don't know honey, does it? 😊 Like · Reply · 1 · 21 March at 23:30 View more replies
		Write a reply...
		Remove
		Beyza Yücel My first instinctive answer, native speaker,anyone from an English speaking country who learns from birth from a parent. Also, some countries are officially English speaking, an example, there are so many people in Nigeria, whose official language is English and have learnt it from virtual babyhood along with an African language, and have done all their schooling in English. However, they are not native speakers and would not describe themselves as such once they have encountered actual native speakers. ı think there isnt right answer in this discuss .-/ Like · Reply · 1 · 21 March at 21:27
		Remove
		Erbay Erbay You feel confused ha 😊 Like · Reply · 1 · 21 March at 23:30
		Write a reply...
4th April, 2016	Dear my students, When people live in a new and different culture, they may feel confused due to several changes. You may be familiar with	**Comments** Remove Mehmet Akif Yıldırım I picked Australia and New Zealand because getting used to their environment, and language must be really tough because of the fact that they have a lot

the term "culture shock". Here there is a website on which people from various cultures comment on their experiences and cultural differences. http://culture-shock.me/browse
I want you to look at this site, skim and scan as many stories you can and choose the most interesting/funniest two stories for you. You are supposed to write them here for us in your own words and explain us why you chose those ones.

of slangs for many words. Sometimes these can create funny confusions. Something that i just realized was that Australia and New Zealand use different slangs for some words.

Christchurch, Canterbury, New Zealand

You think Australia and New Zealand are similar cultures because they're close geographically? Well, at least the language isn't! In NZ, they call flip flops 'jandals' while we call them 'thongs', a blanket is a 'duvet' instead of a 'duna' and your bathing suit is 'togs' instead of 'bathers'. I mean, we go bathing, but who goes 'togging'? :P

Unlike · Reply · 3 · 4 April at 12:58

Remove
Erbay Erbay Just one cultureshock story Mehmet Akif?
Like · Reply · 4 April at 15:52

Remove
Mehmet Akif Yıldırım Well, there's the same confusion both in Australia and New Zealand, because of that, I could come up with only one.
Unlike · Reply · 1 · 4 April at 15:54

Write a reply...

Remove
Şevval Çelik I think the story of Trujillo, La Libertad, Peru is the most funniest one. She is 177 cm,and she says it is normal for a Dutch girl. When she went to Peru,she is taller than the girls even boys 😃:D ı wonder how does it feel to be longer than anyone,but she summarized it by saying felt like a giant 😃:D She is also taller than the girls WHO was born in Turkey but I think the thing which impresses her most is that she is taller than boys.By the way ı read some other story,and Duch girls always talk about their size. ı picked the story of Bangkok Thailand also. I never understand why people eat insect? he not only dont eat insect but also dont eat meat becuse he is vegetarian. Ofcourse he was shocked when she saw his teacher eating insect. I agree with him it is so creepy and disgusting 😑-_- ı will continue to read the other stories because ı like them 😇O:)
Unlike · Reply · 3 · 4 April at 13:51

Remove
Beyza Yücel I want to go to one country where I can be the tallest person but only only dream.because ı am very short person unfortunately. this situation is impossible 😃:D
Unlike · Reply · 2 · 4 April at 14:48

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Remove

Erbay Erbay Thanks Şevval 😊 as you feel encouraged to read more, I feel happy 😊Yeah that's it!

Like · Reply · 1 · 4 April at 15:49

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Write a reply...

Remove

Asiye Şahin I have choose the stories about Istanbul and Denizli I think they were both funny and true 😂As a Turkish person I really can understand them well.The one who has came to Denizli and shocked when saw they are eating rice and bread at the same time. Its really comic for him but he got used to this day by day.And also mentioned about our flag love ❤️❤ Its really true:)And the one who has came to Istanbul also has a funny story. Our lovely elderly people shows their loves in everywhere and to everyone:D I liked these stories :)) Like Şevval Çelik said I'll continou to read the other stories 😊:)

Unlike · Reply · 3 · 4 April at 14:30

Remove

Erbay Erbay Yeah, I found them "to the point" , too honey 😊 good observations 😊 yuppiiiii you want to read more 😊❤️❤

Like · Reply · 1 · 4 April at 15:55 · Edited

Write a reply...

Remove

Beyza Yücel ı chose Quatre Bornes,Mauritians. ı think Mauritians people are so helpful because they help to all people even unknown person. But in turkey, no one can trust each other and everyone thinks themselves. most of turkish people are mean but not all 😊;) Secondly, ı picked Beau Bassin-Rose Hill, Plaines Wilhems, Mauritius. ı am surprised for this story because in there shops and supermarkets are closed at night. ı think people of there think that social life and technology exploit adults and youngs and detain from home. thus, family relationships might diminish. Obviously they are giving so important and value:)

Unlike · Reply · 3 · 4 April at 14:30

Remove

Erbay Erbay My students get used to comparing and contrasting cultural, particularly small c culture, elements with the ones of Turkey 😊nice 😊

Like · Reply · 2 · 4 April at 15:58

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17th April, 2016	Dear all my students, This week we focused on English language instruction in Turkey and see ing that you all have something to say about it has made me really really and happy 😊 I realised that you all have interesting suggestions to improve language instruction in Turkey. Now I am all ears and want to hear your ideas: if you were a person responsible for language education policies of Turkey, what would you do to improve ELT (English Language Teaching)in Turkey?	**Comments**
		Remove Elif Çevirgen I will improve formation lecture because our teacher s in high school dont know how they are teaching English .Every teacher gave lesson different way. Unlike · Reply · 4 · 17 April at 11:19 · Edited
		Remove Mihriban Sevingen I couldn't understand clearly. What did you mean with this sentence? Like · Reply · 17 April at 13:22
		Remove Elif Çevirgen I mean government should improve formation lesson and teachers should learn how teach English to students. Like · Reply · 17 April at 20:52 View more replies
		Write a reply...
		Remove Hilal Baskok I would add more speaking and listening lessons for students because the teaching system in Turkey is based on grammer thats why students getting high mark from grammer and low mark from speaking and listening. Unlike · Reply · 6 · 17 April at 11:26
		Remove Sena Nur Yıldırım Firstly, i would change curriculum. Now it is based on grammar but if i were a responsible person, it would be based on other skils such as speaking, listening.. i would appoint new teachers whose mother tongue language is English. It helps our students to understand other accent. I would try to improve our teacher's level. Although they know English, they can't teach it. Lastly, i would make an organization purpose of using english not only in school but also in daily life. For example, i would publish daily English newspapers, i would open new Cafés in which only english can be speaken. Unlike · Reply · 5 · 17 April at 11:29
		Remove Büşra Dinler If i were a person responsible for language education policies of Turkey i would try to add some lesson apart from grammar.Because turkish students in a struggle with speaking i would try to do some activities on speaking.If we compare turkish students and others i think that we are the worst one.We are just learning grammar for exams,so we are bad at all other skills.For these reasons i

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		would try to improve other skills of students.In this way students can use english in their daily lifes. Unlike · Reply · 8 · 17 April at 11:30 Remove Sema Özdemir i guess if i a person responsiblefor language education policies of Turkey, i think that we should ask how English language teaching in Turkey may be improved and then i would made english teaching obligatory at the first grade not second because according to the survey children have more different brain structure and more different learning style than adults. And the other solution is changing grammar based system because this system are preparing only exams to us but we need improve our other skills such as listening reading especially speaking. I think like that and these are solution for me. Unlike · Reply · 12 · 17 April at 12:13 · Edited Remove Mihriban Sevingen First I start to revolution with education system. As we know our system focus on grammer more than natural 🙂:) from beginning we learn with "memorize way" for exams. Actually we laern the English for just exams. 🙂:) Second I would change amount of exposing to the English. At lessons we speak in English for communicating to each other. Yeah it is good! But after lessons we don't use it in our daily life. Unfortunately English stays at class. I would broadcast simple level cartoons in English lycris and a bit harder for adults. Lastly giving more change to study at foreign country can be good for students who gonna be teacher. In Turkey our teachers have a bit poor quality in learning. They are focused on just grammar so giving more scholar chance to our own student who have high grades can be a good solution. Unlike · Reply · 8 · 17 April at 13:10
23rd April, 2016	Dear all my students, This week we talked about one of the current world problems: Syrian refugees "with nowhere". Then we watched a video in which PM Davutoğlu is talking to a CNN reporter. We couldn't not reflect on the "Englishes" in the video: British English and accented Turkish English. Which one is important: to imitate native speakers-whoever they are- or make yourself clear and convince your international audience with your "own" English? Let's chip into discussion	**Comments** Remove Asiye Şahin I personally believe that making yourself clear and convincing your international audience with your own English is more important.Even as a PM or something else.If you can explain yourself clearly thats enough.I think the ones who are taking education about English Language should imitate native speakers.Because its their proffession.As we all see in the video PM was clear enough and his pronounciation didn't cause any communication problem.(I am really cruious about what my friends think about this issue:D) Unlike · Reply · 7 · 23 April at 11:22 · Edited Remove Mihriban Sevingen When we watched We laughed to him very much because there were some mistakes in Davutoglu's speech. "Develop" "Very" "Boston" "Enough is enough" 😄:D As we see,Own English is not enough 🙂:)

Unlike · Reply · 4 · 23 April at 09:24 · Edited

Remove

Asiye Şahin 😃:D you're right I also laughed 😃:D But I don't think that these mistakes created a communication breakdown.
Unlike · Reply · 1 · 23 April at 10:00
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Write a reply...

Remove

Meryem Hantal In my opinion any person who does not native speaker in Turkey, it is not so important whether imitate native speaker. If he / she may say his/her matter, I think this is enough for him/her.To me Davutoglu's speech was very clear and sincerely and the speaker also understood him very well. They communicated with each other perfectly. He explained yourself clearly so it did not matter for him. On the other hand if you have a job, pronunciation is certainly very crucial and important because of many reasons such as good career, money and good future. Because of insufficient prononciation in Turkey, peoples' prononciation is not very well here and due to many reasons good prononciation will always be an important problem in Turkey.
Unlike · Reply · 4 · 23 April at 09:02

Remove

Mehmet Zengince I think making myself clear and convincing my international audience with my own English is more important. For example, in the video PM used accented Turkish English, but there was not any communication breakdown. I mean if you can communicate anyone, ıt is not necessary how you do it. I wish we do not have to speak English as international language. İnşallah Türkish will be international language. 😃:D
Unlike · Reply · 6 · 23 April at 09:10

Remove

Erbay Erbay 😊⁇ 😊⁇
Like · Reply · 23 April at 10:28

Remove

Sultan Gümüş I am thinking like you, I hope in the future our language can be international language 😊⁇
Unlike · Reply · 1 · 23 April at 11:38

Write a reply...

414

Remove

Mihriban Sevingen Suppose that you are ordinary people and you are learning English for just pleasure or communication then you can make mistakes when you speak. That is normal enough. Main issue in this is just speaking ability on the other hand If you learn English for your job or you are a PM you can't say "develop." As Meryem Hantal said "they communicated with each other perfectly and speaker also understood him very well" but Oh come on you represent our country it need to be perfect 😃:D There must not be mistakes like this 😃:D
Unlike · Reply · 4 · 23 April at 09:19

Remove

Meryem Hantal 😊☺
Like · Reply · 23 April at 09:22

Write a reply...

Remove

Gizem Demirel As Mihriban Sevingen said,Davutoğlu isn't ordinary person.Okay he expressed himself, but it isn't enough.He reflects us, and he is our representative.He should speak good ,and have an accent even.He should improve himself.If you want to impress to everyone, you must speak perfectly.Of course you don't want to be a joke with which everyone plays. 😊:)
Unlike · Reply · 8 · 23 April at 10:35

Remove

Erbay Erbay From your answer I have understood that a person should, no no must, be "somebody else" to impress others..
Like · Reply · 23 April at 10:42

Remove

Gizem Demirel 😊:) No I didn't mean like that.He is an important person.He exports us ,and he should play impressively.I think his accent should be perfect like once upon a time he had lived in the USA. 😃:D He doesn't have to be somebody else.He pays attention his pronunciation is enough.Of course if the accent were beautiful, it couldn't be eaten because of its taste. 😃:D
Unlike · Reply · 1 · 23 April at 10:56
View more replies

Write a reply..

Remove

Büşra Dinler Like Asiye said i think that explaining yourself

415

clearly is the most important thing.If there is no communication breakdown it is enough and when interviewer said "erdoğan and davutoğlu" their pronunciation was also weird a little bit.I think these mistakes are normal and not only we made this but also other people of different countries are making these little mistakes,so i am happy to Davutoğlu's english.He talked without any concern and they understood with each other very well.That's the important thing.
Unlike · Reply · 5 · 23 April at 10:38

Remove

Asiye Şahin I totally agree with you my dear 😄 😄
Like · Reply · 1 · 23 April at 11:21 · Edited

Remove

Büşra Dinler I totally agree with you too sweety 😗 😗
Like · Reply · 1 · 23 April at 19:07

Write a reply...

Remove

Recep Ertav I think it was a ridiculous situation for us.His English wasn't good.Even we couldn't understand him.If anyone talks with American accent,we can understand him easily.I agree with Gizem Demirel and Mihriban Sevingen .Also you're PM and interviewing with an international press,then many people watch it,so you should use more convincing English.
Unlike · Reply · 3 · 23 April at 10:57

Remove

Erbay Erbay Honey, did this problem result from the fact that he was speaking fast; he used war-related terms; the quality of the video was low; or your English was not enough to understand him? 😊 😊 😊
Like · Reply · 23 April at 10:59

Remove

Recep Ertav Erbay Erbay He used war-related words but what he is talking about was not clear enough.Video quality was pretty good.And as you said he was talking very very fast to understand and he used swallow words.
Unlike · Reply · 2 · 23 April at 11:03
View more replies

Write a reply..

Remove

Gizem Demirel Shock!! You agree with me. 😄 :D

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		Unlike · Reply · 1 · 23 April at 11:00
		Remove
		Erbay Erbay Yeahhhhh it is a real shock for me too 😊❓😊❓😊❓😊❓
		Like · Reply · 1 · 23 April at 11:01
		Remove
		Recep Ertav I can not be opposite to you every time;I am a human too.
		Unlike · Reply · 2 · 23 April at 11:04

Appendix 11: Two Example Student Retrospective Interview Transcripts

Date: 4th May, 2016
Venue: The Reseacher's Office in the Institution
Group and Participant: Group I, A Female Participant

THE INTERVIEWER: hıh kaydediyorum ben. Şimdi bugün ne yaptık?

THE FEMALE INTERVIEWEE: ee bugün ne yaptık. Önce bize Türk wedding Turkish wedding hakkında neler bildiğimizi ya da ilk Turkish wedding dediğimizde aklımıza neler geliyor bunları sordunuz. Ee daha sonra bir video izledik which was include turkish accent.

THE INTERVIEWER: Hehehehe. Definetely Turkish accent.

THE FEMALE INTERVIEWEE: ee... Daha sonra o videoda Türk ıı nasıl desem...

THE INTERVIEWER: Düğünleri...

THE FEMALE INTERVIEWEE: Ya artık Türk Türkçe kelimeler aklıma gelmiyor İngilizce söylemeye başlıyorum.

THE INTERVIEWER: Süper.

THE FEMALE INTERVIEWEE: Noluyor ya :D

THE INTERVIEWER: Sen olmuşsun Mihri.

THE FEMALE INTERVIEWEE: ee Türk gelinler aman Türk düğünlerini açıklayan bir ee çocuk vardı. E daha sonra bu şeyden sonra group of five yani beş kişilik gruplara ayrıldık. Ve bize ıı kaç taneydi baya vardı.

THE INTERVIEWER: On üç tane.

THE FEMALE INTERVIEWEE: On üç tane kağıt vardı. Ee bunları dağıttınız ve on üç tane de ülke. Bu düğünlere ait farklı kültürlere culturelara ait düğünler vardı ve bunları küçük small notlar wordler şeklinde not almamızı istediniz. Tabi süre yetmedi sanırım.

THE INTERVIEWER: Süre yetmedi mi?

THE FEMALE INTERVIEWEE: Evet bize yetmedi. Bunu da ayriyeten not düşeceğim.

THE INTERVIEWER: Not düşeceğim. Kesin düşmem lazım.

THE FEMALE INTERVIEWEE: Daha sonra siz dediniz ki hani artık bu kadar yeter toplayalım. Ee daha sonra işte kısa kısa sorular sordunuz hani dediniz hani bu cultureda şey doğum önemlidir hani bereketin simgesi olarak hangi şehirde.

THE INTERVIEWER: Yani anlamanız yönünden onları sordum.

THE FEMALE INTERVIEWEE: Pekiştirmek için.

THE INTERVIEWER: Süre yetmedi. Niye sence süre yetmedi? Fazla mıydı?

THE FEMALE INTERVIEWEE: ıı çünkü çok fazla text vardı.

THE INTERVIEWER: Çok fazla text vardı. He he.

THE FEMALE INTERVIEWEE: Bir de her birini anlamamız için ... Çok fazla text vardı biz her birini okuyamadık dedik ki hepimizin okuması fazla zaman alır ilk önce iki iki paylaştırdık.

THE INTERVIEWER: Çok mantıklı.

THE FEMALE INTERVIEWEE: Ee daha sonra hani her birimiz okuduk hani birbirimize Briefly yani özet şeklinde anlattık. Ama vakit yetmedi neden bilmiyorum. Ee bu şekilde.

THE INTERVIEWER: Peki kaç tane yapabilirdik? Mesela bu ders için düşündüğümüzde kaç tane yapsak daha iyiydi?

THE FEMALE INTERVIEWEE: Kaç tane yapsak daha iyiydi? Mesela altı kişi isek...

THE INTERVIEWER: Herkese ayrı ayrı mı vermeliyim?

THE FEMALE INTERVIEWEE: Altı tane ya da eşit şekilde paylaştırmak için çünkü on üç tane çok fazlaydı. Zaman yetmedi.

THE INTERVIEWER: Tamam. Mesaj alınmıştır. On üç tane fazlaydı. Peki, Mihri dersi düşündüğümüzde artı olarak düşündüğün yönü var mıydı? Kazanım...

THE FEMALE INTERVIEWEE: Aaa kesinlikle. Ben şeyleri çok seviyorum zaten ee cultural ögeleri hani başka kültürlere ait. Çok zevkliydi Almanya'da wedding newspaperların falan yapılması onun sonra bunların satılması çok ilginçti. Yani ee..

THE INTERVIEWER: Yani o zaman kültürel bir şeyler öğrendiğin için kazanımın vardı. Başka var mıydı mesela?

THE FEMALE INTERVIEWEE: ee discuss yaparken english yapmaya çalıştık hani İngilizce yapmaya çalıştık.

THE INTERVIEWER: Farkettiim.

THE FEMALE INTERVIEWEE: Hatta Elif sordu ee İngilizce mi yapıcaz yoksa Türkçe mi anlatayım İngilizce dedim. Please. Ee daha sonra hani bu interactionları böyle yapmaya çalıştık. Buna rağmen güzel oldu.

THE INTERVIEWER: Bu yönden. İnteraction gücü geliştiği için yani İngilizce pratik yaptık bir de kültürel olarak bir farkındalık geliştiğini düşünüyorsun. Yeni şeyler öğrendiğini düşünüyor musun?

THE FEMALE INTERVIEWEE: Kesinlikle. Ee zaten hani düğün bizimkilerden çok farklıydı çok değişik şeyler vardı. Mesela Jewish yani Yahudilerinki de ee cama kumaş sarıp onun üstüne basıyorlar kırıyorlar çok değişik bunu bir filmde de görmüştüm. Güzel ya böyle şeyler bilmek.

THE INTERVIEWER: Güzel. Artı olarak güzel. Peki, şimdi hani hep soruyorum ya negatif yönü var mıydı hani dezavantaj dediğin ee böyle olmasaydı daha iyi olurdu dediğin? Uzundu dediğin.

THE FEMALE INTERVIEWEE: Aynen uzundu süre yetmedi.

THE INTERVIEWER: Tamam tamam.

THE FEMALE INTERVIEWEE: O belki de biraz şeydendi ee biraz geç başladık beş on dakika sanırım olduğundan da olabilir. Ondan biraz uzun geldi

THE INTERVIEWER: Anladım. Uzun. Başka peki materyalleri düşündüğünde içeriği düşündüğünde ee etkinlikleri düşündüğünde negatif olarak düşündüğün.

THE FEMALE INTERVIEWEE: Negatif olarak yoktu video vardı bugün. Ondan sonra kağıt kalem kullandık. Grup çalışması yaptık hani speaking de yapmaya çalıştık ayriyeten reading yaptık. Bence bu gayet…

THE INTERVIEWER: Çeşitlilik vardı diyorsun.

THE FEMALE INTERVIEWEE: Kesinlikle gayet iyiydi.

THE INTERVIEWER: Anladım. Belki daha kısa olsaydı.

THE FEMALE INTERVIEWEE: Aynen vakit yetmedi bize o yüzden.

THE INTERVIEWER: Süper süper. Haklısın bak onu hiç düşünmedim içinde reading vardı speaking vardı.

THE FEMALE INTERVIEWEE: Çoğu kişi de yetiştirememiştir zaten diye düşünüyorum.

THE INTERVIEWER: Evet evet writing kısmı yetişmedi zaten. Peki, seneye Mihri aynı dersi yaparsam öğrencilerle, öğrenci bakış açısıyla düşündüğünde öğretmenim şunları yapsan daha iyi olurdu dediğin bir şey var mı?

THE FEMALE INTERVIEWEE: Ee dediğim gibi herkesin anlaması için çünkü benim ee kaç tane beş altı tane toplam öğrenebildim. Diğerleri kaldı. Altı olabilir grup sayısı olarak. Ya da iki iki herkes okusun. Değiştirerek falan. Aynen çünkü bana üç tane geldi Canan'a üç tane geldi Elif üç diğerleri iki iki iki paylaştık. O biraz sıkıntı yaptı.

THE INTERVIEWER: Tamam onu azaltabilirim. Başka?

THE FEMALE INTERVIEWEE: Başka bir şey negatif yönü yoktu güzeldi genel olarak.

THE INTERVIEWER: Anladım. Eklemek istediğin bir şey var mı Mihri?

THE FEMALE INTERVIEWEE: Hocam ben zaten sene başından beri dediğim video kullanımı iyi olabilir dedim. Onu da zaten getirdiniz. Onun dışında bir şey yok. Gayet güzeldi. Ben zaten discussları seviyorum. Sürekli kurala bağlı kalmamak gerekiyor. Sadece oku geç falan. Böyle olunca zevkli oluyor.

THE INTERVIEWER: Anladım. Teşekkür ediyorum.

THE FEMALE INTERVIEWEE: Rica ederim.

Date: 26th April, 2016
Venue: The Reseacher's Office in the Institution
Group and Participant: Group I, A Female Participant

THE INTERVIEWER: Bugün ne yaptık Çiçek?

THE FEMALE INTERVIEWEE: Bugün İstanbul'un kültürel anlamda nasıl bir kapasitesi olduğunu konuştuk, kültürel anlamda bizi temsil etmesi açısından. "Neden bir kültürel başkent seçilmiş Avrupa'da?" diye konuştuk.Onun üzerine yorumlaştık.Onun dışında röportaj dinledik. Yine aynı konu üzerine. Tabi konser şeklinde düzenlenmiş bir çalışma vardı. Onunla alakalı yine," İstanbul'un kültür başkenti seçilmesinin nedeni ya da etkisi ne olabilir?" gibisinden. O şekilde.

THE INTERVIEWER:Anladım. Peki şimdi Çiçek, düşündüğünde bugünkü etkinliğin herhangi bir avantajı var mı, sana katkısı olmuş mudur olmuşsa nelerdir? İyi anlamda bu dersi düşündüğünde, var mı bir avantajı bu dersin?

THE FEMALE INTERVIEWEE:Tabiki vardı, mesela ben İstanbul'un bir kültür başkenti seçildiğini daha önce duymadım, bu açıdan mesela.

THE INTERVIEWER:Farkındalık geliştirdi

THE FEMALE INTERVIEWEE:Kesinlikle. Onun dışında eğer seçildiyse de, bunun üzerine bir sürü röportaj olmuş vesaire, onun gibi şeyler olmuş yani, bunların bir farkında değildim. Yine farkındalık açısından iyi oldu.Başka bir şey yok diye düşünüyorum onun dışında.

THE INTERVIEWER:Farkındalık?

THE FEMALE INTERVIEWEE:Farkındalık, Kesinlikle.

THE INTERVIEWER:Peki herhangi bir dezavantajı var mıydı bu dersin? Hani negatif olarak eleştirebileceğin, öğrenci gözüyle?

THE FEMALE INTERVIEWEE:Negatif olarak eleştirebileceğim bir şey yok diye düşünüyorum çünkü zaten başından beri bütün derslerde yoğunlaştığımız şey kültür, ve kültür benim en çok belki de zevk aldığım şeylerden biri. İngilizce olarak hiç bunu düşünmemiştim bir gün kültür konusunda bu şekilde derslere gireceğimi. Ama dediğim gibi yani, konu İstanbul olunca biraz daha farklı oluyor, neticede çok farklı yani. Dersin başında düşündüğüm şeylerle sonunda düşündüğüm şeyler gelişti dediğim gibi.

THE INTERVIEWER:Ne gibi mesela dersin başında ne düşünüyordun?

THE FEMALE INTERVIEWEE:Videoyu izlediğimde, "kültürse o zaman İstanbul kesin vardır" geçmişte de düşünmüştüm "İstanbul'a kesin değineceğiz eğer Türk kültürüyle devam edersek" diye. Gördüğümde "hah!" dedim. "İstanbul, kültür, kesin kültüründen bahsedeceğiz" vesaire. Ama dediğim gibi yani bir kültür başkenti olarak seçildiği söz konusu olunca açıkçası şaşırdım. Çünkü hani Türkiye'de yaşıyoruz, ve bunun farkında bile değiliz. İnsanlar böyle düşünür sanıyordum ama, aslında tahmin ettiğim gibi de oldu, çoğu kişi zaten bilmiyormuş, Avrupa kültür başkenti vesaire, onun gibi şeyleri bilmiyorlarmış. Farkındalık açısından gerçekten iyi oldu. Sorduklarında "böyle bir şey oldu mu?" ya da "kültürel anlamda uluslararası bir alanda bir şey, bir ödül gibi bir şey aldınız mı?" diye sorduğunuzda daha rahat cevap verebilirim diye düşünüyorum.

THE INTERVIEWER:Güzel, peki şimdi öğrenci gözüyle düşün Çiçek. Seneye hazırlık grubuna derse giriyorum ve ben bu dersi devam ettireceğim. Öğrenci gözüyle baktığında ben bu dersi daha iyi hale nasıl getirebilirim? Önerilerin var mı bana? Sadece bu geçtiğimiz, yarım saat önceki dersi?

THE FEMALE INTERVIEWEE:Yarım saat önceki ders için... *düşünüyor*

THE INTERVIEWER:Ne yapabilirim daha farklı olarak yani?İyileştirme anlamında?Sonuçta bir öğrencisin, öğrenci gözüyle bakıyorsun.

THE FEMALE INTERVIEWEE:Eğer İstanbul dışında başka bir şehre yoğunlaşma, ya da mesela "İstanbul olmasaydı hangi şehir olurdu?" gibi bir şey sorulabilir.

Ya da birisi Ordu dediyse "Neden Ordu?" Ya da "Oradaki tarihi mekanları sayar mısınız?" gibisinden. O şekilde bir şey olabilir yani farklı bir şehre yönlenme olabilir.Ya da herkesin kendi şehri hakkında kısa kısa konuşması istenebilir. Tarihi mekanlar veya tarihi açıdan değerlendirilebilir.O şehrin almasını istiyorsak ne gibi bir özelliği var gibisinden bir şekilde yaklaşılabilir diye düşünüyorum.

THE INTERVIEWER:Çok güzel, aktivitekler olarak bir şey eklenebilir miydi, ya da derste kullandığım materyaller olarak?

THE FEMALE INTERVIEWEE: Materyal olarak, videonun bence çok toplayıcı bir özelliği var. Hem ses açısından, hem görsel açıdan dikkat odaklıyor, ve poster yerine bir videoyla ya da diğer şeyler yerine bir videoyla derse daha odak çekilebiliyor.

THE INTERVIEWER:Bunu ben de fark ettim biliyor musun? Video gösterildiği zaman daha etkili oluyor.Sen anlatınca daha da oturdu açıkçası bende.O yüzden video yeterli diye düşündün.

THE FEMALE INTERVIEWEE:Kesinlikle.

THE INTERVIEWER:Peki başka herhangi eklemek istediğin bir şey var mı bu dersle alakalı?

THE FEMALE INTERVIEWEE:Başka, herhangi eklemek istediğim birşey yok, ve şunu söylemek istiyorum son olaraktan. Her ders gözlemlediğim bir şey var, mesela ilk başta dil üzerine yoğunlaşmıştık, sonra kültür konusuna geçtik. Kültüre geçince, ya da böyle Türk kültürüyle alakalı bir şey olunca Türk ailelerde, Türk ortamlarda yetiştiğimiz için biraz daha aktif oluyoruz ya da söyleyecek çok şeyimiz oluyor. Yabancı bir kültürle alakalı sadece maruz kalıyoruz. Mesela siz bize kısa kısa metinler veriyorsunuz. Bunları duyduğumuzda şaşırıyoruz, ama kalıcı olmuyor mesela, o dersle kalıyor. Çok belirgin olanlar, mesela "Amerikanlar şöyleymiş", "Japonlar böyleymiş" gibi. Ufak ufak şeyler kalıyor, ama Türk kültürüyle alakalı bir şey öğrendiğimiz zaman biraz daha bellekte yer ediyor.

THE INTERVIEWER:Bugün bir şey daha dikkatimi çekti, öğrenciler bugün sessizdiler. Ben onlara sordum ama bir de senin gözlemin, niye daha sessizdiler bugün?Bu aktiviteler sıkıcı mıydı, ondan mı oldu?Sence ne olabilir sebebi?

THE FEMALE INTERVIEWEE: Bence sebebi bir önceki dersle alakalıdır, ama biraz da bahane gibi geliyor bana. Çünkü bahanecilik diye bir şey artık oluştu hani, "Şu ders vardı, o yüzden" diye. Ben duyuyorum mesela "Hep kültür, hep dil, ne zaman bitecek" diye soruyorlar. Aralarında konuşurken ben de bazen sıkılıyorum ama şöyle bir şey geliyor aklıma.Neticede bir aşama kaydedeceğiz. Bu sadece hazırlık olacak bitecek diye bir şey değil. Sadece bir başlangıç her şey için, en azından bir ön hazırlık gibi bir şey oluyor.Neticede hazırlık. O yüzden bence kültüre yoğunlaşmamız, dile yoğunlaşmamız, şuan farkedilmeyecek belki yararı ama bence ileride faydalı olacak. Sadece bahane diye düşünüyorum. Yoksa dedikleri gibi kültür kültür, dil dil..

THE INTERVIEWER:Peki ama ne gibi şeyler olabilir bir ingilizce dersinin konusu? Atıyorum kültür'le alakalı bir şey söyledik. Başka ne olabilir ki hani sıkılmayacakları ne olabilir? Başka ne olabilir ki bir dersin konusu? Onların sıkılmayacağı, sıkılıyorlar ya?

THE FEMALE INTERVIEWEE:Mesela hocam, biz diğer derslerde sunum yapıyoruz. Herkes kendi seçtiği bir konu üzerine sunum hazırlıyor ayrı ayrı. İlgi alanı genelde müzik, grupları gibi insanların daha aktif oldukları alanlar. Ya da insanlar hastalıklara yönelmişler, mesela bugün bir arkadaşımız Down sendromunu anlattı. Ya da Narkolepsi'yi anlattı.Ya da Alzheimer. O tarz şeyleri anlatıyorlar. Benim gözlemlediğim kadarıyla. Kültür tabi ki bir yere kadar iyiydi, konuşuyorduk. Daha aktiftik bazı derslerde ama, üst üste aynı şeyler olunca sıkılıyorlar.

THE INTERVIEWER:Araya başka şeyler serpiştirmek lazım.Ama her şey bir kültürün parçası değil midir? Mesela bugünkü konu sadece kültür değil bence bugünkü konu İstanbul'du. Neden İstanbul,hai bence biraz bakış açısı sanırım önemli ama, bunu sanırım veremedik onlara. Hep hastalıkla gitmez ki 14 haftalık ders. Veyahut hep müzikle gitmez ki.Biraz da bahane dedin, o da var.Eklemek istediğin başka bir şey var mı Çiçek?

THE FEMALE INTERVIEWEE:Başka bir şey yok hocam.

THE INTERVIEWER:Tamam, teşekkür ediyorum

THE FEMALE INTERVIEWEE:Ben teşekkür ederim.

Appendix 12: An Example Post-Focus Group Interview Transcript

Date: 13th May, 2016
Venue: The Reseacher's Office in the Institution
Group and Participant: Group II, Four Female and Four Male Participants
A stands for Araştırmacı **(The Researcher, i.e., the moderator);** *K stands for Katılımcı* **(The Student Participant)**

A: Şimdi arkadaşlar soracağım sorular daha önce de yine bazılarınız grupça eee discussion'a katılmıştı, hani yine o paralelde olan hani daha önce de ifade etmiştim ya girişte bir şeyler yapıyorum sonra süreç yaşadık, çıkışta da bakacağım fikirlerinizde değişiklik var mı nasıl ifade ediyorsunuz yani herkes bir şey ifade etsin, burada silent durmamanız gerekir. Şimdi öncelikle şunu sorayım size. Şimdi İngilizcenin rolünden hep bahsettik falan. Neler biliyorsunuz İngilizcenin statüsü hakkında, dunyadaki rolu hakkında? Atlayın arkadaşlar.

K1: Eee finansal olarak çok büyük rolü var, dünyü bankalarında ve eee şeylerde hani genel olarak bu business issue'larda hep İngilizce kullanılıyor hani. Çok exceptionlar var, o istisnalardan bahsetmiyorum ama çok büyükleri en büyükleri hani Merkez Bankası şu bu oralarda hep İngilizce kullanılıyor. Bence en büyük etkenlerden biri finansal yani.

A: Finansal rolü.

K2: Eee, internasyonel dil olması ve eee onun etkisini olmasını düşünüyorum.

K3: Eee, bir kere İngilizcenin içine girmediği bir alan var mı diye sormak diye lazım bence ilk başta. Dünyaya tamamen yayılmış bazı zamandan sonra işte. Özellikle zaten Yağız'ın dediği gibi hani ekonomiden çıktığı için hani ekonomi her şey gibi bir şey yüzde seksenini yetmişini yetmişini oluşturuyor hani zaten İngilizcede oraya hakim olmuş hani bazı top… hani İngiltere Amerika gibi

K4: Tarih boyunca bakıldığında hani şu an İngilizlerin yaptığı bir üretim yok aslında ülkelerini, hani made-in English diye bir şey yok, ama hani çok zengin bir ülke. Bu hani hemen bu günde oluşan bir şey değil, tarih boyunca hani sömürgeler falan filan şeklinde ilerlemiş olan bir durum bence. Ve hani şu an ekonomik olabilir, politik olabilir, eğitim her anlamda her alana hakim olduğunu düşünüyorum.

A: Hı, hı.

K5: Bence tek bir şey üstüne yoğunlaşılmamış hani öyle bir dil olmuş yani.

K6: Bence siyasi gücü de mesela Amerika şu an süper güç, siyaset te öncü ve etkiliyor bu yani diğer ülkeleri

K1: Tabiki.

K3: Er ya da geç ekonomiden kaynaklanıyor yani, sonuçta o şekilde yayılmış.

A: Hani şey gibi mi yani, ekonomik olarak kim güçlü ise hani o lider falan.

K1: Hani şöyle bir şey var hani süregelmiş bir şey olduğu için, iz daha önce Cumhuriyetimizi elde etmeden önce adamlar kaçıncı sömürgesini almıştı. İngiltereden bahsediyorum. Adamlar bu eee bu politik zekasını stratejik bilgilerini çok iyi kullanmışlar zamanında ve hani belli bir zenginliğe zamanında ulaşmışlar. Adamların yaptığı tek şey sömürgelerine devam edip bunun üstüne zeginlik koymak olmuş.

K7: Gidip orda konuşuyorsun, yani diğer insanlarda sana bakarak o dili konuşuyorlar. Hani nasıl bir bebek anadilini öğreniyorsa aynı şekilde gelişiyor.

K4: Mesela birçok sömürge ülkesi kendi dilinden çok hani İngilizceyi falan konuşuyor daha çok.

K1: Hoş bir yol olmasa da hani şimdi genelmeme yapmak istemiyorum. Hani Amerikadan da İngiltereden de bahsettiğimiz zaman yaptıkları çok kötü şeylerde var asimile etmek için hani bu dili onlara şey yapmak için, iyi olanları da vardır ona da bir şey demiyorum ama sonuç olarak onlar adamlara bu dili empoze etmiş ve kurtulamamış onlar da hani İngilizceyi hala aktif bir şekilde konuşuyorlar.

K3: Konuşulamayacak gibi de durum yok, hani öyle yaşamışlar. Böyle gelmiş böyle gidiyor.

K2: Sadece kendi ürettikleri malları pazarlamamışlar kendi kültürlerini de empoze etmişler

K3: İlk önce onu yapmışlar zaten. Zaten Amerikaya da bakınca onlar hani Amerika ırkı diye bir şey yok, İngiliz var, Fransız var, İspanyol var karma bir ülke yani Amerika ırkı Kızıldereli yani.

K1: Onları da yok etmişler.

K3: Aynen öyle. Onlarda artık.

K6: Mesela böyle şey yani, onları kamplara toplamışlar İngiliz şeyi öğretiyorlar

A: Hani biraz zoraki de olabilir.

K3: İlk başta öyle.

K7: Zaten hani dili öğretirsen kültürü de öğretmiş olursun. Tabiki kültürü öğretince insanlar asimile olmaya başlıyorlar zaten.

K6: Zaten baskın ve güçlü bir kültür insanlar da güce bir şekilde nasıl diyeyim yani meyil ediyor.

A: Evet farklı bir şey aslında hem zorla bazı şeyler yapılmış bir durum ama hem de şimdi zorla yapılan bir durum yok heralde. Biz kendimizi çekiyoruz o tarafa.

K4: Biraz daha hani devletlerin yönetim şekli, ikisi de kapitalist devlet, hani direk hükmeden taraflar olduğu için hani kendilerini baskın kılmak için her yolu deniyorlar.

K3: Ve algı gibi bir şey de yani. Bunlar geçmişten yani yüz.. yüz.. yıllardır yapmışlar bir yüzyıl iki yüzyıl falan, artık hani herkes benimsemiş normal gelen bir şey haline gelmiş.

A: Normal geliyor dimi.

K3: Yurt, hani yabancı arkadaşlarım da var. Mesela Pakistan, Urduca onların asıl kendi dili, ama adamlar sadece sokakta kullanıyorlar o dili yani İngilizceleri doğuştan var, ama hani kendi dillerini sokakta kullanıyorlar belki de kullanmıyorlar.

A: Hı, hı peki hani çok güzel bir noktaya değineceğim. Hani demiştiniz ya İngilizcenin statüleri var değişik İngilizce de var. Bu hangi türüne giriyor mesela? Hatırlıyor musunuz, bu İngilizce kategorileri vardı, u konuda bilginiz var mı? Değişik değişik İngilizcenin şeyleri vardı türleri vardı. Türkiye deki İngilizceye bir şey diyorduk. Mesela o tarz bir ülkedeki İngilizceye bir şey diyorduk.

K6: İkinci dil.

A: Hah, işte.

K7: Foreign language. Onların İngilizce artık second language olmuş.

A: Hı, hı. Bunları biliyorsunuz yani. Nerden biliyorsunuz bunları peki? Koro şeklinde. (Gülüşmeler) Coursebook dersinden.

K3: Bayağı bir üstünde durduk zaten.

A: Bayağı bu konu üstünde durduk. Peki arkadaşlar dünyadaki rolü hakkında çok güzel şeyler söylediniz. Peki Türkiye'deki rolü hakkında bir bilginiz var mı? Ne biliyorsunuz?

K4: Şöyle bir gerçek var hani Türkiyede özel kurumlarda olsun devlet de olsun hani hep öyle bir yabancı dil şartı koşulmaya başladı son dönemlerde. Hani okullarımız tamamen hani ek olarak hani İngilizce dersi zorunlu hale geldi. Hazırlık sınıfları var her bölümün.

K3: İlkokul 2 ye düştü.

K4: Hı, hı. Olmazsa olmaz durumu.

K5: Olmazca olmaz durumu. Mesela iş başvurusuna gidiyorsun. Eskiden mesela bilgisayar bilenini alırlardı. Şimdi İngilizce biliyor musun?

K4: Artık evet şöyle bir görüş var hani Türkçe hani sanki eee İngilizce hani İngilizce Türkçeleşmiş gibi. Türkçe var evet İngilizce var. Hani başka neyiniz var.?

A: Sanki böyle second language mış gibi bir imaj var.

K7: Bizde de o yolda ilerliyor denilebilir.

K3: Hatta dünyada sanki şöyle bir algı var: İngilizce artık dünyanın ana dili olmuş, İngilizce dışında ne biliyorsun, Almancan var mı, Çincen var mı?

K8: Küresel bir dil olduğu için de bizde uluslar arası ilişkilerimizde, hem zaten coğrafi olarak çok önemli bir konuma sahibiz hem de dış ülkelerle yaptığımız işlerde o dili kullanmaya başladığımız için eğitimde çok önem veriliyor. Başarı oranını söyleme değil de yani önem veriliyor diyeyim.

K4: Şöyle bir şey de var, hani uluslar arası bir toplantı falan bu tarz şeyler hani belli bir kısmı haberlerde biz de görebiliyoruz bunları ve önceden şey olarak biliyorum hani hatırladığım kadarıyla mesela hani bizim devlet adamlarımız Türkçe konuşuyordu diğerlerine hani simultane olarak İngilizce çevirtiyorduk, ama artık şuan bizim devlet adamlarımız da karşıdaki kişilerle direkt olarak İngilizce konuşuyorlar.

A: Hı, hı sanki böyle second language'a doğru bir gidiş var gibi.

K3: Ben onu çok da doğru bulmuyorum, ama sonuçta öyle olmuş yani.

K1: Tabiki bükemediğin bileği öpeceksin.

K6: Am sonuçta öğrenmemiz gerekiyor, şöyle bir şey yurtdışına çıktığımızda mesela Araplar falan diyorlar ki siz Türkler neyi biliyorsunuz, mesela onlarda ev hanımları bile İngilizceyi çok iyi konuşuyormuş ama Türkiyede öyle değil bence hani, belki uzmanlar ya da devlet adamları belki o yüzden ikinci sınıfa kadar indirdiler, çünkü Türk halkı gerçekten konuşamıyor İngilizceyi.

K5: Sen gidiyorsun biryee iş başvurusuna gidiyorsun diyorki adam işte İngilizce hani ne biliyorsun, işte hani şunu biliyorum bunu biliyorum İngilizceyi çok iyi biliyorum, ama İngilizceyi ben de biliyorum, başka bir şey biliyor musun?

A: Başka bir şey biliyormusun dediğin gibi. Güzel Türkiyedeki rolü hakkında bilgi sahibisiniz, bayağı da detaylı biliyorsunuz. Peki İngilizcenin Türkiyedeki eğitim sistemindeki rolü hakkında ne biliyorsunuz, bildiğiniz bir şey var mı?

K5: Oraya girersek zaten çıkamayız.

K3: Eğitimden çıkamayız.

A: Peki küçük az da olsa yani eğitim hakkında

K1: Yani şuanki, şuanki sistem hakkında yani ilkokul ve lise hakkında bizim bilgimiz olamaz, çünkü biz yeni mezun olduk. Ama bizim dönemimizdeki şeyler hakkında konuşursak her lisede aynı mıdır bilmiyorum ama benim yaptığım hani genel olarak gözlemlere bakılırsa ben hani Batıkentte oturuyorum Ankarada ve Batıkenti Eren bilir, çok fazla lise var küçük bir bölgede. Hani hepsinde nerdeyse yabancı dil sınıfları var, hani orda oralardan da hani bize öğretilen İngilizce düzeyine baktığımız zaman hani biz yabancı dil sınıfıyız, 3 sene İngilizce görüyorz, ee matematik, fen görmüyoz. İze öğretilen İngilizcenin biraz daha üst seviyede olması gerekir. Ben çok net hatırlıyorum 12. Sınıfın son ınavında biz girdiğimizde "How olda re you?" sorusu sorulmuştu boşluklu.

K4: Yaa, ben bunun tamamen okulsal bir şey olduğunu düşünüyorum. Ben kendim de dil sınıfında okudum. Ben kendim de dil sınıfında okudum. Ben son dönem YDS sorularını bitirerek hani yani girdim sınava. Bu daha çok öğretmene bağlı okulsal bir şey bence. Ama bence şöyle bir şey var. Genel bakıldığında ee tamam o dönemi geçmiş olabiliriz, bizim dönemimiz için söyleyecek olursak hani okuduğum ilkokul ortaokul 4. Sınıfta başladık ama hiçbir zaman yeterli değildi, her sene tekrardı her sene tekrardı ya da şu anda da bakıyorum kendi kardeşim Kuzenlerimden falan görebildiğim kadarıyla hala aynı şeyler ve hani bir ilerleme yok, sadece tekrara dayalı her sene aynı şeyler öğreniliyor hiçbir ilerleme yok.

K5: Liseye kadar hep aynı yani, dört, beş, altı, yedi, sekiz, dokuz işte. Lise sonda yine aynı o şekilde devam etti. Temelde değişen hiçbirşey yok. Buraya üniversiteye geleyor gromer öğreniyor.

A: Kısır dimi?

K8: Öğrencilerin sonra ilerde üniversitede hazırlık olmaları gerekiyor

K5: Ondan sonra da iki defa okuyanlar oluyor.

K1: Benim gözlemim eee yiğenim var, ben Adanalıyım, Adana'da okuyor o da. Yabancı dile ilgisi vardı liseye geçmeden önce. Eeee şimdi liselerde benim fikrimce yani exception onlar hariç sizinkiler hani iyi eğitim vermişler, bizimkiler öyle diğildi. Şimdi ee örnek vereyim bizim sınğımız, biz yabancı dil sınıfı olmamıza rağmen 46 kişiydi hani lise sonda.

A: Çok kalabalıkmış. O zaman bu da bir problem yani.

K1: Kesinlikle, kesinlikle

K4: Çünkü Türklerde şöyle bir algı var hani maalesef, ben mesela kendim isteyerek seçtim ama hani matematikten kaçmak, bu da biraz ondan kaynaklı galiba.

K1: Eee bence şöyle, benim bir nerdeyse bütün arkadaşlarım İngilizceyi sevmiyor okulundaki dersler yüzünden çünkü çok gramer ağırlıklı yapıyorlar.

K3: Yani hep aynı şeyler olduğu için.

K1: Hani bana ben, biz ilk vizelerden sonra gittik evlerimize hani bir haftalık tatilimiz oldu, ben gittiğimde bana 3 arkadaşım aynı ödevi attı. Attıkları ödev şu; hani bunu yazmama yardım et 200 kelime yazmaları gerekiyor. İşte tatilde ne yaptın. Bak bu hani ben altı sene öncede bu ödevi yaptım.

A: Sıradanlık o zaman, Burak'ın dediğiyle aynı şeyler.

K4: İlerleme yok yani.

K5: Değişen bir şey yok yani hep aynı yerde kalmış.

K3: Bende 4. Sınıftan beri İngilizce görüyorum. Ama normal şartlarda bu öğrencinin en azından ilkokuldan mezun olunca hin tamam gramer getim ama konuşmasında çok a da olsa temel de olsa bir şey söyleyebilmesi lazım.

K4: Kesinlikle, ama en büyük hata bence tamamen Türk eğitimindeki İngilizcenin rolü, hani kitaba dayalı. Hiçbir şekilde reading yok writing yok. Hani ben mesela..

A: Skiller yok.

K4: Evet skiler kesinlikle yok.

K3: Lise sonda bile hani writing yapamıyordum yani. Speaking yoktu. Sadece hocam farklı olarak, konu dışı olarak, o da müfredat dışı olarak teyp getirip eee kulağımız olışsın diye listening yaptırıyordu. Onda da zaten hiçbir şey anlamıyorduk.

K5: Şöyle bir şey var hocam.

K6: Ben de bir şey söyleyeceğim.

K5: Yazarak ben, ee ben kendi görüşüm, mesela yazarak İngilizce öğrenilmez, ne kadar konuşursan edersen hani olduğu kadar hani..

K4: Hatta bakıldığında..

K5: Sadece gramer yani başka bir şey yok.

A: Sadece gramer odaklı.

K3: Yani üniversiteye kadar gramer, ne lise sona kadar ne..

K4: Çünkü kendi dilimize de öğrenmemiz hep bebeklikte duyarak taklit ederek öğreniyoruz.

A: Bu iki beceri eee… kör halde kalıyor.

K8: Ki dil okumamıza rağmen biz bile konuşamıyoruz, büyük bir problemimiz var.

K7: Çünkü şöyle bir şey var mesela, bize hani İngilizce öğretilmiyor, İngilizce ile alakalı bir sınav var ve o sınavı nasıl geçeriz o öğretiliyor.(Koro halinde onaylamalar)

K1: Sadece mekanikler öğretildi bize, hani sorun orda işte, dediğim gibi, hani sürekli tekrar ediyor bir ilerleme yok, yani..

K7: Yani o paragrafı okumayın, taktiği var zaten yaparsınız diye çok söylüyorlar.

A: Sınav odaklı.

K6: Ben bir örnek vermek istiyorum. Bir tane arkadaşım İngilizce öğretmeni eee çocuğu için yabancı dadı aldı arkadaşım, sonra dadıyla karşılaşmak istemiyor, çünkü akıcı İngilizcesi yok konuşamıyor.

A: Utanıyor evet dimi.

K6: Aynen, mesleğim bana sorsa İngilizce öğretmeniyim ama konuşamıyorum. Eğitim sistemi ve öğretmenler.

K3: Zaten anlıyorum da konuşamıyorum diye de bir gelen var Türkiyede.

K5: Ya, o herkesin aynı bir kanı olmuş artık böyle, İngilizce anlıyorum ama hani şey yapamıyorum hani konuşamıyorum, sorma bana. Onun eksikliğide nereden geliyor? İlkokuldan geliyor işte. Sadece böyle gramer odaklı bir ders anlatıyorsun 40 dakika ve ondan sonra çıkıyorsun.

K3: Bir de sadece İngilizcede de değil hani diğer derslerde de öyle. Kendimden örnek vereyim. Ben hani yabancı dil bölümünü seçtim gerçekten dili sevdiğim için seçtim ve eee dedim seçmez olaydım hani 2 yol hep gramer hep gramer LYS var YGS var şunu yapmanız lazım şu kadar doğru yapmanız lazım.

K5: O yüzden üniversiteye gelenler ondan sıkıntı yaşıyor hep gramer gördükleri için.

K3: Hoca tahtaya geçiyor LYS'de kaç net yapmamız lazım onu hesaplıyor 15 dakika boyunca. O sürede sen speaking yapsan daha yararlı olur.

K6: Şey eğitim sistemi hep not odaklı.

K1: Ya bende bir örnek vermek istiyorum. Mesela yani sedece İngilizceye de odaklı bir şey değil, hani biz buraya ilk geldiğimizde coursebook dersinde söylemiştiniz hani öğrendiğiniz şeyleri unutun kemikleşmiş hatalar var. Bence öğretmenlerin duyarsızlığı, ilgisizliği, umursamazlığı bunda çok büyük bir rol oynuyor, hani İngilizce öğretmenliği bölümünü zaten hepimiz biliyoruz ne kadar kek bir bölüm olduğunu. Yüzde otuzu İngilizce bölümün hani ve gerçekten komik hani, bu eğitim sistemi de komik, İngilizce öğretmenisin, sen bir şeyi öğreteceksen onu bizden iyi bilmesi gerekiyor.

K5: Ve şöyle de bir şey var, grameri bilen İngilizce öğretmeni oluyor.

K8: Bir kere sistem çok yanlış. Öğretmenler bile nasıl diyeyim sadece test öğretiyorlar, onları öğretmesinin sebebi, hani mesela biz ilk geldiğimizde burada mesela her şeyin bir yanlış, farklı bir esnekliği ve konunun diye konuştuğu zaman bir ona adapte olamıyoruz çünkü kalıpçı.

K4: Tek bir doğru varmışçasına.

K8: Bir kere biz bir dil öğreniyoruz, hani şey değiliz. Eeee bu böyle konuşulur, böyle şey yapılır böyle. Karşılıklı iletişimde olarak öğretilmesi gereken bir şeyken sadece öğretmen masasına oturur, fotokopi getirir ve öğrencileri oradan okur ve ben bugün bu konuyu öğrettim der geçer.

K5: Şeye göre, herkes hocam şeye odaklı olmuş müfredata odaklı olmuş, bugün bunu anlatacağım, anlatmazsam işte öbür hafta yokum, hani üst üste biner..

A: O zaman dimi bu müfredat takibi.

K8: Bir sınavın olması yanlış, bu sınavın klasik yetenek sınavı olması lazım.

K7: Ya uygulama sınavı bile olabilir, yani klasik sınavdan geçtim.

K3: Biz şey yaptığımızda hani ropörtaj yaptığımızda sizin ödevinizde bu kurslar hakkında, oraya gittiğimizde bir arkadaşla karşılaştık. Orada hani eee oranın müdürünün oğlu İngiltereye gitmiş 9 ay oluyordu ama writing, mesela bir arkadaşım var diyor yabancı bir arkadaşım. Writing yapıyorlarmış mesela hep full yapıyormuş çocuk, hani 90-96 falan.. Hoca geliyormuş napıyormuş bana anlat diyormuş writingde ne yazdın diye, çocuk çok iyi yapıyormuş ama konuşamıyormuş. Bana diyor yazdığını konuş..

K4: Bunun bence en büyük nedeni Türk olarak hani bizde şey var mükemmeliyetçilik, hani şöyle, başladığımız andan itibaren öğretmenler hani en doğru şekilde söylüyor. "I can" işte hep böyle kalıplı ama gelen yabancılara bakıldığında hani Türkçe konuşmaya çalışıyorlar. "Ben gelmek gezmek istiyor" Hani bu mesela Türkçe cümle yapısına çok yanlış bir şey ama konuşmaya çalışıyorlar.

A: O zaman öğretmen tutumu da burada çok önemli.

K4: Evet kesinlikle öyle.

K6: Utancıl oluyor bizim Türk haklı çok çabuk.

K3: Ne diyeyim artık aşağılık kompleksi mi diyeyim artık. (Karmaşık sesler)

K4: Bunu oluşturan bence..

K5: Mesela bir Amerikalı ile konuşuyorsun hocam, işte adamda gramer falan hiçbir şey yok, sen de öyle konuşuyorsun ama İngiliz gelince böyle adam dikkat ediyor seni senin gramerine…

K4: O bence hani kişiden kaynaklı bir şey, ama yani dediğim gibi bize çok basmakalıp şeyler öğretildiği için onu yapmaya zorlanıyoruz ve hani yapamayınca, insanız sonuçta hin yapamadığımız zamanlar oluyor ve bu zaman hani utanç duyuyoruz hani ayıplandığımızı hissediyoruz.

K3: Kendi dilimizi bile acaba öyle hani kullanıyor muyuz? Tam böyle her şeyine uygun olarak.

K7: Kullanmıyoruz ki.

A: Sorunlar gerçekten çok fazla hani, belki bu sabaha kadar sürebilecek bir tartışmadır. Ama burada bir liste soru olduğu için burada kesmek durumundayım arkadaşlar. Peki güzel şimdi İngilizcede aksan çeşitliliği var dimi? Bu konuda ne düşünüyorsunuz? Bu iyi bir şey midir, yani…

K5: Bence gayet çok iyi bir şey çünkü öğretilmesi de gerekiyor.

A: Yok o konuya belki sonra geleceğiz. Hani mesela siz ödev yaptınız, ben sayamadım, 20 üzerinde değişik aksan gördüm dosyada vardı. Mesela böyle değişik aksanların olması konusunda açık olun arkadaşlar, en bunu derslerde hep bu şekilde anlattım ama bunu bu şekilde düşünmek zorunda değilsiniz. Ne düşünüyorsunuz, dünyada farklı aksanlar var.

K1: Eee, şimdi bence hani bu aksanların olması iyi bir şey çünkü herkesin kendi bir milleti, kendi bir evi var.

K7: Kesinlikle.

K1: Ve her insan aynı değildir ve hani ben şuna karşıyım; Tabiki İngilizce hani tek dil, ben şuna karşı değilim; İngilizce tek dil olmalı, hani formal olarak İngilizce tek dil olarak kullanılmalı bence. Hani bu şu anlama gelmemeli öbür diller gereksizdir, sadece İngilizce olmalı anlamına gelmemeli.

K2: Sadece İngiltere ve Amerika değil.

K1: Evet öyle şey de var. İr insan hani kendi ülkesini temsil etmeli hani bir yerde ben mesela yurtdışına bir yere gittiğim zaman atıyorum Türk bayraklı bir T-shirt giymek istemem ama hani konuşurken benim aksanımdan Türk olduğumu anlayabilirler tabi şu anki Türk aksanım biraz çirkin ama iyileştirilebilir bu.

K4: Ben şöyle düşünüyorum…

K1: Bitireyim sen şey yap. Eee bu aksan farklılığı yani kötü bir şey değil. Çünkü insanları ayırt edebilmemiz gerekir, yoksa hani bir insanı görünüşünden ayırt edemeyiz anladın mı? Hani aa bu İngiliz diyemem ben mesela, ama konuştuğu zaman "aa" derim "bu İngiliz"

K4: Bence bu yapılan hani ayırt etme işte, gerektiren bir durum olduğunu düşünmüyorum. Tabi ki bir sürü millet var dünya üzerinde herkesin kendi anadil yapısı farklı olduğu için hani İngilizce aksanları da tabi ki farklı oluyor. Ama hani bence en iyi şekle getirilebilmeli hani. Özellikle bu hani ünlüler, devlet adamları hani, pronunciation dediğimiz şey başkaları tarafından gülünmemesi gereken şeyler olmalı diye düşünüyorum hani. Çok iyileştirilmeli böyle saçma komik hatalara düşülmemeli. Onun dışında da hani tabiki her milletin kendi dili olduğu için farklı aksanların olması gayet normal.

K7: Ben şöyle düşünüyorum kelimeler doru telaffuz edilmeli ama aksanlar farklı olabilir, bunların ikisi bence farklı şeyler. Mesela bizim ülkemizde ben bunu Facebook tartışmasında da söylemiştim hani İngilizceyi Amerikan aksanı konuşmuyorsan sen yanlış konuşuyormuşsun gibi bir algı var sanki benim gözlemlediğim kadarıyla hani ben kendi kimliğimden kurtulmam çok zor.

K1: Evet.

K7: Bu güne kadar hani duyduğum seslerden hani ne bileyim kendi alfabemizde olmayan seslerden kurtulmak hani çok zor ve hani herkes için çok zor kim olursa olsun. Hani bir devlet adamı buna kendini zorlamak zorunda değil ama akıcı ve doğru telaffuzla konuşmak zorunda diye düşünüyorum ama aksan farklılık gösterebilir bence.

K3: Bir de hani özet demeyeyim de hani temeline gelirsek aksan çeşitliliği ben yani.. iyi de değil kötü de değil normal yani.

K4: Olması gereken bir durum.

A: Nötürsünüz yani böyle bir şey var.

K3: Ama hani şöyle genel olarak bakınca güzel yani. Ne güzel yani İngilizce var bir ortada herkes farklı farklı konuşuyor, herkesin bir kimliği var. Yağızın dediği gibi bakıyorum Kamerunlu, İngiliz, Türk falan diyebiliyorsun konuşunca hani eğer kimliğini kaybedersen dünyada tek tip bir insan tipi olması bu sanki onu şey yapıyor o zaman görünüşleri de değiştirelim, İngiliz Amerikalı yapalım o zaman.

K7: Şöyle bir şey var. Mesela hani adam İngiliz aksanı ile konuşuyor ama İngilterenin neresinin aksanı ile konuşuyor.

K3: Mesela Türkiye de eee Akdenizliler farklı, Laz var Trabzonlu farklı konuşuyor, İstanbul Türkçesi konuşuluyor.

K4: Mesela şu an masada 9 kişiyiz, hepimizin farklı milletlerden geldiğini düşünelim, hepimizin aksanı farklı olacak ama hani…

K5: Onu değiştiremezsin ki zaten.

K4: Evet tabiki. Doğru kullanım, doğru telaffuz bence de önemli olan.

K3: Hani zaten topraklardan kaynaklanıyor yaşadığın coğrafyadan gelen bir şey, o şartlardan gelen bir şey onu asla değiştiremezsin.

K6: Ben de bir şey söyleyebilir miyim? Mesela Amerikalılar mimiklerini çok kullanıyor konuşurken. Biz Türkler ağzımızı çok açmadan konuşuyoruz, hani onlar gibi istesek de olamayız. Bu sefer bence onları taklit ediyormuş gibi oluruz ve bence komik duruma düşeriz.

A: Hımm

K4: Şöyle bir şey işlemiştik derste

K3: Özenti gibi bir hava oldu yani

K6: Evet doğru, hiç hoş olmuyor. Mesela hocam ben öyle yaptığımda kendimden irrite oluyorum. Amerikan aksanı yapmaya çalıştığımda.

A: Tamam, anladım irrite oluyorum kendimden. Gizem?

K8: Yani hani taklit etmeye çalışıyoruz dedi ya,zaten öyleyiz hocam taklit etmek, yani batılı sevdalısı olduk çıktık yani hepimiz

K2: Olmaması gerektiğini düşünüyorum.

K8: Bence şöyle söyleyeyim, benim bir önceki fikrime göre birazcık değişiyor (gülüyor) ama gerçekten çok çok iyi anlaşılır yani ufak tefek böyle ortak bir konuşum alanı olması..

A: Yani tabiki arkadaşlar, bunun doğru cevabı yok, sakın yanlış anlamayın, ben hani bir değişiklik yapabiliyor muyuz görebiliyor muyuz onu…

K8: Çünkü bir karşımızda şey yani ikimiz de Türküz ama benden çok daha güzel aksanlı konuşuyorsa bir ona hayran olarak bakmaz mıyız?

A: Oluyoruz dimi?

K8: Neden bildiğimizin daha iyisini yapmayalım ki?

K4: Ben de bunu savunuyorum kesinlikle…

K8:Yani yapabileceğimizin en iyisi ile en güzeli ile yani yapmamız gerekiyor, yani özentilik açısından demiyorum, madem o İngilizceler konuşuluyor, yani Amerikan İngilizcesi ya da İngiliz İngilizcesi konuşuyorsak o zaman onlara yaklaştırmalıyız.

K7: Yani bende şey diyorum zaten yapabilen yapıyor zaten ama yapamayan da "hani sen yapamıyorsun İngilizce konuşamıyorsun" diye bakılıyor bence burada bir yanlışlık var.

K3: Bir de şöyle bir şey var, hani bazı insanlar özellikle ben şunu savunuyorum. Tamam İngiliz İngilizi konuşmaya çalışabiliriz ama hani ben hani "world" kelimesi mesela "vord" diyorum, belki İngiliz biri gelse farklı bir şey söyler. Ben böyle söylüyorum ama. Sen anlıyor musun tamam. Yani bir de mesela hani örnek veriyorum benim Denizlili arkadaşım var, onların aksanı biraz farklı, arada takılırız birbirimize deriz nasıl söylüyorsun, o ne demek falan filan. Ama demem ben ona asla şöyle demem "Oo öyle konuşma, sen İstanbul ben İstanbul Türkçesi konuşcam" demem yani diyemem.

K7: Kesinlikle.

K4: Eee, biz şey yapmıştık derste "tongue surgery" diye bir şey işlemiştik, ee mesela hani insanların pronounci ation'ı hani düzelt.. düzgün hale getirmek için bir şey. Bence hani bu da doğru bir şey ama hani kesinlikle zorunlu olcak bir şey değil. Hani Gizemin de dediği gibi insan kendini hani ne kadar geliştirmek isterse hani o bunu yapabilmeli. Ama tabiki hani bir Japonun Korelinin yada işte diğer insanların bir İngiliz yani Amerikan olma zorunluluğu yok, ama tabiki neden en iyisi olmasın.

A: Peki tamam, neden en iyisi olmasın?

K1: Son bir şey söyleyeceğim (Gülüşmeler)

A: Peki son bir şey daha alalım sizden.

K1: Eee, ya bence Cihatın dediği gibi ne iyi ne kötü bir şey bu çok normal bir şey, çünkü hani her millet yine Cihatın dediği gibi belli bir coğrafyadan geliyor, ve mesela biz nasıl belli sesleri çıkartamıyorsak belli bir vakit çalışmadan hani bazı insanlar da çıkartamıyor, ama Eremin de Erem de şu nokta da haklı; formal olduğu zaman yani olabilecek en iyisi olması gerekir, çünkü alay konusu oluruz bir. Bir otorite olması gerekir.

K4: Ve hani temsil ettiğin insanlar var.

K1: Evet evet.

K7: Peki, bir şey sorabilir miyim? Hani en iyisi diyoruz ya neye göre en iyisi mesela, onun en iyisini kim koyuyor? Elizabeth gibi mi konuşsun herkes mesela öyle mi?

K1: Şöyle bak mesela, hani diyoruz ya deniz aşırı ülkeler falan filan şimdi yani dünyada belli bir güç var, hani ve biri hükmediyorsa sen de ona şey yapmak zorundasın, daha güçlü değilsen tabiki.

K4: Yani bizi yönetenler onlar, yani hepimiz bunu kabul ediyoruz dünyaca

K7: Ya, tabiki onlar.

K1: Yani şimdi benim dediğim şey mesela, formal olarak Erem'e hak veriyorum tabiki çok, en iyisi olması gerekir belki ve hani böyle iş görüşmesi yapılarak uluslar arası bir görüşmede aksan iyi olmalı. Ama şu kanıdayım ben. Mesela eee biz kendi.. formal olmayan bir şey yani arkadaşça bir ortamda otururken bence herkes kendi aksanını kullanmalı çünkü bu çok samimi bir şey, bence hani ben bunu arkadaşlarımda gördüğüm zaman sürekli biz bunun eğlencesini gırgırını yapıyoruz.

K4: Mesela ani güzel bir nokta iş başvurusunu düşünürsek iki kişi başvuruyor, ve hani ikiside Türk, ama biri hani olabildiğinin en iyisini yapmış durumda. Hani kimin seçileceğini hepimiz az çok biliyoruz yani tamam ikisi de Türk aksanıyla konuşuyor ama en iyi hale getirdiği düşenen kişi o seçilecek yani bu ortada.

A: O zaman şöyle yani eee… İngiliz ya da Amerikan aksanı ile konuşmanın burada en iyi level olduğunu düşünüyorsun kıstasımız bu olduğu için ona yaklaşmak gerektiğini düşünüyorsun. Bu formal/informal farkı diğer grupta da çıktı, ilginç.

K7: Ben aslında düşünmüyorum, ama öyle olmak zorunda gibi.

A: Ama şunuda anladım, hani düşünmeseniz bile olmak zorunda olduğunu hissediyorsunuz.

K7. Hı, hı. Ben düşünmüyorum, ama buradaki atıyorum 8 kişi isek 6 kişi düşünüyor, o yüzden bu böyle olmak zorunda.

K3: Ben Facebook'te da yazmışım, mesela Davut oğlunun bir videosu vardı. Onun hakkında yorum yapmıştık dedim hatta translator getirip Türkçe konuşması gerekiyordu dedim.

A: Ha, daha milliyetçi.

K3: He, biraz milliyetçi. Mesela Fransızlar, Almanlar bunu yapıyorlar.

K8: O zaman da daha cahil derlerdi, İngilizce bilmiyor derlerdi.

K3: Cahillik İngilizce bilmekle ölçülmüyor hani şimdi.

K8: Ama sen dışarıdakinin ne düşündüğünü bilemezsin ki

K3: Dışardakinin ne düşündüğü çok da ilgilendirmiyor bizi.

K4: Fransızların bunu yapma nedeni eee, milliyetçilik akımının o ülkede doğması. Ben bir çok Fransız gördüm ve tanıdım ve hani eğer Fransızca bildiğini soruyorsam İngilizce şekilde, Fransızca bildiğini söylediğin anda İngilizce konuşmayı kesiyor. Bu kendi ülkelerinde de bu geçerliymiş.

Burak: Ona ben çok şahit oldum.

K4: Ama şey yani doğuş noktası var. O yüzden şey hani ben Gizem'e hak veriyorum. Uluslar arası bir alanda İngilizce global bir dil kabul edilmiş, İngilizce konuşulması gerekiyor belki de Fransızların bu konuda yaptığı da yanlış.

Burak: Çok iyi biliyorlar ama konuşmuyorlar.

K3: Örnek vermek istiyorum biraz alakasız. Arda Turan mesela Barcelonaya transfer olduğunda Türkçe konuştu. İngilizceyi biliyordu bilerek yaptı neden, çünkü Türkiyeyi temsil ediyordu. O onu bilerek yaptı hani örnek vermek gerekirse.

Mehmet: Eğer birini temsil etmek istiyorsak önce kendi öz benliğimizi temsil etmeliyiz.

K6: Yani önce bir duruşumuz olacak.

A: Bu duruşumuzdan kastımız Türkçe konuşmak mı? Yoksa İngilizceyi Türk aksanıyla konuşmak, ağzımızı yamultmamak, eğip büzmemek mi yani?

Mehmet: Bence Türkçe konuşmak daha etkili olur kendi duruşumuzu belli etmek için

K4: Ama şöyle bir şey de var maalesef ki hani ben bir kaç yabancı ile tanıştığımda "Hıh, where is the Turkey?" yani böyle sorular da gelebiliyor. Böyle sorular da gelebiliyor, Türkeyi neresi oluyor insanlar.

Mehmet: O da bizim yanlışımız olduğu için, kendimizi iyi pazarlayamadığımız için. Mesela kendimizi pazarlayarak daha iyi şey yapabiliriz.

K3: Sonuçta Amerikalılar İngilizler bunu yapmış yani.

K4: Ama artık onların seviyesine gelmemiz için çok zaman geçmiş hani.

K8: Çok geç artık.

Sultan: Yok yok geç değil.

K1: Bir de ben bu konuda iki tarafa da katılıyorum. Ee nasıl oluyor diyeceksiniz. Bence şöyle olmalı ee şimdi uluslar arası bir görüşme yapılırken tamam tabiki İngilizce konuşulmalı ama bence ordaki konu, ben sadece exceptional konularda Türkçe konuşulabilir diye düşünüyorum. Şimdi oradaki konu bizim ülkemiz bizim insanlarımız bir sürü insan ölmüş. Tabi milliyetçilik ruhu olan yerlerde Türkçe konuşulabilir, o belli bir tepkiyi belli etmek için hani tavrı ortaya koymak için olur ama hani normalde bence de İngilizce konuşulmalı yani.

K4: Mesela izlediğimiz videoda Suriyeli mültecilerdi. Hani bu mülteci artık tüm dünyanın sorunu haline geldiği için hani ulusal bir problem olarak hani bence de orda İngilizce konuşulması en doğru şey.

K1: Dediğim gibi milliyet hani kendi ülkemizi ilgilendiren ciddi bir konuyu başka bir ülke ile konuşurken Türkçe konuşulabilir hani ona tepki tavır olarak.

A:Anladım hani milliyetçi duygulardan dolayı. Peki İngilizce değişiyor desem ne anlarsınız bundan? İngilizce değişiyor.

K3: Yeni kelimeler.

A:Yeni kelimeler.

K4:Aynen, bir çok ülke İngilizceyi hani second language olarak kullanıyor ve herkes artık yeni işte bir şeyler icat ediliyor keşfediliyor falan bunlar yeni..

A: İcatlardan dolayı olabiliyor.

Sultan: Mesela her öğrenen kişide her kişide bence kendinden bir şeyler katıyor, kendi kültürünü katıyor.

A: Kendinden bir şeyler katıyor, kültür katıyor.

K3: Ya da harf sesler eksiliyor. Türkçede bye yerine by. İngilizcede onun gibi bir şey.

K8: Sınıfta konuştuğumuz gibi co-wife kuma..

K4: İnşallah falan.

K8: Gramer esnekliği

A: Hı, hı.

K4: Mesela telefonlarda ön kamera icat edileli Selfie çıktı, sonra selfie kelimesi sözlüklere geçti.

A: Teknolojik gelişimlerle beraber, peki peki arkadaşlar kültür nedir desem ne dersiniz bana? (Karmaşık) oy çok konuştuk.

A: Peki arkadaşlar, kültür nedir?

K3: Kalıplaşmış bilgilere bağlı kalmak istemiyorum.

A: Peki tamam (gülüşmeler)

K3: Hani tarih dersinde öğretilen bir kalıp vardı onu kullanmak istemiyorum.

A: Kalıp değil ben de içeriğini öğrenmek istiyorum. Kültür deyince ne anlıyorusunuz?

K3: Kültür her milletin, dünya kadar millet var işte ayrı ayrı, herkesin ayrı bir dili ayrı bir yaşayış biçimi, kendine özgü bir şey, bir karakteri var. O çeşitliliğe kültür denir.

K7:Yani her milletin aynı şeyi faklı yapma olayına deniyor bence.

K4: Her milletin kendi yapıtaşı gibi bir şey olabilir bence.

A: Kendi yapı taşı.

K8: Coğrafi konumu ya da işte dini inaçlarıyla..

A: Dini ininçları.

K3: Yaşayış biçimi

K1: Bence din, dil, ırk bir de tarih bunu tamamen…

Sultan: Gelenekler hani.

A: Hı, hı gelenekler

K4: Edebiyat var.

A: Hı, hı.

K8: Coğrafya.

A: Hı, hı o kültür yani kavramını yarın öbürgün başka birine anlatmak zorunda kalsanız hani mesela bu kategoriler vardı, bunları biliyor musunuz hatırlıyor musunuz?

K4: Evet big C culture, small c culture (Koro şeklinde)

A: Tamam

K1: Capital C yani (gülüşmeler)

A: Peki kültür dil arasında bir ilişki var mıdır?

K7: Kesinlikle dil kulturu kültür de dili etkiler. (Gülüşmeler)

K3: Olay kapanmıştır.

Sultan: Yani dili oluşturan kültür bence.

Burak: Aynen, dil olmadan kültür olmaz, kültür olmadan hiçbir şey olmaz, dil olmaz.

A: O zaman karşılıklı bir iletişim var.

Burak: Aynen

A: Peki somut olarak düşündüğümüzde nasıl etkiliyor. Somut olarak verin bana örnek.

K1: Ben şöyle düşünüyorum, tabiki biraz saçma bir örnek olacak, buradan örnek vermiyorum gerçek dünyadan. Bir kurgudan örnek vereceğim. Games of Thrones'da her milletin kendi farklı dili var. İzleyen arkadaşlar bilir Dotrakileri. Eee.. şimdi coğrafya, iklim, yaşam şartları bir dilin telaffuzunu ya da şeyini etkileyebilir, yani mesela Dotrakiler böyle çok kaba konuşuyor, hani sert konuşuyorlar.

K: Çünkü savaşçı bir milletler.

K1:Evet, hani çok zor şartlarda yaşayorlar, su yok, şey yok.

K7: Yani sürekli göç halindeler.

K1: Göç halindeler ama atıyorum Targerionlar'a baktığımız zaman çok temiz, hani o kadar soft konuşuyorlar ki hani bence bu bile etkiliyordur somut olarak.

K3: Gerçek hayattan örnek verirsek, Uzakdoğulular Çinliler, Japonlar mesela çok hızlı konuşuyorlar. İngilizce konuşsalar ile anlaşılmıyor, Türkçe konuşsalar bile ben hiç anlamam.

K4: Çok uzağa gitmeye gerek yok. Hani Karadeniz bölgesini düşündüğümüzde dağlık bir alan ve hani dışarıdan gelen insanlar diyor buradaki insanlar neden bağırıyor. Ben bunu araştırmıştım. Hani önceden insanlar dağlarda yüksek yerlerde yaşadıkları için birbirleriyle bağırarak iletişim kuruyorlarmış.

K7: Mesela yeni bir dil bulmuşlar kuş dili çok uzak olduğu için aralar.

K4: Bu tamamen coğrafi.

A: Hı, hı coğrafi ihtiyaçlar falan etkiliyor. Peki kültürel farklıkların iletişimdeki rolü nedir? Bu konuda ne söyleyebiliyorsunuz?

K1: Bir sürü zaten bununla ilgili çalışma yaptık coursebook derslerimizde. Bence bunun en büyük sebebi hani communication breakdownların hani, farklı anlamlar hani kültürlerdeki mesela adam mesela bizim nod yapmamızı yani önümüze eğilmemizi başka anlıyor, öbürü başka anlıyor. Biz çok normal, çok doğal olarak bir hareket yaptığımızda o diyor ki ne yapıyorsun?

K4: Ya da mesela hani şöyle şeyler var, hani biz baktığımız da kendi kültürümüzde hani büyüklerimize hani saygımız vardır işte yanında bağırılmaz küfürlü konuşulmaz, bacak bacak üstünde oturulmaz yani böyle şeyler öğretilir bize küçüklüğümüzden beri, eee hani hatta yaptığımız bir ödevde şu dersane ödevinde dedik hani neden İngilizce öğretmeniniz yok, mesela hani şey söylediler; kültür farklılığı çok büyük karmaşalara yol açıyordu. Mesela nasıl dedik ee yabancı bir öğretmen sınıfta gayet küfürlü konuşabiliyormuş, çok dostane davranabiliyormuş ve bu çocuklarda daha laubali davranışlara neden oluyormuş o yüzden.

K7: Hongover gitmişler derslere mesela..

K4: Evet hani içip gelmek onlar için gayet normal bir şeyken hani bizde hani ayıplanan bir durumuna gelen bir şey.

A: Oysa adamın normal davranışı bu ama yanlış anlaşılabiliyor..

K4: Evet yaşayış tarzı o. Onlarda içki içmek hani böyle sarhoş dolaşmak böyle yapılanan şeyler değil. Ama bizim kültürümüzde bunlar olmaması gereken şeyler olarak görünüyor.

A: Hı, hı çok güzel bir örnek. Çok güzel bir örnek demek ki oralarında bir iletişim şey rol var birbirine etki ediyorlar. Peki aynı soru aslında; uluslar arası arenada iletişim kazaları olur mu, sizce neden olur?

(Koro halinde): Tabiki

A: Nelerden olur demiştiniz?

K1: Anlam farkılılığı

Mehmet: Kelimelerin farklı telaffuzları.

A: Ha, bu hem hand gesture ler var bir de kelimelerin farklı telffuzu dediniz onlardan olabilir.

K4: Ya da mesela geçende katıldığımız bir konferansta bir kelimenin farklı bir anlama gelmesi, hani bir millette kelimeyi hatırlamıyorum mesela bir tanesi iç çamaşırı anlamına geliyor bir de hani pantolon anlamına geliyor.

A: Çok güzel. Amerikan İngilizcesi ile pants olayı British Englishde farklı oluşu farklı kelimelerden olabilir, doğru mesela siz British Engilish öğreniyorsunuzdur underwear'ı öğrenmişsinizdir. Ama yarın öbürgün bir Amerikalı ile karşılaştığınızda adam başka bir şey diyordur mesela onu anlamayabilirsiniz.

Burak: Beş dakika bakarsın(Gülüşmeler)

A:Peki tamam dünyü kültürü hakkında konuştuk. Türk kültürü hakkında bilgi sahibi misiniz desem bana ne anlatırdınız, ne bilirsiniz mesela?

K3: Ne anlatmazdım yani (Gülüşmeler)

K7: Bunu Türkçe olarak mı anlatmak İngilizce olarak mı?

A: Çok güzel, önce Türkçe olarak bir şeyler biliyorsunuzdur illaki, peki İngilizce olarak anlatabilir misiniz bildiklerinizi?

K4: Evet anlatabiliriz.

K1: Evet biraz pratikle olabilir.

K3: Anlatabiliriz. Ben bizzat zaten anlattım yurttaki kendi arkadaşlarıma bayağı bir tartıştık, hatta..

A: Ne gibi şeyler anlatın Cihat?

K3: Eee şöyle bir şey yaşadım ben bir akşam 3 kişiyiz Pakistanlı bir arkadaşım var. yanında da başka bir Türk var başka bölümden ee biz ingilizce konuşurken o da hoşuna gidiyor İngilizce öğrenmeye karar veriyor o arkadaş. Brezilyalı bir çocukla Facebook'tan ya da bir yerden tanışıyor konuşuyorlar bir saat falan filan. Sonra çocuk Türk tarihine çamur atmaya başlıyor ondan derken çocukla tartışıyoruz sosyal medyadan. Neyse sonra Pakistanlı arkadaş siz niye böyle yapıyorsunuz falan filan diyor işte, niye öyle yaptın falan filan dedi işte bende dedim hani bizim tarihimiz kimse kabul etse de etmese de şöyledir hani şöyle bir onurumuzla yaşarız dedim, şurdan gelmişiz şunu yapmışız falan derim o yüzden böyle tepki gösteriri.

K4: Ama şöyle bir şey var mesela hani 2 millet aynı savaşı yaşıyor ama ikiside farklı açılardan bakıyor. Hani sen mesela hani kendi soyunu onurlu bir şekilde anlatıyorsun ama onunu içinde aynı şey geçerli. Kime göre neye göre tarih bence biraz kritik bir konu.

A: Tabiki değişken.

K3: Herkese göre değişir.

A: Ama o söylediğin şey aslında ee mesela Pakistanlıya çok garip geldi sizin öyle mesela savunma mekanizmanızı geliştirmeniz, neden böyle yaptınız dedi. Ama neden? Hani şeyi hatırladınız mı? 13 Turkish customs vardı, Turkish flags is very important and Turkish political.. hatta tavsiye veriyorlardı Turkiyeye gittiğinizde politika, tarihle ilgili konuşmayınız öldürürüler sizi falan gibi

K1: Evet

A: Ha bunu örneklendiriyor bence

K3: Evet, ya ama açı açık biraz ukala bir şekilde.

K1: Bana evet daha detaylı anlattı, lafını bölüyorum ama aynı olayı daha önce dinledim hatta şimdi onun dediği doğru evet değişebilir kritik bir konu, bir millet savaşmıştır bizim bilmediğimiz şeyler vardır. Tarih yaşanan her şeyi yazmaz, bazı şeyler gizli saklı kalmıştır.

K4: Ve her kültür kendine göre yazar

K1: Tabiki

A: Tarih değişir subjektiftir.

K1: Değişir, ama orda hani o Brezilyalı arkadaşın yaptığı çok yanlış ve ukala konuşuyor ve hani gerçekten kötülüyor, ya Türkler şeyle Türkler böyle. Ama saygı sadece istediğimiz tek şey

K4: Bu bizde de var mesela. Dünya savaşına bakıyoruz, İngilizleri kötülüyoruz ediyoruz çünkü tarih kitaplarından en başından beri bu şekilde öğrendik. O tarafından bakıldığında hani Türkler şöyle Türkler böyle diye öğreniliyor.

A: Ama nihayetinde gerçekten bu heralde yaygın kültürel şey türk kültürüne dokundurutmuyoruz tarihimize biraz öyle yetiştirildik belki.

K5: Ki onlar da aynısını yapıyor.

A: Muhakkak onlar da.

K1: Patriotik bir milletiz.

K4: Bence hani ee anlatabiliriz tabiki bunları Türkçede İngilizcede karşıdaki kişiye ama hani tarih olur edebiyat olur bunlar belli specific başlarlar hani o konu hakkında böyle belli teknik kelimelere ihtiyacımız olabilir.

A: Ha o zaman şöyle culture kategorilerini düşündüğümüzde "small c" yi anlatabilirsiniz ama "big c" yi hani o literature biraz zarlayabilir.

K1: Evet biraz zorlayailir

K4: Evet daha

K7: Mesela şöyle olabilir atıyorum işte, bir büyük görürüz biz el öperiz büyüklerimizin falan böyle bunları anlatabiliriz.

A: He, bunlar hep daily life'ler bunlar small culture

K3: Evet onlar biraz daha zor anlatması

A: Hı,hı peki tamam Türk kültürünü konuştuk. Diğer kültürler hakkında bilgi sahibimisiniz? Diğer ülkelerin kültürleri hakkında?

K1: Thanks to coursebook, coursebook (gülüşmeler)

A: Yok canım.

K7: Özel ilgimiz olduğu ülkelere karşı, onların bir çok şeyleri

K4: Herkesin böyle sevdiği specifik ülkeler vardır.

K3: Ben kendim olarak da araştırmıştım kendim böyle ortaokuldan beri hatta son sınıflardan beri bakıyorum böyle Amerika, İngiltere, Fransaya bakmadım nedense.

K7: Milliyetçisin ya ondandır (gülüşmeler)

K6: Genel olarak şey var bizim toplumumuzda, daha çok Batıya dönmüşüz sanki yönümüzü.

A: Biraz özenti

K7: Aslında bence doğuya dönmeliyiz yönümüzü

K3: Evet

K1: Be yourself

A: Anladım peki. Biliyorsunuz iki taraftan da bir şeyler. Türk kültürünü dünya kültürleri ile karşılaştırma konusunda bilginiz var mı mesela ? hani karşılaştırın deseler böyle hani bir şey yapabilir misiniz?

K7: Edindik bence onları

K1: Evet çünkü ee şimdi mesela biz diyebiliriz ki mesela dünya kültüründe çoğu ülkede şu şöyle kabul edilir ama bizim ülkemizde bu böyle kabul edilmez. En ufağından örnek veriyorum. Bayrak falan demiştik ya, mesela onlar bayraklı şort giyiyorlar, bayrak giyiyorlar. Bizde öyle bir şey çok ölümcül olabilir hani, çünkü insanlar hani buna gerçekten çok saygı duyuyor, marşına. Ama onlar onu normal kabul ediyor, onlar için saygısızlık değil, onlar da bunu Amerikan bayrağı ben bunu taşıyorum diye giyiyorlar.

K4: Evet hani onlar belki de bu üstünde taşıdıkları için saygı gösteriyor, ama bizim için hani o en üst tarata tutulmalı, daha özen gösterilmeli.

K1: Öyle karşılaştırmalar yapılabilir.

K3: Bizim kültürümüzde kitap üstte hani dini kitap bir de bayrak geliyor.

K4: Bir de şöyle bir şey var mesela, biz anne babalar en basitinden anne babalarımıza büyüklerimize hani hep böyle abla, teyze, amca, hani bu tarz şeyler kullanıyoruz, ama onlar gayet böyle isimleriyle hitap edebiliyorlar.

A: Ama hani bu tarz şeyleri karşılaştırabiliyoruz. Kadriye bir şeyler daha söyleyecektin sen?

K7: Hani şey onları artık edindiğimizi söyleyecektim.

A: Bunu açabilirmisin?

K7: Hani ee en son onu yaptığımız için aklıma g geldi. En son hani şeyler vardı jestler var işte hani burada farklı bir anlama geliyordu, ama başka bir ülkede çok iyi bir anlamı vardı, ama biri bize yapınca biz onu küfür olarak ya da başka hani kaba bir davranış olarak algılayabiliyoruz hani.

A: Hı hı. yani bu farkındalığa sahipsiniz farklı kültür ve bu iletişim kazalarına da sebep oluyor.

K2: Karşılaştırmak için önce hangi ne olduğunu öğrenmemiz lazım.

K7: Kesinlikle

K2: Zaten Türk kültürü ile yaşadığımız için önce diğer kültürü öğrenirsek arasındaki farkı anlayabiliriz.

K4: Mesela söyle bir şey de varmış, ben hani işaret dilini çok merak edip hani öğrenmek istiyorum. Ee işaret dili bile hani milletten millete değişiklik gösterebiliyormuş, çünkü hani herkeste böyle kullanılan jet mimik işaretler farklı anlama geliyor.

A: Hı hı. Peki kültürel dünya meseleleri hakkında bilgi sahibi misiniz? Farkandımısınız dünyü meseleleri hakkında nedir dünya meselis dediğimiz şey?

K6: Savaşlar.

K3: Ortak olan şeyler

K4: Mülteci sorunu

K1: Terörizm

K8: Doğal sorunlar.

A: Bunları şey olarak biliyorsunuz terim olarak ama içeriği konusunda mesela eee farkındalığınız ilginiz var mı mesela?

K3: Var tabi

K4: Mesela hani Suriyelileri göz önüne alırsak, mülteci problemi. Biz hani kapılarımızı açıyoruz, onları konuk ediyoruz ama, hani ben bunu araştırdığım için biliyorum bir çok Avrupa ülkesi onların önüne para atıyor, eğleniyorlar. Bir çok ülkenin farklı tutumu var bu konu hakkında. Hani her konuda herkesin tutumu aynı olmayabiliyor. Bu da hani farklı kültür bizde mesela yardımseverlik biz böyle tanınan bir milletiz. Ama onların dah bencil toplumlar olduğunu düşünüyorum.

K7: Din de bence buna çok büyük bir etken. Çünkü işte onlar bizim Müslüman kardeşimiz deyip kapıları açtık.

K8: Tamam da diğer taraftan doğudan da ben hiç duymuyorum kapılarını açmıyorlar, yardım etmiyorlar hocam.

K3: Çünkü hocam onlar batıya gidiyorlar hep.

K4: Demekki onların kültüründe bu yok.

K6: Misafirperverlik.

K4: Yardımseverlik, hani biz kültürden kaynaklı hareket ediyoruz.

K3: Sadece onlara değil bizim kültürümüzde dinimizde de var. biz hatta hiç unutmuyorum. İsrail hani bizim başlıca karşımıza aldığımız bir ülke bir ara onlarda orman yangını olmuştu çok geniş çaplı, biz onlara uçak yollamıştık yardım hani su atması için.

A: Hı, hı ne kadar hani aramız kötü olsa da yardımseveriz

K8: Aynı şekilde Yunanistan ile hocam. Senelerdir çekişmemiz olmasına rağmen en ufak şeyimizde birbirimize koştururuz hani

K1: Komşu komşunun küllerine muhtaçtır.

K3: Yunanistanla neredeyse dost olma aşamasına geldik.

A: Anladım peki şimdi arkadaşlar daha argumentative şeylere geçiyoruz. Şimdi, owner of English dedim, İngilizcenin sahibi, ne anlıyorsunuz bundan kimi anlıyorsunuz, neden? Kısaca.

K3: Ben önce şey düşünmüştüm İngiliz ya da Amerika düşündüm. Ama Amerikayı attım, çünkü İngiltere ya da Almanlardan biri diye düşünüyorum, çünkü aynı dil grubunda hin Germenler bence ya İngilizlerden çıktı, ama Almanlardan da çıkmış olabilir.

A: Çok dikkat edin, soruyu güncelliyorum. Origin of language demiyorum, owner of English diyorum. İngilizcenin sahibi

K4: Bence Amerikalılar,

A: Amerikalılar, neden? Kısaca, herkes

K4: Çünkü hani dünyayı yönettikleri düşünülüyor bir çok konuda ve bence de hani yönetiyorlar, bu yüzden hani ana dilleri İngilizce olarak kullanıyorlar.

K2: Bence İngiltere İngilterenin Amerikayı yönettiğini düşünüyorum.

A: Düşünüyorsunuz, politik evet

K8: Bence Amerika, İngiltere artık kendi kabuğuna çekildi hocam.

K6: Bence de Amerika şey arkadaşım İngilterede ve Amerikan İngilizcesi ile kelime söylediğinde hoca çok sinirleniyormuş sevmiyormuş Amerikalıları

A: Hımm o zaman bir power dengesizliği var.

K4: Bence Amerikalılara İngilizlere aktardı ama şu an onların kullandıkları telaffuzu hoşlanmadıklarını ben de biliyorum.

K7: Bir filmde şöy görmüştüm mesela hani Amerikada İngiliz aksanı ile burada konuşmak neden falan diyordu.

K4: Burda da ben buna şahit oldum mesela, yan hazırlıkta İngiliz pardon Amerikalı bir hoca hani İngiliz kitabından işlediği için hani "r" leri falan yutmadığı için bu biraz sorun oluyormuş onun için bu özellikle

K1: Bence de tabiki owner'ı Amerika, eee İngiltereden geçmiş olabilir ama şu an Amerikada, birazcık hayal ürünü kurgu tarzı olabilir ilke ama hani ben inanıyorum Amerikadaki gizli örgütler komplo teorileri şunlar bunlar, şu an Amerika hani bütün ipleri elinde tutuyor. Gerçekten süper güç.

K3: Gelmiş geçmiş belki de.

K6: Yok daha da.

K7: Tam olarak kesin bir bilgim yok, kararsızım bu konuda ama siz owner deyince benim aklıma direk İngiltere geldi hani direk o geldi. Belki de hani İngiliz, İngiltere, ordan da çağrışım yapmış olabilir.

K3: Orjinale kaçıyor olabilir, ama benim de hani ilk aklıma İngiltere geldi. Çünkü şöyle bir şey var. güç çok önemli bir şey. Sonuçta kim daha güçlü ise o yönetir.

A: O zaman owner da değişiyor diyorsunuz?

K3: Amerika, bir adım öne çıktı ise alır İngiltere çıktı ise o alır.

K6: İleride Kanada olur.

K8: Şu an sorsam hani İngilterede olan son gelişmeler nedir diye bence hiçbir kimse, hemen hemen herkes söyleyemez. Ama Amerikada şu an bir seçim eşiğinde, Donald Trump işte heryerde.

A: Herkes her şeyi biliyor dimi? Yüzü o tarafa doğru. Peki bir şey soracağım. Bir sürü ülke İngilizce konuşuyor hani sözde bir sürü ödev yaptınız allahım bir sürü Filipinler vardı, şimdi herkes İngilizce konuşuyorlar, bak burada koridorlarda konuşuyorsunuz sınıflarda konuşuyorsunuz. Siz owner kendinizi hissetmiyor musunuz?

Koro halinde: Hayır

K4: Çünkü dedikleri gibi güç konuşuyor.

A: Güçlü olmadığımız için mi hissetmiyorsunuz?

K4: Ya onlar daha güçlü olduğu için biz güçsüz değilizdir de belki onlar daha güçlü oldukları için.

K8: Öğrenen konumunda olduğumuz için

K3: En önemlisi o bir bir İngilizceyi her şeyini full yapsam da hani en yüksek seviyeye çıkarsam bile İngilizceyi alıp beni hani İngiliz gibi hissedip şey yapmama hani kendimi owner gibi hissetmek istemem hani.

K7: Çünkü bizim hani kendi ana dilimiz var.

K6: Bizim güçlü bir dilimiz var.

A: Hani owner olamam değilde owner olmak istemem mi yani?

K4: Yani Türküz İngilizce konuşabiliyoruz, ama biz Türküz

K7: Sömürülmemişiz, kendi benliğimizi hiçbir şekilde kaybetmemişiz.

K1: Belli durumlara göre değişebilir, ben de şöyle farklı bir açıdan şey yapayım gireyim konuya. Eee mesela farkı bir durumda bir yerdeyiz, mesela ailemizlebir tatile gittik diyelim orda biriyle iletişim kurmamızı gerekiyor. Benim annem de babamda İngilizceyi az biliyor ya da abim ablam onlardan bahsedeyim ama ben İngilizceyi orda en iyi bilen insanım ve ya çok iyi konuşuyorum ve her türlü şeyi konuşabilirim karşımdaki ile ve sadece o durumda ve o anda owner'ı ber olurum. Ortamdaki şeye göre de değişebilir.

K3: Onda bile güç dengesi var aslında

A: Orda da bir güç dengesi var, bilgi güçtür sen bildiğin için

K6: İyi bilen bence ownerdir İngilizcede

Burak: Aynen öyle

A: İyi bilen ownerdır onlar da İngilizler ya da Amerikalılardır.

K1: Ama daha çok nükleer silahı olan(gülüşmeler)

K4: Böyle silah anlanıda falan değil de dediği gibi ne kadar bilgiye sahipse ne kapsamlıysa o konuda hani şey yapabiliyorsan bence de. Güç bu.

A: Hı hı tamam. Süper ödev hazırladınız bir sürü aksan gördünüz. Şimdi nerdeyse hepiniz farklı nationality'lerden yaptınız. Onlar mesela farklı İngilizce konuşuyorda bu farklılık mesela bir zenginlik mi idi iyi bir şey mi idi, kötü bir şey mi idi?

K4: Şöyle bir söz var mesela nerde çokluk… (gülüşmeler). Biraz öyle oluyor bence ben hep bunu düşünüyorum mesela ankette falan da karşımıza çıktığında hani ne kadar doğru tartışılır belki ama bu kadar çok olması doğru değil bence.

A: Sebebi? Küçücük bir sebebini de alalım.

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K4: Çünkü hani herkes bir şey katıyor hani evet hani mesela A ülkesi bir şey kattı B ülkesi ama hani iletişim kopukluğu, her zaman hani iletişim sağlanamadığı zaman hani eksiklikler ortaya çıkıcak, ve bu hani ilerde sorun olacak.

K7: Ama hani global language dedik hani, global yani.

K4: Herşey bir şey katsın ama sonuçta bir orijinalite var tabiki.

K3: Ya da herkes kendi dilini konuşsun hiç uğraşmayalım (gülüşmeler)

A: Şimdi konumuz şey olduğu için zenginlik mi fakirlik mi onu konuşuyoruz.

K8: Şimdi kendi dilim varken niye ben daha başka İngilizceyi farklı kelime katmakla uğraşayım ki yani. Onun ortak konuşabileceğimiz bir dil olması gerekiyor.

A: Tamam o zaten ortak dili konuştunuz İngilizce konuştunuz.

K8: Evet ama katmasın yani kendinden bir şey, yaratıcı olmayıversin, kalsın o öyle

A: Ama değiştiremiyor kendini

K4: Herkesin bir şey katması çok fazla karmaşaya neden olur bence, hani herkes bir şey katsa yığılacak ve hani doğruluğu kesin olmayan şeyler olacak.

A: Anladım. Evet zenginlik mi iyi bir şey mi kötü bir şey mi?

K1: Yani bence yeni bir kelime katma olayı çok gerekli olmadığı sürece bence de anlamsız.

A: Tamam, farklı İngilizcelerden kastım sadece yeni kelime değil, aksanı da düşünün, daha çok da aksanı.

K1: Bence şöyle ee çok şey fark etmemeli. Mesela aksan olmalı ama yani fazlası overdose gereksiz ve zarar oluyor. Çünkü atıyorum Rusya dan bahsedelim. Rusyanın bir yerinde şöyle İngilizce konuşuluyor, bir yerinde böyle, bir yerinde böyle. Biz hepsini öğrenmek zorunda değiliz. Bir tane konuşun biz onu öğrenelim, ama Rus aksanı olsun.

K4: Mesela şöyle bir şey var hani, derste işlediğimizde de en aşta İtalyan aksanı, Fransız aksanı en çok bilinen ülkelerin aksanlarının duyduk. Ama hani mesela Maldivler var ve hatta en son işlediğimiz derslerde hiç bilmediğim benim hani ülkelerin aksanlarını duydum. Bence bu sıkıntı yaratıyor.

K1: Evet yani.

A: Hı, hı. O zaman bunu kötü olarak algılıyorsunuz.

K2: Yani örnek vermek gerekirse, Fehmi hoca biraz Trabzon şivesi ile İngilizce konuşuyor(gülüşmeler) ama Hasan Hoca normal bir şey nasıl desem Turkish, Turk aksanı ile konuşuyor, bu da hani şey oluyor hani böyle fazla şey oluyor.

K7: Mesela Saye hoca İran aksanı ile konuşuyor, siz İngiliz aksanı ile konuşuyorsunuz.

A: Yani, bunu bir zenginlik olarak görmüyorsunuz.

K7: Aslında bence bir zenginlik.

K3: Bence de

K7: Ama hani Yağızın da dediği gibi, yeterli miktarda olduğu zaman. Belki aksanlar çok değişemez ama hani kelime ekleme konusu biraz sıkıntılı.

K1: Yani overdose olmamalı

A: Tamam, o zaman aksanları belki biraz zenginlik ama bir şey ekleme konusunda mı diyorsunuz? Ya da farklı düşünenler de olabilir.

K6: Dile hani mesela dil de yaşayan bir organizma çünkü o da bir insan gibi o yüzden hani yeni toplumlar katıldığı için yeni kelimeler çıkacak, yani türetilecek kelimeler. Mesela İngilizceden Türkçeye giriyor, Türkçeden İngilizceye giriyor, ya da Arapça dan bir sürü, bu şeyle alakalı, kültürler birbirlerine karıştığı için böyle yeni kelimeler çıkıyor.

A: Bu hani o zaman kötü iyi diye düşündüğümüzde

K6: Bence iyi bir şey.

K4: Hani gelişen yaşayan bir şey ama fazlası bence zarar.

K3: Bence hani çok da iyi bir şey değil ama iyi olarak bakıyorum, çünkü bir de katmak, hani ben İngilizceye bir şey katmak istiyorum, hani katayım diye de olmuyor. Bu gereklilik, aksan gibi

A: Anladığım kadarıyla hani bir şey değişiklikten ziyade doğalsa eğer bir insanını aksanı ise çok da şey değil, onda da dozajı herhalde

K5: Dozajını, şeyini aşmadığı sürece…

K4: Yeni bir şey keşfedilir, bir şey icat edilir hani illaki onun hakkında işte kelimeler ortaya çıkacaktır ama her milletin hadi ben şu kelimeyi de ekleyeyim hani İngilizce zenginleşsin demesi çok büyük kargaşaya yol açacaktır.

A: Anladım, tamam çoğunluk öyle düşünüyor. Peki sorularım bazen biraz tekrar oluyor ama bir şey dikkatimi çekiyor, bazen çelişiyorsunuz kendinizle.

K4: Evet bazen

A: Onu anlamaya çalışıyorum, o yüzden sıkıcı gelebilir, ben onu eee, şey yapmaya çalışıyorum. İngilizceyi arkadaşlar İngiliz ve Amerikalılardan farklı kullanmak, aksan boyutunda diyelim önce, sorun mudur sizce?

K7:Hayır

K1.Hayır

K5:Hayır

A: Hayır. Sebeplerini alalım. Bir de mesela böyle yapıyorsunuz ya bunu anlayamayacağım (jest ve mimikleri) bazen "cık cık" yapılıyor, Mehmet'tende geliyor. Aksan boyutunda İngilizceyi İngiliz ve Amerikalılardan farklı konuşmak sorun mudur?

K1: Bence sorun değildir, çünkü herkes bunu başaramayabilir belki bir insan ne kadar uğraşırsa uğraşsın dili dönmüyor olabilir.

K7:Kesinlikle katılıyorum

K5: Ben de Yağız'a katılıyorum.

K6: Ben de katılıyorum, çünkü anlıyoruz bir şekilde, anlaşılıyor.

K5: Anlaşılıyorsa sıkıntı yok.

K1: Practice makes ferfect.

K4: Ya ben bana bu çok şey geliyor fakir edebiyatı geliyor, hani, anlaşılıyorsam sıkıntı yok, ama neden hani daha da iyisi olmasın.

A: O zaman bir sorundur yani?

K4: Yani illaki olma zorunluluğu var demek istemiyorum, ama olmalı bence

A: Olmalı anladım, anladım.

K6: Birazcık da şey hani subjektif bir bakış açısı. Arkadaş mükemmeliyetçi anladığım kadarıyla.

K8: Nedense ben de Erem'e katılıyorum.

K4: Ya mükemmeliyetçi olarak değil de hani ee böyle bir şey var bir şeyin orjinali var, hani ne kadar yakın olursan o kadar iyi hani anlaşılayım yeter, çok fazla şey kaçıyor hani bu bir öğrencinin 70 olayım yeter demesi gibi bir şey yani.

A: Tamam, güzel bir örnekti bu da. Peki İngiliz ve Amerikalılardan eee gramer olarak farklı konuşmak?

K1: Hayır

K3: O yanlış

K4: Çok büyük bir yanlış

K7: Gramer ortak olmalı

K3: Kural sonuçta yani

A: Mesela "should" "meli/malı" ya İngiliz Amerikan gramerinde ama Malezya da örnek veriyorum "should"u koyarak yumuşatarak olayı daha kibar bir halde kullanıyorlar.

K7: Yok hayır

K3: Hayır ya.

K4: Çok büyük bir anlam karmaşasına yol açar

K1: Evet

K7: Artı dili değiştirmeye başlaması, bir şey eklemektende geçmiştir bence.

K3: İngilizce benim, ben bunun üstünde oynuyorum demek gibi bir şey yani.

A: Anladım. Peki kelime olarak onlardan farklı şeyler kullanmak?

K4: Bu aslında hani şu "pants" örneğindeki olay şey gibi bir şey yani

A: Aslında onda ikisi de İngilizce. Biri Amerikan birisi İngiliz. Kelime kastım o değildi hani mesela atıyorum. Maşallah inşallah katmak, onlarda yok mesela.

K4: Ama bu mesela tamamen diğer kültürün onlardan farklı, bu olabilir

A:Şöyle mesela, ne kullanıyordur diyelim ki bir kelimeyi bir şey için kullanıyordur İngilizler. "anniversary" mesela yıldönümü için kullanıyorlar. Mesela kazanın yıl dönümünde de kullanıyorlar. Japonlar diyor ki kazanın yıldönümü olmaz, bu çünkü negatif bir şeydir, ben burada anniversary kullanmayı reddediyorum, en burada başka bir kelime kullanacağım.

K1: Bu olabilir

K4: Bu yine kültürden kaynaklı olduğu için bence olabilir

K3: Bence de olabilir

K1: Evet böyle vital şeyler olduğu zaman olabilir

K6: Ama o da kafa karıştırıyor, sürekli o kelime bu kelime

K4: Ama şöyle düşündüğünde bizde de hani kazanın şey yıldönümü olmaz. Hani onun için başka bir kelime böyle spesifik eylerde olabilir.

K1: Evet diyorum ya vital şeyler de olabilir

K7: Ama bir şey söyleyebilir miyim, mesela hani kazanmak var "earn" var "win" var, mesela bunlar farklı ülkelerden mi gelmiş yoksa Amerikan İngilizcesi mi?

A: Yok, onların İngilizce kelime farkı dediğim mesela bir şey ekler oraya, bir kelime birleştirir mesela öyle bir kelime üretebilir

K7. Böyle yine kelime eklemek gibi bir şey oluyor, böyle hoş değil

K3: O da çok değil, mesela kendi çıkardığın bir dil olsa kendi milletinin dili olsa hadi neyse mesela Türkçede Orta Asyadan gelmişiz işe, selam değişmiş merhaba falan değişmiş, sesli harfler incelmiş bir şey olmuş, en bunu yaparım coğrafi ama orada anlam başka bir dili etkilemeye çalışması yanlış.

K1: Ben hani diğer şeylerde de belirttiğim gibi yine aynı düşüncedeyim, yani çok gerek olmadıkça, yani gerçekten çok ciddi bir mevzu ülke içinde atıyorum ben o kelimeyi yıldönümünü kullandığım zaman bir sorun çıkacaksa kullanmamam lazım, bence bu sadece çok hayati meselelerde.

K4: Bir de şöyle hani mesela din farkında da, biri Haleluya derken biri inşallah diyor diğer taraf bu tarz şeylerde olabilir.

A: Kulturel şeylerde böyle sensitive olan şeylerde

K1: Evet, çok spesifik şeylerde olabilir sadece

A: Ama başkasının dilini bozmayalım diyorsunuz.

K1: Tabiki

K4: Evet, evet

K8: Bence öğrenelim de şöyle (gülüşmeler)

A: Peki dil sınıflarında arkadaşlar İngilizce öğretmeni hangi İngilizceyi getirsin sınıflarına materyal olarak?

K7: Hepsinden getirsin karışık.

K5: Aynen, ne bulursa

K1: Ee, böyle çok şey olanlardan yani atıyorum İtalyan, Fransa, Almanya, Rusya, Amerika, İngiltere bunlara okeyim ama, böyle çok spesifik şeyler de

A: Botswana mesela

K1: Aynen, Mozambik falan onlara gerek yok.

K4: Bence de hani böyle genel şeyler olsun ama Mozambik olmasın (gülüşmeler)

K6: Mesela İtalyan ve Fransa, Rus aksanını dinlediğimizde ya şey hoşuma gitti benim, dedim insanlar kendi aksanlarıyla çok güzel konuşuyorlar, bence öğrencileri motive ediyor bu, hani o da bir şey yapıyor kendine güveni geliyor, ben de konuşabilirim, yapabilirim diyor. Sonrasını bence öğrendikçe, yurt dışına çıkar daha güzel aksan yapar kendini geliştirir.

K5: Bir güzel bir şey oluyor hocam ne bileyim hani motivasyon

K8:Motivasyon

KK4: Mesela şey çok güzeldi hani İtalyan aksanını İngilizce konuşmalarını falan duymamız ama böyle çok spesifik çok fazla böyle uçukları öğrendiğimiz zaman hani karışıyor mesela. Ben Mozambiki duyduğumda İtalyan falan zannettim bu olmamalı bence.

K7: Biraz daha kesin ülkeler olmalı.

A: Dil sınıflarında bir çeşitlilik olabilir ama temel ülkelerin anladığım kadarıyla peki dil sınıflarında nereye ait kültürel öğeler olmalı.

K5: Sadece hani bir şeyle sınırlı olmamalı mesela daha geniş çaplı olabilir. Çok aşırıya kaçmadan.

A: Aşırıdan kastınız nedir?

K5: Mozambik, Ulfine, Faso gibi bu tarz.

K2: Bence de hani dünya kültürlerini genel olarak bir görmemiz lazım. Dünyanın her yerinden insan var, yani ne demek istediğini nasıl yaşadığını öğrenmek güzel olur.

K3: Yani mesela İngilizce Amerika onların dilini öğreniyoruz, tamam onları görelim ama diğerlerini de tanıyalım en azından önemli yani onlar da insan.

K5: Güncel olayların olduğu ülkeler

K7: Diplomatik ilişkilerimizin olduğu ülkelerden mi bahsediyoruz mesela?

K5: Çok aşırıya kaçmadığımız sürece

K8: Bence ağırlıklı olarak İngiliz ve Amerikan olmalı

K4: Bence de İngiliz ve Amerikan kültürünü öğrenmeli, diğerlerini de böyle ufaktan bir tanımalıyız.

K7: Aynen ben de öyle düşünüyorum.

A: Temeli İngiliz ve Amerikan olmalı, ama diğerleri destekleyici diyorsunuz. Peki Cihat Türk kültürü ile materyal getirmeli miyiz?

K3: Kesinlikle sonuçta hani biz Türk insanları olduğumuz için öncelikle hani bence şöyle olması lazım kendi kültürümüzü İngilizce nasıl tanıtabiliriz, kendi kültürümüzü iyi bir şekilde öğrenip hani İngilizce derslerimizde onları daha güzel pazarlayabilmeyi öğrenip öyle başlamamız lazım.

K2: Ben de Cihata katılıyorum.

K4: Bir de şöyle bir şey var, kendi kültürümüzü bilmeden diğer insanların kültürünü öğrenemeyiz.

K1: Evet aynısını diyecektim.

K6: Karşılaştırmalı olsun

K7: Dil için de böyle aslında kendi dilimizi öğrenmeden başka dilleri de öğrenemeyiz.

K6: Mesela kendi dilbilgimizi öğrenmeden öğrenemiyoruz

K9: Türkçe bilmeden insan İngilizce de konuşamaz.

K4: Mesela hatta Türk öğrencilerin en çok sıkıntı çektiği tense perfect tense. Çünkü hani Türkçede bir yere oturtamıyorlar.

A: Peki anlıyorum, bir soru daha geliyor eee kendi derdini anlatabilmek mi sizce daha önemli, hani Davutoğlunun yaptığı gibi gayet güzel derdini anlattı yoksa İngiliz Amerikan İngilizcesini taklit edip konuşmak mı?

K7: Derdini anlatmak yeterli.

K2: Derdini anlatmak

K4: Bu da değişiri hani, kimin anlattığına göre, ben şimdi derdimi anlatsam benim için yeterli.

A: Formal informal olayı

K4: Hı hı

K7: Ama bir şey söyleyebilir miyim? Hani sonuçta o da yıllarca Türkiye de yaşamış Türk yani Türk diline hakim Türk aksanı olmak zorunda. Ne kadar istese uğraşsa uğraşsın.

K4: Ya olmasın demiyorum ama iyileştirsin

K6: Bence de derdini anlatacak kadar olmalı. Bir de şöyle bir şey kendini iyi bildiğin zaman karşı tarafı geri püskürtebiliyorsun. Bir konuda uzman değilsen, İngilizceyi iyi bilmiyorsan ne kadar da o konu hakkında bilgin olsa karşıdakini şey yapamıyorsun. Mesela spiker Davutoğlunu bayağı bir sıkıştırdı orada.

A: Ama Davutoğlu bütün sorularına cevap verdi.

K6: Verdi ama biraz pasif gördüm.

K7: Ben kadını biraz baskın gördüm

K4: Baskın olmasının nedeni çünkü hani karşıdakinin zayıf olduğunu düşünüyor bence buna fırsat tanımamalıyız

K3: Dilden değil bu bence karakterden. Bir de hani şu ne İngilizce Amerikalıları taklit edelim ne de derdimizi anlatalım yani üst seviyeye çıkaralım ama taklit olmasın.

K4: Kendi özgünlüğümüzü de geliştirelim diyorsun

K3: Kendimize güvenerek geliştirip konuşalım onlarla yani

K8: Ben aksanımı geliştiririm hocam, kendi derdimi anlatmakla kalmam ben

A: Yani İngiliz ve Amerikalılara yaklaştırırım.

K8: O olmalı zaten

K1: Belki ikisi de tamam derdimizi anlatmalıyız ama bazı milletler hani, tabiki şeylerden bahsetmiyorum uluslar arası böyle bir şey sorun olabilir, savaş bile çıkabilir sen Türk aksanı ile konuşuyorsun ben seni ciddiye almıyorum ben daha baskınım diyemez kimse kimseye. Ama atıyorum biz dışarıda normal tatile gittik diyelim bir yerde sahilde konuşurken kimisi diyor ki Türkiye neresi?

K4: Böyle şeyler bence şöyle olmalı hani en başta öğrendiğin hem konuşmaya yeni başlıyorsun hani derdini anlat, bu tamam güzel ama geliştirmek zorundasın.

K1: Hı, hı bence tamam ikiside ama hani taklit şeyi hani belli bir seviyede kalmalı bazı kelimeler biliyorsunuz çok spesifik hani ve Türk aksanı ile söylediğinizde çok komik olabiliyor. Böyle iyileştirilmeli ama tamamen bir İngiliz ya da Amerikan gibi konuşmaya gerek yok. Ama ikisi de olmalı.

A: Burak?

K5: Ben de Cihatla Yağızın dediğine katılıyorum, ortası olması gerekiyor.

K8: Bir de şöyle bir durum var ben yaklaştırmaya çalışıyorum kelimeleri doğru telaffuz etmeye çalışorum, arkadaşlarıma alay konusu oluyorum, toplum bizi çok yanlış anlıyor.

K7: Bence yine dediğim yere geldik telaffuz ve aksan farklı şeyler hani bence kelimenin doru telaffuzu var, senin kullandığın aksan var sen hangisini yaptın mesela?

K4: Ama telaffuzu da İngiliz telaffuzu Amerikan telaffuzu diye bir şey var.

K6: Kelimenin çıkış yeri heralde, kelimeyi doğru çıkarmak ben de Kadriye ile aynı düşünüyorum.

K7: Ya da mesela hani ne bileyim ağzını daha açarak mı konuşuyorsun kapatarak mı konuşuyorsun o'lar ö'leri daha mı inceltiyorsun hani

K8: Birebir hani hocaların öğrettiği gibi yapmaya çalışıyorsun. Ben değilim bu arada, böyle yapmaya çalışıyorum ve alay konusu oluyorum.

K1: Bana oldu geçen gün derste, lafını bölüyorum ama, ben yine sizin dersiniz de "kefey" dedim herkes bana güldü nedir dedim doğrusu bu, çünkü siz bize öyle öğrettiniz.

K4: İşte bu hani tek düzelik var, onun üstünde ilerliyor, hani farkındalık yarattığırmaya çalışanlar hemen böyle bir şey oluyor bu herkonuda böyle mesela

K1: Böyle hani herkes bir şeyi yaptığı için hani koyun psikolojisi doğruymuş gibi kabul ediliyor ama ben öyle düşünmüyorum, herkes bir şey yapıyorsa doğru değildir, bana doğru geleni yaparım istiyorsa herkes oraya gitsin, ben bu tarafa giderim tek başıma.

K4: Ben hani güzel telaffuzun daha Amerikanvari ya da İngiliz aksanına yakınlaştığını düşünüyorum ben de bu yolda kendimi geliştirmek adına ilerliyorum. Çünkü neden yapmayayım konuşuyorum ediyorum ama daha iyisi olabilir. Taklit etmek hani tamamen kötüymüş gibi düşünülüyor, ama çocukken de annemizi

babamızı taklit ederek başlıyorsak hani bir İngilizceyi İngiliz ya da Amerikan gibi konuşmak istiyorsak taklit etmemiz gerekiyor.

K6: Taklit kelimesi hani taklitçi olmak bizim ülkemizde kelimenin yüklendiği anlam pek hoş değil

A: Benim hani taklitten kastım İngiliz gibi konuşmak Amerikan gibi konuşmak peki arkadaşlar konuşma becerileriniz nasıl?

K7: Gelişiyor

K1: Benim ki çok iyi hocam yani buraya geldiğimde o kadar iyi değildi ama ben bunu şuna bağlıyorum, çoğu arkadaşım sizden bahsetmiyorum komik geliyor ben geçen gün Eremindhe bahsettiği gibi ben bira bağımlıyım bilgisayar oyunlarına gündü 6-7 saat oynadığım oluyor. Burada benim oynadığım oyunların çoğunda aksan ve fluent bir dil var, hepsi çok güzel konuşuyor ve ben de şöyle bir alışkanlık var sevdiğim bir karakter var o konuştuğu zaman tekrar ediyordum hani buraya ilk geldiğim zamanlardan bahsediyorum sonra baktım ki yararı oluyor ve insanları tanıdıktan sonra o anxiety'i çabuk attım. Sonra sürekli konuşmaya başladım, sonra önünü alamadım sonra çok iyi oldu.

A: Hani demek istediğim konuşma becerileriniz iyileşiyor derdinizi anlatabiliyorsunuz. Dönem basından çok daha iyisiniz. Peki konuşmak demek haldur huldur değil, bir takım iletişim stratejileri var.

K4: Kesinlikle şu an konuşurken birbirimizi böldüğümüzde uyarıyoruz ya da hani anlamadığımız bir şeyin tekrar edilmesi ya da daha açık bir şekilde anlatılması ve ya kendimiz anlaşılmadığında farklı bir yöntem, öyle değil hani şöyle demek istedi, düzeltmelere gidiyoruz, bunu aynı şekilde İngilizcede de yapmaya başladık ve gelişme kesinlikle başladı ve çok büyük gelişme kaydettik ve daha de ilerliyoruz.

K8: Totally agree with yo

K1: Sorry for interrupting you

K6: Ben de anxiety hala var ama geliştiğimi düşünüyorum gerçekten

K7:Gelişiyor ben de mesela hiç yoktu mesela hani, ben konuşamıyordum çünkü hani kendimi İngilizce konuşacak seviyede görmüyordum, Türkçeden falan çevirmeye çalışıyordum. Tamam toplum önünde konuşuyordum, hiçbir sıkıntım yok onda ama eee Türkçeden çevirmeye çalışmak yerine daha çok hani biraz daha İngilizce düşünmeye başladım gib kendimde bunu görebiliyorum.

K1: Ya şurdan bir örnek vereyim biz burada konuşmaya başladığımızda ben kelimeleri bazen söylerken farketmişsinizdir Türkçesini değil İngilizcesini söylüyorum bana derste oldu, speaking dersi mi idi tam hatırlamıyorum kelimenin Türkçesi aklıma gelmedi İngilizcesin söylüyorum ya Türkçesi neydi falan oluyorum.

K4: Aslında doru olanı yapıyoruz bence. İngilizce ile yaşamaya başladık ya şey diyorum, Yağız bu neydi Türkçesi vardı İngilizcede şöyle diyoruz falan oluyorum.

A: Peki dinleme becerileriniz nasıl?

Koro: Kötü ya (gülüşmeler)

K4: Benim şu yönden, ben hep İngilizce dizi ya da film izliyorum, ama sadece olaya odaklanmıyorum bunları yaparken insanlar nasıl konuşuyor, hangi kalıpları kullanıyor, nasıl telaffuzları var onlar daha çok dinlemeye yoğunlaştığım için kendim geliştim fazlasıyla

K8: Ben bu sabah bir şey farkettim, ben karşımdakinin ne dediğini bir vide izliyordum çevirmek için kafamda uğraşmıyorum, yani o dediği geçiyor bana ve diyorumki a böyle demişti falan, o aşamaya geçmişim yani.

K7: Aynen

K2: Ben de aksanları şey yapmaya başladım direk farkediyorum diyorum ki bu Rus bu Arap bu Pakistanlı nerdeyse şeyi her aksanı anlayabiliyorum

K5: Listening becerisin hocam ben şeyde daha iyi kattığını düşünüyorum, biz altyazı çeviriyorduk, dakikada bir dinliyorsun, dakikada değil saniyede bir dinliyorsun o altyazıyı çevirirken hani orda daha iyi.

K4: Bu Mehmet in yaptığı şey de bence hani bunlar hep doğamızda olan şeyler aslında. Bebekken başlıyor annenin sesini duyuyorsun anne diyorsun alışıyorsun sesine Babanın sesini duyuyorsun, hani bu şekilde de mesela geliştireli demekki kendini o yönde. Rusları dinledikçe hani diyor bu Rus aksanı, Pakistanlıyı hani dinledikçe açılan

K5: Bir de şeylerdeki insanlar mesela ben böyle turistik yerlerde idi, böyle turistik insanlar, böyle çeşit çeşit insanlarla tanıştım

K4: Emeğe dayalı şeylerin karşılığını görmeya başladık bence

K1: Ben de şöyle şey yaptım hani nasıl gelşiti işte ben hani zorla ailemi şey yaptım onlar çok fazla İngilizceyi desteklemiyordu ve ben lisede iken ilk okuduğum zaman beni eşit ağırlığı gönderdiler ne kadar istemesemde zorla gittim. Sonra bilerek matematik dersini bıraktım ben yabancı dillere şey yapsınlar diye. Yabancı dile geçtim. Evde hani her zaman şey yapıyorum babam geliyor yanıma ben çok rap müzik dinliyorum, yine bunları mı dinliyorsun diyor. Evet sen de dinle baba diyorum mesela ya da evde annemle İngilizce iletişim kurmaya çalışorum mesela

A: Annen biliyor mu İngilizce?

K1: Biliyor o şey dedem İncirlik askeri üssünde görev yapmıştı. İtfaiyeci idi yani dediğim gibi ne kadar hayatınızla iç içe günlük hayatınızda iç içe olursa o kadar çabuk gelişiyorsunuz.

K4: Mesela Gizem in dediği şeyde de hani bir video izliyoruz onu ben de anlıyorum hiç Türkçeye çevirmiyorum. Ama İngilizce bilmeyen bir arkadaşım hani şey yap dese o an düşünmem gerekiyor.

K7: O aynı şekilde bende de oluyor.

A: Farklı aksanlarda bir şey dinlediğiniz zaman içeriği anlıyor musunuz?

K5: Ee anlaşılır oluyor zaten, farklı bir aksın olunca belli ediyor zaten çok akıcı bir İngilizce olmuyor.

K6: Daha kolay anlıyoruz.

K4: Geçenlerde hatta bir video düşmüştü internete bir Rus bir çocuk işte marshmallow vakumluyordu falan, gayet Rus aksanı ile konuşuyordu, ama gayet de iyi anlaşılıyordu

A: Peki, başka kültürden insanlarla iletişim kurmak zor olabilir mi sizin için?

K4: Sanmıyorum

K2: Bazı kısımlarda olur

A: Olursa ne gibi kısımlarda olur neler olur?

K2: Eğer onun kültüründe bir kelimenin anlamı farklı ise o zaman olabilir, ama çok böyle şey de olmayabilir.

K4: Kelimeden çok hani davranış tarzı yaşayış tarzı da bizi etkileyebilir. Çünkü biz hani farklı yaşıyoruz onlar daha farklı yaşıyor.

A: Evet bunlar olabilir ama ben şöyle sorumu daha farklı sorsam daha iyi olabilir, yani yarın öbür gün dediler ki burada bir proje yapacağız hep aynı örneği veriyorum, işte burada farklı kültürlerden insanlar var. şimdi oraya kendinize güvenerek girebilir misiniz o ortama yani uluslar arası bir iletişim.

K4: Evet

K7:Evet

K8: Native speaker yoksa ama onda bir tereddüt var hocam. Yani Amerikan ve İngiliz varsa hocam orada bir durum yani diğerleriyle yine bir özgüvenle konuşurum.

K6: Ama şey onlar daha saygılı oluyor, insanları öyle kasmıyorlar, bence onlar daha rahat olur bence.

K5: Bende İngiliz ve Amerikalı olmadığı sürece

K4: İngiliz ve Amerikan olması bence önemli değil, hatta geçtiğimiz haftalarda bir yabancı ile 2 gün geçirmek zorunda kaldım. Gayet keyifli idi ve hani native speakerdi. Gayet akıcı bir şekilde konuştuk, bazen tabiki hani duraksamalar olabiliyor ama gayet iyi idi. Ama belki nativeler dışında bulunduğumuz ortamda daha rahat hareket edebileceğimizi düşünebiliriz. Ama hani ben iki şekilde de yapabiliyorum.

A: Ben onu soruyorum, yarın öbür gün öyle bir şey çıktı girer misiniz?

K1: Gireriz

K7: Gireriz

K5: Gireriz

K1: Bu özgüvenle alakalı bir şey ve hani sen orda bir kelimeyi o öyle telaffuz ediyor, sen öyle telaffuz ediyorsan

K7: Çünkü girmezsek aslında öğrenmemizin bir mantığı yok, en bir İngiliz ve Amerikalı ile İngilizce konuşamayacaksam niye öğreneyim ki?

A: Peki, ben bu soruyu dönem başında sorduğumda daha farklı cevaplar vardı. Bu özgüveni ee şey derse bağlamak zorunda değilsiniz. Mesela hepiniz "yaparız" dediniz. Ne oldu mesela ne değişti?

K8: Sınıf içinde birbirimiz ile çok fazla konuşmaya başladık, karşılıklı konuşmalar.

K4: Hani bu iletişimi kullanma becerilerimiz gerçekten gelişti, hani bu en başta sorulsa bana tereddüt ederdim, çekinirdim, hatta şimdi böyle bir projeye katılıyorum, projenin konusu Türk kültürünü tanıtmak. Ben Türk olarak kültürümü İngilizce tanıtacağım ama bir sürü millet olacak şey olacak. Ama şu an hiçbir çekingenlik duymuyorum. Hatta bazı arkadaşlarım nasıl yani hiç korkmuyor musun etmiyor musun diyor. Diyorum hayır gayet rahatım yapabileceğimi düşünüyorum.

A: Bunun için spesifik sebeplerinizi istiyorum, size ne oldu?

K1: Ya bence şöyle bir sebebi var biz mesela diğer sınıfla birleştiğimiz zaman, şimdi şey yapmayayım ama pek hazzetmediğimiz insanlar var ama onlarla bile biz tartışabiliyoruz ve tartışmada baskın geliyoruz. Ya da bir arkadaşımız ile konuşurken kendimizi açık bir şekilde ifade edebiliyoruz artık yani. Bunlar bence sebebiyet vermiş olabilir. Çünkü artık biz İngilizce konuşarak tartışmayı da öğrendik, yani konuşmayı da öğrendik, ya da bir şey anlatmayı da öğrendik.

K4: Bir de hani dersin gerçekten katıları var. diğer kültürleri tanıma fırsatımız oldu, araştırmalar yaptık hani yazmak için, belli şeyleri okuduk bunlar kesinlikle bizi hani çok geliştirdiklerini düşünüyorum, görüş açımız genişledi gayet.

K7: Ben de aynı şekilde düşünüyorum derste mesela çok farklı kültürlerde bir şeyler gördük aksanlar olsu, ne bileyim onların düğün kültürlerini falan inceledik mesela bunlar katkıda bulundu tabiki hani bir altyapı oluştu en azından üzerine devam ediyoruz

K6: Ya ben o kadar kendime güvenmiyorum ama arkadaşlar kadar ben de ilerlediğimi düşünüyorum İstanbul'a gittiğimde mesela, bir Çamlıca'da ya da Üsküdar'da deneyeceğim bakalım ne yapacağım.

K4: Şey olmuştu hani, native teacher seçmeye çalışmıştık, herkes hani bence şöyle bence böyle, ve hani bizim için bu sınıfta deste kalmadı biz çıkınca bir hafta boyunca herkes hani bence öyle falan teneffüs aralarında birbirimize laf atmalarımız oldu hani niye diyorum şöyle böyle çünkü o karşıdaki aynı şekilde savunuyor, tamamen hani kültürleri tanıma şansını yakaladığımızdan bence bu ve sınıfta hani sınıfta bırakmadık.

K8: Bunun da sebebi coursebook dersi

K7: Tartışmalar çok faydalı oluyor, ne bileyim karşıdaki ile bir rekabete giriyorsun o bir şey söyleyecekse ben de söylerim diyorsun onu öğrenmeye çalışıyorsun bir şeyler yapıyorsun araştırmalar yapıyorsun

K1: Mesela konuşmaya özgüvenini olmasa o kişi ile polemiğe girmiyorsun. Biz artık herkese cevap vermeye hazır bir durumdaymış gibi hissediyoruz.

K4: Biraz öyleyiz.

K8: En basitinden geçen gün evlilik konusu hocam

K1: Evet mesela kaç kişi bana karşı çıktı ben bir şey derken ama ben yine de konuştum yine de ifade ettim kendimi çünkü diyorum ki hani hepsi bir arada konuşsa derim ki lütfen tek tek konuşun.

K4: Ve şöyle de bir şey var, karşı iki görüşü savunsak bile diğer görüşün de fikirlerine açık olduğumuz için bazen de o fikirden kazanıyoruz aslında

K8: Açı kazandırıyor yani

K4: Hani onun görüşünü bildiğimiz için çürütecek diğer şeyleri düşünmeye başlıyoruz daha da genişliyor.

K6: Mesela ben çok katılamadım ama arkadaşları hep dinledim faydalı olduğunu düşünüyorum kendim için.

A: Çok teşekkür ediyorum size.

Appendix 13: Sample Papers Displaying Participant Responses

A RETROSPECTIVE WEEKLY STUDENT PARTICIPANT REPORT

WEEK 2, GROUP II

DEĞERLENDİRME ZAMANI!

Sevgili Öğrencilerim,

Sizlerden bu hafta yaptığımız sınıf içi ve sınıf dışı tüm etkinlikleri açık yüreklilikle değerlendirmenizi rica ediyorum. Samimi yorumlarınız, bu dersin iyileştirilmesi ve öğrenci ihtiyaçlarına yönelik düzenlenebilmesi için hayati önem taşımaktadır. Değerli katkılarınız için teşekkürler!

Okutman Şakire Erbay Çetinkaya

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Tarih ve Yer: Çarşamba, 15 Mart / Trabzon
Cinsiyet: Kız

Bu hafta üzerine odaklandığımız **KONULAR** hakkında ne düşünüyorsunuz? İlginç, anlaması kolay mı yoksa sıkıcı ve anlaması zor mu idiler? Niçin?	Bence eğlenceliydi. Çünkü farklı aksanları öğrenmeyi seviyorum. Tamamı olmasa bile yüzeysel bir kaç bilgi bile hoşuma gidiyor
Bu hafta yaptığımız **ETKİNLİKLER** ve **AKTİVİTELER** hakkında ne düşünüyorsunuz? Etkili, yeterli, eğlenceli ve önemli mi yoksa zor, sıkıcı, ve tekrara düşücü müydü? Niçin?	Bazen sıkılıyorum. Çünkü çok fazla tekrara gidiyoruz. Ama farklı etkinlik ve materyalle olunca çok eğleniyorum. Bugün aynı parçanın farklı milletten insanlar tarafından okunduğunda acaba nasıl farklı ortaya çıkıyor diye dinledik. Çok eğlenceli ve bence öğreticiydi.
Kullandığımız **DERS MATERYALLERİ** hakkında ne düşünüyorsunuz? Faydalı ve etkili mi yoksa faydasız mı idiler? Niçin?	Bence ingilizceyi rutinleştirmemesi sağladığı için oldukça iyi. Çünkü sadece kitaptan okuyup geçince bir süre sonra unutuluyor ve kalıcı olmuyor. Ama bu aktivitelerle iyice sindiriyoruz.
Bu hafta **KAZANIMLARINIZ** oldu mu? Lütfen belirtiniz.	Her yeni bir bilgi benim için kazanımdır. Bu hafta Çinliler hakkında işlediğimiz metin ve bugün duyduğumuz farklı aksanlar bana bir çok şey öğretti.
Bu haftanın **EKSİKLİKLERİ** var mıydı? Varsa nelerdi? Herhangi bir **ZORLUK** ya da **PROBLEM** yaşadınız mı? Lütfen açıklayınız?	Facebook konusunda zorluk yaşıyorum. Her an kontrol edemiyorum ve biraz kendimi orda ifade ederken çekiniyorum.

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Bu hafta ile ilgili *EN ÇOK NEYİ SEVDİNİZ*? Lütfen sebepleriyle beraber açıklayınız.	Bugün yaptığımız farklı aksanlarla insanların aynı metni okumasını çok sevdim. Her ne kadar hepsini doğru yapamasam da çok eğlenceliydi ve yeni şeyler öğretim.
Bu hafta ile ilgili *EN AZ NEYİ SEVDİNİZ*? Lütfen sebepleriyle beraber açıklayınız.	Sanırım diğer hepsi eşit düzeydeydi.
Öğretmeninize, bu hafta ile ilgili dersi daha etkili bir hale getirebilmesi için herhangi bir değişiklik önermek ister misiniz? Lütfen açıklayınız.	İçeriği iyi ve dikkat çekici olarak hazırlanmış videolar kullanabilir. (Tabi ki konuyla ilgili)

	1	2	3	4	5
Genel bir değerlendirme yaptığınızda tüm etkinlikleri ile birlikte düşündüğünüzde bu haftayı nasıl değerlendirisiniz?	Çok kötü	Kötü	Kabul edilebilir	İyi	Mükemmel

Bu hafta yaptığımız sınıf içi (2+2 saat) ve sınıf dışı (Facebook grubu) ile ilgili diğer eklemek istedikleriniz:

Gayet iyi gidiyoruz. Dönem sonuna geldiğimizde ilk ve son halimiz arasında çok büyük bir fark olacak :->

TWO FINAL OPEN-ENDED QUESTIONNAIRE PAPERS BY TWO FEMALE
STUDENT PARTICIPANTS

Bayan

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Bu ders kapsamında yapmış olduğumuz **FACEBOOK** etkinlikleri hakkında ne düşünüyorsunuz? Bu sosyal medya ortamında derse devam etmek iyi mi idi? Oradaki etkinlikler hakkında ne düşünüyorsunuz?

Facebook, bu dersin en sıkıcı noktasıydı bence. Öncelikle dersin orada devam etmesi, derste sıkıcı olan konunun bunu aynı şekilde sürdürmek gibi oldu. Farklı bir yönü bile tartışılmış olsa, zaman kaybı anlamında çok şey hissettirdi. Yalnız ödevler için, yorum için kullanmadığımız bu sosyal medya aracı, açık ve net şekilde zaman kaybına sebep oldu. Seneye bu ders alırsa bile facebook kısmı bence kaldırılmalıdır!!!

Bu dersin sınavı yoktu ve bunun yerine sizlere araştırma, raporlaştırma, sunum ve üretim ödevleri verildi. **ÖDEVLER** konusunda ne düşünüyorsunuz? Ödevlerin size faydası oldu mu? Olumsuz yönleri var mı idi? Ödev yerine sınav mı tercih ederdiniz? Lütfen detaylıca açıklayınız.

Ödevler konusunda, facebook kadar kötümser olmamakla birlikte yine de çok yoğun bir tempoya sebebiyet verdiği için sıkıcı ve bir o kadar da yorucu buldum. Ama native insanlarla röportaj bölümü en zevk aldığım ödevdi. Ödev sayısı azaltılmalı kesinlikle, örneğin iki ödev kâfidir. Sınav olsa bile ödevler kadar kazanımlı olmayacaktı bence. Ödevlerin sayısı azaltıldığında daha faydalı bir derse dönüşebilir.

Bayan

2. dönemki bu coursebook dersinin size **FAYDALARI** oldu mu? Lütfen sebepleri ile beraber detaylı açıklayınız?	Bu dersin **ZAYIF/SEVMEDİĞİNİZ YÖNLERİ** var mı idi? Lütfen sebepleri ile birlikte detaylı açıklayınız.
Öncelikle kültürel anlamda birçok katkısı olduğunu gözardı edemem. En basitinden etiketlerle ilgili büyük bir birikimim oldu. İngilizce beceri gelişiminde de aynı etkiler oldu az da olsa. Çok konuşmaya meyilli değilken, yeri geldiğinde debate'lerde ya da sorularda cesaretsizlik duvarını açabildim, özellikle bize verilen konuşmadaki ifadeleri kullanma konusunda iyi şeyler öğrendim. Derslerin hemen hepsinde kullandığımız videolar, posterler, sesler çoğu zaman faydalı oldu ki özellikle videolar daha dikkat toplayıcı olduğu için gayet iyiydi. Aksanlar konusunda büyük sıkıntılarım hâlâ var ama yine de az da olsa faydalı etkinlikler yaptık bu konuda. Türkiye'deki eğitimi Türk kültürü gibi konulara da aynı desiyle maruz kaldığımız için daha iyi ve edinim anlamında faydalı konulardı, fakat üzerinde çok konuşulunca sıkılma durumları ortaya çıktı. Ödevler konusunda daha olumsuz şeyler söylemek zorundayım ne yazık ki fakat elde ettiğim tek ve en iyi kazanım yerli biriyle İngilizce konuşma konusunda çekinmeden hareket edebiliyorum. Genel anlamda kültür ağırlıklı bu ders yer yer yoğunluklarıyla da olsa iyiydi.	Sevilen kısmının daha ağır bastığını belirterek sevilmeyen kısımların da netliği üzerinde durmak önemli olacaktır. Her şeyden önce derslerdeki konuşma aktiviteleri grup anlamında olduğunda daha etkili olabiliyor bireysele oranla. Her ne kadar konuşmaya teşvik etme çabasında bir ders olsa bile, bunu fazla beklemek dersi sıkıcı ve monoton bir hale getiriyor. İkinci önemli nokta ise diğer kültürlerde farklı karşılanan ama bizde tiksin ve kötü etki uyandıran davranışlar, durumlar üzerine konuşmanın sıkıcılığı ve bunaltıcılığıydı. Üçüncü konu ise kültür anlamında çok şey öğrenmemize rağmen, yer yer bunun sıkıcı bir olaya dönüşmesi. Örneğin aksanları ayırt etme bir iki defa olduğunda sıkıldım ve anlasam bile çekindim. Son konu ise ödevlerin fazlalığı. En bunaltıcı ve yorucu nokta bu oldu. Belki bunu biraz da vakte bağlayabiliriz ama sayısı az olmalı bence yoksa verim alma oranı gittikçe düşüyor.

Bu dersin seneye de bu hazırlık programına koyulmasını tavsiye eder misiniz?	Evet (✓) Hayır ( )

Bu dersi daha iyi bir hale getirmek için öğretmeninize neler yapmasını ÖNERİRSİNİZ?

Bence en önemlisi kültürün farklı yönlerini de ele almak ve ödev sayılarını azaltmak almalıdır. Her şeye rağmen görsel kısımlar daha etkili bir ders için faydalıydı. Teşekkürler ☺

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Bu ders kapsamında yapmış olduğumuz **FACEBOOK** etkinlikleri hakkında ne düşünüyorsunuz? Bu sosyal medya ortamında derse devam etmek iyi mi idi? Oradaki etkinlikler hakkında ne düşünüyorsunuz?

Ya herkesin neden bu kadar şikayetçi olduğunu anlamıyorum. Ben de aktif bir facebook kullanıcısı değilim ama arada girip bakmak zor gelmiyor.

Şikayetçi olan arkadaşların çoğu da aktif facebook kullanıcıları. Ne ironi ama. Her neyse ben seviyorum tek sıkıntım pusuda bekliyorum belki ilk yazan ben olurum bu sefer diye ama bi türlü başaramadım olsun sağlık olsun.

Bu dersin sınavı yoktu ve bunun yerine sizlere araştırma, raporlaştırma, sunum ve üretim ödevleri verildi. **ÖDEVLER** konusunda ne düşünüyorsunuz? Ödevlerin size faydası oldu mu? Olumsuz yönleri var mı idi? Ödev yerine sınav mı tercih ederdiniz? Lütfen detaylıca açıklayınız.

Gerçekten dediğiniz gibi canımızı çıkardınız ama ben memnunum. Çünkü sınav kelimesi bile bizi germeye yetiyor. Grup çalışmasında insan keşif oluyor diye düşünüyorum. Bu yüzden ödev olması hoş oldu. Sınav söz konusu olsaydı, herkes gerilecekti belki de sınav günleri bir gün daha uzayacaktı. Bir gün evimize daha geç gidecektik falan.

kız

2. dönemki bu coursebook dersinin size **FAYDALARI** oldu mu? Lütfen sebepleri ile beraber detaylı açıklayınız?	Bu dersin **ZAYIF/SEVMEDİĞİNİZ YÖNLERİ** var mı idi? Lütfen sebepleri ile birlikte detaylı açıklayınız. (1F)
Kesinlikle olduğunu düşünüyorum çünkü ben speaking dersinde olan gelişimi bu derste kazandım. Özellikle sorunum olmadı hiç bir zaman ama yine de speaking dersinde konuşmak istemiyordum ilk başlarda ama bu derste konuşurken olan rahatlığımı speakinge de taşıdım ayrıca debate dilleri ve agree/disagree olaylarında kullanılan dili de burda öğrendim çok yönlü bir ders Grammar dersinde anlamadığım noktaları bile anladım. Dersiniz bize bi kaç yönden faydalı oldu sadece tek yönden değil. Objektif oluyorum inanın amacım sizi övmek değil bunlar gerçek düşüncelerim, teşekkürler ve umarım bizim gördüğümüz yararı gelecek olan cananlar da görür :)	Zayıf yönleri sanırım video yada diğer görsellerin eksik olması olabilir ama büyük bir eksiklik değil çünkü elinizden geleni yaptınız youtube izinleri falan kolay işler değil. Ama dediğim gibi büyük eksiklikler değil çünkü her ders mutlaka elinizde yardımcı materyallerle geldiniz. Ve zaten bu tutum sizin dersinizi diğer derslerden bir tık öne taşıdı.

Bu dersin seneye de bu hazırlık programına koyulmasını tavsiye eder misiniz?	Evet (X) Hayır ( )

Bu dersi daha iyi bir hale getirmek için öğretmeninize neler yapmasını **ÖNERİRSİNİZ?**

Kendinize youtube 'dan başka bir video sitesi bulun :D Yapacak birşey yok bence gayet iyi olduğunu düşünüyorum aslına bakarsanız elimizde daha iyi bi ders olmadığı için kıyaslayıp eksiklerini görüp size öneri olarak sunamıyoruzdur belki de ama iyinin daha iyisi de olamaz hep zaten. Teşekkürler herşey için, dersinizi ve sizi özleyeceğim.

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A PEER CLASSROOM OBSERVATION FORM BY THE FEMALE OBSERVER

Week 3

PEER CLASSROOM OBSERVATION FORM

Date & Place: 15.03.16 .... **Class:** Prep. Regular 9
Shakespeare Class

Observer: Saye L. ....

Please circle each item in the column that most clearly represents your evaluation: *U* unsatisfactory; *BA* below average, *A* average, *AA* above average, and *O* outstanding. Please also write comments and provide any indications and evidence for your rating in the space provided

FOCUS	SCALE					COMMENTS
	Unsatisfactory	Below Average	Average	Above Average	Outstanding	
I The nature of the lesson and content						3), when Ss were doing group-work, it was better for them to speak in English. If teacher cannot control content
1 The aims and objectives of the lesson were clear.					✓	
2 The lesson was linked to the previously learned material.					✓	9) It did indeed. As it helped Ss with all parts of critical thinking:
3 The lesson was at the right difficulty level.				✓		
4 The pace of the lesson was appropriate for students' level.					✓	a) they were reminded of previous lesson (knowledge) b) Ss re-tell what they
5 The lesson was smooth, sequenced, and logical.					✓	learnt (comprehension), c) they tried
6 The content was understandable.					✓	to imitate Englishes (application), D) After
7 The content was motivating.					✓	listening to scripts they analyzed the accents,
8 The content was thought provoking.					✓	(Analysis) E) they
9 The content of the lesson enhanced critical thinking.					✓	
10 The content facilitated students' higher level thinking skills.					✓	
II Teaching methods, materials, and activities						COMMENTS
1 The teacher gained the class's attention with an effective warm-up.					✓	
2 The teacher's instructional choices were effective in encouraging students' active and thoughtful learning.					✓	
3 The selection of materials was appropriate to achieve the course goals.					✓	
4 Activities served well for the stated objectives.					✓	
5 Tasks and activities worked effectively.					✓	

F) they also develop ideas about Englishes, compare accents with each other, & give their opinion about Englishes (Evaluation).

#	Item				COMMENTS
6	Tasks and activities include variety.			✓	
7	The activities were well sequenced.			✓	
8	There were appropriate links and transitions between activities.			✓	
III	**Teacher behaviour**				
1	The teacher managed to achieve what she set out to teach.			✓	
2	The teacher showed interest and enthusiasm for the subject she taught.			✓	
3	The teacher encouraged full student participation.			✓	
4	The teacher was able to stimulate and sustain student interest.			✓	
5	The teacher gave clear explanations to the students.			✓	
6	The teacher responded in a non-threatening way.			✓	
7	The teacher accepted students' ideas without judging.			✓	
8	The teacher paid attention to students' responses.			✓	
9	The teacher communicated well.			✓	
10	The teacher encouraged students to interact with each other.		✓		
IV	**Classroom climate**				COMMENTS
1	The students enjoyed the lesson.		✓		2,3,84) Only few 's speak during the classtime. Others speak too; however, they speak with each other in Turkish and not to class (teacher).
2	The students were involved and attentive.		✓		
3	The students were excited to answer questions.		✓		
4	The class felt free to ask questions, to express their own ideas, or to disagree with the others.			✓	
5	Students challenge and question each other respectfully.			✓	
6	The students' use of English was satisfying.	✓			
7	Student responses reflect real thinking, not just "canned answers".		✓		

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ITEM	COMMENTS
Which aspect(s) of the lesson were the most successful? / What were the main strengths? They learnt about an idea; increasing their confidence with their Turkish English accent, so they won't be ashamed of their pronunciation and try to speak in any opportunity along with improving → their pronunciation.	The Ss didn't have the opportunity to daydream; they were all interested & involved in the activity although most of them did not talk to class & spoke in Turkish.
Which aspect(s) of the lesson were the least successful? / What were the main weaknesses? In this part, I liked the post-activity as it provided opportunity for Silent Ss to speak in Eng as T chose them by naming them.	The most important one and group members' speaking in Turkish & 2 groups were formed of the problematic Ss; if J were the T, I wouldn't have let them to be in a group.
Would you teach the lesson in the same way if you yourself were the teacher? After learning the features of, e.g., German English, they can listen to the script for the 3rd time, so it will be much more operationalized for them.	Yes, of course, the only modification which J apply will be putting a cell-phone in the middle of the group Ss, so they will feel themselves forced to speak in English.

How would you rate the overall class?

1	2	3	4	5
Very Poor	Poor	Acceptable	Good	(Excellent)

Please provide your overall impression of the lesson effectiveness and your overall comments here

It included interesting topic and material, very clear objectives and material was chosen appropriately to achieve the goal. T tried her best to keep students involved during the whole class, as a whole, it was a 90-min Marathon!

These two groups made noise and through this dominated other groups in a bad way.

WEEK 5, SESSION 1 (29.03.2016)

Prep Regular A   / 13:00 (Shakespeare)

- 19 students, several absent students due to their speaking exam.
- quite active in warm-up session, managed to identify the term and give relevant examples.
- observer, Saye Hocam, an Iranian EFL speaker participated actively in the end, shared her observations.
- the group session was quite lively.
- they really "wondered" some of the etiquettes, ex. doggie bag.
- at the end, we compared and contrasted these etiquettes with the ones in Turkey. Every group was really active. Only one group (iloyda, Melissa, Betül was passive). These are generally passive ones.
- In this comparison -contrast session, I tried to make use of the nationality of my observer. She is from Iran, and she has several relatives in the USA, so she shared her own experiences, which attracted my students' attention a lot.
- quite satisfying session.
- seemed quite interested in the topic. That surprised me, to be honest !
- took too much time for one group to finish (Aynur, Elif Gevingen, Crisem, Sena)
- Elif Sıtlak (being on time in Japan) gave extra example, watch it on movie ⟶

B.

WEEK 3, SESSION 2 (17.03.2016)

Prep A

*they seem optimistic and receptive enough. I guess this is because they enjoyed the previous activity a lot (Guess Nationality Game), and this broke the ice between us :)

* feel confused :) this is exactly what I expected as a classroom atmosphere. I gave my background information and asked whether I am a native English speaker. They all together tried to convince me, but the more they attempted, the more questions I asked. They felt confused :) After this long brain-storming session which lasted one hour (wow! :)) I started the activity. They (Hilal, Mehmet A.) interrupted me and wanted to learn the difference between a native and non-native English. Yes, that's it! I was happy to create so many question marks in their mind and the desire to learn more :)

*In the group work, I asked them to discuss in English. Although 1 group (Burcu, Giçek, Aynur & Ebru) and some individual students managed to do so, they turned to Turkish. But still there was attempts to speak English.

*Bill, Emily, Şamil
(popular) (popular)
*Good interaction!

Active (Elif-Mehmet interaction, Can, Hilal, Mihii, Burcu, Ebru)
Neşem,

WEEK 3, SESSION 1 (15 March, 2016) / Shakes

PREP A

- very participative today :)
- seemed to like the game.
- managed to explain the differences between the accents
- quite active, even Can was active
- some students showed ♡ to me ?
  (hand gesture) → Sena said it is "flawless".
- laughed a lot when they hear the Turkish accent.
- Şule Hocam's comment = confidence in yourself.
  not be ashamed of your Turkish accent.
- The only problem was that they were very very noisy. It was difficult for me to hear my voice sometimes. This may be because of the nature of the activity (game + group work) ✓
- In general, I was satisfied with the result. I aimed at increasing my students' awareness of Englishes (different Englishes). Of course I know that it is not easy to change their stereotypical images of English accents. However one student (Mihri) said that today she learned that she couldn't actually differentiate the accents. ✓

WEEK 7, SESSION 1 (19.04.2016)

* —— students participated in the class. Two groups combined due to the departmental meeting; at 15:00 o'clock.

\# Good points touched on by the students: the Islam issue, the different attitudes of the European countries and Turkey.

\# First, they gave their personal ideas. Then interaction started :) Yuppi! (Tuğçe - Hilal, Sema)

\# Melikhan argued that we should not accept them. (Quite harsh :)) Handan supported him :)

\# Nihri, Sema, Ebru, Elif, Handan, Kadriye, Melikhan, Yağız, Mehmet, Can, Hilal, Şevval, Tuğçe, Gizem, Recep, Asiye, Feyza), Ceren, Canan :) ✓

\# I realised that our students are hesitant to make them heard about this issue. I observed that although this is a humanity issue, all the students are not positive about the Syrian refugees in Turkey. They think that Turkey should first solve its domestic problems. As they feel afraid of being judged by their friends, they couldn't openly expressed themselves. Melikhan is a good example. I forced him to speak. He said that the fact that he was silent does not mean that he had no ideas. Rather, he does not want to create a war. I said that we may have different ideas, but we should express ourselves respectively and respect others.
\# This hesitancy may also result from the fact that they →

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WEEK 6, SESSION 2 (14.04.2016)

Prep A

\# 25 students (with Suhedanur)

\# First, I gathered the second homework on an interview with a foreigner

\# seemed interested in the topic. Asked me questions. Can asked me the time/date of the report. Vaoow :) he is normally not very participative :):)

\# I observed Can's group. I felt a real debate! Can is really fluent. Mehmet was in the "for" group. They were really discussing. Yuppii!! Rumeysa was taking notes really seriously:) But Sema was very passive!

\# I realised that they tried to use debate language. Even Enes was active. He was trying to do his best

\# Sema Pakize's group (Cicek, Ebru, Canan, Melisa, Cisem) Sema was very active. Cicek was active too.

\# Normally, Sema is a passive student. Now, she was showing her fist to Elif :)))   ✓

\# I put my recorder on the desk of Can's group, as it is a really good example of a debate. Also it showed me how I managed to "touch" the soul of these normally passive sts:)))) Can took off his jacket, saying that it got really hot there :) He got really excited!!!!

\# Debate heat:) Kaşlar çatık :))))) Yanaklar pembiş pembiş Birsürü hand gestures :) Sesler yükseliyor !! Tişörtünün yakasını havalandıranlar :)

\# couldn't finish:) So I assigned the jury to decide and declare their result on facebook

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Prep A

\# 24 sts

\# very hesitant about talking about living together, they say "tövbe tövbe", günah günah (a cultural taboo)

\# listened three times as I realised that some have difficulty in understanding (such as Nergem, Eylül)

\# They managed to understand the content :)

\# Recognition of accents

1. Surprisingly only Murat managed to identify the nationality = Mozambique. He said that in his 2nd homework (coursebook), he interviewed an African from Mozambique :) Yuppiii! I said that this is because of exposure and there were some nodding :) (Elif Çıtlak)

2. They managed to answer all except for the Bostswanian one!

3. What attracted my attention was that they tended to say "Turkish" whenever the accent was clear enough for them to understand.

\# Then, we discussed the differences between their Englishes

\# The lesson was quite enough. It would be better if I add more activities here. (This time problem may result from the fact that they avoided talking about this sensitive issue, so that warm-up session lasted too short)

\# As the son of my observer (Saye Hoca) was ill. I did not have an observer :(

WEEK 10, SESSION 2

Prep A and Prep B   12.05.2016

* Due to seminars and hectic days next week, I had to give that lesson one day earlier. The class started at 9:00 and the weather is rainy and gloomy :(The students are

\# 37 students participated in the class. As it is early in the morning, there were a lot absent students.

\# In warm-up: They seemed to enjoy it as it is fun and directly related to their life. They gave a lot of good examples (Turkish hand gestures) (Yağız, Serra, Buse, Elif, Canan, Feyza, Gizem, Tuğçe, Elif) gave really good examples :)

\# They watched the video four times. They seemed to enjoyed it. I think hand gestures are funny for them.

\# They understood everything in the video. The atmosphere was relaxed & funny; there were laughters. It seems that they really liked the activity. I think watching a video also added colour to the class.

\# Then, I distributed the reflection/evaluation form of this week and they filled them.

\# When I said that this is the last lesson and they didn't have to fill in any form, some said (Kadriye) "İnsan bir garip oluyor yine de" :)

AN ASSIGNMENT with an IRANIAN PERSON by A FEMALE STUDENT (CONCLUSION PART)

A COMPARATIVE RESEARCH ON CULTURAL ASPECTS

* My interviwee is Karam *Nayebpour.*
* *He is from Iran, Azerbaijan.*
* *He is 30's.*
* *He has been in Turkey for 5 years.*

Considering the interviews I've done;

*I think Foreigners love our food culture most, because our food culture incudes a variety of food. It is so rich culture. Also, Turkish people loves eating, and we can say they are good at cooking thanks to this eating habit. Foreingners love our music culture,because as well as food culture,Turkish music culture is so rich. We have an established history of music. Also, My interviwee is wondering how *we interract with each other or with the other people. I think it is because of that* Turkey is a country which is located between Europe and Asia, so we are hosting in many cultures. We are influenced by a lot of culture. Thanks to all of them,we learn to be respectful towards different opinions. Turkish people are tolerant, very friendly and helpful. I am proud of my nation!

fluently

To summarize my experiences during my interview;

Before starting the interview, I was so anxious. The reason of this is that I don't be exposed to English outside of school. I was afraid of making mistakes, but I had to speak English by interviwing. After starting to speak with my interviwee, I overcame the fear, and ı tried to ask my questions fluently. Also ı add a few questions to find out more detail.

It was easy to understand my interviwee,because he did not speak too fast. Also I had no difficulty by understanding the word which he was using. Also he understood me easily. But I made the mistake once. I wanted to ask him what he likes to eat,but at that moment I forgot,and ı said something like this would you like to eat mmm what food mmm. I knew I made mistakes. I was very embarrassed. But he understood me, and asked my questions. When I make a mistake he didn't laugh me,so I can focus on other questions.

AN ASSIGNMENT with an AMERICAN PERSON by A FEMALE STUDENT
(CONCLUSION PART)

A COMPARATIVE RESEARCH ON CULTURAL ASPECTS

By Handan Erem Altın

About Interviewee…

- □ Name: Nicholas Teruo Masada
- □ Age: 23
- □ Gender: Male
- □ Nationality: American
- □ Occupation: Teacher

In closing…

In my opinion, culture can not exist on by own, because every culture has to expose another one. People living in another countries or with another cultures interested in cultures of another countries, especially their food and behaviours. Culture is lived in a different way by each of us. Each person is a mixture of their culture, their own individual characteristics and their experiences. Therefore, when foreign people come together, they can share something interesting together thanks to their different cultures. Sometimes, this may be a problem for them, because of differences. Another topic is culture's branches. We can separate culture two main branches. There are small c culture and big C culture. While small c culture is the more invisible types of culture, big C culture refers to that culture which is most visible. Some visible forms of culture include holidays, art, popular culture, literature, and food etc. The more invisible type of culture associated with a region, group of people, language, and beliefs etc. In other words, small c culture creates big C culture. When it comes to my interview, it was good. I was just a little bit nervous. Apart from that I had no communication breakdown, and I understood my interviewee very well. This assignment was a nice experience for me.

A GROUP ASSIGNMENT (SEARCHING FOR THE EMPLOYMENT POLICY OF ONE LOCAL LANGUAGE SCHOOL, WRITING A REPORT, AND PRESENTING THE FINDINGS IN CLASS) A REPORT FROM A GROUP
(Mistakes in original)

PREP B GROUP #CREW
MAY 20, 2016
WRITING A REPORT

SEARCHING FOR EMPLOYMENT POLICY OF LANGUAGE COURSES

We as a group which consists of Aynur, Elif, Ercan, Melik, Kadriye, İrem, Ezgi and Erem had an interview with Mrs. Güner, Mrs. Seda and Mrs. Ümran to complete our project with their contributions in English Life Education Foundation on FRIDAY May 6th 2016.As a result of this research we collected various information about foundation, foundation's style of education and foundation's education selection.

Foundation gives foreign language education mainly English to the students from all ages. Foundation has the capacity of 150 students and it has 6 teachers. They prefer and implement interactive education system. They have indicated that they do not use the book much and they have also indicated that in interactive education students have more open sense and that makes them learn easily. They do not have printed book of their own. Class hours change to age groups. For example, while adults have 3 days and a 2-hour- education in a week, school-age children have 2 days and a 2-hour-education in a week. Exam groups also have all week education if possible. Teachers' class hours are almost equal and they take care of students individually. They not only give education but try to prepare the students for social life as well. They enrich the classes with various activities such as songs, games, dramas, trips and act outs. They have abroad activities, too and they prefer America and England. They give education for the students who are under the age of 18 on abroad for 15 days. They think learning English should be started at an early age because they think learning English at an early age makes students pronounce better. Also they have said that giving education to younger students is easier in terms of sense. They think that they as a foundation have opened the language awareness.

Foundation's teacher selection criteria changes. First of all, classroom management is very important. They give importance to the teachers' communication with students in the class or out of the class and whether the teacher appeals to the students or not. Speaking skills are also an important issue. They don't prefer the teachers who cannot speak fluently. They do not care about where the teachers have graduated from, but the teachers' performance is important for them. They care about whether the teacher has improved his/her skills or not. They have intern staff. They want to work with the students whom they have raised, but these students have to pass a pilot process which takes two years. Because foundation labour the students too much whom they have raised. They are against the education system which is applied at the public schools because it is not a student-centred education but it has rules and parrot fashion. They prefer dynamic and confident teachers who can change this sense.

English Life Language School is very sensitive about foreign teachers and they do not prefer foreign teachers. They have said that foreign teachers' class managements are bad and due to the cultural differences they do not think it is beneficial for students. Also they frequently get complaints from parents and students. These complaints vary from their usage of slang language to their interaction with students out of foundation, briefly these are emerged from cultural conflict problems. English Life does not want to work with every native speaker as a teacher in their foundation. But they indicate that they are not against the teachers who are full-equipped and have the formation of education and the documents which are necessary. On the contrary, they think foreign teachers are useful in terms of speaking because the students know that their teacher does not know Turkish, that's why, the students have to speak English with their teacher. Students are not against foreign teachers, either. Because they see that course as an idle class. Also in these courses the classroom environment is far freer. They have said that even if they want to work with a foreign teacher, they want the teacher to be an English citizen with regard to the accent. They have indicated that foreign teachers should only attend the speaking courses and they prefer Turkish teachers for grammar courses.

According to all the information we got English Life Language School gives interactive education. When selecting a teacher, teacher's dynamic and relationship with student is crucial for them. They think that foreign teachers are only useful for speaking skills. But on other issues they indicate that foreign teachers are not only useless but they cause complaints from parents as for the students have not received help from them. According to our conclusion we do also not think foreign teachers are useful for students.

NOTE

We made a group work all together. We went to language course together, too. After that we decided work individually. Aynur and Elif write general report about our interview. Melik translated report Turkish to English. Ercan prepared presentation with report. Erem, Ezgi, İrem, Kadriye made handworks and they bought t-shirts. Erem also made our introduction video. Everyone in the group made their job properly, we have never faced with any problem. During the process, everyone help each other.

Appendix 15: Two Sample Teacher Evaluation Reports of Group Presentation on a Sociolinguistic Report on Local Schools' Employment Policy

PRESENTATION EVALUATION FORM
(adapted from Academic Speaking Skills, p. 181, 210)

Presenters: Melikhan, Elif Y., H. Erem, Ercan, Aynur, irem, Ezgi, Kadriye

Date: May 20, 2016

I. Presentation confidence   10 (8) 6 4 (2)
Were the presenters confident?
Did their anxiety affect their performance?   *100*
How did they deal with their anxiety on stage?
Comments:

＊ High enough ? But some felt too excited to speak!

II. Delivery
*Attracting and maintaining audience interest   (5)   4   3   2   1
*Use of voice (volume, variation, rate, stress)   5   (4)   3   2   1
*Eye contact   5   (4)   3   2   1
*Gestures   5   4   3   2   1
*Visual aids   (5)   4   3   2   1
*Pronunciation   (5)   4   3   2   1
Comments:

＊ Perfect ʸ.

III. Content & Organisation
*A good introduction including all   (5)   4   3   2   1
necessary components
*Well-developed content with clear supports   (10)   8   6   4   2
*Transitions used to maintain flow   (5)   4   3   2   1
*Accurate use of language and vocabulary   (10)   8   6   4   2
*A good conclusion with a summary,   10   (8)   6   4   2
comments, inferences, etc.
*A satisfying question-answer session   20 (15) 10   5   1
Comments:

• A really good and lively video to introduce the course
• Some group members were really excited ; forgot what to say :(
• The part of each member was a little bit short. ꜜ This
made it confusing : fast moving from one member to
the other :(
• Wonderful preparation! T-shirts, speaking cards, the use of
social media for comments... Really nice! :)

Report +

PRESENTATION EVALUATION FORM
(adapted from Academic Speaking Skills, p. 181, 210)

Presenters: Sena, Aynur, Meryem, Elif Cevirgen, Cicek
Date:

I.Presentation confidence   (10)   8   6   4   2
Were the presenters confident?
Did their anxiety affect their performance?
How did they deal with their anxiety on stage?
Comments:

(95)

II.Delivery
*Attracting and maintaining audience interest   (5)   4   3   2   1
*Use of voice (volume, variation, rate, stress)   (5)   4   3   2   1
*Eye contact   (5)   4   3   2   1
*Gestures   (5)   4   3   2   1
*Visual aids   (5)   4   3   2   1
*Pronunciation   (5)   4   3   2   1
Comments:

III.Content & Organisation
*A good introduction including all   (5)   4   3   2   1
necessary components
*Well-developed content with clear supports (10)   8   6   4   2
*Transitions used to maintain flow   5   (4)   3   2   1
*Accurate use of language and vocabulary   (10)   8   6   4   2
*A good conclusion with a summary,   (10)   8   6   4   2
comments, inferences, etc.
*A satisfying question-answer session   20   (15)   10   5   1
Comments:

• Very good preparation : chocolates, brochures of the school, folders
of the course, presentation overview
• Quite informative presentation
• A different course :) I was about to vomit because of
TEOL :) ~~to~~ course in Rize came as a fresh air :)

Report +

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Appendix 16: Snapshots of the 10-Week Process

Participants Answering the Questions in the Final Open-ended Questionaire

Participants Filling in the Post-Implementation Questionnaire (Post-test)

Participants Doing a Critical Incident Analysis

Participants Doing a Critical Incident Analysis

Participants Doing a Group Reading Activity on Different Wedding Ceremonies

Participants Doing a Group Reading Activity on Different Wedding Ceremonies

A Summary of the Earlier Weeks for the Participants to Recall While Filling in the Retrospective Reports

Jury Members Taking Notes While the Pairs are Debating over Importing NS Teachers

A Hot Debate over the Action Plan of Turkey to Import 40.000 NS Teachers

Participants Debating over whether to Import NS Teachers with a Recorder in the Middle on the Desk
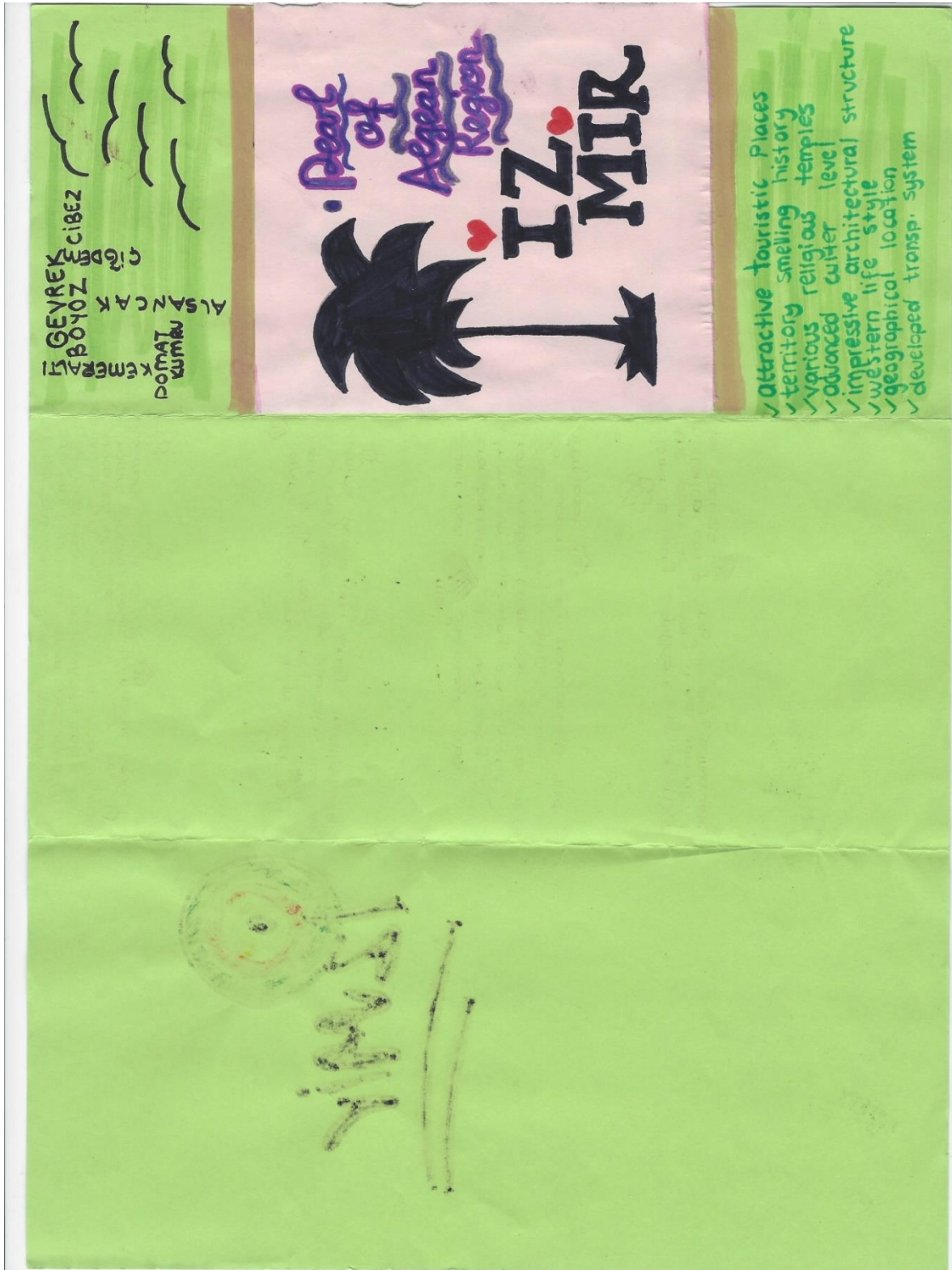
Jury Members are Taking Notes While the Participants are Debating

Participants Reading and Discussing Etiquettes from Diverse Cultures in the World

Appendix 17: Example Student Products from The Classroom Sessions

Example Bid Books From Week 8 (Offering a Candidate Turkish City to Be Chosen as the European Capital of Culture in 2016)

Izmir

İzmir, which is the third most populated city of Turkey, is in the coast of Aegean Sea. The city is located in the westest part of Turkey Republic. In a year, the temperature decreases under 0 C 0 at most for 10 days. That's why its climate appropiate to attract tourists in summer season.

- İzmir attracts million of tourists from different countries with its hot weather, historical places like museums or clock tower, and comfortable hotels, interesting places to visit every year.

- İzmir people are number one about westernization. Pearl of Aegean Region's people always think like a westerner, and they live with westerner's life style. They are not fuddy-duddy. You can see them modern about many topics. Believe me! You'll love them.

- There are a lot of temples in İzmir. Also, there are every kind of temples are: Aya Fatini Church, Aya Vuela Church, Saint John Dom Cat hedral, Santa Maria Catholic Church.

- İzmir has called "past is modern structure" because there are modern historical places. For example, there are houses belonging to Greek. Also, important structures are; Konak Pier, Clock Tower, Elhamra Cinema, Kemeralti, Mosque, Agora, Basmane Hotels Street.

- İzmir's people have high culter level. Again, in this topic, they are number one. Also they have high education level, so İzmir's people are Turkey's intelligentsia.

- İzmir has many advantages about transportation. It is very easy thanks to wide way and water transportation. Except for bus, taxi, or car, vessels is very significant and it can support easy transportation like ferryboat.

- İzmir is very significant city from the point of history. It has various historical things. They are very remarkable for tourists.

CAPITAL OF CULTURE

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PERGAMON

- an ancient Greek city that became the capital of the Kingdom of Pergamon during the Hellenistic period.

TOURIZMIR

"A land that is built right under the most important capital of the region where civilizations rooted from."

— HEREDOTUS

Ephesus

VISIT
- the House of the Virgin Mary,
- Archaeology Museum,
- the Temple of Artemis

The Clock Tower

- Donated by the Sultan Abdul-Hamit II.
- The Eiffel Tower of İzmir.

KADİFEKALE

- founded by Alexander the Great
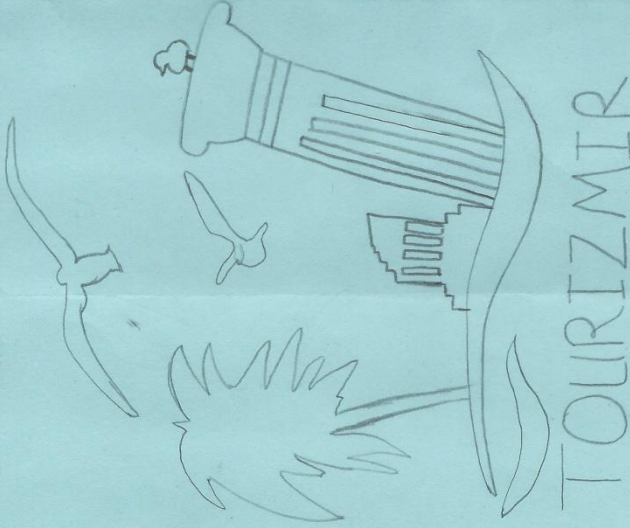- set out for a long warm hike.

ARCHEOLOGY MUSEUM

- The exhibits date from the time of the Greek and Roman Rule.

ETHNOGRAPHY MUSEUM

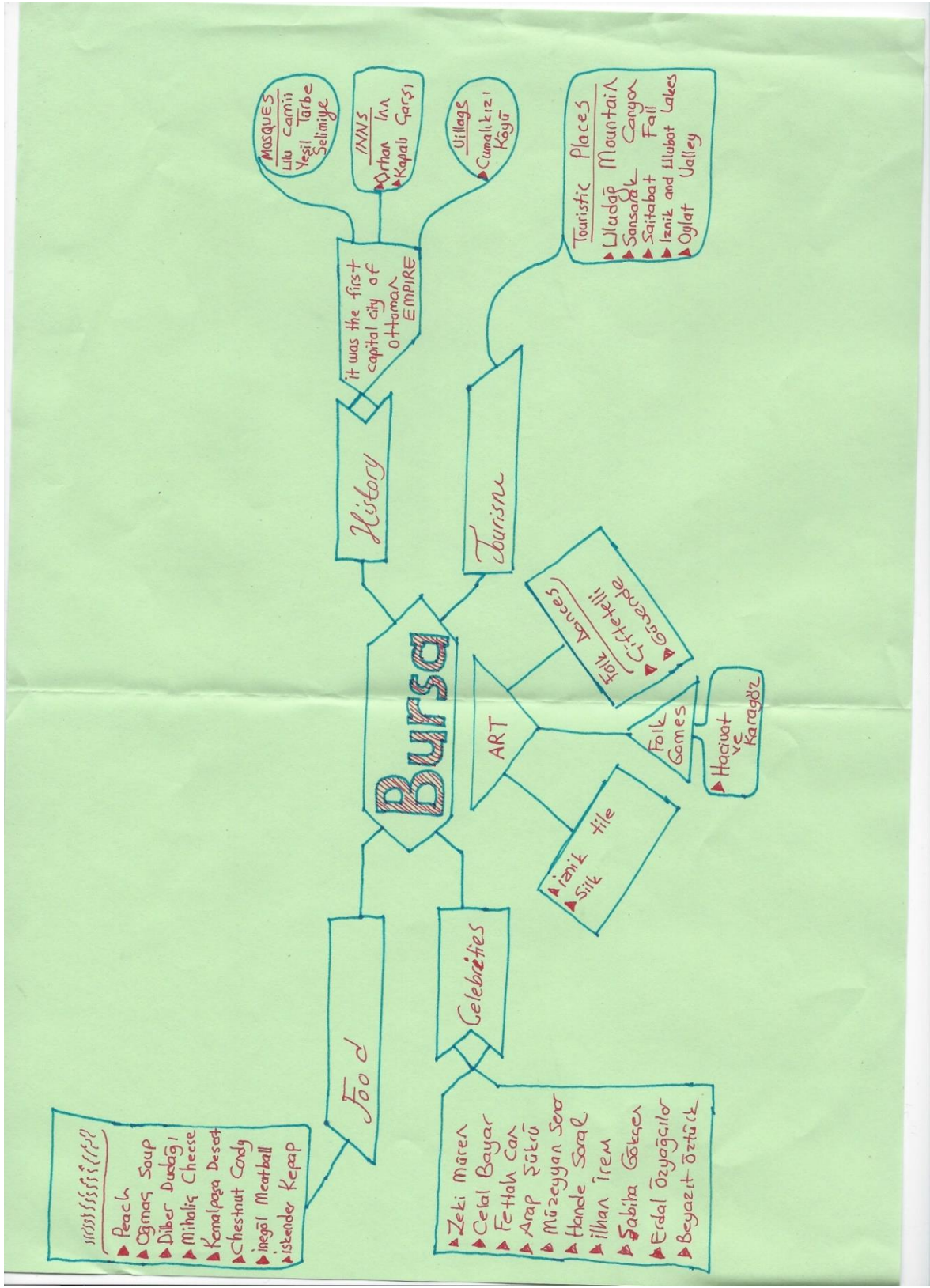- Here you will find out about the traditions and customs.

Bursa

History
It was the first capital of Ottoman EMPIRE

Mosques
▲ Ulu Camii
▲ Yeşil Türbe
▲ Selimiye

INNS
▲ Orhan Inn
▲ Kapalı Çarşı

Villages
▲ Cumalıkızı Köyü

Tourism

Touristic Places
▲ Uludağ Mountain
▲ Sansaral Canyon
▲ Saitabat Fall
▲ Iznik and Ulubat Lakes
▲ Oylat Valley

ART

Engraving
Cittetepe illi
▲ Folk Dances

Folk Games
▲ Hacivat ve Karagöz

▲ Iznik tile
▲ Silk

Food
sssssssssss?????
▲ Peach
▲ Oğmaç Soup
▲ Dilber Dudağı
▲ Mihaliç Cheese
▲ Kemalpaşa Dessert
▲ Chestnut Cody
▲ Inegöl Meatball
▲ Iskender Kebap

Celebrities
▲ Zeki Müren
▲ Celal Bayar
▲ Fettah Can
▲ Arap Şükü
▲ Müzeyyen Senar
▲ Hande Soral
▲ İlhan İrem
▲ Sabiha Gökçen
▲ Erdal Özyağcılar
▲ Beyazıt Öztürk

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SOME DEFINITIONS OF A GLOBAL LANGUAGE FROM WEEK 1

A global language is a language which is used in almost every field which includes politics, education, international relationships all around the world.

Gizem Demirel
Prep B (R)

A global language is a language which is spoken all over the world, known by most of the peoples, and is used on various places internationally.

Mehmet Akif Yıldırım 375449 Prep/A

A global language is a language which everybody can speak and everybody contributes to its formation.

Elif GEVIRGEN
Prep A
335451.

A global language is a language which rules a big part of the world.

Prep A Regular
Sema Sarın

A global language is the best device for qualified communication between people who are stranger to each other.

Yağız Kandemir
PREP-B

A global language is a language which is spoken all around the world and is used in international official situations.

Sedanur
Kahraman
Prep B

A global language is a common language accepted by people to learn and to be able to communicate with foreign people using this language.

Prep A
Elif Gitlak

A global language is...a...language which spreads with technological advances, colonization and geographical discoveries.

Recep ERTAN
Prep. Regular B

A global language is the language spoken by almost everywhere in the world and it can change in time due to economic situation, industry power or etc.

Mihriban Sevingen
Prep A
335457

A global language is a universal language which express yourself and introduce your culture, and communicate with other people or countries in the world. all over the world

Meryem Hantal

CURRICULUM VITAE

Şakire ERBAY ÇETİNKAYA was born in Sürmene, Trabzon, on 14th of September in 1983. She completed her primary and secondary education at Çamburnu Primary School and high school eductaion at Hasan Sadri Yetmişbir Anatolian High School in Sürmene. She graduated from Gazi University in 2007. Following her graduation, she worked as an English teacher at Trabzon Cumhuriyet High School and Sürmene Çamburnu Primary School. After working at public schools as an English teacher for 3 years, she started to work at KTU School of Foreign Languages as an English lecturer. Later, in 2012 she was transferred to the Department of English Language and Literature at the same institution. Now, she has been still working there as an English lecturer. She had her MA degree in Applied Linguistics in KTU in May, 2011. She speaks English and German and can write and read Ottoman Turkish. Her main areas of interest include EIL, the changing sociolinguistic landscape of English, teacher professional development, instructional materials evaluation and design and post-method era.