

Responses to an EIL-oriented General English Course: Views of Internal and External Stakeholders

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Abstract

Teaching English as an International Language (TEIL) refers to teaching English as a truly international medium via exposing learners to diversity, adopting a broad cultural view, fostering sensitivity and responsibility, being sensitive to the local culture of learning, and equipping learners with communication strategies. To put this lately popular paradigm into actual teaching practice, a 10-week EIL-oriented General English course was devised for 53 English-majoring preparatory program students at a public Turkish university as a part of a Ph.D. study. The current report, as the qualitative part of that quasi-experimental Ph.D. study, intended to evaluate the course with all its possible strengths, weaknesses, and ways to improve it for better future use based on both insider and outsider responses. While the data from internal stakeholders (N=25) were drawn from individual retrospective interviews, weekly written self-reports, and a final open-ended questionnaire, the data from external ones (N=2) were gathered from peer classroom observation. The course appears to be a valuable experience as it increased learners' world knowledge, enhanced their oral production in English, and provided an enjoyable and motivating atmosphere yet with some limitations regarding course content, materials, and instructional choices. It is hoped that drawing such a field-tested picture will inspire others to make instructional decisions in line with the changing sociolinguistic landscape of English.

Keywords: TEIL, EIL, English language course evaluation, Turkey, ELT

INTRODUCTION

Today the changing sociolinguistic landscape of English, i.e., the changing language demographics, language diversity, and new uses and users, has complicated the English Language Teaching (ELT hereafter) world. The number of English as foreign and additional language users is much higher than those of English as a first language users, which has encouraged further questions on language ownership (Rose et al., 2020). Administrators and practitioners have questioned several aspects including the instructional variety to teach, functions to include in the content, the profile of model English speakers, cultural course content, the role of the teacher, and so forth. Upon an extensive exploration of the existing literature, it could be seen that there are several initiatives to challenge conventional Anglo-American ELT, including World Englishes, English as a Lingua Franca, Global Englishes, Lingua Franca English, to list but a few. Equally well-documented is the emerging paradigm

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of Teaching English as an International Language (TEIL hereafter) 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 expressing themselves in international settings” (Hino 2012a, p. 28). In Matsuda’s own words, it is “understanding and accepting the realities of global use of English today and having our teaching grounded in this reality” (p. 24).

Several different scholars have set the principles of TEIL, the ultimate aim of which is “to better prepare our students for the messy world of English today” (Matsuda, 2018, p. 24) as competent English users (see McKay, 2012; Guerra, 2005, to list but a few). Yet overall, there are five common themes that have been frequently verbalised in the teaching English as a truly international language, i.e., TEIL. These could be listed as follows: exposing learners to English diversity, adopting a broad cultural view, fostering sensitivity and responsibility, being sensitive to the local culture of learning, and equipping learners with communication strategies.

Exposure to English diversity is a vital aspect of TEIL. The high proportion of non-native speakers (NNS)-NNS encounters (74 percent, namely three quarters, Graddol, 2006) earns English an international status, and thus exposure play a key role in developing the ability of interpretability (Smith, 2009). It is also believed to develop positive learner attitudes towards diversity (Galloway, 2013). Here as Matsuda (2019) notes, “the diversity and variation in English is neither something to be fought against or to be promoted. Rather, it is a reality that we accept and work with in order to help our students better” (p. 150). Adopting a broad culture view refers to integrating global culture, diversity of world cultures, and home culture (Matsuda, 2012) is in line with the geographical spread of English and necessary for effective intercultural communication. Fostering sensitivity and responsibility requires the integration of EIL-related issues such as the changing nature of English, the importance of a mother tongue, identity, power, English diversity, and the relationship between language and culture into language instruction and teaching materials (Mamoru, 2009; Matsuda & Friedrich, 2011). It is also important to raise learners’ responsibility feelings by preparing them how to cope with global issues and (Cates, 1990). In addition, being sensitive to the local culture of learning is giving an ear to the aspects of the local landscape such as attitudes, standards, purposes, level, age, and local culture of learning rather than blindly implementing Western-based practices (McKay, 2012). Lastly, equipping learners with communication strategies is much sought after as there is no homogenous native-speaker community where learners need to practice their pragmatics. Rather, learners should be equipped with repair strategies, conversational gambits, and negotiation strategies (McKay, 2009).

Overall, this emerging paradigm is evaluated with a continuum of “a tangible reality” versus “an unrealised fantasy” at opposite ends by teachers (Rose & Montakantiwong, 2018, p. 89). However, TEIL should not be seen a linguistic variety to be taught. Rather, its function as a lingua franca in international contexts to empower those with multilingual backgrounds with an open attitude towards differences and negotiation strategies needs to be highlighted. In other words, it should be regarded as a pragmatic solution in both language instruction and assessment to take students’ needs into consideration and help them (Matsuda, 2018; Mckinley & Thompson, 2018).

The related literature documents some attempts to teach English as a truly international language. To illustrate, Sharifian and Marlina (2012) founded the Department of English as an International Language at Monash University. The programme offering courses at both

undergraduate and graduate levels aims at recognising and encouraging English pluricentricity, promoting intercultural communication and cross-cultural understanding, and re-examining the traditional TESOL ELT tenets. Another practitioner of a similar mind is D'Angelo (2012), who teaches in the Department of World Englishes housed by the College of World Englishes at Chukyo University using a WE/EIL-informed curriculum. It has encouraged students to speak an educated Japanese English, to be aware of a diversity of cultures and Englishes, to have a broadened knowledge of home culture, and to develop learner autonomy, independent thinking and international understanding. Other parallel implementations in China and Japan, respectively, belong to Lee (2012) and Hino (2012b). Sung (2018)'s attempt to encourage his students in Hong Kong to interact with speakers from diverse linguistic and cultural backgrounds outside classroom borders resulted in increased awareness towards English diversity. Similarly, after taking a Global Englishes course, where the participants were supposed to read and discuss critical issues such as the global role and spread of English, standard English ideology, linguistic hegemony, intelligibility, and so forth, the participants of Boounsuk et al. (2021) were found to have an increased understanding of those issues and tolerance towards diversity. In Thailand, a 9-week Global English awareness raising program where the participants were exposed to diverse authentic sources and discussed diverse critical issues was also found to increase students' self-confidence in English use and reexamine their English learning aims (Jindapitak et al., 2022).

A parallel classroom implementation belongs to Turkish scholars Bayyurt and Altınmakas (2012) who implemented a 14-week WE/EIL-based English Oral Communication Skills Course at a private Turkish university in the spring term of 2009-2010. Similar to programme outcomes of Monash and Chukyo University, they identified positive awareness of EIL/WE, a motivating and enjoyable classroom atmosphere, and deepened students' knowledge of English uses, usages, contexts, and motivations. Furthermore, this implementation encouraged their institution to revise their curriculum and design new courses, including Post-Colonial Readings, European Novel, Modern Drama, From Text to Screen, and World Englishes.

Turkey is one of the Expanding Circle where English has no colonial past as it has in Outer Circle. Rather, it is a "performance variety" (Doğançay-Aktuna, 1998, p. 30) in certain domains, mostly in education contexts. Anglo-American centric foreign language education survives in Turkey in that imitating native speaker and learning their culture are set two important educational objectives (Çakır & Baytar, 2014). Thus, students "hold firm and rigid beliefs and attitudes about the English language" (Bayyurt & Altınmakas, 2012, p. 171). They associate proficiency with imitating British or American English and are not aware of other varieties. Although the attempts to re-examine normative ELT paradigms and the current ELT implications has not gone unnoticed by Turkish scholars (see Alptekin, 2002, Bektaş-Çetinkaya, 2012; Çelik, 2008), most are at theory level and thus much is needed to add up to the scanty literature in EIL camp and clarify how EIL philosophy could be realised in real Turkish classrooms.

There are recent calls to conduct empirical research to further our understanding whether TEIL, which is safe and sound on paper, could "continue to make their way into the English language classroom" (Rose & Montakantiwong, 2018, p. 90). In other words, as "the diffusion of these concepts into the world of English Language Teaching has been slow and incomplete" (Dogancay-Aktuna & Hardman, 2018, p. 74), further attempts to integrate EIL philosophy into ELT in diverse education contexts including Turkey are urgently needed. Besides, teachers cannot be expected to abandon their way of teaching and welcome TEIL immediately. Teachers

may find such alternative pedagogies impractical and feel unconfident to make modifications in their practices, thereby going on teaching English as a monolithic language due to reasons such as time lack of time, teacher competency, and appropriate teaching resources (Sadeghpour & Sharifian, 2019). However, case studies that show how classroom implementations could bring about positive changes could encourage teachers to have ideas and make modifications in their classroom practices (Rose et al., 2020). Despite the high frequency of attitudinal studies in Turkey (see, for instance, Bektaş-Çetinkaya, 2012), there is still room for course implementation studies (see for instance, Bayyurt & Altınmakas, 2012) to encourage teachers to make modifications in their classroom practices. Such reports of field-tested classroom practices could throw light on possible areas that need supplementation, stimulate other researchers and teachers for future implementations and help to better inform policy development and material evaluation and design. Therefore, the current study, as the qualitative part of that quasi-experimental PhD study, intended to evaluate a 10-week-EIL-oriented General English course with all its possible strengths, weaknesses, and ways to improve it for better future use based on both insider and outsider responses (please see the details below in the methods section).

METHODS

The current study is one qualitative part of a larger PhD study, where the first researcher offered the EIL-oriented General English course, collected the data, and prepared the research report. The methodological details of that qualitative part are offered below.

Nature of the Study

The intent of the present study is to draw a field-tested picture in the limited space available about the aforementioned EIL-oriented classroom implementation by evaluating it with all its possible strengths, weaknesses, and ways to improve the course for better future use. This study is a part of a large-scale quasi-experimental PhD study which were reported elsewhere earlier. This part, however, has the hallmarks of qualitative research in the form of a case study. First, the study was conducted in a non-manipulated natural setting, i.e., a real classroom. Second, reaching insider meaning is the target, for the feelings and experiences of the student participants were investigated with several techniques. In addition, a small sample size (N=53) was used (Dörnyei, 2007). Last, the qualitative data drawn from retrospective interviews, weekly student reports, final open-ended questionnaire, peer observation sessions, and teacher field notes were transformed into textual form. To get the student participants' responses, retrospective interviews and weekly retrospective student reports were used, whereas to get outer response to see what was actually happening in the classroom, an observational protocol including both qualitative and quantitative items was used. At the end of the study, an open-ended qualitative questionnaire was conducted to investigate the students' satisfaction level, the strengths and weaknesses of the implementation, and to note the suggestions of the participants to improve the course. Briefly, the current paper focuses on the qualitative side of a larger study in the form of a case study, for taking insider's and outsiders' views of the classroom implementation in a detailed manner is the one basic quality of such qualitative studies (Bogdan & Biklen, 2007; Cohen et al., 2007; Yin, 2018).

Setting and Participants

Although the total sample of that earlier study was 53 English majoring students attending English preparatory program, only 25 volunteers (F=20, M=5) offered the qualitative data as the insider stakeholders. On the other hand, 2 peer observers from the same institution holding a graduate degree from Applied Linguistics (F=1; M=1) served as the outsider stakeholders. The practitioner author chose two of her peers (1 F, 1M) who were teaching the same students to avoid participant reactivity (Cohen et al., 2007), i.e., observer's paradox, which should be understood as the tendency to change one's behaviour due to an outsider. Coming from various provinces of Turkey, the student participants are accepted to the department with two high-stake exams. Before the semester begins at the Department of English Language and Literature at a state university, these newcomers take an English proficiency exam devised by the academic staff of the department. The ones who took at least 70 have the right to take departmental courses. On the other hand, the ones who cannot pass the exam have to take a one-year English-medium preparatory education covering skill-based courses, including writing, reading, listening, grammar, speaking, and coursebook, i.e., General English. Convenience (or opportunity) sampling, as the most common non-probability sampling strategy (Dörnyei & Taguchi, 2010) was opted for to select the participants among these pre-intermediate level preparatory programme student, for it ensured the researchers to have no access problems, save time and money (Cohen et al., 2007; Yin, 2018). In the original PhD study, that group could be entitled as an intact group, for the researchers aiming at seeing the effects of an EIL-oriented treatment in an established class, i.e., already formed group (Hatch & Lazaraton, 1991).

Data Gathering and Analysis

Student responses were gathered with retrospective interviews, weekly reports, and a final open-ended questionnaire. They were asked to provide their thoughts and evaluate each session with retrospective interviews, 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, p. 452) and weekly self-reports. To avoid any possible information being lost, within 5-30 minutes immediately after the classroom sessions voluntary individuals (a totally 25 students, F=20, M=5) were requested to provide their thoughts orally, and these interviews were audio-recorded. The following questions were asked to the volunteers immediately after each class:

- What did we do in this class?
- Did you gain any benefits from today's class? If yes, what? Why?
- Can you identify any weakness in today's class? If yes, what?
- Did you have any difficulty? If yes, please explain.
- Would you like to go on being educated with a similar program in the future?
- Do you have any suggestions for me to improve today's class for better future use?
- Would you like to add anything else?

These immediate vocalizations were also supported with weekly written self-reports. At the beginning of each week, the participants as a whole class were asked to report on the earlier week covering both face-to-face classroom sessions and Facebook activities. Written prompts on the board summarising the whole week were used to help them remember the earlier week. They were given a two-page standardised form with prompts and asked to comment 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. Totally 345 reports were gathered (F=270, M=75). Finally, an open-ended questionnaire was employed to gather overall responses from the students. With the questionnaire, they were provided with a handout summarising the ten-week treatment with all classroom sessions and social media activities to help them recall the whole process. The participants filled in the questionnaires in the presence of the first researcher, for such a presence could help researchers solve possible item understanding problems, save them money, time, and effort (Bryman, 2004; Fraenkel et al., 2012). 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.

Besides, to get response from outsiders and to triangulate the findings, “‘live’ data from naturally occurring social situations” (Cohen et al., 2007, p. 396) were gathered via peer classroom observation. This Peer Classroom Observation Form could be found in Appendix A. A peer observation protocol including both open and close-ended prompts, lesson plans, and instructional materials were provided in pre-observation meetings before each visit, and the observers were informed. In the post-observation meetings mostly one day later, the observed took the form, listened to their suggestions, and answered their questions. Totally nine peer observation sessions were conducted.

The data were analyzed with content analysis, which is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2004, p. 18). The data were organised, reduced and then represented (Creswell, 2007). After the audio data were converted into text data, it was looked through several times to reduce it into coding categories under certain themes. Although the first researcher encoded the data, she shared the results with the second one, i.e., her supervisor, to increase the reliability of the analysis. Besides, when she had difficulty in associating the data with certain themes, she asked for the help of a colleague with an MA degree and high EIL awareness in the same institution. Furthermore, to increase the credibility of the results, the practitioner-researcher returned the transcribed retrospective interviews to two female participants and checked her correct understanding in her informal conversations with the participants. Inferences were made and, in the report, published somewhere else, tables and discussions were used to represent the data, and illustrative excerpts were provided to support the results. Here in the current paper qualitative analysis of retrospective interviews, weekly reports, and a final open-ended questionnaire as well as peer observation reports were documented.

Suggested EIL-oriented General English Course

A 10-week EIL-oriented General English course syllabus was developed for the present study. The aims of the course are as follows: to increase awareness about English

language and culture, to familiarise them about English varieties, to encourage them to challenge their rigid and firm beliefs about English and culture, and to equip them with speaking and listening skills that help intercultural communication. Learner centeredness and cultural pluralism are the two basic ideologies. A ready-made coursebook was not used in the application. Rather, some example EIL-oriented activities and materials were adapted and several original activities were devised using YouTube, websites of online world newspaper, international speech archives, and social media. The face-to-face course sessions include 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. In addition to these classroom activities twice a week, the researcher created a virtual classroom via Facebook, the most popular social networking site (Mitchell, 2012), to continue the course with parallel activities. Various assessment techniques such as classroom-based social research, poster, presentation, report, leaflet, and video were used to evaluate the students an EIL-sensitive syllabus needs to use a variety of assessment techniques (Marlina, 2013).

To exemplify the classroom procedure, the 10th module Silent Language (Week 10) is expanded on below. As the course was a 4-credit-course, the participants had to meet twice in the campus every week. However, they were also engaged in out-of-class activities through social media, i.e., Facebook in this case, as then the institution used Facebook as its formal way for announcements, communication, and exchanges and it was popular among the university students. This theme aimed at furthering the participants' understanding and awareness as well as increasing their sensitivity to non-verbal communication variations in diverse backgrounds. In other words, with this module, the practitioner researcher attempted to increase understanding and awareness of English plurality, enhance receptive skills, and create a sphere of interculturality in the classroom. As classroom practices, the researcher brought a YouTube video in which five teenagers from various Circles, including the USA, Vietnam, Italy, Australia, and Korea were chatting. The participants were supposed to identify the communication accident due to the diverse meanings assigned to hand gestures in different cultures. However, there occurred some misunderstandings due to different meanings of hand gestures. It was assumed that through critical incidents, reflections, and attempts to compare and contrast hand gestures with those in Turkey could further their awareness, understanding, and sensitivity. Module 10 is related to the following EIL-principles: exposure to multiple English varieties, adopting an inclusive cultural representational approach, and promoting an international understanding. Example Facebook prompts and participant comments to help the understanding of the procedure outside the classroom borders could be found in Appendix B (grammar and spelling mistakes in the original version), where the participants not only commented on the prompts but also interacted with each other to exchange ideas.

RESULTS & DISCUSSION

The qualitative data are analyzed and presented below under two themes: responses of internal and external stakeholders.

Responses to the course: Views of the participants as internal stakeholders

Internal stakeholders' responses came from retrospective interviews, weekly student reports, and the final questionnaire, which are concisely documented below due to space limitations. The results of the content analysis of those retrospective interviews show a wide variety of positive aspects (N=87) times. These were categorized under four themes: knowledge/awareness, skills, course instruction, and others. The first category was found to be the most frequently touched domain, (N=37 codes). They reported to have learned new things about other cultures (N=8), be equipped with useful information for successful future intercultural communication (N=7), have increased awareness about Turkish culture (N=7), to list but a few. 33 positive codes were identified in the skill category. The treatment appears to have 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), and so forth. In addition, 11 positive codes were identified in course instruction. They found the classroom atmosphere enjoyable (N=5) and reported that they were taught in an integrated way (N=2). The last category includes strengths such as teaching how to tolerate cultural differences, having courage to go abroad, getting aware of their weakness and strength, to add but a few. For instance, the following excerpt is illustrative of increased awareness of one's culture and greater familiarity with diverse English accents:

"(...) 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 thought people 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)

A few negative codes were identified under three themes: course content (N=7), instructional materials (N=7), and instruction process (N=8). Some reported that focusing on linguistic and cultural issues every week did not attract their attention. Two participants complained about the noise during collaborative work and student domination. Regarding the instructional materials, three complained about the length of videos (N=3) and the high number of texts brought in one class (N=2), videos including political terms and having a high-level English (N=1 for each). For instance, a participant talked about boring topics that could not attract young generation:

"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)

On the other hand, the analysis of weekly student self-reports regarding the topics, activities and tasks, materials, possible course gains, possible difficulties/course weaknesses, the most and the least liked thing brought about parallel results. Most of the participants described course topics each week thought-provoking, important,

informative, enjoyable, and useful, yet some found topics on mostly language-related issues such as spread of English, language ownership boring and repetitive. Surprisingly, it was found that they were more positive about topics related to culture in later weeks. They were more positive about activities and tasks as they described them effective, informative, novel, activating, constructive, clear, socialising, and so on. The negative comments were about Facebook activities as they found it repetitive and thus boring to discuss parallel issue outside the classroom. The participants were found quite positive about the instructional materials as they described them as effective, informative, diverse, activating, enjoyable, and so on:

“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 results on course gains and weaknesses from these student self-reports support the ones gathered by retrospective interviews. Most reported that they gained much information and their world knowledge improved, and they had chance to learn different perspectives on various language and culture-related issues. They also touched on the improvement in their language skills, including speaking, listening, vocabulary, grammar, and writing. Regarding course weaknesses, they stated that they wanted more visuals, including videos, and most did not like doing parallel activities on Facebook. However, their comments on the need for more videos decreased in later weeks as the practitioner revised the activities and tasks based on these reports. When they were also asked to report the most and the least liked elements, they stated that they mostly valued group discussions/activities, video integration into the classes, and activity variety; on the other hand, they complained about Facebook activities, group assignment, and some politics-related and sensitive social topics. The following excerpts illustrate both course strengths and limitations:

“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 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)

Lastly, upon the completion of the 10-week process, all the participants (N=53) were asked to provide their response with 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. 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, complaining about the members repeating each other's comment rather than writing new things (N=13), having discussed the same topics in the face-to-face classroom sessions (N=11), wasting much time (N=11), having difficulty in focusing on other courses (N=6), hating the requirement to open a Facebook account just for this class (N=4), being afraid of making mistakes that could be seen by their peers (N=3), and so

forth. Yet, some stated that it was a good implementation (N=15 out of 53, i.e., 28.3 percent), touching 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.

In addition, more than half of the participants liked the substitution of assignments for traditional pen and pencil exams (N=31, out of 53, i.e., 58.4 percent), 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. Though fewer, some were unhappy (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). Conducting group work was difficult 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.

Final questionnaire results on course gains show parallelism with the ones reached by retrospective individual interviews. These are outlined in the table below.

Table 2. 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	90	getting knowledge about other cultures	34
			14

gains	(40.9%)	increasing awareness of sociolinguistic landscape of English	12
		increasing world knowledge	8
		learning the concept culture	6
		learning local culture	6
		getting knowledge about the sociolinguistic importance of English in Turkey	4
		learning how to compare and contrast local and other cultures	3
		learning different ideas	2
		looking at global issues from a broad perspective	1
		increasing curiosity about other cultures	1
		learning the attitudes of others towards Turks	
		having fun	10
Learning	29	learning how to conduct group work	4
process-related gains	(13.1%)	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		being more tolerant	1
TOTAL			220

As is seen in the table, language skill and knowledge-related gains were reported much frequently. Particularly, improvement in speaking skill was emphasised as the course taught them speaking gambits, encouraged them to contribute orally, promoted their debate skills, and encouraged them to interact with people and foreigners confidently. The least frequently mentioned theme was learning process, but several touched on the fun aspect of the course. Yet, 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 excerpts can illustrate some of these gains tabulated above:

“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)

On the other hand, the weaknesses of the course analysed in these questionnaires were encoded in the table below.

Table 2. Encoded Course Weaknesses

Sub-categories	f	Codes	f
Social-media related weaknesses	35 (33.6%)	disliking Facebook	9
		repetitive topics	7
		wasting too much time	4
		repetitive 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	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

As is seen in Table 2, social media-related weaknesses were found to be the highest (N=35), and they were followed by assignment-related limitations (N=28). Also, there were some complaints about course topics (N=22), instructional materials (N=5). Apart from these, some seemed unhappy about focus on speaking, and some needed at least one traditional exam:

“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)

The participants were also asked to provide suggestions to improve the class for better use, which were categorised as tasks and topics (N=27), Facebook (N=20), assignments (N=20), instructional materials (N=11) and teacher behaviour (N=3). For instance, several wanted the Facebook discussions to be abolished (N=13). Some suggested lowering the number of assignments (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), integrate more visuals and videos (N=5), focus on all skills into the course (N=6).

Responses to the course: Views of the peer classroom observers

In addition to this insider perspective, totally nine peer observation sessions were held within six different weeks: three by the female peer observer, and six 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.

Both observers appeared to be satisfied with the nature of the lesson and content due to clear aims and objectives, lessons linked to the previously learned material, suitable course difficulty, and its potential to enhance critical thinking and facilitate higher level thinking skills. Teaching methods, materials, and activities were also found satisfying as warm-up activities were successful, the practitioner's instructional choices promoted active and thoughtful learning, materials were appropriate to achieve the course goals, to list but a few. The overwhelming response for teacher behaviour was outstanding as she

encouraged them to participate actively, listen to each other, and encouraged them to chip into the discussions, classroom interactions were in a non-threatening atmosphere, and the teacher managed to stimulate and sustain them with her clear explanations. Although it was found satisfactory, classroom climate element received the lowest points contrary to the other previous three aspects. They reported that the students were satisfactorily involved and attentive, and during their discussions they seemed to respect each other; however, the female observer drew attention to the low classroom participation and unsatisfying English language use in two sessions. Yet, in another observation session, she was satisfied with the use of target language among the students, which means classroom participation changed from topic to topic.

The observers reported several course strengths such as good topic choice, student engagement, various interaction patterns, developmental nature of the class, increase in confidence to use Turkish English accent, the attempt to make student global citizens by bringing culturally diverse situations, achievement of what was set out beforehand, interesting and enjoyable handouts, group works, comparison and contrast between different perspectives, scaffolding the instructions using L1, the choice of the local figure speaking English, and so on. Though few, some weaknesses were identified such as the need to encourage passive students in group discussions, putting the problematic students in the same group, much Turkish talk in group works, the tendency to speak Turkish in group work, length of some videos and so on. Overall, the observers reported that the practitioner managed to achieve what she set out to teach at the very beginning of the term such as increasing awareness about intelligible English use, English variety and the blurred nature of NS identity and promoting cross-cultural understanding:

“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, 15th 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 EIL-oriented course appears to be a valuable experience for the participants as it increased their world knowledge related to culture and language, motivated them to contribute to classroom discussions in English, and provided an enjoyable and motivating classroom atmosphere. Similarly, in their classroom implementation Bayyurt and Altınmakas (2012) managed to create a motivating and enjoyable classroom atmosphere thanks to EIL-oriented topics and activities. Although the general attitude towards course topics was positive, some complained about political, culturally sensitive, and ambiguous topics. However, some were observed to get bored while discussing serious issues on language and culture. Also, they appeared to value more videos in the course, and student hesitancy to participate in some of classes and tendency to use Turkish were stated as two course weaknesses. Mason (2010) touches on the importance of using a variety of materials and activities to encourage students to search about various cultures, be open to different perspectives, and manage to explain their cultures to others and others’ culture

to their own people. However, these weaknesses are different than the ones found by Hino (2012b), who was criticised for the lack of a variety of activities and student production. In addition, although social networking sites are potentially beneficial educational tools in higher education, it was not welcome in the current study due to the difficulty to sign in regularly, fear of making mistakes, the tendency to see Facebook appropriate for solely personal enjoyment rather than education, and lack of time to keep up all these activities and peer comments.

Several implications for practitioners and materials designers could be listed. First, the study showed a significant increase in students' self-confidence in expressing themselves in English thanks to model NNS and local figures. However, oral production is problematic in Turkey, and students suffer from anxiety, stress, and lack of confidence and thus they cannot comprehend and communicate in English. These results enable the researchers to conclude that if the learners' awareness is increased, they will feel more comfortable with their own identity, and this confidence will bring success in oral production. Particularly, EIL-related content on their local culture, interesting inter-cultural comparisons, cultural conflicts, issues and questions about education policies, politics, and language ownership can encourage a real need to communicate. In addition, the reluctance to participate in Facebook activities is worth touching upon, which may result from the fact that for the first time they had such an experience and there was monitoring effect which made some afraid of making mistake in front of their teacher and peers. Thus, practitioners need to communicate their objectives and the requirements of the process openly at the very beginning of the process, and such activities that can internally motivate students to chip into discussions need to be designed.

Here particular urgency also needs to be attached to instructional materials. Exposure to English variety need to be ensured in these materials so that learner's archive could be enlarged and they can successfully and confidently communicate in English. These materials need to have a broad English language and culture view in that samples of visual NS-NNS and NNS-NNS interactions and cultural content on local, target, and world cultures need to be integrated. In addition, the results showed that some participants felt bored while discussing serious and political issues such as Syrian war. Similarly, Cates (1990) observes that many modern young people are not interested in global issues and education system does nothing but makes individuals memorise and learn passively, tortures them with exams and discourages their critical thinking. Thus, these kind of real life issues need to be integrated into materials so that the new generation can have related knowledge to work for a better life, use skills of communication, think critically and creatively to solve problems, and show global attitudes such as respect, empathy, justice, and the desire to participate actively to solve global problems (Cates, 1990).

As a last word, due to the newness of the EIL paradigm, paucity to actualise it in real classrooms is natural. To encourage language policy designers, materials writers, teacher educators, and practitioners to back TEIL, awareness and understanding regarding its rationale needs to be increased. Professional development activities via in-service course can serve well particularly well for practitioners as the real implementers of TEIL. Otherwise, an incomplete understanding will contribute to this paucity. In this process, such detailed case studies can serve as a starting point to provide food for thought for the ones who have started to question the relevance of the existing Anglo-American-oriented

ELT for their education backgrounds. Besides, both pre- and in-service teachers' awareness of TEIL should be increased, for teacher education programs and professional development initiatives could serve as source of inspiration for teachers (see, for instance, Rose & Montakantiwong, 2018), and change cannot be realized without teachers' support (Rose et al, 2020).

CONCLUSION

The current research as one part of a larger PhD study reported somewhere else attempted to explore how a TEIL-oriented General English course devised “to better prepare our students for the messy world of English today” (Matsuda, 2018, p. 24) as competent English users was viewed by both internal and external stakeholders. To this end, views of the both parties were taken via individual retrospective interviews, weekly written self-reports, a final open-ended questionnaire, and peer classroom observation. The analysis of the qualitative data in showed that the course appears to be a valuable experience as it increased learners' world knowledge, enhanced their oral production in English, and provided an enjoyable and motivating atmosphere. However, every classroom application has limitations, and the current one is no exception. Some limitations regarding course content, materials and instructional choices were identified by both stakeholders. As the documented literature suggests, drawing such field-tested pictures has the potential to inspire the related parties to make instructional decisions in line with the changing sociolinguistic landscape of English to better prepare language learners for the messy world. Thus, further attention needs to be given to future EIL implementation studies conducted in diverse education contexts with different student profiles. Comparing and contrasting such field implementations could further the practitioners' understanding the issue, who could not take initiatives, otherwise. Besides, the data were gathered in a three-month period from a small size sample. Thus, further longitudinal studies could be devised to reach richer and accurate data over a period of time (Cohen et al., 2007), and the findings could be compared and contrasted. Besides, as in the current study the participants were quite negative about the use of Facebook, the study could be replicated using other virtual environments such as Whatsapp or Blackboard.

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APPENDIX A. 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
I	The nature of the lesson and content	Unsatisfactory	Below Average	Average	Above Average	Outstanding	
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.						
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 B. Example Facebook Prompts and Participant Comments

Date	Facebook Prompt	Participant Comment on Facebook
4th April, 2016	<p>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.</p>	<p>Seda Çelik (a pseudonym) 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 I 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 I read some other</p>

story, and Duch girls always talk about their size. I 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 because he is vegetarian. Ofcourse he was shocked when she saw his teacher eating insect. I agree with him it is so creepy and disgusting 😞 -_- I will continue to read the other stories because I like them 😄 O:)
Unlike · Reply · 3 · 4 April at 13:51

Asya Şahin (a pseudonym)
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 Seda Çelik (a pseudonym) said I'll continou to read the other stories 😊:)
Unlike · Reply · 3 · 4 April at 14:30

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 and INTERACT with each other.

Remove
Metin Hal (a pseudonym)
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
Metin Zene (a pseudonym)
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,

it 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
